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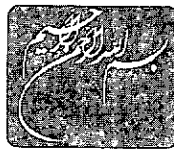
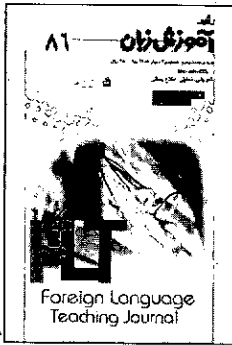
Foreign Languages Open Doors to New Horizons



Classroom assessment techniques provide a channel of communication between students and teachers to evaluate and improve the quality of the work being done in the classroom. By using such techniques, students are encouraged to write comments on the teaching process and, at the same time, to give report on their own learning which assist teachers in promoting students' learning.



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سازمان پژوهش و برنامه ریزی آموزشی
دفتر انتشارات کمک آموزشی



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مدیر مسئول: علیرضا حاجیانزاده

سردبیر: دکتر سید اکبر میرحسینی

مدیر داخلی: شهلا زارعی نیستانک

طراح گرافیک: نوید اندرودی

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فهرست

- سخن سردبیر / دکتر سید اکبر میرحسینی / ۲
- ارزش یابی نوین: پاسخ به بعضی ابهامات موجود در حوزه ی ارزش یابی / مهرداد سپهری / ۴
- Book / Sh. Zarei Neyestanak / 10
- English Through Fun! / B. Dadvand & H. Azimi / 17
- Classroom-Based Evaluation / M. Heidari Chegeni / 24
- Syllabus Design: Principles, Procedures and Necessary Points / N. Karimi Allvar / 29
- How to Reduce Forgetting / Dr. A. Mirhassani & K. Tavassoli / 35
- Classroom Assessment: What We Should Consider as Professional Teachers / Dr. M. Rashtchi / 41
- The Relationship Between Cognitive Styles and the Performance of Iranian EFL Learners on Different Types of Language Tests / Dr. P. Birjandi & S. R. Rahgoshay / 50
- What Pre-Writing Can Do: A study of Talk Shows and Passage Reading on the EFL Learners Composition Skills / Dr. A. Jalilifar & H. Rezaee / 58
- L'interculturalité et l'élaboration des manuels de FLE Dans le Cadre d'une approche Communicative / Dr. J. Karampour / 64

اعضای هیأت تحریریه

دکتر پرویز بیرجندی، دانشگاه علامه طباطبائی

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دکتر محمدرضا عنانی سراب، دفتر برنامه ریزی و تألیف کتاب های درسی

قابل توجه نویسندگان و مترجمان محترم

● مجله ی رشد آموزش زبان، مقالات کاربردی در حیطه ی آموزش زبان و همچنین اصل تحقیقات پژوهشگران در حیطه ی آموزش زبان خارجی، به ویژه، دبیران و مدرسان را، در صورتی که در نشریات عمومی درج نشده و مرتبط با موضوع مجله باشد، می پذیرد. ● مطالب متن باید حد اکثر بین ۸ تا ۱۰ صفحه با فونت ۱۳ در دو نسخه ی تایپ شده همراه با چکیده فارسی و انگلیسی که زیر آنها کلید واژه ها آمده است، ارسال شود (چکیده ی فارسی حتی الامکان در یک صفحه ی A4 تنظیم شود). این مورد برای مقالات فرانسه و آلمانی نیز صادق است. ● محل قرار گرفتن جدول ها، نمودارها و تصویرهای ضمیمه باید در حاشیه ی مطلب نیز مشخص شود. ● متن هایی که به زبان های خارجی (انگلیسی، فرانسه و آلمانی) ارسال می شوند، باید سلیس و روان و از انسجام کافی برخوردار باشند و از منابع جدید استفاده شده باشد.

نویسندگان و مؤلفان، نام و نام خانوادگی، آدرس پست الکترونیکی، دبیران (نام منطقه ی آموزشی)، دانشگاهیان نام دانشگاه و مدرک تحصیلی خود را زیر عنوان مقاله بیاورند. ● نثر مقاله ی فارسی باید روان و از نظر دستور زبان فارسی درست باشد و در انتخاب واژه های علمی و فنی دقت لازم مبذول گردد. ● مقاله های ترجمه شده باید با متن اصلی همخوانی داشته باشد و متن اصلی نیز ضمیمه ی مقاله باشد. ● در متن های ارسالی باید تا حد امکان از معادل های فارسی واژه ها و اصطلاحات استفاده شود. ● زیرنویس ها و منابع باید کامل و شامل نام اثر، نام نویسنده، نام مترجم، محل نشر، ناشر، سال انتشار و شماره صفحه ی مورد استفاده باشد. ● مجله در رد، قبول، ویرایش و تلخیص مقاله های رسیده مختار است. ● آرای مندرج در مقاله ها، ضرورتاً مبین نظر دفتر انتشارات کمک آموزشی نیست و مسئولیت پاسخگویی به پرسش های خوانندگان، با خود نویسنده یا مترجم است. ● مجله از بازگرداندن مطالبی که برای چاپ مناسب تشخیص داده نمی شود، معذور است.

سخن سردبیر

امروزه آموزش زبان به طور کلی و آموزش زبان خارجی به طور خاص، زنده، پویا و مولد است. ولی تا چند سال قبل، تحقیق و نشر مقالات و کتاب‌ها در این زمینه بسیار محدود و مخصوص کسانی بود که به ارزش‌یابی زبان برای هدف‌های خاصی نیاز داشتند. معلمان و آزمون‌گران، آن‌چه را که برای تدریس آماده بود، استفاده می‌کردند و در ارزش‌یابی خود به کار می‌بردند. در حقیقت، آن‌ها راهنما و دستورالعمل‌های بسیار کمی برای تهیه‌ی آزمون داشتند و هیچ تلاشی هم برای تهیه و بسط نظریه‌های ارزش‌یابی زبان به عمل نمی‌آمد.

اما اخیراً فعالیت‌های زیادی در تدریس و ارزش‌یابی زبان انجام می‌گیرند و نظریه‌های نو و سازنده‌ای ابراز می‌شوند که پایه و اساس ارزش‌یابی زبان و کاربرد آن را نشان می‌دهند و کاربرد زبان توسط افراد در محتوا و شرایط استفاده از زبان و ساختار روان‌شناختی حاکم بر گفتمان را مشهود می‌سازد.

استفاده‌ی عملی از آزمون زبان در چارچوب توانش زبان، با توجه به آخرین رویکرد و دیدگاه‌های آزمون‌سازی می‌تواند، معلمان را در کار خود موفق‌تر نشان دهد و هدف‌های آموزشی را از کاربرد زبان افراد به گونه‌ای منعکس کند که توصیف و قضاوت آن کاربرد را آسان‌تر سازد. ارزش‌یابی زبان برای کلیه‌ی افراد درگیر در تدریس، اعم از معلمان راهنمایی و دبیران دبیرستان‌ها تا استادان دوره‌های کاردانی، کارشناسی، کارشناسی ارشد و دکترا، ضروری است. به عبارت دیگر، هر فردی که زبانی را به کار می‌برد یا نیاز دارد بداند فرد دیگری چگونه از زبانی استفاده می‌کند، خواه ناخواه درگیر ارزش‌یابی می‌شود. توجه به جنبه‌های گوناگون زبان و آزمون‌سازی و ارزش‌یابی همراه با بینش و استفاده از راهبردهای مفید و مؤثر در تهیه‌ی آزمون و تحلیل آن، کاری بس با اهمیت و سازنده در حرفه‌ی معلمی و تدریس است. بنابراین، هر معلم، دبیر یا استادی، ضرورتاً باید به این مهم بپردازد و خود را با زیر و بم کار آشنا سازد و در تهیه‌ی آزمون‌ها از راهبردها، دیدگاه‌ها و نظریه‌های سازنده بهره‌برد تا در این فرایند موفق شود و بتواند به هدف‌های آموزشی جامه‌ی عمل بپوشاند.

البته آزمون و ارزش‌یابی ممکن است برای هدف‌های متفاوتی انجام شود. در

این صورت، توجه به محتوا، به شرایط استفاده از زبان بستگی دارد. مروری بر تاریخ ارزش‌یابی زبان که در این جا فرصت ارائه‌ی آن نیست و در ادبیات مقالات مربوطه آمده باشد، شیوه و چگونگی گسترش این علم را نشان می‌دهد. شیوه‌های گوناگون ارزش‌یابی مانند آزمون کتبی، شفاهی و امثال آن، باید به کاربرد زبان در شرایط گوناگون، هدف‌های آموزش زبان، مناسبت انواع آزمون‌ها با هدف‌های آموزشی و چگونگی تهیه‌ی آن‌ها، توجه داشته باشد. مهم‌تر از همه، مدرس زبان در هر سطحی، باید به کاربردی بودن زبان توجه نماید و در ارزش‌یابی خود بررسی کند که زبان‌آموز تا چه حد و میزانی می‌تواند، از زبان در کار خود و شرایط عادی زندگی استفاده کند، نه آن‌که فقط جواب سؤال‌های خاصی را بدهد و در خارج از کلاس درس نتواند ساده‌ترین سؤال‌ها را پاسخ گوید. شیوه‌های ارزش‌یابی به طور قطع و یقین، روش‌های تدریس را تحت تأثیر قرار می‌دهد و در این مسیر، تغییرات مهم و مشخصی به وجود می‌آورد. اگر ارزش‌یابی صحیح نباشد، آموزش را به بیراهه می‌برد و اگر با بیش و هدف روشنی انجام گیرد، باعث پیشرفت آموزش زبان می‌شود.

در پایان قابل ذکر است که اخیراً کتاب‌های متعددی در زمینه‌ی آزمون‌سازی و ارزش‌یابی چاپ و منتشر و مقالات و تزه‌های بی‌شماری نوشته شده‌اند که می‌توانند به معلمان، دبیران و استادان محترم کمک کنند و آن‌ها را در این مهم یاری دهند تا با استفاده از نکات سودمند و مؤثر ارائه شده، کار ارزش‌یابی خود را به بهترین وجه انجام دهند و آموزش زبان را بهبود بخشند.

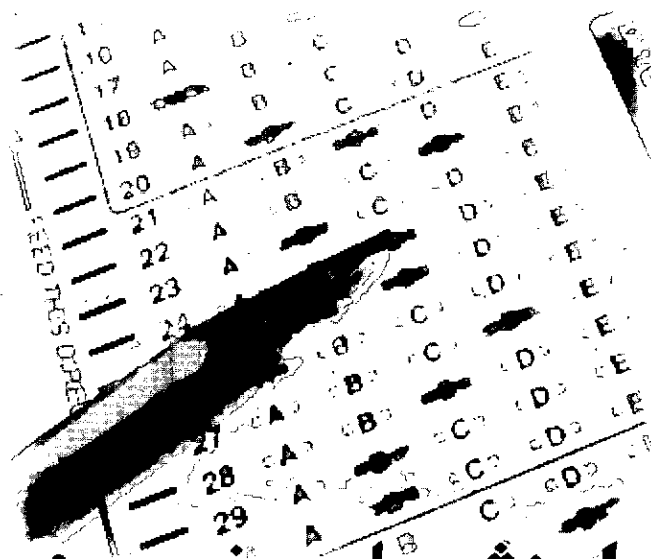
ان شاء الله

تصحیح و پوزش

روی جلد و پشت جلد شماره‌های ۸۴ و ۸۵ (پاییز و زمستان ۱۳۸۶) کلمه‌ی Teaching اشتباه چاپ شده بود که ضمن تصحیح آن از شما خوانندگان محترم پوزش می‌طلبیم.



نویسنده: آناهورتا - ماسیاس
ترجمه: مهرداد سپهری
عضو هیئت علمی دانشگاه آزاد اسلامی واحد شهرکرد



ارزش‌یابی نوین پاسخ به بعضی ابهامات موجود در حوزه‌ی ارزش‌یابی

چکیده

مقاله‌ی حاضر بر آن است تا روشی نوین در ارزش‌یابی در برابر آزمون‌های استاندارد شده، معرفی کند. ایده‌های اولیه‌ی ارزش‌یابی نوین در آغاز دهه‌ی ۱۹۹۰ میلادی و هنگام بروز مخالفت‌های عمومی در مقابله با این اندیشه که همه‌ی افراد و مهارت‌های آنان را می‌توان با استفاده از آزمون‌های سنتی سنجید، شکل گرفت. هنگامی که معلمان و فراگیرندگان از کاستی‌های آزمون‌های استاندارد شده آگاه شدند، روشی نوین به جای آزمون‌های استاندارد شده و کمبودها و مشکلاتی که در پی داشتند، پیشنهاد شد. روش پیشنهادی، فرایند سنجش از طریق جمع‌آوری مجموعه‌ای از کارها و فعالیت‌های آموزشی فراگیرندگان شکل می‌گیرد؛ روش‌هایی از قبیل: استفاده از فهرست کامل رفتارها و تکالیف فراگیرندگان، یادداشت‌های روزانه، فیلم‌های ایفای نقش، نوارهای صوتی از گفت و گوها، پرسش‌نامه‌های خود آزمون، نمونه‌ی کارها و مشاهدات معلم و غیره.

البته ارزش‌یابی نوین هم‌مانند هر نوآوری دیگری در حوزه‌ی ارزش‌یابی، در معرض نقد قرار گرفته است و از لحاظ روایی، پایایی و عینیت به چالش کشیده شده است. آناهورتا ماسیاس در این مقاله سعی کرده است، ضمن پاسخ به این انتقادات، ارزش‌یابی نوین را در برگیرنده‌ی روش‌هایی کاملاً روا که عاری از مشکلات موجود در آزمون‌های سنتی، از قبیل سوگیری‌های فرهنگی، زبانی و هنجاری هستند، معرفی کند.

کلیدواژه‌ها: ارزش‌یابی نوین، آزمون‌های استاندارد شده، روایی، پایایی، عینیت.

Abstract

The Present article is aimed at introducing an alternative to standardized testing for which the writer gives no single definition of course. Early concepts of alternative assessment goes back to the beginning of the 1990s when a culture of rebellion against the notion that all people and skills could be measured by traditional tests. As teachers and students were becoming aware of the shortcomings of standardized tests, "an alternative to standardized testing and all the problems found with such testing" was proposed. That proposal was to assemble additional measures of students through a number of procedures such as the use of checklists of students' behaviors or products, Journals, reading logs, videos of role plays, audiotapes of discussions, self-evaluation questionnaires, work samples and teacher observations or anecdotal records.

Alternative assessment, of course, like any other innovations in the field has enjoyed a variety of objections in terms of validity, reliability, and objectivity, Ana Huerta-Macias in this paper tries to take these objections into account and put forward the idea that alternative assessment consists of valid reliable procedures that avoid many of the problems inherent in traditional tests including norming, linguistic and cultural biases.

Key Words: alternative assessment, standardized tests, reliability, validity, objectivity.

پیرسون، ۱۹۹۲؛ ریگلی و گاث، ۱۹۹۲]. به علاوه، فضای حاکم بر جلسه‌ی آزمون غالباً خود اضطراب‌زاست؛ به گونه‌ای که فراگیر قادر به تفکر عمیق مورد نیاز در چنین موقعیتی نیست. هم چنین، در چنین مواقعی فراگیر ممکن است، در پی یافتن دلایلی برای کاستن قصور کم کاری (مانند مشکلات شخصی و بیماری) برآید که در نتیجه، باعث کاهش سطح کارایی او در جلسه‌ی آزمون می‌شود. مشکلات آزمون‌های سنتی غالباً سبب می‌شوند، فراگیرنده نتواند، آن‌چه را که واقعاً می‌داند، بروز دهد؛ که در این جا منظور توانایی ایجاد ارتباط به زبان خارجی است. پس روش‌های نوین چه روش‌هایی هستند؟ چگونه یادگیری زبان خارجی فرد را، به گونه‌ای روا و پایا می‌توانیم ارزش‌یابی کنیم؟ آیا روش‌های نوین قابل اعتمادی که از آن‌ها بتوان در تمامی سطوح زبان‌آموزی استفاده کرد، وجود دارند؟

در مقاله‌ی حاضر، پاسخ‌هایی به این پرسش‌ها داده شده است. ابتدا فرایندهای «ارزش‌یابی نوین»^۱ توضیح داده شده و مسائل موجود در خصوص روایی و پایایی و عینی بودن این روش‌ها که غالباً مورد سؤال قرار می‌گیرند، بررسی شده است. سپس قدرت ارزش‌یابی نوین برای فراهم‌آوری اطلاعات درباره‌ی دانش فراگیرندگان مورد بحث و بررسی قرار گرفته است.

فرایندهای ارزش‌یابی نوین

روش ارزش‌یابی نوین به عنوان روشی جدید به جای آزمون‌های

مقدمه

یک روز که به دنبال دخترم به مدرسه‌ی محل تحصیلش رفته بودم، او مثل همیشه داخل ماشین پرید و با تعجب گفت: «مامان تا حالا با هیچ یک از موارد فوق در زندگی برخورد نکرده بودم.» برای یک لحظه گیج شدم، ولی بلافاصله فهمیدم که او درباره‌ی یک سؤال چند گزینه‌ای حرف می‌زند. مطمئن شدم که او از سردرگمی خودش در مورد یکی از سؤالات درس علوم که همان روز با آن مواجه شده بود، صحبت می‌کرد. معلم در بسیاری از سؤالات از گزینه‌ی «هیچ یک از موارد فوق» استفاده کرده بود که دخترم متوجه این گزینه نشده بود. او که هرگز با چنین گزینه‌ای برخورد نکرده بود، خیال می‌کرد، منظور معلم این است که نباید هیچ یک از گزینه‌ها را علامت بزند و در نهایت از امتحان آن روز رد شد.

این داستان، یکی از مشکلات تمامی آزمون‌ها، شامل آزمون‌های استاندارد شده و هم چنین آزمون‌های «معلم ساخته» را نشان می‌دهد. در این مورد به خصوص، فراگیر مفهوم سؤال را می‌فهمد، ولی با نوع زبان و نحوه‌ی پاسخ‌گویی آشنایی نداشت. به این ترتیب می‌توان گفت، او مهارت شرکت در آزمون را نداشته است، نه دانش علمی مورد سؤال را. از جمله مشکلات دیگری که در تاریخچه‌ی علم آزمون‌سازی و ارزش‌یابی در ارتباط با آزمون‌های سنتی و استاندارد شده مورد بحث قرار گرفته، نمونه‌گیری از جمعیت مورد نظر و تمایلات فرهنگی و زبانی است [گارسیا و

استاندارد شده و مشکلات و نواقص آن‌ها مطرح شده است. البته هنوز تعریف واحد و همسانی برای این نوع ارزش‌یابی ارائه نشده و تنها یک سلسله‌عنوان‌های جدید برای متمایز کردن آن‌ها از آزمون‌های سنتی و استاندارد شده مطرح شده است. گارسیا و پیرسون (۱۹۹۴)، در بررسی اجمالی خود از این نوع آزمون‌ها، اصطلاحاتی از قبیل ارزش‌یابی عملکرد^۲، ارزش‌یابی اصیل^۳، ارزش‌یابی مجموعه‌ای^۴، ارزش‌یابی غیررسمی^۵، ارزش‌یابی موقعیتی^۶، و ارزش‌یابی نمایشی^۷ را به کار برده‌اند. آن‌ها هم چنین اظهار کرده‌اند که ارزش‌یابی نوین شامل تمامی اقداماتی است که با معیارهای سنتی استانداردسازی، کارآمدی، هزینه‌بخشی - عینیت‌سازی، و نمره‌گذاری ماشینی (تصحیح ماشینی) هم‌راستا نباشند (ص ۳۵۵).

ارزش‌یابی نوین، از این لحاظ با آزمون‌های سنتی متفاوت است که از فراگیران می‌خواهد، آن‌چه را که می‌توانند انجام دهند، نشان دهند. فراگیرندگان براساس هر آن‌چه که با نظام شناختی شان یکپارچه و همانندسازی کرده‌اند، مورد ارزش‌یابی قرار می‌گیرند، نه بر پایه‌ی محفوظات ذهنی خود. هدف اصلی ارزش‌یابی نوین، گردآوری شواهدی است که نشان دهد، چگونه فراگیران با تعیین شیوه‌های گوناگون و بررسی و انجام آن‌ها در زندگی واقعی خود، موفق به حل یک مشکل در موقعیتی خاص می‌شوند [گارسیا و پیرسون، ۱۹۹۴: ۳۵۷]. مهم‌ترین ویژگی این نوع ارزش‌یابی آن است که به جای آزمون‌های سنتی روش‌هایی جای‌گزین ارائه می‌دهد؛ به گونه‌ای که:

(الف) محل فعالیت‌های روزمره و منظم کلاس نیست.

(ب) سرفصل و مطالب آموزشی را که در کلاس درس مورد استفاده قرار می‌گیرند، به خوبی نمایان می‌سازد.

(ج) اطلاعات لازم را در مورد نقاط قوت و ضعف هر فراگیرنده در اختیار می‌گذارد.

(د) شاخص‌های متعددی برای تعیین میزان پیشرفت فراگیرندگان به دست می‌دهد.

(ه) در مقایسه با آزمون‌های سنتی، نسبت به تفاوت‌های فرهنگی بیشتر حساس است و هم‌چنین برخلاف ارزش‌یابی سنتی، عاری از سوگیری‌های هنجاری، زبانی و فرهنگی است.

روش‌های ارزش‌یابی نوین برای فعالیت‌های کلاسی مزاحمت ایجاد نمی‌کنند، زیرا نیاز به در نظر گرفتن زمانی خاص برای برگزاری آزمون، مانند برگزاری آزمون‌های سنتی، نیاز ندارند. به علاوه، فعالیت‌های روزمره‌ای که فراگیرندگان درگیرشان هستند (مانند فعالیت نگارشی، ایفای نقش، بحث گروهی و...)، پایه و اساس ارزش‌یابی نوین هستند. بنابراین، به تغییر چندانی در روند فعالیت‌های روزمره کلاسی احتیاج نیست. از آن‌جا که این نوع ارزش‌یابی براساس فعالیت‌های روزمره کلاسی است، سرفصل درس به خوبی منعکس می‌شود؛ درست برخلاف آزمون‌های استاندارد شده که غالباً مهارت‌هایی را مورد پرسش قرار می‌دهند که با آن‌چه در کلاس می‌گذرد، همسانی ندارند. علاوه بر همه‌ی این‌ها، از آن‌جا که اطلاعات

جمع‌آوری شده براساس فعالیت‌های مبتنی بر زندگی واقعی فراگیرنده است، این نوع ارزش‌یابی اطلاعات مفیدی درباره‌ی نقاط قوت و ضعف فراگیرنده به دست می‌دهد. برای مثال، کار کلاسی فراگیرنده در درس زبان انگلیسی به معلم می‌گوید که نقطه‌ی قوت فراگیرنده، جنبه‌ی صوری زبان انگلیسی است، ولی او به کار بیشتر در زمینه‌ی واژگان و نحوی سازمان‌دهی مفاهیم در یک کار نوشتاری نیاز دارد.

ارزش‌یابی نوین، به جای ارائه‌ی یک روش واحد برای سنجش پیشرفت تحصیلی فراگیرنده، فهرستی از روش‌های ممکن ارزش‌یابی به دست می‌دهد. بدین ترتیب، رشد و پیشرفت فراگیرنده را با میزان پایایی بالاتری می‌توان سنجید، زیرا در این روش، اطلاعات مورد نیاز از منابع متفاوت و متعددی به دست می‌آیند. در نهایت، روش‌های ارزش‌یابی نوین دارای حساسیت چندفرهنگی هستند. این روش ارزش‌یابی برای گروه‌های متفاوت فراگیرنده‌ی زبان انگلیسی که دارای پیشینه‌های فرهنگی ناهمگون هستند، مناسب است، زیرا فاقد سوگیری‌هایی است که در آزمون‌های سنتی وجود دارد. هم‌چنین، در زمره‌ی ابزارهای ارزش‌یابی وابسته به هنجار نیست و براساس عملکرد فراگیرنده در انجام تکالیف زندگی واقعی و روزمره، به‌اجرا در می‌آید.

ارزش‌یابی نوین، ابزارهای گوناگونی را شامل می‌شود که قابل سازگاری با موقعیت‌های متفاوت هستند. از آن‌جا که افراد بسیاری این روش ارزش‌یابی را به طور کامل و مفصل مورد بحث و بررسی قرار داده‌اند (آنتونی، جانسون، میکلسون و پریس، ۱۹۹۱؛ گودمن، ۱۹۹۱؛ هولت، ۱۹۹۴؛ ناواریتی، وایلد، و نلسون، مارتینز، و هارگت، ۱۹۹۰؛ وایلد، دل‌وکیو، و گاستک، زیرچاپ)، در این مقاله سعی شده است، به اجمال برخی از آن‌ها معرفی شوند. چون بعید به نظر می‌رسد که تنها یک ابزار برای برآورده کردن نیازهای هر گروه از فراگیرندگان مناسب باشد، بهترین روش، به کار بستن ابزار موجود به گونه‌ای است که اهداف کلاس برآورده شوند. برای مثال، روش‌های قابل اجرا در ارزش‌یابی نوین شامل مواردی از قبیل: استفاده از فهرست‌های وارسی (چک‌لیست) رفتار فراگیران، تکالیف آن‌ها، یادداشت‌های روزانه، فیلم‌هایی که از نقش بازی کردنشان تهیه شده است، نوارهای صوتی از بحث‌ها و گفت‌وگوهایشان، پرسش‌نامه‌های خودارزیابی، نمونه‌ی کارها و مشاهدات معلمان با وقایع نگاری‌ها هستند. معلم و فراگیرندگان به طور مشترک می‌توانند، درباره‌ی روش‌های ارزش‌یابی تصمیم‌گیری کنند. فراگیرندگان حتی می‌توانند، مسئولیت انتخاب تکالیف یا سایر پروژه‌های کلاسی (به عنوان نمونه آثار منتشر شده) برای ارزش‌یابی را به عهده بگیرند.

روایی، پایایی و عینیت

انتقادات وارد بر ارزش‌یابی نوین، غالباً درباره‌ی روایی، پایایی و عینی بودن آن هستند. درست همان انتقاداتی که بر آزمون‌های استاندارد شده وارد بوده‌اند، در این‌جا نیز مطرح هستند:

● آیا آزمون آن چه را باید می‌سنجد؟

● آیا آزمون هم‌راستا با اصول زیربنایی اندازه‌گیری تهیه شده است؟

● آیا آزمون عاری از سوگیری است؟ [گارسیا و پیرسون، ۱۹۹۲]

طرف داران ارزش‌یابی نوین تمایلی به نادیده گرفتن این سوالات ندارند، چرا که کمال این نوع ارزش‌یابی در توجه و پاسخ‌گویی به همین ابهامات است؛ به‌ویژه آن‌که پیشنهادات طرف‌داران این نوع ارزش‌یابی، با عنایت به نتایج پژوهش‌های کیفی مطرح شده‌اند. روش ارزش‌یابی را وقتی می‌توان قابل اعتماد دانست که دارای شایستگی (ارزشمندی) و ثبات باشد. به عبارت دیگر، مسئله‌ی مهم این است که آیا آن چه را باید بسنجد می‌سنجد و آیا در دفعات متعدد، نتایج یکسانی به دست می‌دهد؟ [گوبا و لینکلن، ۱۹۸۱]

کرک و میلر (۱۹۹۶) می‌نویسند: «ابزار اندازه‌گیری آن‌چنان باید به مشاهده و پدیده‌ی مورد سنجش مرتبط باشد که یقیناً اطلاعاتی معتبر و دارای روایی را در اختیار ما بگذارد.» (ص ۲۲). ارزش‌یابی نوین بهترین نتایج ممکن از پدیده‌ی مورد سنجش را نشان می‌دهد، چرا که بر عملکرد واقعی افراد در انجام وظایف زندگی روزمره، مانند نگارش، ویراستاری، خواندن، مشارکت در کارهای گروهی، و هم‌چنین، نمایش و بیان یک موضوع در برابر افراد یک گروه مبتنی است. به عبارت دیگر، روش‌های مورد استفاده در این نوع ارزش‌یابی به‌خودی‌خود دارای روایی هستند. برای مثال، نمونه‌ی کارهای نوشتاری و حتی گاه منتشر شده در یک کلاس «انگلیسی به عنوان زبان دوم» (ESL)، معلم را از توانایی افراد در نوشتن به زبان انگلیسی آگاه می‌سازد. این نمونه‌نوشته‌ها را می‌توان گواهی بر توانایی فراگیرنده در بیان ایده‌ها و نظرات خود، به گونه‌ای سازمان‌یافته و منسجم، یعنی با استفاده از ساز و کارهای مناسب نگارش، کاربرد لغات و عبارات ربطی بین جمله‌ای و درون جمله‌ای، و هم‌چنین استفاده از واژگان مناسب و صحیح دانست.

و اما در مورد پایایی یا ثبات نتایج آزمون، این امر همواره مطرح بوده است که هرگاه آزمونی دارای روایی قابل ملاحظه‌ای باشد، از پایایی قابل‌قبولی نیز برخوردار است و نتایج مشابه و یکسانی در اجراهای متعدد آن آزمون به دست خواهد آمد. برای مثال، این امر بسیار محتمل است که نوشته‌ی یک فراگیرنده در بازگویی یک داستان، همانند و یا حداقل بسیار مشابه با آن چه که در دو جلسه‌ی متفاوت در دو هفته می‌نویسد، باشد. دو معلم یا حتی معلمی که استفاده از مقیاس ارزش‌یابی کل‌نگر را آموزش دیده است، به‌راحتی درخواست یافت که دو قطعه‌ی نوشته‌شده که شاید به فاصله‌ی یک هفته توسط یک فراگیر نوشته شده‌اند، خصوصیات زبانی یکسانی از خود نشان می‌دهند. بدین ترتیب مصحح، نمرات یکسان و یا بسیار نزدیکی را در مقیاس خود در نظر می‌گیرد. زیرا این نمرات به بهترین شکل توصیف‌کنندگانی هستند که این دو قطعه نوشته به خوبی متشابهات آن‌ها را نشان می‌دهند.

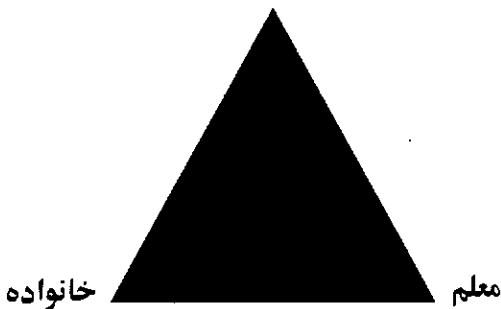
وایلد، دل و کیو و گاستک (زیر چاپ) باور دارند که راهکارهای زیر، پایایی ارزش‌یابی نوین را تضمین می‌کنند:

● تکالیف آموزشی متعددی را که به نتایج یکسانی ختم شوند، طراحی کنید.

● از داوران آموزش دیده‌ای که با معیارهای سنجش مشخصی کار می‌کنند، استفاده کنید؛ داورانی که دارای مقالات قابل توجهی هستند و یا از عملکردهای شناخته‌شده‌ای برخوردارند.

● به‌طور دوره‌ای، نحوه‌ی ارزش‌یابی آنان را بررسی کنید تا از رعایت معیارهای تعیین شده مطمئن شوید.

فراگیرنده



شکل ۱. عوامل سه‌گانه‌ی ارزش‌یابی نوین برای کلاس‌های زبان انگلیسی مدارس

پایایی یا ثبات نتایج حاصل از ارزش‌یابی، در تحقیقات کیفی غالباً به روش دیگری حاصل می‌شود؛ یعنی روش مثلث‌بندی عوامل تعیین‌کننده‌ی پایایی. در تحقیقات کیفی، مثلث‌بندی به ترکیبی از مجموعه روش‌هایی اطلاق می‌شود که به منظور تقویت طرح تحقیق مورد استفاده قرار می‌گیرند [پتن، ۱۹۸۷]. روش مثلث‌بندی در ارزش‌یابی نوین، به مجموعه‌ای از اطلاعات یا داده‌هایی که از سه منبع متفاوت حاصل می‌شوند، اطلاق می‌شود. به عنوان نمونه، در یک کلاس آموزش زبان در مدارس عمومی، معلم در پی ارزش‌یابی پیشرفت سطح سواد فراگیرندگان در زبان انگلیسی است. به این منظور، او اطلاعاتی را کسب می‌کند تا بتواند، تصویری از رشد و پیشرفت هر فراگیرنده ترسیم کند، به گونه‌ای که بیانگر این موارد باشد:

(الف) پیشینه‌ی ذهنی فراگیرنده؛

(ب) کاربرد زبان انگلیسی او (خواندن، نوشتن، صحبت کردن و گوش کردن) در تکالیف آموزشی تعیین شده در کلاس و یا خارج از کلاس (موقعیت‌های واقعی)؛

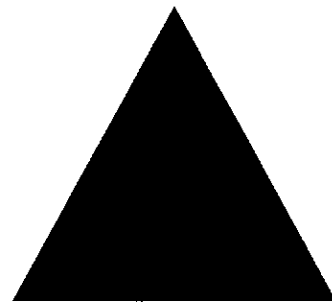
(ج) توانایی او در استفاده از رفتارهای آموزشی، مانند استنتاج، دریافت معنی از متن و خواندن اجمالی متن.

در این راستا، منابع جمع‌آوری اطلاعات عبارت‌اند از: والدین، معلم و فراگیرنده. اطلاعاتی که از والدین به دست می‌آید، اطلاعاتی است که از روش‌هایی به این شرح حاصل می‌شود: گفت‌وگو، مصاحبه‌های غیررسمی، بررسی پیشینه‌های فرهنگی و زبانی فراگیر، مدت حضور در محیط اجتماعی که در آن زبان مقصد (در این جا زبان انگلیسی) صحبت می‌شود، زبان‌هایی که در منزل صحبت می‌شود، زبان‌هایی که با دوستان صحبت می‌کنند، مقدار مطالب

انگلیسی که خوانده می‌شود، و مدت زمانی که صرف خواندن انگلیسی می‌شود. معلم هم چنین می‌تواند، اطلاعات مورد نیاز را از فراگیرنده کسب کند، به طوری که با تهیه‌ی یک نیم‌رخ برای هر فراگیرنده، نمونه‌ی کارهای نوشتاری، نوار کاست‌های صوتی که فراگیرنده در مکالمات خود ضبط می‌کند، فیلم‌های ویدیویی که از ایفای نقش‌های گوناگون تهیه می‌کند، خواندن دفترچه‌های یادداشت فراگیرنده و برگه‌های خودارزیابی او به دست آورد. در پایان معلم می‌تواند، برداشت‌های شخصی خودش را از مشاهدات و وقایع داخل کلاس که گویای میزان مهارت فراگیرنده در به کارگیری زبان انگلیسی است، در نظر بگیرد. هم چنین، یادداشت‌های معلم و فهرست‌های واری (چک لیست) که از عملکرد فراگیرنده تهیه می‌کند، از دیگر منابع جمع‌آوری اطلاعات هستند.

از مثلث بندی می‌توان در موضوعات متفاوت استفاده کرد. برای مثال، یک کلاس آموزش بزرگ سالان (ضمن خدمت) که در محل کار افراد برگزار می‌شود، بیشتر به جنبه‌هایی از زبان انگلیسی می‌پردازد که مرتبط با کار افراد باشد و به آن‌ها کمک کند، وظایف شغلی خود را هرچه بهتر و کارآمدتر به انجام برسانند. در این مورد به خصوص، مثلث بندی را شاید بتوان با جمع‌آوری اطلاعات از معلم، فراگیرنده و کارفرما یا سایر همکاران انجام داد (شکل ۲).

فراگیرنده



کارفرما / همکار

معلم

شکل ۲. عوامل سه‌گانه‌ی ارزش‌یابی نوین برای بزرگ‌سالان یک کلاس آموزش زبان انگلیسی در محل کار (ضمن خدمت)

اطلاعات جمع‌آوری شده از معلم و فراگیرنده ممکن است شامل همان اطلاعاتی باشد که قبلاً توضیح داده شد. کارفرما/ همکاران اطلاعات اضافی درباره‌ی پیشرفت فراگیرنده در زبان انگلیسی در اختیار می‌گذارند. این کار را می‌توان با بررسی‌ها یا تماس‌های تلفنی غیررسمی و حتی مصاحبه‌های شخصی که در آن‌ها، معلم درباره‌ی میزان و نحوه‌ی استفاده از زبان انگلیسی فراگیرنده در موقعیت‌های گوناگون و محل کار، مانند دیوارها و گفت‌وگوهای غیررسمی، انجام می‌دهد، از کارفرما یا همکاران پرس و جو کند. به علاوه، نمونه‌های استفاده از زبان انگلیسی مرتبط با شغل، از قبیل تکمیل فرم‌های متفاوت توسط فراگیرنده، بخش دیگری از منابع مورد نیاز برای ارزش‌یابی محسوب می‌شوند.

یکی دیگر از مشکلاتی که غالباً در ارزش‌یابی نوین مورد توجه قرار

می‌گیرد، فقدان عینیت‌گرایی این نوع ارزش‌یابی است. با وجود این، گرچه آزمون‌های استاندارد شده را همواره جزء آزمون‌های عینی دانسته‌ایم، مفهوم عینی بودن در مورد آن‌ها نیز به چالش کشیده شده است. هر کدام از ما به عنوان یک انسان دارای تمایلات و گرایش‌هایی هستیم؛ خواه از آن‌ها مطلع باشیم خواه نباشیم. استاندارد شدن یک آزمون، تنها توافق افراد در خصوص روش‌های نمره‌گذاری، شکل ظاهری و یا محتوای یک آزمون خاص را بیان می‌کند. به عبارت دیگر، این گونه آزمون‌ها هم به معنی کامل کلمه، عینی نیستند، بلکه مجموعاً یک سلسله سوگیری‌ها و گرایش‌هایی را به طور مشترک دارا هستند. بنابراین، آزمون استاندارد شده عینی‌تر از روش ارزش‌یابی نوین نیست. علاوه بر این، می‌توان این بحث را به آن‌جا کشاند که اطلاعات کمی-به روش آزمون‌های استاندارد شده-ذهنی‌ترند، زیرا دارای آمار و ارقام قابل دست‌کاری و تغییر به گونه‌ای هستند که بتوانند، گرایش‌های خاص محقق را انعکاس دهند. بنابراین، دلیلی وجود ندارد که روش ارزش‌یابی نوین را در مقایسه با آزمون‌های سنتی کمتر عینی بدانیم.

نتیجه‌گیری

در این مقاله، ارزش‌یابی نوین که از رویی و پایایی بالایی برخوردار است و هم چنین عاری از بسیاری از مشکلات موجود در آزمون‌های سنتی، از قبیل سوگیری‌های هنجاری، زبانی و فرهنگی است، مورد بحث قرار گرفت. البته استفاده از این روش ارزش‌یابی دارای مزایای دیگری نیز هست. این روش، قدرت، بیان مسئله را به صورت یک داستان دارد. اطلاعات به دست آمده از تک تک فراگیرندگان، تصویر روشنی از پیشرفت هر یک از آنان به دست می‌دهد و این عمل از طریق جمع‌آوری نمونه کارهای متعدد انجام می‌پذیرد. آموزگاری که چنین تصویری را می‌بیند، می‌تواند رشد و پیشرفت تحصیلی و نقاط قوت و ضعف فراگیرندگان را تعیین کند. او هم چنین قادر خواهد بود، با استفاده از یادداشت‌های خود، انشاهای، مکالمات و سایر مشاهدات کلاسی، پیشینه‌ی ذهنی فراگیرندگان و علاقه‌ها و هدف‌های آنان را به خوبی بشناسد. به طور خلاصه، آموزگار در این روش به طور کامل با فراگیرندگان آشنایی پیدا می‌کند. بنابراین، ارزش‌یابی نوین برخلاف آزمون‌های سنتی که فقط یک سلسله نمره در اختیار آزمون‌ساز می‌گذارد، برای هر فراگیرنده، مجموعه‌ای از داده‌ها را در قالب داستانی مستدل ارائه می‌دهد و ما را قادر می‌سازد، سیر حرکت فراگیرنده را در خلال فرایند یادگیری‌اش، بررسی و تجزیه و تحلیل کنیم و هم چنین او را یاری دهیم.

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دفتر انتشارات کمک آموزشی

**آشنایی با
مجله های رشد**

مجله های رشد توسط دفتر انتشارات کمک آموزشی سازمان پژوهش و برنامه ریزی آموزشی وابسته به وزارت آموزش و پرورش، با این عناوین تهیه و منتشر می شوند:

مجله های دانش آموزی (به صورت ماهنامه - ۸ شماره در هر سال تحصیلی - منتشر می شوند):

- رشد کودک (برای دانش آموزان آمادگی و پایه ی اول دوره ی ابتدایی)
- رشد نوآموز (برای دانش آموزان پایه های دوم و سوم دوره ی ابتدایی)
- رشد دانش آموز (برای دانش آموزان پایه های چهارم و پنجم دوره ی ابتدایی).
- رشد نوجوان (برای دانش آموزان دوره ی راهنمایی تحصیلی).
- رشد جوان (برای دانش آموزان دوره ی متوسطه).

مجله های عمومی (به صورت ماهنامه - ۸ شماره در هر سال تحصیلی منتشر می شوند):

- رشد آموزش ابتدایی، رشد آموزش راهنمایی تحصیلی، رشد تکنولوژی آموزشی، رشد مدرسه فردا، رشد مدیریت مدرسه
- رشد معلم (دو هفته نامه)

مجله های تخصصی (به صورت فصلنامه و ۴ شماره در سال منتشر می شوند):

- رشد برهان راهنمایی (مجله ی ریاضی، برای دانش آموزان دوره ی راهنمایی تحصیلی)، رشد برهان متوسطه (مجله ی ریاضی، برای دانش آموزان دوره ی متوسطه)، رشد آموزش معارف اسلامی، رشد آموزش جغرافیا، رشد آموزش تاریخ، رشد آموزش زبان و ادب فارسی، رشد آموزش زبان، رشد آموزش زیست شناسی، رشد آموزش تربیت بدنی، رشد آموزش فیزیک، رشد آموزش شیمی، رشد آموزش ریاضی، رشد آموزش هنر، رشد آموزش قرآن، رشد آموزش علوم اجتماعی، رشد آموزش زمین شناسی، رشد آموزش فنی و حرفه ای و رشد مشاوره مدرسه.

مجله های رشد عمومی و تخصصی برای آموزگاران،

معلمان، مدیران

و کادر اجرایی مدارس

دانشجویان مراکز تربیت معلم و رشته های دبیری دانشگاه ها

و کارشناسان تعلیم و تربیت تهیه و منتشر می شوند.

◆ نشانی: تهران، خیابان ایرانشهرشمالی، ساختمان شماره ۴

آموزش و پرورش، پلاک ۲۶۸، دفتر انتشارات کمک آموزشی

تلفن و نمابر: ۸۸۳۰۱۴۷۸

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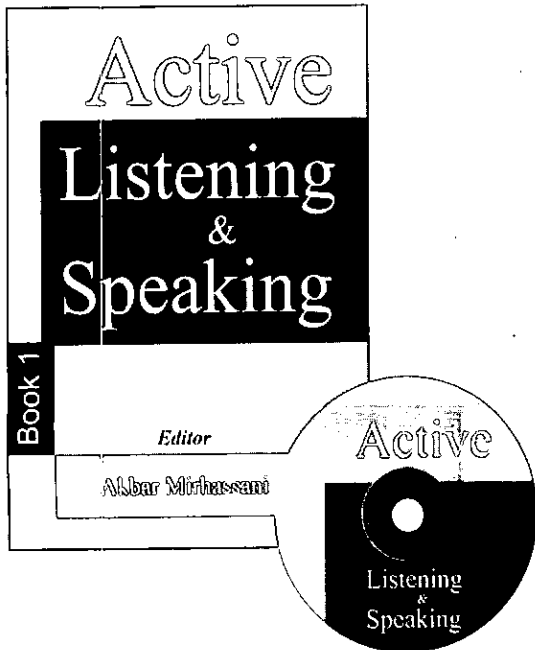
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زیرنویس

1. alternative assessment
2. performance assessment
3. authentic assessment
4. portfolio assessment
5. informal assessment
6. situated assessment
7. assessment by exhibition



Active Listening and Speaking books are prepared for university students whose major is English and need to cope with real-life situations in Iran or abroad. The lessons are designed to help students to practice and use the English language through the development of high-interest and thematic topics which give them motivation to learn the necessary structures and vocabulary along with expanding their knowledge, confidences, and ability. These books teach the skills and language functions while maintaining a focus on both listening and speaking through realistic passages and conversations which provide comprehension practice and speaking activities.



برگ اشتراک مجله های رشد

شرایط

۱- واریز مبلغ ۲۰/۰۰۰ ریال به ازای هر عنوان مجله درخواستی، به صورت علی الحساب به حساب شماره ۳۹۶۶۲۰۰۰ بانک تجارت شعبه سه راه آزمایش (سرخه حصار) کد ۳۹۵ در وجه شرکت افست.

۲- ارسال اصل رسید بانکی به همراه برگ تکمیل شده اشتراک.

- + نام مجله :
- + نام و نام خانوادگی :
- + تاریخ تولد :
- + میزان تحصیلات :
- + تلفن :
- + نشانی کامل پستی :
- استان : شهرستان :
- خیابان :
- پلاک : کدپستی :
- + مبلغ واریز شده :
- + شماره و تاریخ رسید بانکی :
- + آیا مایل به دریافت مجله درخواستی به صورت پست پیشتاز هستید؟ بله خیر

امضا:

نشانی: تهران - صندوق پستی مشترکین ۱۶۵۹۵/۱۱۱
 نشانی اینترنتی: www.roshdmag.ir
 پست الکترونیک: Email: info@roshdmag.ir
 شماره مشترکین: ۷۷۳۳۶۶۵۶-۷۷۳۳۹۷۱۳-۱۴
 پیام گیر مجلات رشد: ۸۸۳۰۱۴۸۲- ۸۸۳۹۲۳۲

یادآوری:

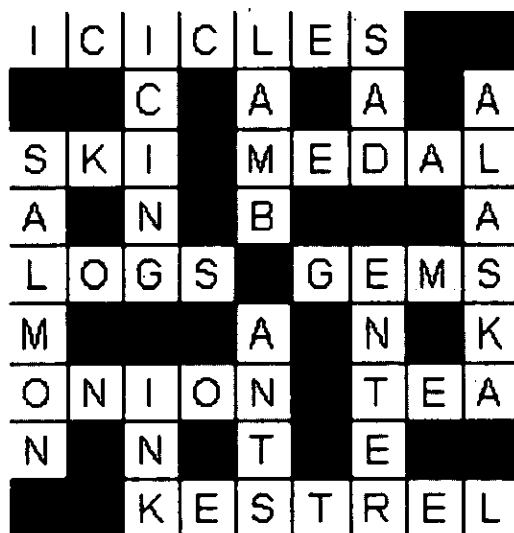
- + هزینه ی برگشت مجله در صورت خوانا و کامل نبودن نشانی، بر عهده مشترک است.
- + منبای شروع اشتراک مجله از زمان وصول برگ اشتراک است.
- + برای هر عنوان مجله برگ اشتراک جداگانه تکمیل و ارسال کنید (تصویر برگ اشتراک نیز مورد قبول است).

improve my teaching style continuously. Many of us have financial difficulty and we have to do another job. But you know that having another job prevents us from being prepared and ready for the classes. I don't have another job and I do my best to improve my knowledge, but how about life? How about money problem?

Best,

K. Ibrahimi,
Hashtpar, Guilan.

Brain-Teasers Solution



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Proverb

The Pot Calling the Kettle Black

We use this expression to remind people who criticize others that they may have the same faults. This comes from the fact that cooking pans used over a fire all become black. None is better than the other.



Question & Answer

Q&A

Welcome everyone to the forum! If you have followed the line, Mr. Ghasemtabar told us heartbreaking stories on the inadequacies of English language teaching in our educational system. You might agree or disagree with his comments. But the fact is that majority of the emails we received corroborated Mr. Ghasemtabar's contentions. Below, we echo the gist of a few emails sent as a reaction to the same topic.

Mr. Alizade, a Senior high school teacher in Tehran, believes that the problem is mainly due to the course books taught in schools which do not follow the latest theoretical developments of the field. This is further aggregated by large classes which are typical of most high schools.

Ms. Adabi from Babol attributes the problem to teacher education programs in charge of training language teachers.

Among some other reasons, one can refer to university entrance exams that orient the students to 'read for the test'. At the same time, the paucity of audio-visual aides in regular classrooms restricts the mode of language taught to written rather than spoken. Still, if you feel anything has gone unnoticed, you're most welcomed to contact us at etfun@roshdmag.ac.ir. Now, we turn to another email sent by Mr. Ibrahim from Guilan. As usual, we look forward to receiving your comments and questions.

To ETFun,

Hello. I am an English teacher in junior high schools in one of the small towns in Guilan. I read your journal frequently and I like to ask you a question. I really love my job and I try to

Compromise: The art of dividing a cake in such a way that everybody believes he got the biggest piece.

Dictionary: A place where success comes before work.

Conference Room: A place where everybody talks, nobody listens and everybody disagrees later on.

Criminal: A guy no different from the rest....except that he got caught.

Doctor: A person who kills your ills by pills, and kills you by bills.

Office: A place where you can relax after your strenuous home life.

Yawn: The only time some married men ever get to open their mouth.

Etc.: A sign to make others believe that you know more than you actually do.

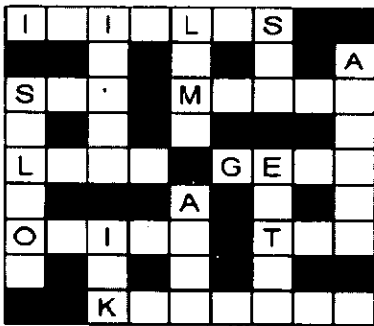
Atom Bomb: An invention to end all inventions.

Philosopher: A fool who torments himself during life, to be spoken of when dead.

Brain Teasers!

Alpha Crossword

The first letter of each answer is written next to its clue in alphabetical order. Can you find the words then fit them correctly into the grid? The first letters of all the words have already been filled in.



L. Young sheep (4)

L. Pieces of sawn wood (4)

M. Award (5)

O. Vegetable (5)

S. Unhappy (3)

S. Large fish (6)

S. Snow runner (3)

T. Beverage (3)

A. Largest state in the USA (6)

A. Colony insects (4)

E. Go in (5)

G. Precious stones (4)

I. Spears of frozen water (7)

I. Cake topping (5)

I. Writing fluid (3)

K. Bird of prey (7)

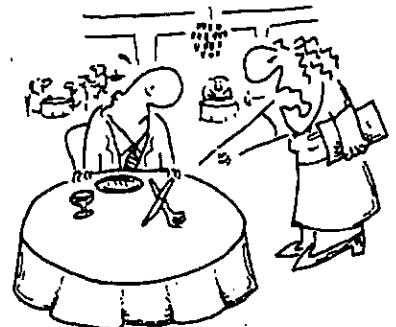
What you need to know (2)

Superstition

This superstition says that making a cross with a knife and fork at the table is unlucky and will cause an argument. The cross is a reminder of crucifixion, a way of killing criminals.

see the solution on the last page

Crossing a Knife and a Fork



publish more on the subject during the 1960s in response to United States policies in Southeast Asia. He deliberately scaled back his work on linguistics to dedicate more time to writing about the role of the media and academic communities in “manufacturing” the consent of the general public for U.S. policies. Chomsky also addressed the effects of U.S. foreign policy, and he felt that intellectuals have a responsibility to use scientific method in criticizing government policies that they find immoral and to develop practical strategies to combat these policies.

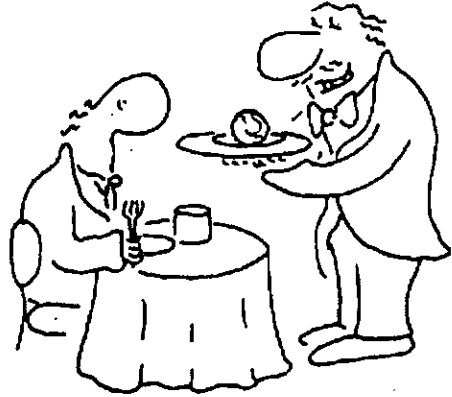
What you need to know (1)

Riddle

To serve means “to put food in front of someone”. **Serve** is also a term used in the game of tennis. “to start the game by hitting the ball to one’s opponent.”

- A: Did you enjoy the tennis match?
B: Sure! I was particularly impressed with how well Bettina served.
A: Yeah, you are right. Now, I’m going to serve the lunch in the coffee shop, coming?

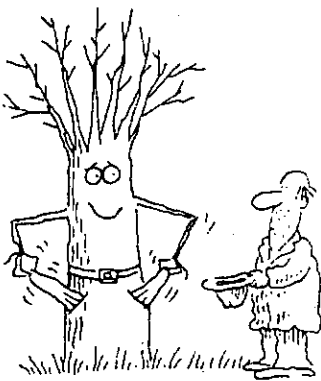
What can you serve, but never eat?



A tennis ball!

Proverb

Money Does Not Grow on Trees



Money is not easily obtained

- A: Father! I want that car, why do you always promise and never put your words where your mouth is?
B: Dear Tom! 200,000 dollars is too much money. Believe me **money does not grow on trees!**

LOOK IT UP!!

School: A place where papa pays and son plays.

Life Insurance: A contract that keeps you poor all your life so that you can die rich.

Nurse: A person who wakes you up to give you sleeping pills.

Lecture: an art of transferring information from the notes of the lecturer to the notes of the students without passing through “the minds of either”

think the way they do, and dress the way they desire. It doesn't mean that you should do whatever they want! However, you can wear jeans sometimes, change your clothes more frequently, and be well-ironed! Your being disciplined and spotless in appearance makes them follow you, and get their hair cut the way they see you have got!

Close up!



Noam Chomsky, born in 1928, is the American linguist, educator, and political activist. Chomsky is the founder of transformational-generative grammar, a system that revolutionized modern linguistics.

Avram Noah Chomsky was born and raised in Philadelphia, Pennsylvania, and was educated at the University of Pennsylvania, where he earned a Ph.D. degree in linguistics in 1955 under the direction of American linguist Zellig Harris. While still a graduate student, Chomsky held an appointment from 1951 to 1955 as a junior fellow at Harvard University. He joined the faculty at the Massachusetts Institute of Technology (MIT) in 1955 to teach

French and German. In 1976 he became Institute Professor of Linguistics at MIT.

Chomsky created and established a new field of linguistics, generative grammar, based on a theory he worked on during the 1950s. In 1957 he published this theory, called transformational-generative grammar, in his book *Syntactic Structures*. Chomsky placed linguistics at the core of studies of the mind. He claimed that linguistic theory must account for universal similarities between all languages and for the fact that children are able to learn language fluently at an early age in spite of insufficient data that has no systematic logic. His contribution to the cognitive sciences – fields that seek to understand how we think, learn, and perceive – emerges from this claim. Of equal importance were Chomsky's arguments that a serious theory of mental processes should replace empiricism, the belief that experience is the source of knowledge, as the dominant model in American science.

However, Chomsky has always remained skeptic about the significance for the pedagogy of insights from psychology and linguistics:

It is possible – even likely – that principles of psychology and linguistics, and research in these disciplines, may supply insights useful to the language teacher. But this must be demonstrated, and cannot be presumed. It is the language teacher himself who must validate or refute any specific proposal. There is very little in psychology or linguistics that he can accept on faith (Chomsky, 1966).

Chomsky wrote on politics early in his life but began to



Quotable Quotes

A. England and America are two countries separated by the same language!

Attributed to George Bernard Shaw (1856-1950), Irish playwright, attributed in this and other forms, but not found in Shaw's published writings.

B. Comedy is medicine.

Trevor Griffiths, British playwright

C. Everybody has a right to pronounce foreign names as he chooses!

Winston Churchill (1874 -1965), British prime minister and writer. The Observer (London), "Sayings of the Week"

D. Eat with the rich, but go to the play with the poor, who are capable of joy.

Logan Pearsall Smith, British writer

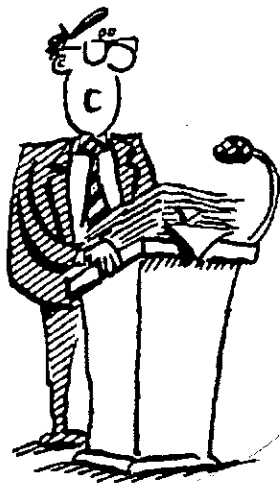
Teaching Tips!

TEACHER'S APPEARANCE

Clothing is a very significant attribute which makes a teacher favorite, and as a result successful in attracting students and finally efficient in his/her teaching. Here are a few tips for you to remain well tuned-out and favorite:

1. If you are teaching in **primary schools**, or the elementary levels in institutes remember this very sentence: "Try to Look Happy". Don't forget that children between 7 to 12 years have very soft and delicate souls; they will love you as they love their parents if you look as pretty as possible in their eyes. Wear blue, red, pink, orange, and green shirts/scarves. Simple clothes without any mottoes or pictures are preferred! Black clothes with mixed pictures will make you ugly in students' eyes!

One more point for you: "Always Smile". Even if you are sad because you have not watched your favorite movie last night, think of a funny joke, smile for a few seconds, and then enter the class. Students understand you are happy when you cry out: "Helloooo"!



2. If you are teaching in **junior/senior high schools** you probably can't attend the class in red, orange or pink! Instead you may use light blue, light green, and sometimes yellow. You may wear a suit, but if you ask us, leave it for a party! 13 to 18-year-olds are young minds, idealistic and rebellious! They would rather you to be their friend,

English Through Fun!

Babak Dadvand (Ph.D. Student in ELT)
 email: babak.dadvand@gmail.com
 & **Hadi Azimi** (Ph.D. Student in ELT)
 email: (azimi.ho@gmail.com)*
 Tarbiat Modarres University

NOTE:

Hello all dear colleagues. We hope ETFun finds you in perfect health and utterly absorbed in your highly-praised pedagogical practice. If you are one of those who can't go about doing their daily stuff without critiquing – a euphemism for complaining, – we are the best you could ever run into. Why don't you send all your pedagogical/non-pedagogical concerns to our forum? ETFun Forum can give you this opportunity to get your complaints heard, even find some CO-complainERS (of course if the English derivational system allows!!). You can do it anytime 24/7 - even after midnight - by logging into your computers and emailing your grumbles to etfun@roshdmag.ir. We are always there, of course not in the mailbox but in the Roshd Magazine Office, to receive all your comments or questions. Too curious to know how the forum works? Just take a look at the very last page where a complainer has made it to the ETFun Q/A!

feedback that makes improvement possible. By means of evaluation, strengths and weaknesses are identified. Evaluation, in this sense, is another aspect of learning, one that enables learners to grasp what they missed previously and the teacher to comprehend what can be done in subsequent lessons to improve learning. To do so, alternative methods (e.g. dialogue journals, portfolio conferences, interviews and questionnaires, observation, etc) are available for collecting useful information about language learning and about student-related factors which influence the processes of language teaching and learning.

Genesee (cited in Carter and Nunan, 2001) is of opinion that for tests and alternative forms of language assessment to be useful for classroom-based evaluation, they should be: linked to instructional objectives and activities; designed to optimize student performance; developmentally appropriate, relevant and interesting to students; authentic; fair and ongoing.

Conclusion

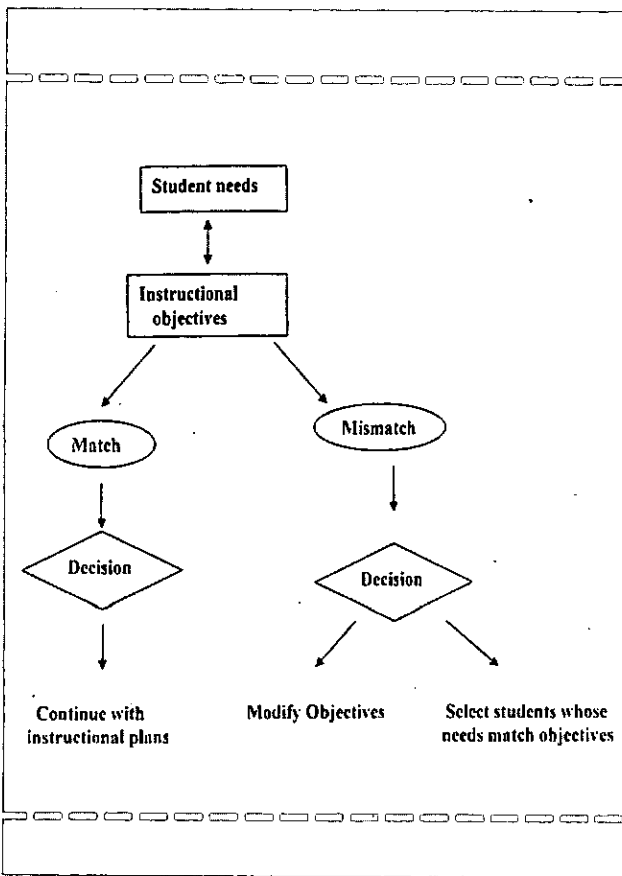
An effective, goal-oriented, teaching-learning sequence contains clearly understood objectives, productive classroom activities, and a sufficient amount of feedback to make students aware of the strengths and weaknesses of their performances. Feedback and evaluation are inseparably related to both instructional objectives and classroom learning activities and are indispensable elements in the learning process. Classroom-based evaluation is like a feedback loop—assessment activities are motivated and shaped by instructional purposes, plans, and practices in the classroom, and decisions that arise from the results of these activities, in turn, lead to reshaping of these instructional purposes, plans, and practices. Effective classroom-based evaluation requires an understanding of the role of evaluation in planning and delivering instruction. It calls for the collection and interpretation of a wide range of information, familiarity with a variety of

different methods of assessment and for competence in using these methods creatively, careful and systematic record keeping and judgment. Finally, an effective CBE calls on teachers to become agents of change in their classrooms—actively using the results of assessment to modify and improve the learning environments they create.

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decisions that result from CBE are arrived at by making comparisons between various components of instruction and the larger instructional context (including input factors, purposes, plans, practices, and outcomes) and then taking action to reduce mismatches between the components so that the desired outcome or match is achieved. If there is no mismatch, then instruction can proceed without changing anything. A schematic representation of how this works is presented in the following figure.



Another way of viewing classroom-based evaluation requires that you look for potential problems and decide on actions to resolve them. Problems take the form of mismatches, incongruities, or inconsistencies between what is actually happening or is likely to happen, on the one hand, and what you would like to happen, on the other. Mismatches indicate that there is a potential problem; decisions about changes that will eliminate or reduce the problem are called for.

Effective Evaluation

To be useful and effective, evaluation requires planning. Preparing for evaluation should be an integral part of planning each lesson or unit as well as general planning at the beginning of the school year or course. Instruction and evaluation should be considered together in order to ensure that instruction lends itself to evaluation and that the results of evaluation can direct ongoing instructional planning. Moreover, if evaluation is not planned along with instruction, the time required for assessment activities will most likely not be available. As pointed earlier, clearly an important focus of C.B.E is student achievement. Teachers need to know what and how much students have learned in order to monitor the effectiveness of instruction, to plan ongoing instruction, and for accountability purposes.

According to Gensee and Upshur (1996), in order to plan and tailor instruction that is appropriate for individual students or groups of students, it is necessary to understand the factors that influence student performance in class. This means going beyond the assessment of achievement. Chastain (1988) believes that teachers need to evaluate constantly their teaching on the basis of student reaction, interest, motivation, preparation, participation, perseverance, and achievement. The conclusions drawn from such an evaluation constitute their main source for measuring the effectiveness of selected learning activities.

As a matter of fact, testing in language classes is often inadequate. The teacher is so preoccupied with classroom activities that he fails to maintain a comprehensive perspectives of the flow of the language learning sequence from objectives to activities to testing. This is the point where we can give priority to evaluation over tests claiming that the primary aim of evaluation in the classroom is to judge the achievement of both students and the teacher. Evaluation of achievement is the

grouped into whole class activities, pairwork, and small group or individual activities. Activities may be teacher - centered or student - centered. All students may work on the same activity, or they might be subdivided and work on various activities according to interest or ability levels.

Student and teacher roles describe the relationship of these individuals to one another and to the content, materials, and activities. In student-centered classrooms, students take a much more active role: they decide what activities to do and when, and they consult with the teacher to identify reasonable and worthwhile activities and discuss plans for completing them. In such cases, the teacher acts as a supervisor or resource, advising students about their choices, directing them to relevant materials, and providing feedback on progress. In a nut shell, roles and activities are not independent of one another; the roles of teachers and students influence the kinds of activities they do, and, conversely, the kinds of activities they do determine their roles. It is the combination of roles and activities that is important to consider. Genesee and Upshur (1996) deal with the relation between instructional materials and activities and teacher-student roles, on the one hand, and language objectives, on the other hand, and state this relation has especially valuable implications for evaluation. They believe where there is a close relationship between objectives and roles, materials, and activities, it is reasonable to use the latter as a basis for assessing whether students have achieved the objectives. Where the relationship between them is remote, alternative activities, materials, and roles need to be used for assessing achievement. In other words, it is advisable to use classroom activities that match instructional objectives and to avoid those that do not match.

Instructional practices: include the actual strategies, materials, activities, and tasks used by teachers and students in the classroom. Genesee and Upshur (1996) state that it is necessary to consider classroom practices separate from plans because what is planned may not always occur in

the classroom. Teachers may not implement instructional plans as prescribed for a variety of reasons (e.g. they do not understand them well; the plans are poorly described and, thus, can not be implemented unambiguously, etc). Moreover, classroom practice may not proceed according to plan because the students themselves do not react as expected. So, it is important that classroom-based evaluation take into account what actually happens in class rather than simply what is supposed to happen. It is unfair to assess student achievement with reference to instructional plans, including objectives, if these do not adequately represent what actually takes place in class.

Input factors: Second language teaching and learning are affected by a variety of factors from outside the classroom itself, which are referred to as input factors. Examples of such factors can be mentioned as: students' needs, students' prior educational experiences, students' cultural background, teachers' attitudes, class size and composition, time for instruction, teachers' professional training and expertise, etc. According to Genesee (1996) one can regard input factors as prerequisites to the development of sound instructional objectives and plans and to the effective implementation of classroom practice. In other words, instructional objectives, plans, and practices should be compatible with input factors. Second language evaluation needs to consider the match, or mismatch, between these prerequisites and instructional objectives, plans, and practices for particular teachers working with a particular group of learners in a particular community. For most part, input factors cannot be changed, so, if there is a mismatch, certain aspects of instruction must be altered to achieve a greater compatibility. Moreover, classroom teachers are seldom able to alter input factors since they fall outside their sphere of influence.

A Strategy for Classroom- Based Evaluation

Genesee and Upshur (1996) argue that evaluation involve comparison. More specifically,

objectives. Gensee (1996) deals with philosophical objectives as changes in attitudes, values, or beliefs of a more general nature than those associated with socioffective objectives. And, finally, methods, or process objectives, refer to methods, processes, experiences, materials, activities, or other aspects of instruction. They may also refer to opportunities or experiences that learners are expected to have in the course of instruction. Gensee and Upshr (1996), however, state that not all of these objectives are equally useful for classroom instruction. They believe philosophical objectives, for example, are minimally useful, and methods objectives are useful for evaluating only one component of instruction – the practices component. Strategic objectives help in understanding student performance in class, and, thus, play an important role in instructional planning. They are, however, secondary to language acquisition; in other words, the effective deployment of certain strategies should lead to enhanced second language attainment and usage. Clearly, language objectives are fundamental to second language evaluation and are the focus of our attention. Teachers must be able to distinguish among these objectives so that they understand how each can or can not be used in planning more effective classroom instruction.

Instructional plans

According to Gensee and Upshur (1996) instructional plans specify what should be taught, and when and how it should be taught. They can be thought of as blueprint for achieving course objectives. Effective teaching requires detailed plans for an entire course, including plans for separate units and even individual lessons that comprise the course. Such plans are often referred to as the syllabus. A well-designed syllabus provides a great deal of specific information about all aspects of instruction, thus allowing teachers to implement the course appropriately and effectively and to assess it thoroughly. By comparing the instructional plans described in the syllabus with course

objectives, teachers can assess whether the instructional plans prescribed in the syllabus are compatible with the course objectives. Syllabus plans which are not compatible with course objectives are not likely to be successful in achieving those objectives and, therefore, probably need to be changed. The facets of instructional plans that are useful in classroom-based evaluation can briefly be considered as:

□ **Content:** specific language content, or objectives, to be taught and learned which identify interim learning outcomes and, therefore, provide criteria for assessing progress in learning during the course objectives.

□ **Organization:** a sequence of units that is organized in some way-according to, (1) general theme (holidays, transportation) (2) situation (the supermarket, the post office), (3) tasks (preparing research reports, taking lecture notes), (4) communicative functions (inviting, asking for information, greeting), or (5) linguistic structures (prepositions of place, past tense of irregular verbs, direct and indirect pronouns).

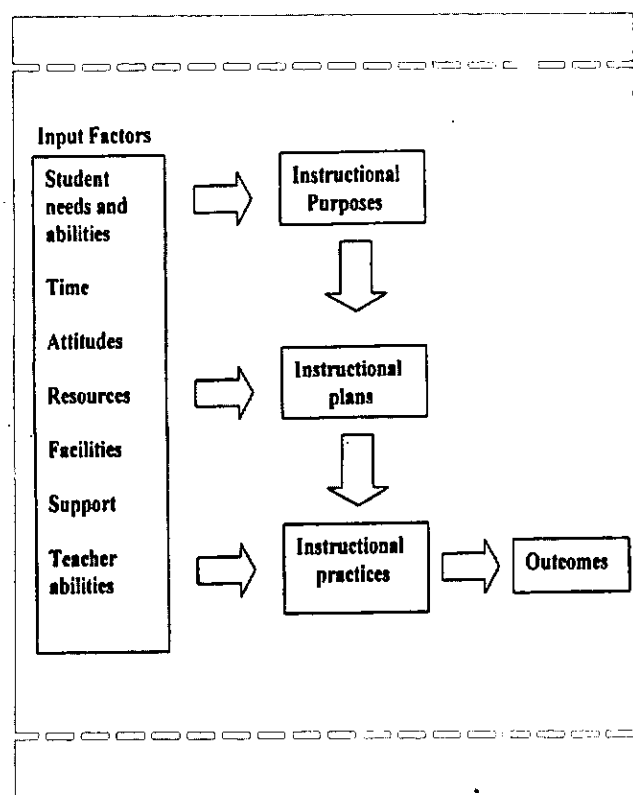
□ **Materials and equipment:** The materials may include textbooks, audiotapes, videotapes, picture tests, language games, flash cards, and realia. Equipment might include filmstrip projectors, overhead projectors, tape recorders, audio cassette recorders, or television monitors. Information about the materials and equipment needed to implement the syllabus is also pertinent to assessing the suitability of a particular syllabus, unit, or lesson to meet instructional objectives.

□ **Activities and roles:** Activities refer to the ways in which materials and equipment are used and how the content is to be taught. Activities can be described as: 1) what the students are doing; 2) how the students are grouped; and 3) how the activities are organized in the classroom. Examples of classroom activities are reading, journal writing, oral drills, show - and - tell, conversation, question - response, role play, and so on. Students may be

Lockhart 1994); classroom-based evaluation is an important part of such research.

Classroom-Based Evaluation (CBE)

Gensee and Upshur (1996) state that classroom-based evaluation (CBE) is concerned primarily with improving instruction so that student learning is enhanced. Classroom teachers, more than anyone else, are actively and continuously involved in evaluation. Students can also be active participants in assessing their own achievement and in planning how they will study and learn language. The context of classroom-based evaluation can be summarized in the following figure:



As a rule of thumb, any instruction consists of three components; The purposes identify the objectives of instruction– the “WHY”. The plans describe the means of attaining those objectives - the “HOW”. And practices are what actually takes place in the classroom– the “WHAT”. Gensee and Upshur (1996) also discuss other factors that, strictly speaking, are not part of classroom instruction itself but that, nevertheless, can have

a significant effect on second language teaching and learning. They refer to these additional factors as “input factors.” Thus, we can say that classroom- based instruction has four aspects (purposes, plans, practices, and input factors) which will be dealt with one by one as follow:

Instructional objectives: are identified as the goals that you as a teacher aim for when teaching. On the one hand, they provide direction for planning appropriate instruction, and, on the other hand, they provide a basis for determining whether you have achieved what you set out to accomplish– they provide criteria for assessing the outcomes of your teaching. When identifying objectives to use in classroom - based evaluation, it is important to use those objectives that best describe what you as an individual teacher want to accomplish.

Different kinds of objectives guide classroom instruction; 1) language, 2) strategic, 3) socioaffective, 4) philosophical, and 5) methods or process. Language objectives refer to language skills that learners are expected to acquire in the classroom. Objectives that are concerned with strategies for communicating, learning, and critical thinking are referred to as strategic objectives. Learning strategic are “conscious processes and techniques that facilitate the comprehension, acquisition, and retention of new skills and concepts” (Chamot and O’malley 1987). According to Chamot and O’Malley, these may include metacognitive strategies (such as selective attention), cognitive strategies (such as summarizing and elaboration), or socioaffective strategies (such as questioning for clarification).

Socioaffective objectives refer to changes in learner’s attitudes or social behaviours that result from classroom instruction (e.g. changes in attitudes toward the target language, the target language group, or the learner’s first language group). These objectives can be an important part of a second language teaching . In most cases, however, they are secondary to language learning

on increased importance as evaluation experts recognize the importance of day- to -day decisions teachers make on students' learning and the effectiveness of educational programs.

Key Words: evaluation, assessment, classroom-based evaluation, objectives

Introduction

Evaluation in TESOL settings is a process of collecting, analyzing and interpreting information about teaching and learning in order to make informed decisions that enhance student achievement and the success of educational programs (Rea-Dickens and Germanie 1993; Genesee and Upshur 1996; O'Mally and Valdez-Pierce 1996). Evaluation is a process that includes four basic components: 1) articulating the purpose of the education, 2) identifying and collecting relevant information, 3) analyzing and interpreting information, and 4) making decisions.

Needless to say, evaluation can focus on different aspects of teaching and learning: respectively, textbooks and instructional materials, student achievement, and whole programs of instruction.

A primary concern in education is whether students attain the objectives of the course of study or curriculum scope and sequence. Objectives refer to goal/s of a course of instruction-whether we consider instruction of a course, a unit, or a lesson. In Dictionary of Language Teaching & Applied Linguistics two different types of objectives are distinguished: 1. General objectives, or aims, are the underlying reasons for or purposes of a course of instruction. General objectives are also called long-term goals. 2. Specific objectives (or simply objectives), are descriptions of what is to be achieved in a course. They are more detailed descriptions of exactly what a learner is expected to be able to do at the end of a period of instruction. This might be a single lesson, a chapter of a book, a term's work, etc. A description of specific objectives in terms which can be observed and measured is known as behavioural objectives.

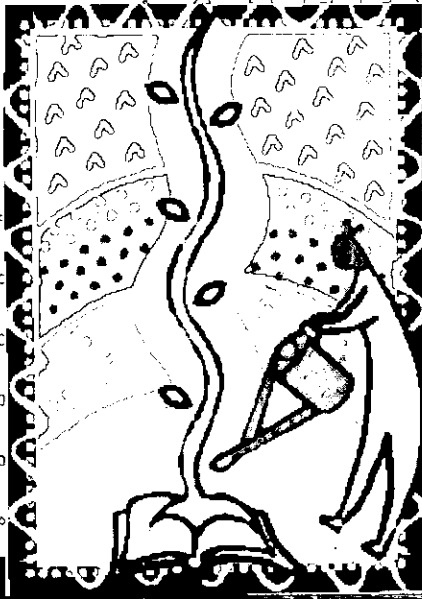
It is important to clarify the distinction between

evaluation and assessment. These terms are often used interchangeably, but they are technically different. Assessment of an individual student's progress or achievement is an important component of evaluation: it is that part of evaluation that includes the collection and analysis of information about student learning. The primary focus of assessment in TESOL has been language assessment and the role of tests in assessing students' language skills. Evaluation goes beyond student achievement and language assessment to consider all aspects of teaching and learning, and to look at how educational decisions can be informed by the results of alternative forms of assessment.

Genesee (cited in Carter and Nunan, 2001) believes that another purpose of evaluation is to guide classroom instruction and enhance student learning on a day-today basis. Classroom-based evaluation, is considered, e.g., with questions about:

- suitability of general instructional goals and objectives associated with individual lesson or unit plans;
- effectiveness of instructional methods, materials and activities used to attain instructional objectives;
- adequacy of professional resources required to deliver instruction.

Classroom-based evaluation under the active management of teachers can also serve important professional development purposes since information resulting from such evaluations provides teachers with valuable feedback about their instructional effectiveness that they can use to hone their professional skills. As part of reflective teaching movement, teachers are encouraged to conduct research in their own classrooms (Nunan 1989 b; Allwright and Baily 1991; Richards and



CLASSROOM-BASED EVALUATION

Mohammad Heidari Chegeni (M. A. in TEFL)
email: m_heidari7983@yahoo.com

چکیده

برای معلمانی که انگلیسی را به عنوان زبان خارجی تدریس می کنند، ارزیابی و ارزش یابی پیشرفت دانش آموزان در طول دوره ی تحصیلی و نیز پیشرفت آن ها در پایان آن همواره نگرانی بزرگی بوده است. با وجود این که آزمون ها در گردآوری اطلاعات برای ارزش یابی زبان خارجی، جنبه های مفیدی دارند، اما تا حد زیادی محدود هستند؛ زیرا فقط درباره ی جنبه های خاصی از توانایی دانش آموزان به ما اطلاعاتی ارائه می دهند. در سال های اخیر، ارزش یابی در محیط های آموزشی تدریس انگلیسی، به صورت چشم گیری توسعه یافته است. ارزش یابی از پیشرفت دانش آموزان و سنجش زبان فراتر می رود تا تمام جنبه های تدریس و یادگیری را در نظر بگیرد. به علاوه، معطوف این امر می شود که چگونه تصمیم گیری های آموزش می تواند، به آگاهی رساندن درباره ی روش های جایگزین سنجش منجر شود.

در سایه ی این امر، زمینه ی دیگری که با استقبال گسترده ای روبه رو شده، ارزش یابی مبتنی بر کلاس درس است. با وجود آن که این گونه ارزش یابی برای بسیاری از برنامه های آموزشی در نظر گرفته می شود، به دلیل اهمیت فرایندهایی که از جانب کارشناسان به امر تصمیمات اتخاذ شده ی روزانه ی معلمان درباره ی یادگیری و کارایی برنامه های آموزشی داده می شود، این ارزش یابی بیش از پیش مورد توجه قرار گرفته است.

کلیدواژه ها: ارزش یابی، ارزیابی، ارزش یابی مبتنی بر کلاس درس، هدف ها.

Abstract

A major concern of EFL teachers has been assessing and evaluating students' progress during their course of study as well as their achievement at the end of it. Despite the highly useful aspects of tests in collecting information for foreign language evaluation, they are relatively limited because they can only tell us about certain aspects of students. Evaluation in EFL education settings has developed significantly in recent years. Evaluation goes beyond students' achievement and language assessment to consider all aspects of teaching and learning, and to look at how educational decisions can be informed by the results of alternatives forms of assessment. As a result, another highly welcomed trend is the emphasis on classroom-based evaluation (CBE) that is linked to classroom teaching. Classroom-based evaluation, while considered informal relative to most program education, is taking



- Does the text engage the learners cognitively and affectively?
- Are the target learners likely to connect the texts to their lives?
- Are the learners able to achieve multidimensional mental representation of the text?
- Is the text likely to stimulate divergent personal responses from the target learners?
- Is the linguistic level of the texts likely to present an achievable challenge to the target learners?
- Is the emotional level of the text suitable for the age and maturity of the target learners?
- Is the text likely to contribute to the personal development of the learners?
- And many other relevant questions of this type.

Evaluation: As the critical stage in the development of materials, evaluation involves comments about materials on the part of students and colleagues and the difficulties that the students face with the materials. Evaluation causes the materials developer to revise the materials and to obviate the problems and the difficulties in the materials.

Conclusion

This article and the points discussed in it set out to elevate syllabus design and materials development to its real position among teachers, students, materials developers and all the people who go about writing a syllabus without a solid theoretical background of the topic. The article sets out to bring into focus some factors, principles, and procedures which every materials developer should know in order to go about writing for any language teaching program. The points discussed

here are an amalgamation of different factors and principles which have been put forward by various experts in the field.

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Personalized practice: The material developer should have an eye to personalizing some forms of practice whereby the learners can go about practicing the materials on their own. For example, materials could be written about imaginary situations wherein the learners find themselves speaking or writing to imaginary characters and in this way to practice their language learning.

Integrated skills: Language is like a tapestry all the parts of which are interwoven. Where possible, the materials developer should keep this fact in mind and should bear in mind that language use is a combined skill where everything relies and is dependent upon everything else. Knowledge of grammar, knowledge of pronunciation, knowledge of vocabulary, idioms, etc all come into play when a person goes about using a language and the materials developer should take this fact into account when writing materials and should provide practice for all of them simultaneously.

Learner development: The material developer should give more or at least equal weight to “up-front training” (Bell and Gower 2003) compared with the development of the learner. At the end of the day, the ultimate goal of any language teaching program is to make the learners autonomous and fully-functioning. The materials should guide the learners through this process of autonomy. For the whole life of a learner, there can't be a teacher helping and he should, at one stage, be able to function independently.

Professional respect: Materials developer should have an eye on their colleagues' satisfaction with their materials. They should be credible to their colleagues. The developer should place himself in his colleague's shoes and to anticipate his or her possible difficulties with the materials. This will help him to revise and rearrange the materials to obviate more of the difficulties and problems that a teacher might run across during working with the materials.

Identification of needs: Any person who goes about producing materials for a specific language syllabus should, at he outset, think of the need felt for the creation of such materials and the problems that the materials are going to solve. For sure, nobody goes about the production of materials for no good reason. The identification of the needs could be also related to the uses the learners will make of the materials. Upon the identification of such needs, the developer comes to know what types of materials to include.

View of learning: How the learners go about the learning process and your view about that and about their role in the classroom should also be reflected in the materials you develop. If you, as the materials developer feel that the students should take initiative in order to learn, your materials should also reflect this. If, on the other hand, you believe that students learn in multiple ways, then variety should be a key concern in the production of your materials. If you believe that emphasis on the affective dimensions of the students is important, you, then, have to consider how you sequence the activities, and what to include to help students in this respect.

Text Collection: The texts a materials developer selects for language syllabi should have potential for engagement which can be defined as a willing investment of energy and attention in experiencing a text to achieve interaction between the texts and the senses, feelings, views and intuitions of the reader or listener. The texts should help the listener or reader to achieve a personal representation in which the inner speech, sensory images and effective stimuli combine to make the texts meaningful (Tomlinson 1998). Texts with these potentials could come from different sources like literature, songs, etc.

Text selection: At this stage, the texts are selected from among various collected texts. The criteria Tomlinson (1998) enumerates for this stage are:



not be OK for an Iranian context.

Flexibility: As a feature of a syllabus, flexibility refers to the potential of the textbook materials to be moved around, cut across, deleted or supplemented. An inflexible textbook would be cumbersome for the teachers especially when they want to adapt the materials at hand to a particular context or setting. The conditions of a particular pedagogical setting do require that the text be supplemented, deleted, added to, accompanied by other auxiliary materials, etc and if a book does not allow adaptations of this type, it would turn out to be quite ineffective. A flexible textbook would be easily made accessible and useful to learners through the process of adaptation of the materials (Islam & Mares 2003). Thus; upon writing a textbook for language classes, the writers should have an eye on the potential of the textbook for adding, expanding, extending, subtracting, abridging, simplifying, reordering and replacing materials. The importance of flexibility can be also related to the notion of compromise which is defined as the relationship that a user, in particular a teacher, can have with the material. The course books are tools which have life and meaning only when the teacher can apply them to his own context. (Bell and Gower 2003).

Engaging and attractive content: The materials selected for the sake of the language

classes should engage the learners personally and attract the attention of the readers. For this purpose, some texts should be serious in tone and some quite frivolous and some falling in between. Not all the materials should be equal in tone. Moreover, the materials should be about topics of various kinds and, as mentioned before, should enjoy variety of focus. Bell and Gower (2003) consider the following topics to be of interest and originality in writing materials: cultural or personal comparisons, money, relationships, clothes, food, etc. and they concluded that the main criteria for selecting the materials is that they should be generative in terms of language and have the potential to motivate the learners to write or talk.

Analytic Approaches: If the textbook contains grammar and working with grammar, a lot of emphasis should be placed upon students working things out for themselves – analytic approach. This stands out even more when the students are adult and cognitively developed and the mind has a conscious role to play in language learning. The students should not be given ready – made packages of points to memorize. Instead, an inductive approach seems for more preferable.

Emphasis on review: The materials should be ordered and given in a way to review rather than present a lot of them especially when it comes to grammar and grammatical points.

(Tomlinson 2001), it is often underestimated by people who go about developing materials without a robust and solid grasp of the principles and practices of syllabus design. Some people believe that syllabus design is simply putting pen to paper and coming up with a textbook or any other materials. In this respect, the present article sets out to enumerate and explain some key factors in the process of materials development which can help novice writers and bring some factors into the focus of those people who think lowly of materials preparation.

Key Words: syllabus design, materials preparation, principles and procedures

Introduction

A great deal has been said and written about language syllabus design and materials preparations over the past several decades. In this respect, much of the discussion and debate has been centered on the issue of how best to design language syllabi and “there have been a number of accounts in the literature by material developers of the process they follow when developing material.” (Tomlinson 2003, P:107)

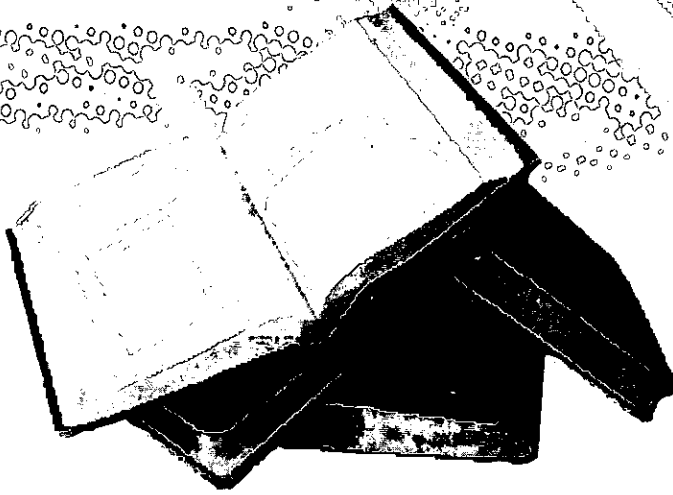
But many of the ways to go about designing language syllabi are simply spontaneous and intuitive and include amalgamations of activities, exercises and content which are, according to the developers, likely to work and succeed. Most developers, or put better, so-called developers feel apt and able upon putting pen to paper and starting to write materials for language classes. In this article, the key components of a syllabus and the basic steps of materials development are discussed which can help teachers and all those who are to go about writing materials for language classes. The components have been derived from various frameworks and flowcharts and the readers are advised to pay attention to upon writing and developing materials.

Real English: The first component a materials developer should take into consideration when developing materials is to use “Real English”. These materials should employ authentic language or texts. (Jolly & Bolitho 1998). Forged and unauthentic materials deprive the learners of the zest and eagerness to follow the materials.

Variety of materials: The book will, for sure, turn out to be tiresome, dull and monotonous if we, as the materials developer do not observe variety of the materials included. Variety would be even more important when there are various exponents and variants used for a specific language function. The writer has to engage in some linguistic exploration of the functional area he/she is going to write about to come up with more informative and more comprehensive materials for his/ her classes. For example, when writing about “requests in English” an author should include as many cases of materials as there are request types. Touching only a few of the tokens of request would not hand in a comprehensive picture of the functional area of requests.

Physical appearance of the materials: The physical appearance of the materials is important for enhancing the motivation of the learners and the effectiveness of the instruction in classroom. The configural structuring of the materials is equally important as the content of the materials.

Contextual realization of the materials: The writer should try to anchor concepts and the related language in the learner’s minds. In this regard, he/she should refer to his students’ experiences. If the materials written and developed for a particular group of learners in a particular country are outside the cultural experience of the students, they would be effectively useless. Anchoring concepts to settings and experiences, which are for instance typical of a Brazilian context would



Nabi Karimi Allvar
Ph. D. Student at Tarbiat Modares
University
email: karimiallvar@yahoo.com

Syllabus Design: Principles, Procedures and Necessary Points

چکیده

مطالب، کتاب‌ها، مقالات، رساله‌ها و پایان‌نامه‌های فراوانی در زمینه‌ی «تهیه و تدوین مطالب درسی» و اصول و فنون این رشته نگاشته شده‌اند که همگی بر اهمیت آن در آموزش زبان دوم / خارجی تأکید دارند. با این حال، اکثر افرادی که به تهیه‌ی مطالب درسی می‌پردازند، بدون توجه به این اصول و عوامل، آگاهانه یا ناآگاهانه، به این کار اقدام می‌کنند. این مقاله در پی آن است که اصول، عوامل و رویه‌هایی را که تهیه‌کننده‌ی مطالب درسی باید در نظر بگیرد، مورد بحث قرار دهد و از این طریق، توجه تهیه‌کنندگان مطالب درسی، به ویژه کسانی را که در ابتدای این راه قرار دارند، به مواردی که باید در فرایند تهیه‌ی مطالب درسی مورد توجه قرار گیرند، معطوف کند. این عوامل، از چارچوب‌های گوناگون ارائه شده توسط متخصصان امر اقتباس شده‌اند.

این مقاله بر آن است که تهیه‌کننده‌ی مطالب درسی، باید از انگلیسی معتبر استفاده کند و در تهیه‌ی مطالب، به تنوع آن‌ها توجه داشته باشد. هم‌چنین، به این نکته اشاره می‌کند که ظاهر فیزیکی مطالب باید مناسب باشد و باید مطالب را در ارتباط با موقعیت و تجربه‌ی فراگیران گردآوری کرد. مطالب باید از انعطاف کافی برخوردار باشند تا معلم به راحتی بتواند، از آن‌ها بکاهد یا به آن‌ها بیفزاید. مطالب هم‌چنین باید جذاب و گیرا باشند.

در این مقاله بحث می‌شود که تهیه‌کننده‌ی مطالب درسی باید برای ارائه‌ی نکات دستوری، از راهکارهای تجزیه‌ای استفاده کند و فرصت ارائه‌ی این نکات دستوری را به صورت گروهی و فردی فراهم سازد و چهار مهارت زبانی را به صورت تلفیقی ارائه دهد. در این راستا، به گسترش توانایی فراگیران توجه داشته باشد و نیازهای آنان را در تهیه‌ی مواد درسی در نظر بگیرد که البته این فرایند، تحت تأثیر دیدگاه تهیه‌کننده‌ی مطالب در مورد فراگیری، قرار می‌گیرد. در پایان نیز، مقاله در مورد جمع‌آوری، انتخاب و ارزیابی متون، راهنمایی‌هایی کلی ارائه می‌دهد.

کلیدواژه‌ها: برنامه درسی، تهیه‌ی مطالب درسی، اصول، رویکردها

Abstract

Although materials development is a field of study and a practical undertaking dealing with and fed by principles and procedures of design, implementation and evaluation of language teaching materials



exception. It throws out the useless or unnecessary information by forgetting it. The results of different studies show that less useful information may just become less accessible rather than truly lost. This is quite similar to the less useful books in a library that will be moved to other storage buildings where they are not so readily accessible. It seems that the idea of forgetting as resulting in memories becoming less and less available rather than being deleted is more acceptable (Anderson, 1995).

In order to overcome the problem of partially forgetting something, each person should try different strategies the most useful of which are believed to be "practicing", "establishing local and global coherence", and "using different representation models of what is read". Here, teachers in general and language teachers in particular can be very helpful. They should try their best to apply the different ways of reducing forgetting in their teaching because classroom is the best place to help learners overcome the problems of forgetting the materials they read.

It is very important for teachers to use all the

possible ways of reducing forgetting as each strategy might be beneficial to a specific group of learners with their own characteristics. This is by no means an easy task. However, to have successful learners, teachers should try their best to implement the above-mentioned strategies to help their learners reduce the amount of forgetting of the learned materials.

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forgetting of the related materials.

On the other hand, global coherence can be identified and established through narrative and expository structures. The main difference between narrative and expositions is that the structure of narratives is more predictable. In a narrative structure, information is stored based on a story grammar in which all the sentences in a narrative are placed hierarchically. The information in the higher levels will be recalled better than the information in the lower levels (Whitney, 1998). However, the relationships between the information in an expository are one of collection, causation, response, comparison, and description.

3. Use of Different Representation Models

When comprehending and learning something, three representations of the information one is learning are shaped in one's memory (Van Dijk & Kintsch, 1983). The first of these is the *surface form* model that preserves the exact wording of each statement. Research shows that this representation is very short-lived. The second representation model is *text-base* that preserves the meaning of each sentence as an interconnected network of propositions. Moreover, Williams & Lovatt (2003) state that information about exact wording and word order is assumed to be lost as soon as the underlying meaning of an utterance is understood. According to them, longer-term retention is therefore thought to be subject to meaning-level factors. Finally, the third representation model is a *situational* model that is known as an elaborated representation (Whitney, 1998). It deals with the events described. This is the most complicated representation model, which will last for a long time. Unless the information reaches this state, it will be forgotten and will not be retrieved well. Thus, one way to overcome the

problem of forgetting is to try to reach to the situational model of the learned information. This may be quite demanding as one should organize everything in his/her mind and try to see the relationships between them, that is, one should develop a cognitive map of the materials he/she is learning.

Forgetting in Foreign/Second Language Learning

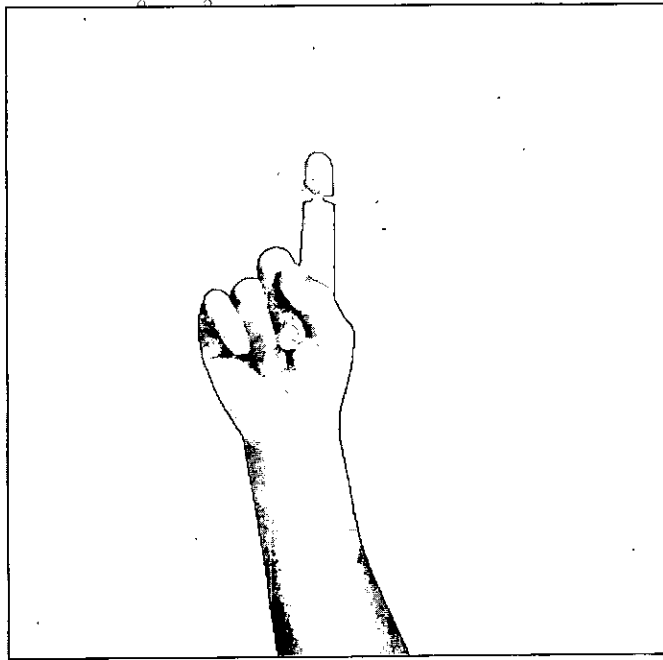
Forgetting can be problematic in learning in general and in foreign/second language learning in particular, especially when there is no constant contact with the learned language. Moreover, it is important to know which aspects of a foreign language are easier to learn and less prone to forgetting. According to Hu (2003), in the early stages of foreign language learning, the phonological aspect of word learning appears to be more important than the semantic aspect because it is easily learned through systematic practicing and will not be forgotten easily.

The job of a good language teacher in this regard is to help the learners in all the stages of language learning, and to help them use different strategies to reduce forgetting of the new materials.

Conclusions

Learning leads to long-term memories by adjusting the connection strengths among cognitive units. If two nodes are activated at the same time, the connection between them is strengthened. As soon as we have learned something, we begin to forget it (Martindale, 1991).

People usually talk of forgetting as one of the frustrating aspects of their minds. However, memory theorists believe that avoiding forgetting of something has costs. The capacity of a system that stores records will reach its maximum and it must throw something out. Our memory is no



Practicing seems to be one of the most influential factors in reducing forgetting.

2. *Local Versus Global Coherence*

If the materials to be learned are related to each other in a meaningful way, then forgetting will be reduced largely. In fact, in order to have a cognitive map of materials, people should try to connect all the materials together. These connections can be based either on general knowledge or on text-based information they obtain when they learn something.

One important thing that related the materials together is the topic, idea, or theme they are based on. This connection can be either local or global (Bransford & Johnson, 1972). *Local* coherence refers to the relationship between adjacent pairs of sentences in the materials to be learned whereas *global* coherence refers to the relationship of sentences to a theme (Whitney, 1998).

According to Whitney, local coherence can be identified through 1) cohesion devices, 2) identifying given and new information, and 3) inferences. In most of cohesion devices, there is an anaphor and an antecedent. Cohesion devices

are one of lexical, substitution, ellipsis, co-reference, and conjunction. If it is lexical, either a word is repeated or a close synonym is used. When it is substitution, one word is replaced with another that is not a synonym. In ellipsis, reference to an earlier word is understood in the absence of an explicit term. If it is co-reference, a pronoun is used to refer to an earlier term. Finally, a conjunction is used to link parts of discourse.

Local coherence can also be achieved through identifying given and new information. Given information refers to the information the speaker/writer assumes the other person knows whereas new information is the one unknown to the other person. When moving from given to new information, the speaker/writer relates the different pieces of information and helps the hearer/reader to better understand the heard/read material (Whitney, 1998).

Inferencing is also very useful in establishing local coherence (Whitney, 1998). Usually, the hearer/reader makes inferences about the different pieces of information in a discourse. In this way, different information will be related to each other in a meaningful way. This will in turn decrease

2. The Interference Theory

In this theory, forgetting is believed to occur because of some form of interference. Interference refers to a negative relationship between the learning of two sets of materials (Anderson, 1995). It means that once something has entered into memory, other memory traces interfere with its retrieval. This can happen either proactively or retroactively. The former refers to a situation in which the learning of the first material can accelerate the forgetting of the second material, and the latter refers to a situation in which the learning of the second material can accelerate the forgetting of the first material.

However, there remains a crucial question. What is the role of interference in experts who have lots of information regarding something? According to the interference theory, it seems that the more information one has on something, the more interference happens. Research shows that it is true in non-experts whose pieces of information are not related or coherent. For experts who have a cognitive map of the available information, this interference does not apply, and they do not have overlap and interference of ideas (Smith, Adams, & Schorr, 1978; Whiteny, 1998).

Is all forgetting a matter of interference, then? Interference can produce a great deal of forgetting and therefore encourage the idea that all forgetting might be a function of interference from previous or subsequent materials. However, there are many controversies regarding interference as the sole reason for forgetting (Anderson, 1995).

Discussing the most important theories of forgetting, now, we will turn to another significant issue of forgetting, the role of emotionally charged materials.

The Role of Emotionally Charged Materials in Forgetting

Freud (1901) as cited in Anderson (1995) believes that people repress unpleasant memories. According to him, terrible experiences can produce disturbances of memory. Does this mean that emotionally charged materials will be forgotten easier and sooner? In Freud's view, repression is a major factor in forgetting. Many studies have been done to check the validity of his views in this regard. The results were mixing. One of the main results of these studies is that people choose not to rehearse the unpleasant memories rather than forgetting the emotionally charged materials. The critical point is not the negative emotions associated with those materials but the arousal those materials produce in people (Anderson, 1995). There is usually less forgetting of high arousal materials.

The next important topic is how to reduce forgetting. This seems to be very important because many people claim to have problems in forgetting things. Usually, people do not want to forget what they have learned.

How to Reduce Forgetting

Different solutions have been offered in this regard: 1) One of these solutions is practicing more that will result in increased retention and less forgetting, 2) the other is establishing local and global coherence when learning something, 3) and the other is making use of different representation models. Each will be discussed briefly.

1. Practicing

Practice makes perfect. The results of different experiments show that increased practice results in increased retention and decreased forgetting (Anderson, 1995).

کردن میزان فراموشی مطالب خوانده شده، راهکارهایی به معلمان ارائه می‌شود. یکی از این راهکارها عبارت است از آموزش فنون گوناگون کم کردن میزان فراموشی مطالب خوانده شده به دانش آموزان.

کلیدواژه‌ها: یادگیری، فراموشی، نظریه‌ی زوال تدریجی، نظریه‌ی تداخل، ارتباطات درون‌متنی موضعی و کلی، مدل‌های نگه‌داری اطلاعات.

Abstract

The aim of this paper is to talk about forgetting, the problems associated with it, and the ways to overcome it. Forgetting is a major problem associated with learning. There are controversies about forgetting, how it occurs, and the role of emotionally charged materials on it. The most important issue in this regard is how to reduce forgetting. This is of great interest to psychologists in general, and to teachers and learners in particular. As a matter of fact, people use different strategies to reduce forgetting of the learned materials. Some of these strategies, including "identifying local and global coherence" and "keeping different representations of the learned information in mind" will be explained in this paper. Then, forgetting in foreign/second language learning will be explained briefly. Finally, some guidelines will be offered to teachers to help their learners reduce the amount of forgetting of the learned materials.

Key words: learning, forgetting, decay theory, interference theory, local and global coherence, different representation models.

Learning

"Learning consists of modifying the connection strengths among cognitive units." (Martindale, 1991, p. 147) The main elements of learning are reinforcement and attention. Reinforcement happens when there is a kind of reward for learning something. However, without attention, it is very odd if any learning takes place. When learning happens, the next main important concern is keeping what was learned. In other words, it is very important not to forget what was learned. The question that immediately comes to mind is "What is forgetting?" What happens that people forget something?

Forgetting

Some learned materials fade away with the passage of time. The results of different studies show that there is rapid forgetting at initial stages followed by much slower forgetting. That is, forgetting at the initial stages are more serious

problematic. It is important to know how different forgetting theories, decay and interference, deal with this issue.

1. The Decay Theory

According to the decay theory, forgetting is a gradual process in the nervous system that occurs independently of other activities. The speed of forgetting is fast at the first stages but becomes slower at later stages (Anderson & Paulson, 1977). Moreover, in this theory, forgetting is regarded as an autonomous decay process.

The results of different studies under "decay theory" show that less goes on in the nervous system during sleep than during waking. The reason seems to be that other activities in the mind cause forgetting.

The next influential forgetting theory is the theory of interference.

Akbar Mirhassani/ Ph. D. TEEL
email: mirhas_a@cs.modares.as.ir

&
Kobra Tavassoli (Ph.D. Student)
Trabiat Modares University
email: kobra.tavassoli@gmail.com

How to Reduce Forgetting

چکیده

هدف این مقاله، نشان دادن اهمیت «فراموشی»، مشکلات به وجود آمده از آن، و راه‌های غلبه بر آن است. فراموشی یکی از مشکلات اساسی در فرایند یادگیری است. درباره‌ی علل به وجود آمدن فراموشی، نظریه‌های متفاوتی وجود دارند. مهم‌ترین موضوع در فراموشی، چگونگی کم کردن آن است. این موضوع به طور عام مورد توجه روان‌شناسان و به طور خاص مورد توجه معلمان است. افراد گوناگون برای پایین آوردن میزان فراموشی مطالب خوانده شده، از راهبردها و فنون متفاوتی استفاده می‌کنند. بعضی از این راهبردها نظیر «تشخیص ارتباطات درون‌متنی» و «نگه‌داری مدل‌های گوناگون اطلاعات در ذهن»، از جمله «مدل نگه‌داری اطلاعات براساس ساختار متن»، «مدل نگه‌داری اطلاعات براساس معنا»، و «مدل نگه‌داری اطلاعات براساس ارتباطات وقایع»، در این مقاله مورد بررسی قرار می‌گیرند. سپس درباره‌ی فراموشی در یادگیری زبان دوم، به طور مختصر بحث می‌شود و نهایتاً، در مورد چگونگی کمک به دانش‌آموزان در کم

portfolio of each student can help teachers in assessing their activities:

Student's Name:

Assessment worksheet

Continuous Student Activities	Excellent	Very Good	Good	Weak
Written Assignments				
Presentations				
Homework				
Classroom Assessments				
Quizzes and Tests				

Conclusion

Classroom assessment techniques provide a channel of communication between students and teachers to evaluate and improve the quality of the work being done in the classroom. By using such techniques, students are encouraged to write comments on the teaching process and, at the same time, to give report on their own learning which assist teachers in promoting students' learning. Besides, teachers should provide effective feedback to students' comments and reports. This makes classroom assessment a two-way street in which both teachers and students are being involved in it. Furthermore, classroom assessment techniques provide teachers with a dynamic picture of the language development of the learners. The diagnostic purpose of classroom assessment techniques helps teachers create a non-threatening classroom situation in which the gathered information is used to enhance learning of the students. Students learn to take risks, accept their weaknesses and find out their strengths and thus gain self-confidence.

However, it is worth mentioning that paper and pencil tests such as multiple choices, cloze tests, and true/false items are also necessary and classroom assessment does not reject their role in measuring students' language abilities. As Lambert and Lines (2000) put forward, such tests can be used formatively and can provide valuable information

on student learning. The important point is that the integration of both options can provide a comprehensive picture of the students' abilities, progress, and achievement.

Note

Classroom assessment techniques (1-5) are adapted from Angelo and Cross (1993).

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and reading and listening skills. Angelo and Cross (1993) suggest that in order to write a One-Sentence Summary for a lesson, students can answer the questions “who does what to whom, when, where, how, and why?” However, although it is not always possible, they can be good leading questions in many cases. A One-Sentence Summary for lesson five of English book 2 can look like:

“Once an old man who couldn't read was very hungry and bought things which he didn't like to eat, so he realized knowing how to read is very important.”

Teachers' feedback to students' responses

The techniques cited above can be used at the end of a class session or at the beginning of the next one. The important point is that in order to gain the desired goals of classroom assessment, teachers should read and analyze students' responses. For example, if most of the students have not understood a certain point it is obvious that the point should be reviewed in class or some more time should be spent on it. Conversely, if there is a point which is unclear for only a few students, teachers can use different strategies for solving their problem such as assigning appropriate homework, asking other students to help them, or giving them some relevant activities to perform or exercises to do.

6- Portfolios

The concept of portfolio was borrowed from the field of fine arts to show the best samples of an artist's work (Brown, 1998). Portfolios are collections of student work gathered over time which show the quality of final product of students, their improvement in performing certain tasks or the process toward final achievement (Brookhart, 1999). Portfolios provide teachers with samples of students' work and facilitate the assessment of

students' skills and abilities. This very nature of portfolios makes continuous assessment easier for teachers and provides teachers with feedback on their instruction. Moreover, as Brown (1998) maintains, portfolios can improve students' learning and make teacher's role in the classroom evident.

The content of a portfolio may include different written and oral work such as audio taped recordings, writing samples, homework, presentations as well as tests and quizzes used by teachers for evaluating achievement of students'. Portfolios give useful information about the student's language performance in performing different tasks. Besides, they can help teachers discover student's strengths and weaknesses in the foreign language. Another contribution of portfolios is that students are given the opportunity to reflect and evaluate their past work and set goals for future work. Thus, portfolios are much more than a folder that contains students' work, as it makes students choose, revise, and think about what they have done in and outside class through a course (Wolfe-Quintero, 1998).

Some guidelines

- Give some information to students about the portfolios at the very first day of your class.
- After your students have completed a number of assignments; tell them to choose some examples of their work and ask them to hand them over to you in order to be kept in their portfolios.
- Give the students the opportunity to revise their assignments if they like to do so.
- Give the students the opportunity to assess one another's assignments.
- Discuss the portfolios of students regularly. Each session can be allocated to a number of students.

The following sample worksheet kept in the

If students have difficulty in completing the Empty Outline or partially completed outline, teachers can provide the class with a jumbled list of headings and subheadings and ask their students to arrange them as they occurred in the text or lecture:

- Need for different jobs (4)
- Purpose of education (1)
- Free education (2)
- Many jobless people with university degrees(3)

2- Memory Matrix

The Memory Matrix is used to organize information and show relationships. Based on the way students fill in the blank cells of the Memory Matrix, teachers can find out how well students have memorized the required points. This technique can be used when information can be categorized. For example, if teachers want to check whether their students have learned the past and past participle of English irregular verbs or parts of speech of the words of the new lesson, they can use this assessment technique. The following Memory Matrix for different parts of speech is drawn for the vocabularies of lesson 3 of English book 3:

noun	verb	adjective	adverb
ability			
	occur		
		painful	
			briefly

3- Minute Paper

This classroom assessment technique provides a very simple way to get feedback on students learning. To use this technique, teachers ask

students to answer the following two questions:

- A. *What was the most important thing you learned during this class?*
- B. *What important question remains unanswered?*

The way students answer the questions can reveal to what extent they are attentive in class. Moreover, they can provide teachers with some information about the process of learning. Through this technique, students learn to think about what they have learned and choose the most important idea or topic in the lesson. Then, in order to come up with a question, they have to ask themselves how well they have learned the material presented in the class. This technique can also be used to assess what students have learned from a certain in-class activity, homework, or exam.

4- Muddiest Point

This technique gives information on the confusing points of a lesson especially when teachers are teaching a new grammatical point or a reading passage. By using this technique, teachers can find out about the points they should emphasize or practice more. The important point about this technique is that students should immediately pinpoint what they don't understand. Thus, students have to concentrate and listen carefully to what is being taught and take notes.

5- One-Sentence Summary

In order to summarize a lesson, students construct a single sentence that best explains its content. The purpose is to require students to choose the main idea of a lesson. In this technique students summarize a large amount of information into one sentence; therefore, they practice how to produce complete and at the same time concise sentences. Through this technique, students are given the opportunity to improve their memory

Formative assessment is an integral part of teaching, not something that can be separated from it. The process of this type of assessment is completely different from objective testing; it is subjective and requires the judgment of teachers (Lambert and Lines, 2000).

It is worthy to mention that in recent years, standardized objective tests which mainly consist of multiple choice and matching items have been generally criticized as being inappropriate and unacceptable for measuring students' achievement (O'Malley and Valdez Pierce, 1996; Michael, 1993). However, Michael (1993) believes that though standardized testing is tied to universally agreed objectives, it can not motivate learners and is not able to have diagnostic impact on teaching. A very important advantage of classroom assessment is that it can have positive washback on the teaching and learning process. Furthermore, Lambert and Lines (2000) maintain that in order to assess students improvement, utilizing "frequent short tests" is more helpful than "infrequent long ones" (p.144).

According to (O'Malley and Valdez Pierce, 1996) the following goals can be summarized for authentic classroom assessment:

- putting emphasis on what students know, rather than what they do not know;
- requiring students to develop responses instead of selecting them from predetermined options;
- evaluating holistic projects directly;
- using samples of student work collected over an extended period of time;
- resulting from clear criteria made known to students and parents;
- being related more closely to classroom learning;
- teaching students to evaluate their own work.

Moreover, a very important factor about classroom assessment is that teachers should take into account differences in students' needs, interests, and learning styles. Therefore, assessment should be flexible and modified according to the personal characteristics of each student. Teachers often think that the most appropriate way to make judgments about the performance of their students is to assess their students in a uniform, standardized, and impersonal way. However, assessment can become a diagnostic tool when it can provide feedback about the strengths and weakness of each student.

Some classroom assessment techniques

In order to assess how well students are learning, some easily applicable techniques can be used in classroom.

1- Empty Outlines

Teachers can provide students with an empty or partially completed outline of a reading passage and give them a short time to complete it. This technique helps students recall and organize the main points of a reading or lecture.

A partially completed outline for lesson 2 of English Book 3 will probably be as follows:

The Value of Education

- I. Purpose of education
 - A.
 - B.
- II. Free education
 - A.
 - B.
- III. Importance of different jobs
 - A.
 - B.
 - C.

Introduction

Teachers often assume that their students are learning what they are trying to teach them. However, when they grade their students' tests, they become disappointed. They realize that students have not learned as much or as well as they had expected. Most of the time, there is a considerable gap between what is taught and what is learned. By the time teachers notice this gap in knowledge or understanding of their students, it is too late to remedy the problems. In order to avoid such unhappy surprises, the learning process should be controlled at different intervals throughout the year. Therefore, teachers need accurate information on how well students are learning. Classroom assessment can help teachers to improve learning when it is not as satisfactory as they expect it to be.

In classroom assessment, since teachers themselves develop, administer, and analyze the questions, they are more likely to apply the results of the assessment to their own teaching. Therefore, it provides feedback about the effectiveness of instruction, and gives students a measure of their progress. As Biggs (1999) maintains, two major functions can be pointed out for classroom assessment: one is to show whether or not the learning has been successful, and the other one is to clarify the expectations of the teachers from the students (see Dunn, Morgan, O'Reilly, and Parry, 2004).

According to Dunn et al. (2004, p. 16) the purposes of assessment include:

- diagnosing student difficulties;
- measuring improvement over time;
- motivating students to study;
- evaluating the teaching methods;
- judging mastery of essential skills and

knowledge;

- ranking the students' capabilities in relation to the whole class.

The purpose of classroom assessment, thus, is giving students the opportunity to show what they have learned rather than catching them out or showing what they have not learned. Unfortunately, many students have negative attitude toward classroom assessment; they feel worried and anxious about not being successful in different tests. Even many teachers feel uncomfortable when they have to pass or fail students. Concerns have been raised that the ways students are taught or assessed do not lead them to acquire the needed knowledge or skills, nor help them apply and use their knowledge and skills (Harris and McCann, 1994).

The fundamental reason for these negative attitudes is that assessment is seen as something that occurs after rather than during the learning process. Therefore, it can not give much information about students' progress. Moreover, it can not have a diagnostic role; that is, it does not tell what the students' problems are; nor does it give any suggestions on how to overcome the problems.

What is assessment?

Assessment is "the process of gathering, interpreting, recording and using information about pupils' responses to educational tasks." (Lambert and Lines 2000, p. 4). Generally, assessment can have two forms: summative and formative. Summative assessment takes place at the end of a course of study and is concerned with summing up of what students have learned. On the other hand, formative assessment takes place during the course of study and is concerned with diagnosing students' problems, measuring their improvement over time, and informing them about how to improve their learning (Dunn et al., 2004).

Mojgan Rashtchi (Ph.D. in TEFL)
Islamic Azad University, North Tehran Branch
e-mail: mojgan.rashtchi@gmail.com



Classroom Assessment: What We Should Consider as Professional Teachers

چکیده

هدف اصلی ارزش‌یابی کلاسی، بررسی کیفی روند پیشرفت درسی دانش‌آموزان است و این امکان را به معلمان می‌دهد تا اطلاعات ارزشمندی درباره‌ی نحوه‌ی تدریس خود و چگونگی یادگیری دانش‌آموزان به دست آورند. معلمان با استفاده از فنون مناسب ارزش‌یابی در کلاس‌های خود می‌توانند، انگیزه‌ی یادگیری را در دانش‌آموزان بالا ببرند، میزان یادگیری دانش‌آموزان را بسنجند و اشکالات آن‌ها را دریابند. معلمان هم چنین می‌توانند بفهمند، آیا اشکال در نحوه‌ی تدریس مطلب است و یا دشواری مطلب موجب شده است، دانش‌آموزان درس را خوب یاد بگیرند؟ به علاوه، آیا درس یا مطلب موردنظر، فقط برای تعدادی از دانش‌آموزان ایجاد ابهام کرده است، یا همه‌ی کلاس در فهم آن مشکل دارند؟

مقاله‌ی حاضر پس از آن‌که از ارزش‌یابی دانش‌آموز تعریفی ارائه می‌دهد، چند روش قابل استفاده در کلاس‌های زبان انگلیسی مدرسه‌ها را معرفی می‌کند تا معلمان بتوانند، با استفاده از آن‌ها، هم روش کار خود را بهبود بخشند و هم در ارزش‌یابی مستمر دانش‌آموزان استفاده کنند. گاهی دیده می‌شود، ناهماهنگی در دادن نمره‌ی مستمر به دانش‌آموزان، موجب دل‌سردی آنان و بروز اشکال در آموزش می‌شود. به علاوه فراموش نکنیم، نمره‌های معلمان می‌تواند سرنوشت تحصیلی دانش‌آموزان را تغییر دهد.

کلیدواژه‌ها: ارزش‌یابی، تأثیر متقابل تدریس بر آزمون، ارزش‌یابی تکوینی، ارزش‌یابی پایانی، ارزش‌یابی مستمر.

Abstract

Classroom assessment is concerned with qualitative judgments that are used to improve students' knowledge and learning. It also gives teachers useful information about how to improve their teaching. Through using appropriate classroom assessment techniques, teachers can increase their students' motivation and show them what and how well they have learned. Besides, it can help teachers to assess students' "continuous activities". This article discusses the advantages of classroom assessment and presents some useful assessment techniques which can assist teachers in creating a dynamic classroom situation.

Key Words: assessment, washback, formative assessment, summative assessment, continuous activities

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that multiple-choice cloze test suits impulsive learners and C-test, cloze, and open-ended questions are more appropriate for reflective people. However, this statement should not be interpreted as if reflectives are not comfortable with MC cloze tests at all. Based on these findings it is suggested that the language educators worry about test methods and individual characteristics as some instruct-irrelevant factors contributing to measurement bias.

As for the language testing theorists, they need to consider these factors in taking every step in quest of test validity and specially in constructing test validity frameworks.

As for the teacher, it should be noted that there are as many ways to teach as there are to learn and, perhaps the most important thing is to consider that students do not see the world in the same way. They may have very different preferences for how, when, where and how often to learn (Blackmore, 1996). So, it can be recommended that those teachers who design the syllabus or develop the materials, to the extent possible, try to have reflections of the learners' traits in language teaching materials. They can design learning activities and tasks which tap students' learning styles. For instance for the present case, Hartman (1995, as cited in Blackmore, 1996) has suggested some activities which can be utilized in a class with reflective and impulsive learners. To him, for reflective students, using log, journal and brainstorming would be so effective but, impulsive students would benefit from simulation and lectures.

As for the testers, the results of this study suggest that lower performance of some students on a certain test may be due to their personality differences; that is, they may be more reflective/impulsive than other ones. Impulsive students are more comfortable with answering MC cloze test, while reflective learners have found C-test, cloze

and open-ended questions more suitable. So, testers should not take their lower performance as indicative of their lower effort or interest in language learning. Furthermore, the comparison of means of scores obtained by reflective and impulsive students on each test method revealed that the lowest difference was for C-test; therefore, it can be implied that, in a situation where using a combination of test methods is not possible, C-test can satisfy the purpose. It can be used as a test which is somehow more appropriate for both groups.

Notes

1. cloze test
2. multiple-choice cloze
3. c-test
4. open-ended questions

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psychological processes such as perception, identification, recognition, comprehension and production of written or oral materials are, in one way or another, utilized. In this classification, cloze and open-ended questions are more commonly assumed as tests, which require production while the other two test formats i.e. C-test and MC cloze, on the continuum of language processing move towards comprehension. That is, C-test needs comprehension/production while MC cloze only comprehension.

Finally with regard to the fourth null hypothesis stating that there is no interaction between R/I and the Iranian EFL learners' performance on different test types, it was found that the interaction of Cognitive style \times Test methods is also significant beyond the 1% level [$F(3,477) = 54.187$; $p < 0.0005$], since the p-value is less than 0.0005. Furthermore, the partial eta squared = .254 represented a large effect. Hence, this null hypothesis was also rejected.

Conclusion and Implications

In the current study, the findings on the first hypothesis revealed that, firstly, the cognitive style of R/I significantly contributed to the Iranian EFL learners' differences of performance on four language measures. Secondly, comparisons of the means of impulsive and reflective learners' performance on each test of cloze, MC cloze, C-test, and open-ended questions demonstrated that

reflective students outperformed impulsive ones on the cloze, C-test, and open-ended questions which mostly required production while impulsive learners showed better results on MC cloze which needed comprehension. Therefore, it can be concluded that since on the continuum of language processes, comprehension stands before production and it is actually a pre-requirement to production, such a finding confirms Felder (2002) and Kagan, Rosman, Day, Albert, and Phillips' (1964) idea that reflective people are more successful in performing the tasks which are complex regarding the psychological processes involved in. But impulsives are the opposite.

With regard to the influence of test types on the performance of test takers, this study supported what other researchers (Bachman, Davidson and Milanovic, 1996; Shohamy, 1983, 84, 97; Shohamy, Reve, and Bejerano, 1986; Stansfield and Kenyon, 1988) had already reached upon, that is, finding a significant effect. Moreover, among these four tests only cloze and open-ended questions were significantly similar to each other.

Finally, it was revealed that the interaction of Cognitive style \times Test methods was also significant. This denotes that better performance of participants on a certain test method may be due to the second factor (cognitive styles). In this case, reflective learners made strong gains in performing cloze, C-test and open-ended questions and impulsive students, on the other hand, did much better on MC cloze test. Therefore, it seems

166 students whose scores were within half standard deviation above and below the mean were selected as the participants of the study.

At the next step, a questionnaire called Eysenck's Personality Questionnaire, which had been validated in Iran, was administered to this homogeneous group to assess their degree of impulsivity-reflectivity. To ensure subjects' maximum understanding, the questionnaire was written in the subjects' native language, Farsi. Based on this questionnaire the students were assigned into two groups of 73 impulsives and 88 reflectives. Finally, each of these groups received four tests of cloze, multiple-choice cloze, C-test, and open-ended questions.

Results and Discussion

The data were then submitted to statistical analyses including (a) frequency analyses; (b) two-factor mixed factorial analyses of variance.

For the first null hypothesis dealing with the existence of any relationship between the cognitive style of R/I and the performance of Iranian EFL learners on each language test type, the researchers found that the mean scores for the two categories of cognitive style, i.e. R/I, differed significantly at the 1% level [$F(1,159)=4.353$; $p<0.0005$]; therefore, the first null hypothesis can be rejected. However, the effect size calculated using partial eta squared was .027 which represented almost small effect.

Furthermore, mean and standard deviation of the scores obtained by reflective and impulsive students revealed that reflective students outperformed impulsive learners on cloze test, C-test and open-ended questions while impulsive students showed better performance on multiple-choice cloze test.

For the second and third null hypotheses concerning with the effect of different test methods including cloze, MC cloze, C-test, and open-ended

questions on the performance of each group of impulsive and reflective students, it was revealed that the mean scores for these four test methods differed significantly beyond the 1% level [$F(3,477)=187.85$; $p<0.0005$] and the partial eta squared = .542 represented a large effect. In other words, the figures indicate that there is a significant difference between different methods of language testing since the p-value is less than the significant level which is set at .05. Accordingly, the second and third null hypotheses were rejected (see table 1).

Source	Type III sum of Squares	df	Mean square	F	sig	Partial Eta Squared
tmethods	54527.946	3	18175.982	187.851	.000	.542
tmethods* cogstyle	15728.983	3	5242.994	54.187	.000	.254
Error(tmethods)	40153.396	477	96.758			

Usually, when it is indicated that the effect of a certain variable is statistically significant, a post hoc comparison is required to determine where exactly this difference among the different levels of such a factor occurs. In two-factor mixed factorial ANOVA, if and only if there are more than two levels in the between subject variable, a post hoc test can be requested, while this is not the case in the present study, that is, the cognitive style which is assumed to be the between subject factor consists of only two levels. In this condition, Bonferroni Pairwise Comparison can help for the within subjects factor, that is, test methods.

The result demonstrated that there are no significant discrepancies between cloze test and open-ended questions, but they are significantly different from C-test and multiple-choice cloze.

Such a difference will be logical if the psychological principles of language processing be taken into account. According to Farhady, Jafarpour, and Birjandi (2000), it is clear that from the very moment of encountering a single item,

were used as the criterion for the classification of subjects. The students who had scored half standard deviation above and below the mean were taken as the most homogeneous subjects. Then, based on their answers to a personality questionnaire, they were divided into two groups of impulsives and reflectives with 73 and 87 participants respectively. 6 incongruous subjects were discarded from the data.

Instruments

In order to carry out the study, six different tests were administered:

The first was an English proficiency test used to ensure the homogeneity of the subjects. In fact, the test applied here comprised two tests of Comprehensive English Language Test (CELT), and Level C of Nelson Reading Comprehension Test. CELT consisted of two subtests of grammar and vocabulary, each comprising 75 items, and Nelson consisted of five passage followed by 38 multiple-choice items. Level C of Nelson Reading Comprehension Test had already been validated and proved a high correlation with CELT (Ahmadian, 1998). This is the reason why it was preferred to use a combination of these two as a means of making the students homogeneous.

The second test was the Eysenck Personality Questionnaire (EPQ). The EPQ is a popular personality assessment measure whose original English form and translated versions are frequently used all over the world. One of the cognitive styles EPQ can be used to measure is R/I. In order to determine the reflectivity/impusivity level of Iranian university students, Taghipour (2001) has validated EPQ for the senior and junior English majors. The questionnaire contains 30 items.

The third test was an open-ended question and comprised five translation items, five fill-in-the-blank grammar questions, ten items with underlined words or phrases to be paraphrased,

ten incomplete statements to be completed, ten sentence-construction items, and two reading passages with ten comprehension questions. It was developed and validated by Rostamlu (2002).

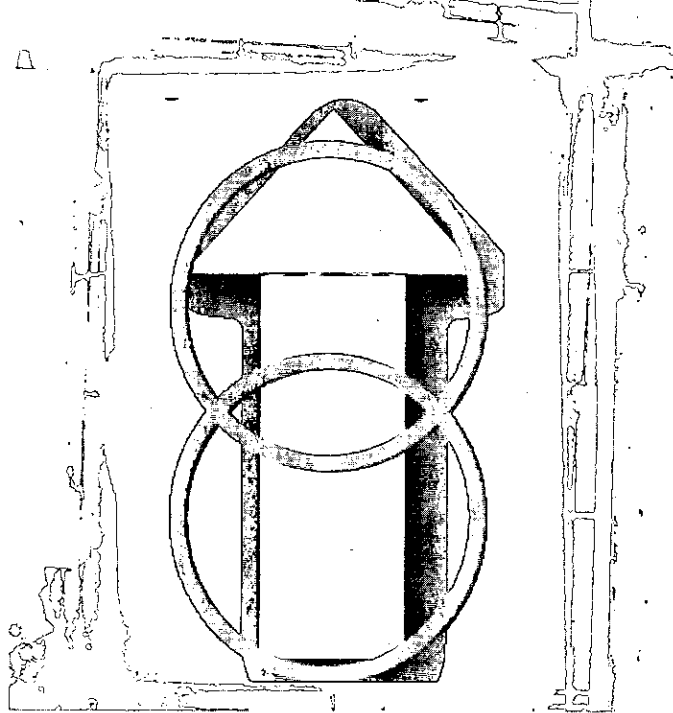
The fourth test administered in this study was a cloze test developed by Kiany (1991). Actually, it had been used with junior and senior students majoring in TEFL and had 42 blanks. It was to be completed in 20 minutes, and was scored by exact-word method.

The fifth one was a C-Test. It was designed and validated by Jafarpur (1999, cited in Shirkhani, 2001) as a measure of overall language proficiency. It consisted of five authentic and self-contained texts which were different in their difficulty as well as subject matter. Each of the passages contained 60-85 words. This test was not course specific and had been reported to be quite suitable for Iranian English majors.

The last instrument of the study, the multiple-choice cloze, was actually developed and validated by Majidi (1996) in Tehran University. The target group to use the test were some junior and senior students majoring in TEFL. This test contained 46 items and the students had to complete it in 15 minutes.

Procedures

When the initial sample of students was determined randomly, firstly, this sample had to be homogenized; thus, a test of language proficiency consisting of two tests of CELT and Level C of Nelson Reading Comprehension was administered to 223 university students both male and female majoring either in English literature or translation in Mazandaran University and Azad University of Ghaemshahr Branch. Based on this test, the most homogeneous subjects were selected. In other words, after administering the proficiency test, the researchers tried to calculate mean and standard deviation of the scores. Among the testees, only those



Reflectives, on the other hand, make fewer errors and have longer latencies to their first responses (Ault, Crawford, & Jeffrey, 1972). According to Cegalis and Ursino (1979), in a situation with high stimulus ambiguity with multiple response alternatives, an impulsive response style may be more adaptive, but with regard to Priuznia (1994), it should be borne in mind that multiple choice tests which have a penalty for wrong answers, reflective students will gain more success than impulsives. Furthermore, Azizi (1990) indicated that reflective learners demonstrated better results in performing some complex tasks which required their writing ability.

Considering the preceding studies, the present researcher has been inspired to investigate impulsive and reflective students' performance on four testing techniques of multiple-choice cloze, C-test, cloze, and open-ended questions which are different in terms of complexity /simplicity of mental processes involved. Based on the psycholinguistic classification, the first two tests require more comprehension and the rest more production (Farhady et al, 2000). According to Kess(1992), though comprehension and production are related, they are not mirror images. Comprehension is a pre-requisite to production. Accordingly the main four questions of this study

can be stated as follows:

Is there any relationship between reflectivity/ impulsivity (R/I) Cognitive style and performance of Iranian EFL learners' on certain test types including: cloze, multiple-choice cloze (MC Cloze), C-Test, and open-ended questions?

Does test method affect the performance of impulsive learners?

Does test method affect the performance of reflective learners?

Is there any interaction between test method and the Iranian EFL learners' cognitive Style (R/I)?

Method

Subjects

The population from which subjects of the present study were drawn included the junior and senior students majoring in language translation at two Iranian Universities: University of Mazandaran, and Azad University of Ghaemshahr. Among 223 students participating in the first phase of the study, i.e., those who took part in the language proficiency test, 166 students provided the necessary data for the experiment. The mean and standard deviation of participants' scores on a combination of Comprehensive English Language Test (CELT), and Level C of Nelson Reading Comprehension Test

tester wants to measure, and random factors that are largely unpredictable and temporary.

In Bachman's view the "primary interest in using language tests is to make inferences about one or more components of an individual's communicative language ability" (p.166). He argues that since language test scores are affected by factors other than communicative language ability, our inference based on the test scores will be in error to some extent. Therefore, the study of extra – test factors is of crucial importance in language testing. Among the extra – test factors, attributes of the test takers that are not part of the language ability, and test method facets are generally considered to be sources of measurement error, and have thus been the primary concern of the investigation of reliability. These factors have often been considered either sources of error (Buckley et al., 1990, cited in Bachman, 1991) or test bias (Bachman, 1990) and, therefore, have not been treated directly in measurement literature.

In order to explain different sources of test bias the classification introduced by Bachman (1990) is taken as the framework and whenever necessary other complementary ideas have been added. Bachman considered cultural background, background knowledge, cognitive characteristics, native language, ethnicity, sex, and age as different sources of bias. Shohamy (1983, 1984, 1997) have also suggested test method as a factor that affects test performance.

Among the aforementioned factors the present study is mostly concerned with language learners' cognitive styles and test method facet.

Review of the Related Literature

According to Pervin and John (1997), the construct of cognitive style was originally proposed by Allport (1934), referring to an individual's habitual or typical way of perceiving,

remembering, and problem solving. Therefore, it seems that people with different cognitive styles may attack a problem differently or prefer one testing technique than the other. For this reason this study aims at determining whether there is any relationship between test taker's cognitive style and their performance on different test methods.

The effect of testing methods was already investigated by several scholars such as Alderson (1983), Alderson and Urquhart (1988), Kobayashi (2002), Shohamy (1983, 1984, 1997). They attempted to find if different testing techniques had any influence on students' score of the trait being measured or not. The result most often, indicated that test takers usually performed differently on tests of different methods and the effect of test method might vary from one test taker to another. According to Bachman (1990), live versus recorded presentation of aural material, filling in the blanks in isolated sentences versus filling in the blanks in a text, the amount of text and the type of text are a few ways in which the methods of language testing can differ. Such characteristics or facets are highly significant in designing, developing, and using language tests.

Regarding the second major variable of this study, personal characteristics, it has been found that a few number of cognitive styles have emerged in second language research as potentially significant contributors to successful acquisition (Brown, 2000). Based on the review has been done, despite the great importance of R/I, few researchers as yet have tried to investigate the effect of this style on the test takers' performance on tests of different methods. Owing to that, this study is an attempt in this regard.

Impulsive subjects are less systematic in the deployment of attention and make fewer comparisons in tasks requiring matching of a variable stimulus to a standard stimulus.

به فراوانی روش‌های یادگیری هستند و شاید مهم‌ترین مسئله درک این مطلب است که دانش‌آموزان، جهان را به یک شکل نمی‌بینند. آن‌ها برای نحوه، زمان و مکان یادگیری، شیوه‌های مخصوص به خود را دارند. از این رو توصیه می‌شود که دبیران از فعالیت‌ها و تمرین‌هایی استفاده کنند که تا حد امکان، سبک یادگیری همه‌ی دانش‌آموزان را در نظر بگیرد. برای مثال، به نظر هارتمن (۲۰۰۵)، در بلک‌مور، (۱۹۹۶) فعالیت‌هایی مانند استفاده از بسته‌های آموزشی و ژورنال‌نویسی، بیشتر مورد توجه افراد متفکر قرار می‌گیرند، در حالی که افراد تکانشی از روش سخن‌رانی استقبال می‌کنند.

کلیدواژه‌ها: سبک‌های شناختی (تکانشی-متفکر)، آزمون تک، آزمون بندش، آزمون بندش چندگزینه‌ای، آزمون تشریحی، روش‌های آزمون.

Abstract

This study investigated whether there was any relationship between reflectivity/ impulsivity (R/I) cognitive style and the performance of Iranian EFL learners on four different test types including cloze, multiple-choice cloze, C-test, and open-ended questions. Variance analyses indicated that test takers with different cognitive styles (R/I) were more comfortable with one test method than the other (Reflectives preferred cloze, C-test, and open-ended questions, while impulsives declined towards multiple-choice cloze. Furthermore, it was found that different test methods did significantly affect the participants' test performance. Finally, it was revealed that the interaction found between test methods and the students' cognitive styles (R/I) was significant indicating that better performance on a certain test method may be due to the second factor (i.e. cognitive style). These results are interpreted as having implications for language teachers, syllabus designers, and test developers.

Key Words: cloze test, cognitive styles (reflectivity/impulsivity), C-test, multiple-choice cloze test, open-ended questions, test methods.

Introduction

Testing in general, and language testing in particular, is a challenging field. The historical background of all trends of testing shows that the main concern in all of these trends has been to assess one's true language ability, but this is not an easy task.

As Bachman (1991) states usually no test score, in any sense, is an absolute indication of the ability it may claim to be. This is largely due to the factors other than communicative language ability, which affect performance on language test.

Regarding this important point, different frameworks, classifications, and models have been proposed to describe the factors that cause test scores to vary from individual to individual (for example, Bachman, 1990; Bachman and Palmer, 1982, 1996; Buckley, Cote & Comstock,

1990, cited in Bachman, 1991; Thorndike, 1971).

According to the classification proposed by Buckley et al. (1990, cited in Bachman, 1991), the measure of a construct is composed of three types of variance: trait variance, method variance, and error variance. Trait variance is the amount of variance in a measure that is attributable to the construct being measured. Method variance is the amount of variance in a measure attributable to the measurement methodology employed. Error variance includes all other types of variance, for example, coding errors, halo effects, constant tendency effects, or experimenter effects.

Bachman's (1990) general model includes four categories of influence on language test scores: communicative language ability, test method facets, individual attributes of the test taker that are not considered part of the language abilities the

The Relationship Between Cognitive Styles and the Performance of Iranian EFL Learners on Different Types of Language Tests

Parviz Birjandi

Allame-Tabataba'ii University

email: pbirjandi@yahoo.com

Seyyede Raheleh Rahgoshay

Iran University of Science and Technology

email: rrahgoshay@yahoo.com

چکیده

طبق تعاریف ارائه شده، افراد «تکانشی» کسانی هستند که سریع تصمیم می‌گیرند، بدون این که توجه زیادی به صحت آن داشته باشند. به عبارت دیگر، تکانشی‌ها اولین پاسخی را که به ذهنشان برسد، بیان می‌کنند. در حالی که افراد متفکر، به درستی پاسخشان بیشتر توجه دارند و در نتیجه، برای تصمیم‌گیری زمان بیشتری را می‌طلبند. این افراد به پاسخی که می‌دهند، می‌اندیشند.

آنچه در ادامه می‌خوانید، تحقیقی است به منظور بررسی رابطه‌ی بین این سبک‌های شناختی (تکانشی/متفکر) و عملکرد زبان‌آموزان ایرانی در چهار نوع متفاوت آزمون زبانی، شامل: بندش^۱، بندش چندگزینه‌ای^۲، آزمون تک^۳ و آزمون تشریحی^۴.

تجزیه و تحلیل آماری نشان داد، آزمودنی‌ها با سبک‌های شناختی متفاوت، علاقه‌های گوناگونی را به روش‌های آزمون زبانی نشان دادند. افراد متفکر آزمون بندش، آزمون تک و آزمون تشریحی را ترجیح می‌دهند، در حالی که تکانشی‌ها، بندش چندگزینه‌ای را بیشتر می‌پسندند. علاوه بر این مشخص شد که روش‌های متفاوت آزمون، به طور معنی‌داری بر عملکرد شرکت‌کنندگان تأثیر می‌گذارد. سرانجام این مطالعه نشان داد که برهم‌کنش یافت شده بین روش‌های آزمون و سبک‌های شناختی دانشجویان نیز معنی‌دار است و نشان می‌دهد، عملکرد بهتر در انواع خاصی از آزمون‌ها، ممکن است به دلیل عامل دوم (سبک شناختی) باشد.

نتایج حاصله حاکی از آن‌اند که روش‌های آزمودنی و ویژگی‌های شخصیتی، به طور مثبت و یا منفی، بر عملکرد آزمودنی‌ها تأثیر می‌گذارد. در این روند، دانش‌آموزان زیادی به دلایل غلط، نمرات بهتری به دست می‌آورند و برعکس. این امر موجب ایجاد سوگیری در سنجش می‌شود. برای مثال، زبان‌آموزان تکانشی علاقه‌ی بیشتری به آزمون بندش چندگزینه‌ای دارند، در حالی که زبان‌آموزان متفکر، آزمون تک، بندش، و سؤالات تشریحی را ترجیح می‌دهند. بنابراین، عملکرد پایینشان بر انواع دیگر آزمون را نباید ملاک تلاش و علاقه‌ی کمتر به یادگیری زبان دانست.

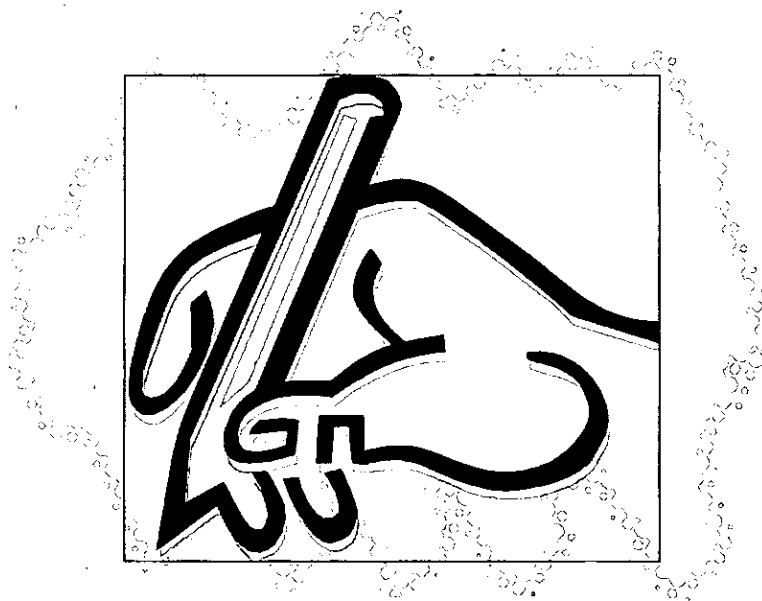
علاوه بر این، مقایسه‌ی میانگین نمرات به دست آمده توسط زبان‌آموزان متفکر و تکانشی در هر یک از این چهار نوع آزمون، مشخص می‌سازد که کمترین تفاوت، به آزمون تک مربوط بوده است. در این حالت، چنین برداشت می‌شود که در زمان عدم استفاده از ترکیبی از روش‌های آزمون، آزمون تک به تنهایی برای هر دو گروه مناسب است. از سوی دیگر، دیران باید توجه داشته باشند که روش‌های تدریس،

writing was examined.

The results of this study, following other studies in this field, support the fact that to perform more effectively in L2 classes, students can be exposed to relevant input offered by videos. Because of the positive effects of videos on the comprehension ability, it is suggested that material developers and teachers, in particular, foreign language instructors, consider the benefits of using videos as a pre-writing task. It should be noted that this current study does not underestimate the significance of reading comprehension as a prelude to composition writing; however, it capitalizes on the incredible impact of video viewing as a strong facilitator of composition writing at the advanced level.

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two groups and this difference was statistically significant.

The empirical findings of the present study suggest that the Iranian students' English writing ability at the advanced level benefit more from video viewing than from text reading as the pre-writing task. That is to say, video was a more effective pre-writing activity than reading comprehension.

This study suggests that a writing task in a foreign language is facilitated by the richness of context, and authentic foreign language (FL) visual materials provide a rich context for L2 learners to improve their writing skill. It can also help L2 learners overcome their content knowledge deficits by providing audio-visual information.

To perform more effectively in L2 classes, students should be exposed to stimulating input. One reason for the greater impact of visual stimuli is that it can lead to and generate more prediction, stipulation, and a chance to activate background schemata. Video can stimulate and motivate student interests. The use of visuals overall helps learners predict information, infer ideas and analyze the world that is brought into the classroom via the use of visual stimuli.

Improved performance of learners in the video condition possibly relates to the capacity of contextualized videos that provide a rich store of

information than static words in a text. The information presented in the video has been more easily recalled due to the greater impact of audio-visual materials on the learners. It is hypothesized that although reading passages might be helpful initially, they are more likely to fade from memory than video images which might tap both hemispheres of the brain, hence the greater recall of the visual materials and the linguistic input that accompanies them.

This study is also linked to a significant chain of research on using video in the foreign language classroom (Hanley et al., 1995; Herron et al., 1999; Herron et al., 2002). While video was found to be effective in all these studies, it did not always have the same role. In the Hanley et al. (1995) study, the investigators examined the role of video as the advance organizer on comprehension and retention of a written passage. In Herron et al. (1999) and Herron et al. (2002), the investigators evaluated the effectiveness of using video to improve students' cultural knowledge. An important point is that all these studies dealt with beginning – and intermediate – level students while the current investigation centered on the advance-level learners. Also in these studies the effect of video was evaluated on comprehension and cultural knowledge, whereas in the present study the effectiveness of using video or reading comprehension texts to improve composition

Table 1 Independent t-test on composition one

Groups	Number of Participants	Mean	SD	t-value	Level of Significance
Video condition	30	15.5	1.55	2.85	.05
Reading condition	30	14.29	1.73		

Once the observed t was calculated (2.85), the critical value of t was found in the table of critical t-value (1.671). The alpha was also set at $\alpha \leq .05$ for two tailed tests. The observed value of t was greater than the t-critical suggesting that the difference was significant. The same procedures were employed for the analysis of the second and third compositions of the two groups of the study.

Tables 2 and 3 illustrate descriptive statistics and the observed t-value for the second and third compositions.

Table 2 Independent t-test on composition two

Groups	Number of Participants	Mean	SD	t-value	Level of Significance
Video condition	30	15.85	1.61	3.36	.05
Reading condition	30	14.45	1.58		

Table 3. Independent t-test on composition three

Groups	Number of Participants	Mean	SD	t-value	Level of Significance
Video condition	30	16.13	1.30	4.022	.05
Reading condition	30	14.73	1.40		

Looking at the three tables representing the statistical analyses of the three compositions, we noticed that the value of the t-observed had a steady increase from the first to the third composition which might be indicative of the more

effective experience that the video group obtained from the talk shows. It was concluded that video as a pre-writing task had affected the students overall writing ability more than the reading passages.

The one-way analysis of variance (ANOVA) applied showed no significant difference in the performances of the participants in each group on the three different topics. Tables 4 and 5 represent the results of the one-way ANOVA for the reading and video groups. As is shown in the tables, the critical value (1.671) was greater than the F-ratio for both groups. Therefore, the F-ratio was not statistically significant at the $p \leq .05$ level.

Table 4. One-way ANOVA in the reading group

Source of Variance	Sum of Squares	d.f.	Mean Squares	F	Significance
Between Groups	5.926	2	2.963	1.321	.05
Withing Groups	195.199	87	2.244		
Total	201.125	89			

Table 5. One-way ANOVA in the video group

Source of Variance	Sum of Squares	d.f.	Mean Squares	F	Significance
Between Groups	2.886	2	1.443	.579	.05
Withing Groups	216.947	87	2.494		
Total	219.833	89			

Discussion

The data obtained on the performance of the two groups provides a general answer to the research question posed earlier. Based on the data, there was a difference in the writing output of the

students for the writing task, she asked the students to watch a talk show on about the same topic and they watched it in its entirety, and they were allowed to take notes while viewing it. Each video was shown only once.

After viewing of the video, the students were asked to write a composition in about an hour by incorporating what they had seen in the film. They regarded the film show as a source of content for composition. Since the talk shows introduced ideas and examples to bolster those ideas, students could use them to develop their own composition. The same procedure was employed in treating the other topics for the video group.

In order to remain consistent throughout the experiment, the same procedure was employed for the reading group. The same researchers introduced one of the topics for composition writing, and then they were asked to read the related passage in about 20 minutes only once as a pre-writing task. Like the video group, the researchers gave no introductory remarks before reading and they asked the students to read the passage and take notes if they wanted. After reading the passage, the students were asked to write a composition in about an hour by incorporating what they had read. For example, they could borrow the main ideas and build their discussion around them, or they took the supporting details as ways to bolster their main ideas. This procedure was repeated for the other two topics.

It is important to note that neither of the groups was supposed to summarize or retell the video or the reading text content, but they were advised to take the content (general ideas and examples) as a resource for the generation of ideas in their own wording and structure.

Scoring procedure

After the writing assignment, each composition

was scored by three raters (the two researchers of the present study and a colleague). This enabled us to account for the rater reliability check and minimize sources of unreliability. In order to evaluate the compositions qualitatively and quantitatively, following Perkins (1983), each rater assigned two scores to a composition: an impressionistic marking and an analytic marking. In the impressionistic marking, the scorer glanced through the writing quickly and assigned a holistic grade. This enabled the raters to see each composition as an integrated unit of language-a macro-text. In the analytic marking, on the other hand, the rater employed the marking scheme or the composition scoring system suggested by Hughey et al. (1983). This system allowed the raters to see each composition in terms of a number of components (micro-features) which can be rated in isolation. The scoring system included such components as content, organization, vocabulary, language use and mechanics. Each component consisted of four criteria to each of which a certain point was devoted. Each rater read the compositions carefully and assigned a grade from the specified range to each of the various components. In fact, the two scores depicted the composition in terms of macro and micro-structures.

Since there were three raters, and each rater scored each composition twice, the final score for each composition would be the sum of the separate grades averaged by the total number of scores for each composition.

Results

In order to test the hypothesis objectively, the t-test was applied for the first composition in order to find out whether the difference between the performances of the reading and video groups was statistically significant. Table 1 displays the descriptive statistics and the t-value of this comparison.



video condition and the reading condition.

Instrument

The first instrument in this study (the pretest) was a simulated paper-and-pencil TOEFL proficiency test (Sharpe, 2000) to screen the participants. The test included 80 questions. The reliability of this test determined by the KR21 formula was 0.76.

The materials included three authentic TV talk shows and three authentic reading comprehension passages. The videos were episodes from one of the world's most renowned talk shows, Dr. Phil, an American series that mainly discusses social and family issues. Each episode was on a social issue and lasted for about 20 minutes. It focused on a general social problem by bringing particular instances of individuals involved in that issue. The topics of the videos were as follows:

1. How do money problems affect your marriage?
2. Can parents and teachers use corporal punishment to make children aware of their mistakes?
3. What is the psychology behind most plastic surgeries?

The rationale for the selection of the topics was their argumentative nature, generality and subject matter appropriacy which made them challenging topics for the students to write. They were also

closely related to the social issues of the concern of the society at large. Transcription of the videotaped shows confirmed that the input that the video group received was comparable to that of the reading.

Three descriptive and authentic reading passages were also selected on the same topics. The texts were extracted from the internet sites (See references for the sites). The average length of the passages was 423 words, and the readability (difficulty) of these passages calculated through Fry's Extended graph was 12.7 on average which falls in that area of the graph that belongs to the advanced level.

Procedures

The pretest was administered to one hundred twenty senior students who participated in the test voluntarily, from whom seventy male and female students scored above 75%. In order to select an equal number of students from both sexes, only the first thirty male and the first thirty female students were chosen and they were randomly put into two groups each consisting of thirty students. Care was exercised to include an equal number of sexes in each group. For the video group, one of the researchers introduced one of the topics for composition writing and stated the reason for the selection of the topic. Then in order to prepare the

acquisition has been the subject of a host of studies (Krashen, 1982; 1985; Krashen & Terrell, 1983; Gass & Madden, 1985; Freeman & Freeman, 1992).

There is suggestive evidence that extensive reading can contribute to the writing ability. Viewing the L1 reading-writing relationship from directional, non-directional and bidirectional perspectives, Eisterhold (1990) regards reading as a strategy to developing writing. From a theoretical perspective, reading and writing share structural features which can be applied from one modality to another. From a non-directional perspective, reading and writing are derived from a single underlying proficiency, and from a bidirectional perspective, reading and writing are both interactive and interdependent. Therefore, any change in one would result in a change in the other. However, increased availability of media technology in the classroom has added to the possible list of strategies to writing tasks.

A number of studies have acknowledged the effect of video on the learners' language ability (Secules, Herron, & Tomasello, 1992; Hanley, Herron, & Colé, 1995; Chung, 2002; Herron, Corrie, Cole, & Dubreil, 2002).

Hanley et al. (1995) compared the effects of video and pictures and teacher narrative on comprehension and retention of a written passage in a foreign language in elementary schools. Herron et al. (2002) examined the effects of videos on cultural knowledge at the intermediate level. Herron, Corrie, Cloe, and Dubreil's (1999) study also capitalized on the benefits of using video to introduce cultural information. Research has also shown that the incorporation of technologies into the classroom can enhance students' skills in the area of writing and literacy (Kern, 2000). Dupuy (2001) states that students like the integration of movies into the course work because this popular cultural medium is motivating and increases

students' willingness to engage in some of the more demanding aspects of the course. Students are interested in writing and writing movie preview as an art form, and this requires extra effort that students would willingly put in. According to Dupuy (2001, p. 10), "film is an art medium that appeals to all no matter their background knowledge and previous education".

The above studies verify the presence of video in language learning and that video can be an effective input to enhance comprehension and retention of a written passage as well as cultural knowledge. These studies, however, did not assess the impact of video as an input to composition writing. And since reading is regarded by many methodologists and practitioners as a powerful means of developing competence in a second language, specially in writing, at least one question has remained unresolved which runs like the following: Which one of the strategies can more effectively prepare students for writing compositions: reading comprehension or video viewing?

Method

Participants

Participants in this study were sixty advanced BA students majoring in English language translation at Islamic Azad University of Abadan. Half were male and half were female between the age range of 18 to 25. They were selected on the basis of a pretest. They were in their 7th or 8th semester at the time of the study, and they had already passed at least 80 credits in English grammar, reading, conversation, writing, translation and linguistics. Writing courses begin with basic writing in which students practice writing paragraphs with different rhetorical structures. In advance writing courses, students practice standard five-paragraph essays. They were assigned to two experimental conditions: the

condition watched a video episode and the subjects in the reading condition read a text on the same topic. They were then asked to write a composition on the same topic. This procedure was repeated three times with three different topics. Findings indicated that the students' English writing ability at the advanced level benefits more from video viewing than from passage reading. This study suggests that effective performance in L2 writing classes depends on the exposure to the relevant input through the right channel offered by the teacher.

Key Words: academic literacy, genre analysis, talk shows, pre-writing activities

Introduction

The notion that writing is simply a skill that students learn has been convincingly challenged by research and theory in social practice theory, genre analysis, and academic literacy. All these bodies of research converge to demonstrate that students need to engage in different forms of writing. Learning to write as a basic skill in second language (L2) learning and teaching is a fundamental goal in foreign language classrooms. Writing is considered a basic skill because it plays a significant role in L2 learning at the academic level. The importance and role of writing as a medium to convey ideas and as a channel to L2 learning has been acknowledged by several authors (Raimes, 1983; Hughey, Wormuth, Hartfiel, & Jacobs, 1983; Eisterhold, 1990).

Hughey et al. (1983) argue that writing serves four purposes for second language learners. They argue that people should learn to write because they engage in writing for different reasons during their lifetime. Writing is useful for language learners because it can provide an opportunity to deal with what they have learned about the linguistic system of the target language—their knowledge of structure, vocabulary, and expressions of that language. Writing creates a reason to use language, test their linguistic knowledge, and make learners express their thoughts and ideas. This is what Hughey et al. (1983, p. 35) call a means of "self actualization." Moreover, writing is a tool for survival since

second language learners may need to write in L2 if they want to communicate with native or non-native speakers of that language.

Therefore, writing is essential for second language learners to keep contact with people from other societies.

Despite its significant role and importance, most second language learners have difficulty when they want to write in L2. Some, if not most, of the problems stem from inadequate preparation for the writing assignments. Many students, even at the advanced level, might have hard time finding related ideas, and therefore, their writing might not reasonably represent their linguistic ability. The problem might be much worse when students in their first language (L1) context have no adequate composition practices or positive experiences which they can transfer to their L2 contexts. One productive procedure to help students overcome the hurdle of getting started is adequate preparation for writing through the use of reading or video that provides input to facilitate their linguistic performance and frame their composition.

Chung (2002) describe the role of strategies for increasing students' comprehension by providing students with background information. Among several strategies and techniques that have been suggested, reading comprehension and watching videos have been of fundamental considerations among methodologists. Reading materials as a source of information for students' language

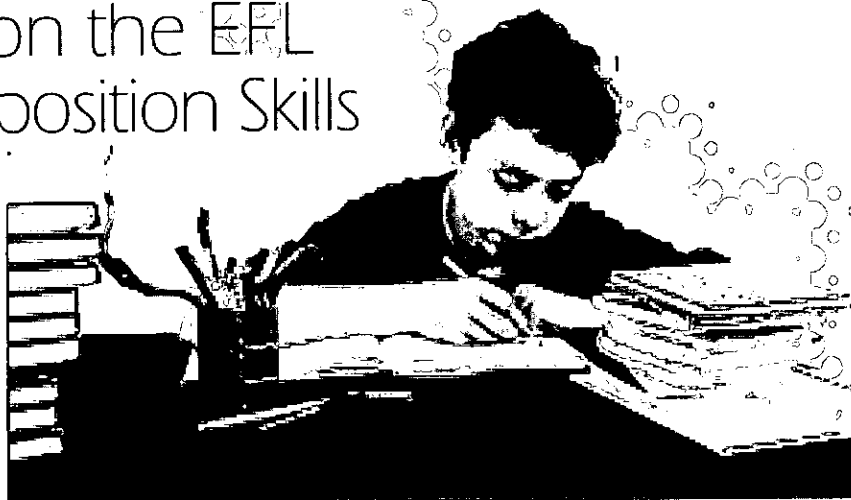
What Pre-writing Can Do: A Study of Talk Shows and Passage Reading on the EFL Learners Composition Skills

Alireza Jalilifar (Ph.D. in TEFL)

email: jalilifar20@yahoo.com

Shahid Chamran University of Ahvaz, Iran
& Hoda Rezaee

M.A. Student in TEFL



چکیده

نوشتن به عنوان مهارتی که زبان آموزان فرامی گیرند، همیشه مورد بحث نظرات مربوط به نوع ادبی (ژانر) و سواد دانشگاهی بوده است. در تمام این بحث ها پیشنهاد می شود که زبان آموزان به شکل های متفاوت مهارت نوشتن را تمرین کنند. گرچه پژوهش های زیادی تأثیر فیلم را بر زبان آموزان نشان می دهند، با وجود این، نقش این وسیله ی کمک آموزشی در نوشتن مقاله ی کلاسی در سطح پیشرفته و نیز مقایسه ی آن با خواندن به عنوان پیش تمرین، چندان مورد توجه نبوده است.

تحقیق حاضر نقش مصاحبه ی تصویری و خواندن را به عنوان پیش تمرین در نوشتن مقاله نویسی کلاسی بر زبان آموزان ایرانی آزمایش کرد. بدین منظور، از ۱۲۰ دانشجوی رشته ی مترجمی زبان انگلیسی آزمون بسندگی به عمل آمد و ۶۰ دانشجوی همسان از نظر بسندگی زبانی، برای بخش دوم آزمایش انتخاب شدند. این تعداد دانشجو، به دو گروه «خواندن» و «فیلم» تقسیم شدند. زبان آموزان در گروه فیلم، بخشی را درباره ی موضوع فعالیت نوشتاری تماشا کردند و گروه دیگر زبان آموزان، متنی را درباره ی همان موضوع خواندند. این روند سه بار و با سه موضوع متفاوت تکرار شد. نتایج آزمایش نشان داد که گروه فیلم، در هر سه فعالیت بهتر عمل کرده اند. این بررسی نشان داد، پیشرفت در توانایی نوشتن در زبان دوم، به میزان غنی بودن متن، دریافت برون داد مرتبط و مؤثر، و هم چنین انتخاب مسیر مناسب برای فراگیری بستگی دارد.

کلید واژه ها: فعالیت پیش نوشتار، مصاحبه ی تصویری، نوع ادبی و سواد دانشگاهی.

Abstract

The present study investigated the effect of video viewing and passage reading as pre-writing activities on the Iranian students' English writing ability. One hundred and twenty Iranian students majoring in English language translation took a language proficiency test, and sixty homogeneous students were chosen to enter into the main phase of the experiment. They were equally assigned to one of the two conditions: the video condition or the reading condition. The subjects in the video

enseignement communicationnel.

Bref tout ce qui est en jeu dans la politique linguistique de CECR et fonde la conception des tests et des diplômes qui évaluent aujourd'hui les compétences linguistiques des non-natifs, aussi bien au sein des pays membres que hors des pays membres du Conseil de l'Europe, était pris en compte par cette équipe iranienne d'auteurs des manuels de FLE, sans ignorer les limites issues des difficultés culturelles, didactiques et épistémologiques. Mais malheureusement certains empêchements de divers ordres ont bien retardé la réalisation de ce projet pour lequel plusieurs auteurs iraniens et français de manuels avaient consacré leur temps.

Cependant récemment les démarches sont reprises, non seulement dans le cadre de l'élaboration d'un plan d'étude et des manuels pour les apprenants adolescents du FLE, mais aussi pour qu'un plan d'étude homogène soit rédigé pour toutes les langues étrangères enseignées dans les collèges et lycées iraniens et pour qu'il y ait un modèle plus ou moins unique et dans le cadre de l'AC, pour les manuels de toutes ces langues enseignées, des manuels rédigés en Iran mais dans la rédaction desquels la plupart des éléments dont nous parle le CECR sont tenus en compte sans que l'identité culturelle de nos apprenants soit mise à l'écart.

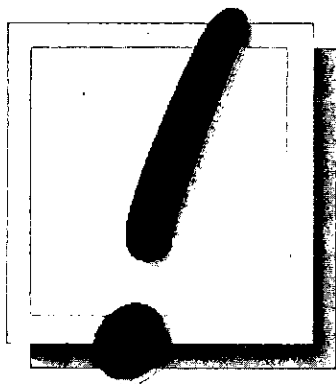
8- En guise de conclusion

En quoi l'ACt peut-elle être utile pour les adolescents iraniens dans l'apprentissage d'une langue étrangère? C'est la question à laquelle nous avons essayé de répondre dans cet article, en insistant sur les différents fondements théoriques de l'AC et sur les objectifs tenus en compte dans cette approche. Certes les manuels publiés dans le cadre de l'AC fournissent beaucoup de matière propice à la réflexion sur les objectifs d'apprentissage d'une langue étrangère. Mais ils ne proposent presque rien sur leur mise en œuvre

qui doit être adaptée à une classe donnée, à la situation dans laquelle se trouve l'apprenant et à beaucoup d'autres conditions. C'est à force d'expérience, à force d'avoir recours au guide d'enseignant et sans doute de remises en question que celui-ci arrive à maîtriser cette approche. Il faut être conscient du fait que tout changement dans ses habitudes d'enseignement ne peut être ressenti qu'à travers la nécessité de résoudre un problème. Si aucun problème n'est ressenti, il n'existera aucun besoin de changement. C'est par la discussion, par la mise en commun des expériences et des résultats obtenus qu'on peut adapter un enseignement aux objectifs que l'on s'est fixés, et que chaque enseignant pourra décider du mode d'application de cette approche et du mode d'enseignement qui lui convient.

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processus d'apprentissage/acquisition du français.

- Avoir recours aux exercices d'entraînement sur des faits de langue de nature phonologique, lexicale ou morphosyntaxique, présentes en contexte linguistique et en situation de communication, en subordonnant la forme linguistique au sens.

- Adopter le schéma suivant pour concevoir les Unités d'enseignement:

1. définir, à partir des objectifs et des tableaux de contenus, les compétences qui vont être exercées.

2. construire les supports visuels textuels et sonores qui figureront dans le manuel et sur la cassette pour déclencher les activités langagières que le professeur suscitera dans la classe.

3. adapter l'emploi de la langue dans les textes (oraux enregistrés ou transcrits ou bien écrits) aux besoins du discours, permettant ainsi aux débutants de repérer les régularités de la langue française en usage dans des pratiques sociales facilement identifiables.

4. Faire appréhender aux élèves les formes phonologiques, lexicales et morphosyntaxiques que nécessite leur actualisation dans le discours en français.

Il est à préciser que le système phonologique de la langue française présente de réelles difficultés pour les persanophones. Ces difficultés bien identifiées sont peu nombreuses. Il est

préférable qu'elles soient toujours traitées sous l'aspect phonologique, à l'intérieur des énoncés qui le font apparaître. Ces énoncés pourront être appréhendés sous leur forme mélodique, intonative, rythmée et enchaîné. Le meilleur moyen pour que l'apprenant puisse développer une compétence orale en langue étrangère ce sont des comptines, des chansons et des jeux phoniques.

En ce qui concerne le système lexical, il vaut mieux, au début, s'appuyer sur les notions déjà construites en langue maternelle, reconnues par l'élève avant l'appropriation des formes linguistiques en français, développer les compétences lexicales par différents procédés, étudier la formation des mots et introduire, au moment nécessaire, la nomenclature relative aux classes des mots en français.

Principalement dans les outils destinés aux deux premières années (manuel de l'élève et guide pédagogique du professeur), il faut tenir compte du fait que les interactions langagières sont nécessairement "déséquilibrées": le professeur a l'initiative alors que l'apprenant, tout débutant, ne dispose pas encore de moyens linguistiques autorisant une réelle autonomie dans les échanges. Placé en position de récepteur, il cherche d'abord à comprendre le SENS. Là, l'enseignant, ayant recours à la langue maternelle, à des gestes ou à des mots dont le sens est connu de l'élève, peut le lui faire comprendre pour l'inciter, à la suite, à un

(phonologie, lexicque, morphosyntaxe).

4- Les buts de cette innovation pédagogique

Cette innovation pédagogique avait pour but:

- de promouvoir un enseignement efficace du français qui répondrait aux besoins individuels et collectifs des jeunes iraniens au 21 ème siècle.

- de développer les compétences à acquérir et à utiliser une langue étrangère en prenant en compte les éléments culturels apportés par l'environnement personnel immédiat, médiatique et professionnel. Il est à préciser que la description générale des compétences se trouve dans l'ouvrage publié par le CECR intitulé *Cadre européen Commun de Référence* (2001)

5- Les retombées générales attendues

Les retombées générales que l'on attendait de ce programme étaient:

- apprendre, avant tout, une langue étrangère.

- favoriser le développement harmonieux du jeune apprenant et contribuer à la construction de son identité par l'expérience enrichissante d'une rencontre stimulante avec une autre langue et une autre culture. Il est à préciser que selon Lambert (1972), l'acquisition d'une langue peut être considérée comme une série de barrières à franchir dont la plus résistante est la barrière de la culture. Ainsi à travers la langue que l'étudiant apprend, il fait passer les bribes de sa culture (cf. Binon et Claes 1996: 4).

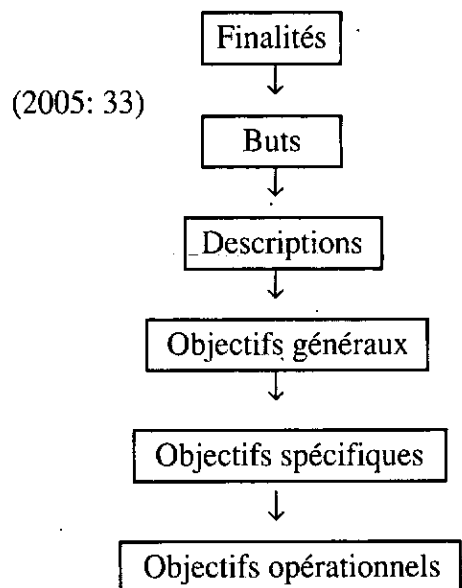
- découvrir les enjeux et les principes des phénomènes langagiers par l'usage d'un nouvel outil, usage qui conduit à la prise de conscience de la diversité des langues et leur fonctionnement spécifique. Prise de conscience de la manière dont la langue est reliée à une conception du monde de façon diversifiée selon les domaines, ce qui rend le passage d'une langue à l'autre plus ou moins aisé.

- développer des stratégies d'apprentissage

transférables à d'autres disciplines et traduire les langages scientifiques (formules, schémas mathématiques, biologiques ou autres) en langage verbal en français.

6- La Pédagogie par objectifs

Le schéma suivant qui peut être appliqué à tout type de formation, nous montre la pédagogie par objectifs, ce qui est le but de l'apprentissage d'une langue étrangère dans l'AC, donc le notre également, dans l'élaboration de notre plan d'étude:

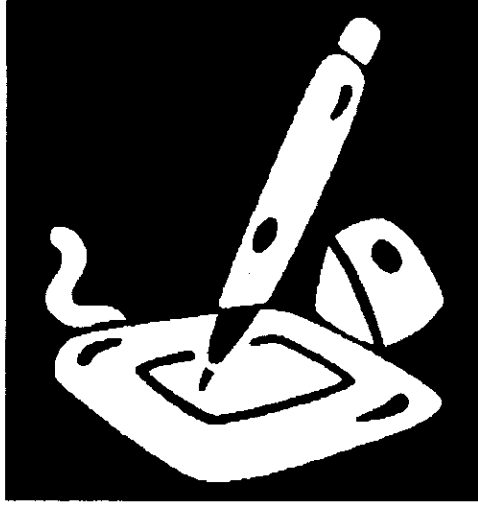


• Dès le début de l'apprentissage, procurer aux élèves une expérience de la langue comme moyen de communication avec autrui (satisfaction d'utiliser immédiatement le français dans la rencontre avec des francophones, même avec un bas niveau de performance au début).

• Prévoir des situations d'apprentissage dans lesquelles l'élève est enrôlé dans une interaction verbale en situation d'échanges ou de résolution de problème porteuse de sens.

• Offrir aux élèves l'expérience de l'utilisation du français pour traiter certains sujets empruntés à d'autres matières du programme scolaire.

• Prévoir des supports qui déclenchent le double



niveaux, celle de lecture, celle de production orale etc. Il y a également des savoir-faire à enseigner pour faire acquérir et utiliser une compétence.

Une fois ces compétences et savoir-faire définis, il faut s'occuper des besoins d'apprentissage qui sont liés à l'accomplissement des tâches telles que jouer une scène de théâtre, tenir un journal de classe, correspondre avec des élèves étrangers, faire le compte rendu d'un voyage, d'une visite, d'une lecture etc.

Certes pour que ces activités soient satisfaisantes, nous ne pouvons pas nous limiter à un enseignement général de la langue, ce qui est le cas actuellement, mais il faut que l'on soit attentif à ce qui se passe en classe comme lieu social authentique avec ses règles et ses contraintes, que l'on attache une certaine importance aux interactions psycho-cognitives et verbales qui s'instaurent entre le maître et l'élève, et entre les élèves eux-mêmes.

Il faut également développer la capacité à comprendre, l'oral et/ou l'écrit, à partir des documents brefs tels que les slogans, les publicités, des extraits des journaux ou autres.

3-2 Au rôle des tâches et de la motivation

En général il y a deux types de tâches importantes dans l'AC: les tâches visant à impliquer l'apprenant dans une communication

réelle et les activités pédagogiques de classe fondées sur simulation. Certes les premières sont communicatives et les secondes pédagogiques. Mais ce qui est important c'est la motivation et le degré d'autonomie que peut apporter aux étudiants la réalisation de ces tâches. C'est là que l'importance du travail en groupe se fait jour. Le travail en petits groupes met aussitôt l'étudiant en situation d'autonomisation: le travail et le résultat acquis dépend en partie de l'étudiant et, dans l'ensemble, du groupe de travail.

Le but ultime de cette rénovation de l'enseignement de français était que les élèves, en fonction du niveau atteint dans le cursus, soient capables d'établir une communication en milieu francophone, de lire et d'écrire en français hors de l'institution scolaire.

Dans ce plan d'étude proposé, la logique du programme d'enseignement du français visait la mise en cohérence avec l'ensemble des programmes scolaires iraniens et avec celui des autres langues enseignées, en particulier. Le programme devrait respecter les finalités générales de l'Education en Iran (valeurs, priorités, options générales). La progression d'un tel programme devrait s'appuyer sur la progressivité des activités langagières en français, intégrant les capacités de type socioculturel et sociocognitif tout en incluant les éléments proprement linguistiques

d'étude et des manuels d'apprentissage d'une langue étrangère pour les adolescents iraniens.

Mots clés: l'AC – Les Compétences – L'autonomie – les besoins d'apprentissage – Le CECR – La pédagogie d'innovation

1-Introduction

Cet article s'inscrit dans le cadre d'une démarche effectuée dans notre pays, avec la collaboration d'une équipe d'enseignants français et iraniens, pour l'élaboration d'abord d'un plan d'étude de la langue française dans l'enseignement secondaire iranien, et ensuite des manuels de FLE destinés aux adolescents iraniens de onze à quinze ans. La problématique générale est celle de l'enseignement / apprentissage du FLE aux adolescents appartenant à une culture autre et nous traiterons spécifiquement des questions liées à l'identité culturelle de l'apprenant, d'une part et à son statut d'élève adolescent chez qui il y a déjà des acquis langagiers en langue maternelle, d'autre part, ce qui rend son apprentissage différent du cas d'un élève exposé à un apprentissage précoce du FLE. Il est également à préciser que ces manuels devraient être mis en œuvre dans le cadre d'une approche communicative (AC) afin de mieux s'adapter aux besoins communicatifs de l'époque contemporaine.

2- Les fondements théoriques de l'AC

L'AC est fondée sur la linguistique fonctionnelle (fonction du langage) inspirée des travaux de J.L.Austin, *Quand dire c'est faire (How to do things with words)*, et ceux d'autres linguistes. La linguistique fonctionnelle austinienne décrit le langage comme un moyen de communication permettant d'agir socialement. C'est-à-dire dans une communication il n'est pas seulement question d'exprimer sa pensée mais de transmettre un message à un interlocuteur- aussi bien à l'oral qu'à l'écrit - qui va l'interpréter et réagir en fonction de cette interprétation. Par exemple quand on dit "Quel temps!" prononcé à l'intention

de quelqu'un, avec une certaine intonation, on ne parle pas seulement de l'état météorologique, mais la parole prend un sens communicatif qui peut être paraphrasé par: "Je suis heureux de ce temps qu'il fait!" ou par contre "j'ai horreur de ce temps qu'il fait!" Ainsi d'autres paraphrases seraient possibles en fonction de situations de communications diverses. Alors tout utilisateur de l'AC doit tenir compte de cette différence fondamentale entre l'approche dite *sociolinguistique* du langage et celle dite *communicative*. Il doit également rechercher quels sens prennent ses énoncés employés dans différentes situations. Cela dit, il ne s'agit pas de craindre la difficulté qu'il y aurait à enseigner des faits de langue dans une perspective actionnelle, car, comme l'expérience le montre, cela crée une motivation certaine chez l'apprenant, pour qui l'apprentissage n'est pas seulement un apprentissage fastidieux de structures, mais de sens.

3- La logique d'innovation pédagogique dans l'enseignement de FLE aux adolescents iraniens

Tenant compte des fondements théoriques de l'AC et dans un souci de rénovation de l'enseignement du français aux adolescents iraniens, une Commission formée des enseignants iraniens et français s'est chargée d'élaborer un plan d'étude et des manuels (livre d'élève, guide pédagogique du professeur, cahier d'exercices accompagné de CD). La démarche utilisée tendait à répondre aux nécessités d'une AC dans laquelle la priorité est donnée:

3-1 Aux compétences et aux besoins d'apprentissage

Dans l'apprentissage d'une langue étrangère il y a différents types de compétences à acquérir par

چکیده

چرا باید در آموزش یک زبان خارجی، شیوه‌ی دانش‌آموز محوری را انتخاب کرد؟ چه رویکردی بیش از همه جواب‌گوی این شیوه‌ی آموزشی است؟ بی‌شک رویکرد ارتباطی که زبان‌آموز را به فعالیت، استقلال و مسئولیت در آموزش زبان سوق می‌دهد، قابل‌پذیرش‌ترین شیوه در یادگیری سریع و کاربردی زبان خارجی است. در این مقاله، دلایل انتخاب این رویکرد در برنامه‌ی درسی نوجوانان ایرانی و این‌که تا چه حد می‌تواند بازدهی بیشتری در آموزش زبان داشته باشد، مطرح شده است. هم‌چنین، نگاهی داریم به رابطه‌ی بین رویکرد ارتباطی و اصول «کادر اروپای مشترک» در آموزش زبان‌های خارجی؛ اصولی که در بسیاری از کشورها، با تغییراتی در تطابق فرهنگ آن کشور با آموزش زبان‌های خارجی، بیش و کم رعایت می‌شوند، چرا که در تنظیم برنامه‌ی درسی، تقریباً در همه‌ی کشورها، اصول اولیه‌ی کادر اروپای مشترک که همان تقویت قابلیت‌های یادگیری است، مدنظر برنامه‌ریزان است. تفاوت فقط در نحوه‌ی کاربرد این اصول است که به نسبت آداب و رسوم ملت‌ها فرق می‌کند.

کلیدواژه‌ها: رویکرد ارتباطی، قابلیت‌های یادگیری، نیازهای آموزشی، دانش‌آموز محوری، ابداع‌گری.

Résumé

Pourquoi dans l'apprentissage d'une langue étrangère doit-on choisir un modèle ciblé davantage sur l'apprenant? Quelle approche répond le mieux à ce choix? Certes c'est l'AC qui met l'accent sur la communication et place l'apprenant au centre du processus d'apprentissage le rendant actif, autonome et responsable. Cet article présente les apports considérés comme importants dans l'AC et parle du pourquoi du choix de l'AC pour l'élaboration du plan

L'interculturalité et l'élaboration des manuels de FLE Dans le cadre d'une approche communicative

Jaleh KAHNAMOUIPOUR
Université de Téhéran
Email: jkahnamoi@ut.ac.ir

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Tarbiat Modarres University
- *Nader Haghani*, Ph.D. German as a Foreign
Language (Assistant Professor of DAF), University of Tehran

- **Advisory panel**

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Ramin Akbari, Ph.D (TEFL), Tarbiat Modarres University
Gholam Reza Kiany, Ph.D. (TEFL), Tarbiat Modarres University

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