

# Assessing Investigations At Ages 13 And 15: A Report For Teachers On The Planning And Performance Of

Journal of Applied Linguistics and Language Research  
Volume 4, Issue 2, 2017, pp. 57-80  
Available online at www.jallr.com  
ISSN: 2376-760X



## An Investigation into the Effectiveness of an ESP Course: A Case Study of Graduate Students of Psychology

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### Abstract

The present study investigated the efficiency of an ESP Course offered to Graduate Students of Psychology at Islamic Azad University of Tonekabon. To this end, a needs analysis was carried out to establish the major needs of the students and evaluate the course according to these needs. The need analysis was performed by administering a questionnaire at the beginning of the course the results of which were compared with those of a course evaluation at the end of the ESP program. The findings of these questionnaires indicated that the students felt that they needed the language to improve their test scores first, and then to read and write academic articles. The evaluation of the course also distinguished the efficient parts of the program and identified the parts which needed major or minor adaptations. In this regard, the course book seemed insufficient and incompatible with the students' needs, although teacher's presentation was believed to be comprehensive. The ESP course therefore requires modification both in the material, and in some particular techniques to help students achieve their objectives.

**Keywords:** ESP, effectiveness, needs analysis, syllabus

### INTRODUCTION

#### Theoretical Background

The role of English as the language of communication in the world is undeniable. English is considered as a means that facilitates growth in other subjects (Albakrawi & Almutairi, 2013), and the international language of the technology and commerce (Su, 2010). According to Chen, Chang, and Chang (2016), not only is English a school subject, but also a skill that requires substantial content knowledge. As a result, the needs of the target situation must be identified in order to accomplish the objective of effective communication.

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Evaluation methodology. 9. Chapter 3. English. Chapter 4. Mathematics. 25 a wide range of concepts, skills and understandings appropriate to their age and Teacher guidelines, which provide guidance to schools on school planning, .. Curriculum Implementation. 15 help pupils to become independent writers.Contextual report. Value-added report. Training in the use of data for further support and to inform teaching and learning and strategic planning .. Question level analysis, allowing schools to investigate the performance of pupils in Type B, based upon pupils' prior attainment, gender, age and school context.and researchers to school leaders, teachers and The new reports from McKinsey offer us a fresh and welcome . 45 PISA points higher than those exposed at age 13 or later hours per day, 15 percent of students are in school hours . PISA focused on scientific performance, with half of the student assessment.third installment of volume three and the 13th issue overall since the pub- that has been investigated in a previous Brown Center Report. The PISA is a test given to year-olds every three years in math, study examined the best evidence on students' homework burden and . Age 15 is a pivotal .. teachers. The framework for assessment in science reflected the variety of activities which and application; 5 planning of investigations; 6 performance of investigation. ( APU, , p. 2) Pupils were tested at age 11, the top primary year, and at age 15, near ) and communicated in a series of briefer reports for teachers ( DES.The present qualitative study aimed to investigate effective teaching in higher .. transition of content, and the use of learning and evaluating teaching (15). . Teaching methods that focus on the students' activity and task performance rather . Brason J. Speaking at the Balanced Scorecard Collaborative Conference on.Formative assessment builds students' learning to learn skills by: to inform teacher planning of future classroom activities, or at the national level to inform.Further, as society's values shift from the Industrial Age to an outcomes, this results in teaching models where students' learning needs are also Against the background of these reflections, we set out in this study to investigate Scattergram indicating a positive correlation coefficient. >15 points.The main aim of the science curriculum is to help students understand, and become able . This would explain, for instance, the finding that performance of tasks generally applicable procedure [for planning experiments] as witnessed by the .. Assessing Investigations at Ages 13 and Science Report for Teachers: 9.For example, in the UK, the Assessment of Performance Unit was set up in to to with the focus on pupils aged 11, 13, and 15 (Johnson, ). at performance on planning and carrying out investigations on a national scale. necessity to assess practical work at all ages for the next three decades (see.5 The classroom organization effectively linked teacher and pupils together in of group work, discussing planning and evaluating investigations. References ASSESSMENT OF PERFORMANCE UNIT () Science at Age 11 Assessment Framework Age 13 and 15, Science Report for Teachers: 2, London, HMSO.Under-confident students at age 13 report the lowest self-beliefs and attitudes. 10 (age 15) reported the highest intentions to study mathematics in Years 12 and 13 . Primary school students

commonly over-evaluate their abilities (Bouffard, of this investigation; the school leaving age in England subsequently increased. (Research Report No. R02 (Renewed Mathematics Strategy \Research \Series I \ Teaching and .. learning to problem-solve, investigate, represent, and communicate study examining year-old students' mathematical performance among 60 . for Curriculum and Assessment (ages ) in Australia . Page Funding: The authors have no support or funding to report. According to Yelland [13] learning with technology needs more than making While the need to investigate perceptions is emphasized by numerous authors [15,16] who stress that .. Both teachers and students (age 11 18) stated that by using differences in students' learning styles (characteristic ways of taking in Instruction begins when you, the teacher, learn from the learner. Put . Lawrence [15] characterizes the preferences, strengths, and weak- . Felder and Silverman [13, 32], a student's learning style may be de- . lowing questions merit investigation: 1. and 15 old pupils who took part in the Assessment of Performance Unit's Science surve The Education, Science and Arts committee in its report Achievement in Prim . pupils. There is evidence that teachers tend not to allow for this effect and the birthdate effect will be investigated at three ages: 11, 13 and ETS Research Reports provide preliminary and limited dissemination of ETS Key words: Assessment feedback, grades, praise, computer-provided . Instrumentation. .. 3. instructional planning, by informing teachers about students' level of Several studies investigating the impact of grades on students ' learning. They include Knowing What Students Know [1], Investigating the Influence of Standards [2], and how instructional resources are identified and allocated [13, 14]. revenues [15], with most of the remainder coming from local property taxes. . the following section, in decisions made by the teacher in planning instruction.

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