Allameh Tabataba'i University

Faculty of Foreign Languages
Department of English Language and Literature

Language Learners' Speaking Self-Assessment

A Thesis Submitted in Partial Fulfillment of the Requirements for the Degree of Master of Arts in Teaching English as a Foreign Language (TEFL)

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چکیده

الف. موضوع و طرح مسئله (اهمیت موضوع و هدف): روشهای مختلف ارزشیابی دانش زبانی به منظورهای مختلفی به اجرا در می آیند که از میان آنها می توان به تسهیل یادگیری و همچنین افزایش قدرت تامل و بازنگری زبان آموزان اشاره کرد. با این وجود ، در بسیاری از فضاهای آموزشی، پس از اینکه دانش آموزان مورد سنجش و امتحان قرار می گیرند، تنها به دریافت کننده های انفعالی نتایج و یا نمرات تبدیل می شوند (توماس و دیگران، 2011). ارزشیابی جایگزین می تواند به عنوان بهترین راه برای مقابله با مشکلات اشاره شده در محیط های آموزشی به کار گرفته شود. پایان نامه پیشرو به منظور بررسی اینکه آیا قدرت خود ارزیابی مهارت صحبت کردن زبان آموزان بعد از یک دوره آموزشی قابل بهبود است، واگر بله تا چه اندازه این ارزیابی در مقایسه با ارزیابی، ممتحنین با تجربه قابل اعتماد است، ارائه شده است. همچنین، این تحقیق اثر تجربه خود ارزیابی مهارت صحبت کردن را بر نگرش و برخی دیگر از خصوصیات رفتاری را بررسی می کند.

ب. مبانی نظری شامل مرور مختصری از منابع، چارچوب نظری و پرسشها و فرضیه ها:

محققین بخش آموزش در پی یافتن راه هائی برای درگیر کردن بیشتر دانش آموزان در فرآیند یادگیری می باشند. بسیاری بر این باورند با آموزش خودارزیابی به زبان آموزان امکان شرکت بیشتر در فرآیند یادگیری و القای اینکه بخشی از مسئولیت آموزش بر عهده آنهاست، امکان ارتقای کیفیت آموزشی فراهم می شود. در حالیکه، ارزشیابی معمول بیشتر در پی تواناکردن زبان آموزان برای به یادآوردن و تولید دوباره زبان است، خودارزیابی در پی فراهم آوردن امکان تولید زبان در موقعیتهای مشابه زندگی طبیعی آنهاست. با توجه به این مسئله، نیاز به تحقیق بیشتر در مورد خودارزیابی بویژه در مورد مهارت صحبت کردن و امکان کسب این مهارت توسط زبان آموزان احساس می شود. با توجه به این مسئله، این پایان

نامه سوالات زیر را مطرح کرده است:

1. آیا هیچگونه تغییری در نگرش زبان آموزان به خودارزیابی در گذر زمان مشاهده می شود؟
2. آیا رابطهای بین خودارزیابی و حس استقلال و اعتماد به نفس زبان آموزان وجود دارد؟
3. آیا توانائی خودارزیابی زبان آموزان بعد از گذراندن یک دوره آموزش بهبود می یابد؟

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تحقیق حاضر روی 50 نفراز زبان آموزان ایرانی با دانش زبانی سطح متوسط انجام شده است. زبان آموزان که در بازه 16 تا 33 سال قرار داشتند به صورت تصادفی به دو گروه کنترل و تجربی تقسیم شدند. ازدانش آموزان گروه کنترل خواسته شد تا به قدرت مهارت صحبت کردن خود که به صورت قطعات صوتی ضبط شده بود یک نمره بین 20 تا 60 بدهند. از سوی دیگر، شرکت کنندگان گروه تجربی یک توصیف کننده مهارتهای لازم برای دریافت هر کدام از این نمرات در اختیار داشته وبر مبنای آن خود را ارزیابی کردند. بعد از شرکت در یک دوره فشرده آشنایی با مهارتهای مختلف خودارزیابی، زبان آموزان گروه تجربی یکبار دیگر همان قطعات ضبط شده خودرا بررسی ودوباره ارزشیابی کردند. علاوه بر این ، برای دنبال کردن هرگونه تغییر در نگرش زبان آموزان نسبت به دوره و عمل خود ارزیابی از هر دو گروه خواسته شده تا پرسشنامه هایی که سوالاتی راجع به این موضوع در آن موجود بود را پر کنند. بررسی آماری هم گرائی نمرات بین دوگروه مطالعه از

ت: یافته های تحقیق:

نتایج تحلیل داده ها نشان داد که آموزش خودارزیابی باعث تغییر نگرش زبان آموزان بویژه در رابطه با حس

استقلال و اعتماد به نفس شد. نتایج این تحقیق همچنین بهبود نسبی، ولی نه از نظر آماری قابل توجه، در فاکتور همگرائی نمرات زبان آموزان و ممتحنین با تجربه پس از گذراندن دوره آموزشی در مهارت خودارزیابی را یادآوری نمود.

ث: نتیجه گیری و پیشنهادات:

فراهم آوردن امکان آشنائی مدرسین و دانش آموزان با مهارت خود ارزیابی کمک بسیار مهمی برای بهبود فضای آموزش می باشد. حتی اگر دانش آموزان در ارزشیابی خود دچار اشتباه شوند، که با توجه به عدم تجربه و مهارت کافی غیرقابل اجتناب به نظر می رسد، افزایش شاخصهای رفتاری مانند حس استقلال و اعتماد به نفس، باورپذیری توانائی ها و مسئولیت پذیری در قبال آموزش از عمده جنبه های مهمی هستند که فرآیند خودارزیابی به شکل گیری آنها کمک می کند.

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Dedication

To my dear family for their life-long support and love

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Abstract

Assessment procedures are executed to facilitate learning and enhance student reflection (Backman& Palmer 1989; Orsmond et al. 2000). However, in many educational settings, once students submit their work, they become passive recipients of assessment outcomes (Thomas et al. 2011). Alternative assessment could be the best way to tackle the mentioned problem by actively engaging learners in the process of assessment and positively affecting their attitudes. The study is carried out to investigate whether students' ability to self-assess their speaking performance could be developed through a formal training course, and if so, how reliable their assessments would be when compared against those of experienced instructors. The study also aims at exploring the effects of self-assessment on students' attitudes with regard to some personality traits. For this purpose, 50 intermediate students studying English at a language institute in Tehran were selected as the participants. The subjects (male& female) with the age range of 16-33 were randomly assigned to an experimental and a control group. The subjects in the control group were asked to assign a score between 20 and 60 to their speaking performances. However, the participants in the experimental group used a detailed score descriptor to rate their recordings. After participating in an intensive training course on different components of speaking and the ways to rate the skill, the subjects in the experimental group were required to evaluate their performances for the second time. Furthermore, to trace any change in the participants' attitudes, an evaluation questionnaire was completed by the learners and the results were compared across groups. The findings indicated that self-assessment training significantly affected the learners' attitudes especially with regard to autonomy and self-confidence. The results also showed moderate improvements in the inter-rater reliability indices of the

experimental group assessments after the training course, though not significant. The study's findings have pedagogical implications for language teachers and learners.

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Chapter 1

Introduction

1.1 Overview

Evaluation as defined by Bachman (1990: 22) is the "systematic gathering of information for the purpose of making decisions". In a language class, a variety of decisions are made: placing students in a right level and right class, finding the amount of progress a student makes and allowing students to go to the next level or retake the same course. Examples of the types of testing in language courses include: (1) prognostic tests which are employed to predict the future set of actions regarding the examinee. The scores are used by the test taker to make decisions about the appropriate way to continue the education or work. The major subcategories are selection, placement and aptitude tests; (2) attainment tests which measure the extent a student has learned the material he has been taught. They include achievement tests, proficiency tests and knowledge tests (Backman, 1990).

Alternative assessment has been expected to be the answer to the problems of traditional testing. “What the student can do” is the main focus of alternative assessment. While traditional assessment revolves around enabling students to recall and reproduce, alternative assessment provides learners with the opportunity to produce language while exposed to real life tasks in a particular domain (Huerto-Macias, 2002).

Alternative assessment (also called self-appraisal, self-control, self-estimate, self-evaluation, self-grading, self-rating and self-report) is different from conventional assessment in the following ways: (1) It doesn't need any separate period of time to be implemented, (2) the daily and ordinary assignments students do is the basis of assessment, so the assessment is more congruent with curriculum than standardized tests, (3) it provides more reliable information on students' weaknesses and strength as the data is based on authentic tasks, (4) data is usually collected from different sources e.g. questionnaire, interview and journal, (5) it is more culture-sensitive and appropriate for classes with learners with different cultural background, and (6) it provides students with self-assessment opportunities and doesn't try to ignore their individuality unlike the standardized tests .

The records made in collaboration of the teacher with students serve many purposes. First, they remind students of the covered lessons in class. Secondly, they provide a record of achievement overtime. Finally, they develop skills in self-assessment and self-evaluation (Nunan, 1999).Self-assessment can be defined as "a systematic approach to collect information and to make inferences about students' capability or the quality or success of a teaching course according to different sources of the students' performance" (Javaherbakhsh, 2010: 213). According to Ross (2006), the term self-assessment

has also been used in the metacognition literature to refer to" the judgments an individual makes on the basis of self-knowledge".

From the learner's point of view, language skills in the classroom may be assessed in two fundamentally different forms. They include:

a) Assessment in the form of self-report or self-assessment; in this case assessment is seen as an internal or self-directed activity.

b) Assessment in the form of examinations and administration of tests; the assessor is regarded in the perspective of an 'outside agent', typically a teacher or examiner; assessment is seen as an external or 'other directed' activities (Oscarson, 1989)

Not only are there theoretical considerations in favor of application of self-assessment in education, but also there is proof that learners can achieve the capability to estimate their skills and performance in a reliable way (Janssen-Van Dieten, 1989).Through self-assessment students find the opportunity to provide a portrait of their own learning, so assessment is not viewed only as a means of measuring what students can do or know in a specific point in time (Hirvela & Pierson, 2000).

Self-assessment helps students to realize the difference between language learning and other kinds of studying. The huge gap springs from the emphasis made in language classes on performance rather than knowledge for its own

sake (Harris, 1997). Self-assessment, also, leads students to the situation for thinking about how they go about learning.

Self-assessment includes three processes that students with self-regulating ability employ to observe and interpret their behavior (Ross, 2006). First, students produce and observe themselves, with concentration on their performance related to their subjective standards of success. Second, students Judge themselves and determine how well their general and specific goals were met. Third, learners interoperate the degree of goal achievement and express their happiness or disappointment related to meeting the goals.

Oscarson (1997) justifies the incorporation of self-assessment in language assessment in terms of widening perspective as they induce students as well as instructors to look at assessment as a mutual responsibility, not as the sole responsibility of the teacher. In conventional courses, learners and instructors often see things differently. As a result, change in sharing responsibility may cause advancement of communicative abilities. The democratic development of language teaching is another merit for self-directed assessment.

Although self-regulated classrooms are, in many cases, defined as learner-centered classroom, it doesn’t mean that teacher hands over control, power and responsibility from the first day. Students must be trained to make informed choices and to make decisions on how to learn over time up to the end of the course (Nunan, 1999).