

کالج پروژه

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دانلود پروژه های دانشگاهی

بانک موضوعات پایان نامه

دانلود مقالات انگلیسی با ترجمه فارسی

آموزش نگارش پایان نامه ، مقاله ، پروپوزال

دانلود جزوه و نمونه سوالات استعدادی

دانلود رایگان پرسشنامه



باسمه تعالی
فرم طرح تحقیق

کارشناسی ارشد ○ دکتراي حرفه ای ○

درخواست تصویب موضوع پایان نامه کارشناسی ارشد و دکتری
توجه: این فرم با مساعدت و هدایت استاد راهنما تکمیل شود.

عنوان تحقیق به فارسی:

بررسی چارچوب ارزشیابی اساتید گروه زبان انگلیسی ایرانی از دیدگاه کاربران: خود ارزشیابی اساتید در مقابل
ارزشیابی دانشجویان از اساتید

عنوان تحقیق به انگلیسی:

**Investigating Iranian EFL Instructor Evaluation Scheme from End-Users' Perspective:
Self-Evaluation vs. Students Rating**

۱. اطلاعات مربوط به دانشجو

نام خانوادگی:	نام:
شماره دانشجویی:	
رشته تحصیلی: زبان انگلیسی	
گرایش: آموزش زبان انگلیسی	
مقطع: کارشناسی ارشد	
دانشکده: زبان های خارجی	
دوره:	
تاریخ و سال ورود:	
نشانی پستی:	تلفن:
نشانی پستی در شهرستان:	همراه:
	تلفن:

۲- اطلاعات مربوط به استاد راهنما

نام خانم دکتر	نام خانوادگی:
تخصص اصلی: آموزش زبان انگلیسی	
تخصص جنبی:	
آخرین مدرک تحصیلی دانشگاهی: دکتری تخصصی	
رتبه دانشگاهی: استادیار	
سمت: هیئت علمی تمام وقت	
سنوات تدریس:	نحوه همکاری: تمام وقت <input type="radio"/> نیمه وقت <input type="radio"/> مدعو <input type="radio"/>
نشانی: دانشگاه آزاد اسلامی واحد اصفهان (خوراسگان)	
تلفن:	

۲- اطلاعات مربوط به استاد راهنما

نام آقای دکتر	نام خانوادگی:
تخصص اصلی: برنامه ریزی آموزشی و راهنمایی	
تخصص جنبی:	
آخرین مدرک تحصیلی دانشگاهی: دکتری تخصصی	
رتبه دانشگاهی: استاد تمام	
سمت: ریاست دانشگاه آزاد اسلامی واحد اصفهان (خوراسگان)	
سنوات تدریس:	نحوه همکاری: تمام وقت <input type="radio"/> نیمه وقت <input type="radio"/> مدعو <input type="radio"/>
نشانی: دانشگاه آزاد اسلامی واحد اصفهان (خوراسگان)	
تلفن:	

۳. اطلاعات مربوط به استاد مشاور

نام: آقای دکتر نام خانوادگی:
تخصص اصلی: آموزش زبان انگلیسی
رتبه دانشگاهی یا درجه تحصیلی: استادیار
شغل: محل خدمت:

نام: نام خانوادگی:
تخصص اصلی:
رتبه دانشگاهی یا درجه تحصیلی:
شغل: محل خدمت:

۴- بیان مساله (تشریح ابعاد، حدود مساله ، معرفی دقیق مساله ، بیان جنبه های مجهول و مبهم و متغیرهای مربوط به پرسش های تحقیق ، منظور تحقیق)

1. Introduction

Teachers as the heart of each educational system are supposed to help students to reach their full potentials and be prepared to lead a successful and productive life. Those students are successful who are properly taught. So, the presence of effective teachers is a pressing need for a truly excellent educational system and when talking about higher education the importance of this issue will be more. It is supported by many research such as a large-scaled empirical study conducted by (Clotfelter, Ladd, & Vigdor, 2007) that students' achievement gains are associated with teachers' effectiveness and it is a critical element in improving students' achievements, therefore it is considered as one of strong factors that plays an important role in achieving high quality learning outcomes. English teachers and instructors who are teaching in different branches of English major such as translation studies and teaching English as a foreign language are not exceptions. Lots of factors in learning English language successfully relies on EFL teachers and their role is very crucial because EFL students have few opportunities to apply what they learn in their daily life and in real world.

Therefore, educational systems are persuaded to conduct teacher effectiveness evaluation annually in order to identify and employ qualified EFL teachers, help them to grow, and finally see whether their goals are met or not. To fulfill this purpose, teacher evaluation as a process for making judgments about teachers' performance can measure their effectiveness either by a single method or a combination of methods, but everyone agrees that a single source of information is insufficient for making a valid judgment about teachers' performance. So in order to conduct a high quality, fair, and effective evaluation it is better to use multiple approach. Different systems depending on their policies, equipment, and time apply different methods or indicators to accomplish a comprehensive evaluation. The information can come from student ratings which have been one of the most popular tools for measuring teaching effectiveness in higher education settings. It provides feedback as a rich and valuable source of information that could not be achieved using other methods such as self-evaluation. In the later method, all of the information come from teachers themselves. They complete a self-evaluation questionnaire and in this way express their own views about their teaching.

Sometimes portfolios including teaching materials, samples of students' works, lesson plans, and a collection of what the teacher is doing in the classroom are used to complement self-evaluation. The person who knows best about some ones' teaching is himself. In this regard, Berk (2005) mentioned that a picture which teachers paint from their own teaching is provided from an insiders' point of view, thus it could not be obtained from other sources of data. Therefore, it is somehow irreplaceable.

Another method wildly used is observation, typically conducted by an administrator or peer who observes teacher, completes a rating scale, and comments on some functional or qualitative aspects of teacher's performance. Webb and Norton (1999) mentioned that in order to have a valuable observation "The person being observed should be aware of the requirements and purposes of the observation and that good communication be maintained throughout the process" (p. 388).

Teacher evaluation has been a researched topic for many years in the hope of increasing the students' success after graduation. However there are not sufficient studies conducted in Iran pertaining to the investigation of consistency between the results of different methods used in teaching evaluation on one hand, and the teachers' perceptions of teaching evaluation effectiveness on the other hand. So, teacher evaluation in Iran as an EFL context needs an overhaul. In order to fill this gap, the author will investigate the current teacher evaluation process of Islamic Azad University, Isfahan (Khorasgan) Branch as a sample.

۵- سوابق مربوط (بیان مختصر سابقه تحقیقات انجام شده درباره موضوع و نتایج به دست آمده در داخل و خارج

از کشور نظرهای علمی موجود درباره موضوع تحقیق)

2. Literature Review

The evaluation of English teachers' effectiveness is a frequently discussed and heavily researched topic in the educational system of many countries. As Glickman, Gordon, and Ross-Gordon (2005) have differentiated between them, most of these evaluating systems focus on both formative evaluations to assist teachers in professional growth as well as summative evaluations in order to determine if a teacher has met minimum expectations or not.

Brandt, Mathers, Oliva, Brown-Sims, and Hess, (2007) studied policies used in Midwest region of the United States through surveying 218 school districts with 140 participants. Their focus was on the way that teacher evaluation results were reported and used over there. They

found that in Midwest administrators use evaluations for summative reporting and not for professional growth, in other words, it is used "...in order to help decide whether to retain or release new teachers" (p. 2).

With regard to the portfolios as an instrument of data collection for teaching evaluation, Barton (2010) contended that "the portfolio is more authentic, reflective, and interactive between the evaluator and the evaluatee" (p. 33) in comparison with more traditional forms of evaluation such as observations or surveys.

Isore (2009) defines formative teachers' evaluation as "a qualitative appraisal on the teacher current practice aimed at identifying strength and weaknesses and providing adequate professional development opportunities for the areas in need of improvement" (p.7).

In a study conducted by Ahmadi and Sajadi (2009) teachers were evaluated in order to see who is better between language department (LD) teachers and discipline-specialist (DS) teachers to teach English for medical purpose. They used three questionnaires as the tool for data collection. The questionnaires were answered during the academic year 2006-2007 by some vice-deans, some heads of the discipline-specialist departments and language departments as well as some students of English classes in six medical universities. After analyzing the data, it was found that the heads of language departments and the students preferred LD teachers while the heads of discipline-specialist departments preferred DS teachers for teaching English for medical purpose ,so they concluded that LD teachers should increase their knowledge of discipline while DS teachers should enhance their knowledge of language teaching.

In a study conducted by Jacob and Lefgren (2008), 201 teachers were evaluated by principals on dedication, work ethic, classroom management, positive relationship with administrators, and ability to raise students' achievements. In addition, teacher data such as age, experience, educational attainment, and certification information as well as the student achievement data were examined. Their purpose was to determine if these teachers, effective at increasing students' achievement, can be identified by administrators or not. The results of the study revealed that evaluating teachers by principals is an effective method in identifying the best and worst teachers, but they failed to distinguish the teachers in the middle of distribution.

Another instrument used for evaluating teachers' effectiveness in higher educational settings and universities is the students rating of teaching which is a collection of scores achieved from the survey that is in turn completed by students during each academic semester. Abrami, Theall, and Mets (2001) mentioned that students rating "serve as tools for instructional

improvement, as evidence for promotion and tenure decisions, as the means for student course selection, as one criterion of program effectiveness, and as the continuing focus of active research and intensive debate” (p.1).

۶- فرضیه ها یا سؤالات

3. Research Questions

The study is going to answer the following research questions:

1. Is there any relationship between the results of Iranian EFL instructors' self-evaluation and those done by the students at Islamic Azad University, Isfahan (Khorasgan) Branch?
2. What are the perceptions of Iranian EFL instructors towards self-evaluation process conducted by the University?
3. What are the perceptions of Iranian EFL instructors towards evaluation process conducted by the students at the University?
4. What recommendations do Iranian EFL instructors suggest to improve the quality of the current English instructors' evaluation process?

۷- اهداف تحقیق (شامل اهداف علمی، کاربردی و ضرورت های خاص انجام تحقیق)

4. Objectives of the Study

Beside some secondary objectives such as screening out unsuitable candidates, dismissing incompetent teachers, providing constructive feedback, providing directions for staff development, and unifying teachers and administrators around improved student learning presented by Danielson and Mc Great (2000) there is another main purpose for evaluation and that is collecting information to make formative and summative use of results revealed by evaluation. In formative use of results areas of improvement for individual EFL teachers are identified, so it refers to teachers themselves but summative use of results is pertained to administrators to judge teachers' performance and make decisions about providing career advancement, awarding performance rewards, or establishing sanctions for underperforming teachers. It is necessary for an excellent university to make these decisions on a fair basis. So, because of the crucial importance of this issue especially in countries like Iran in which English is mainly used for academic purposes, this study first aims to investigate is there any

relationship between the results of data collected from different sources of evidence for example the self-evaluation and the students rating, also explore the Iranian EFL instructors' perceptions about the process of instructor evaluation held by Islamic Azad University, Isfshan (khorasgan) Branch administrators in TEFL branch of English major.

۸- در صورت داشتن هدف کاربردی بیان نام بهره وران (اعم از موسسات آموزشی، اجرایی و غیره)

5. Significance of the Study

Educational system is considered very important all around the world. So, universities try to offer better educational opportunities to their students in order to promote their achievements. As a matter of fact, there are many attributes which are common between all of the teachers but we could not say that the requirements of an effective math teacher is exactly the same as those of an effective EFL teacher. A certain set of abilities are needed by an effective EFL teacher. As it was mentioned earlier, numerous studies demonstrated that creating and conducting a comprehensive system for evaluating and supporting effective teaching is of utmost importance for universities.

Consequently, it is a necessary task to conduct such a research because a negative judgment based on unreliable reasons leaves no alternatives and will be really harmful for educational system which its primary mission is to grow knowledgeable students. As far as this study concerns, the administrators, the instructors, and the students may benefit. The results of the study may strengthen the existing body of literature and provide Iranian administrators with information that can help them to fulfill their goals in educating good graduate EFL students. Also, the results may not only serve as a means to enhance instructors' abilities but also lead to an increase in student achievements. So, the significance of this study is to provide a better picture of the teaching evaluation system in EFL context of Iran in addition the results may help administrators to take suitable action for future.

۹- جنبه نوآوری و جدید بودن تحقیق در چیست؟ (این قسمت توسط استاد راهنما تکمیل شود)

Due to the lack of sufficient study on teaching evaluation in Iranian EFL context, the present study may fill gaps in this regard, and may provide useful information upon which the English department can offer to design a Master of Arts program of instructor evaluation scheme.

امضاء استاد راهنما

۱۰- روش کار

6. Methodology

In this part the methodological procedures of the study will be presented. First, the design of the study will be introduced. Then, it will deal with the data collection procedure and the instruments of the study. After that, the participants and the setting in which the study will be conducted will be described. At last, the data analysis procedure will be presented.

الف - نوع روش تحقیق:

6.1. Design of the Study

To achieve the objectives of the study, the present research study will employ a non-experimental descriptive correlational design. Two types of data are collected in a sequential

phases. This study is going to be formed within a narrative framework in order to achieve more comprehensive data to investigate the instructors' perceptions about instructor evaluation process held by IAU, Isfahan (Khorasgan) Branch, also to investigate relationships between the results of different instruments used to collect data.

ب - روش گردآوری اطلاعات (میدانی ، کتابخانه ای و غیره):

6.2.Data Collection Procedure

Before writing proposal, the permission was obtained from evaluation center of IAU, Isfahan (Khorasgan) Branch. As it was mentioned, the main focus of this study is to find the relationship between the results of the self-evaluation and the students rating which are collected and will be collected in 2015-2016 academic year at the end of each semester via the university website. To do so, the data will be gathered using relative questionnaires for each group of participants. Then, the results will be analyzed quantitatively with this hope that the findings of this research have a positive effect on enrichment of educational system specially universities. On the other hand, in order to investigate instructors' perceptions about current instructor evaluation process applied in EFL context of Iran 15 male and female professors teaching in English language department of this university will be randomly selected and will be requested to complete the Teacher Evaluation Profile (TEP) then the surveyed data will be analyzed. In addition, open-ended follow-up interviews will be conducted to obtain qualitative data to develop an in-depth understanding and valuable insights into the issues achieved from qualitative data.

پ - ابزار گردآوری اطلاعات (پرسشنامه ، مصاحبه ، مشاهده آزمودن ، فیش ، جدول ، نمونه برداری ، تجهیزات آزمایشگاهی و بانک های اطلاعاتی و شبکه های کامپیوتری و ماهواره ای و غیره):

6.3.Instrumentation

Applying multiple sources of information meets the need for conducting a fair and accurate study on evaluation process. Therefore, this study will make use of following instruments for data collection. Two questionnaires in the form of the instructors' self-evaluation and the

students rating completed by instructors and university students of English department of IAU, Isfahan (Khorasgan) Branch will be used as the instruments for collecting data in order to see if there is consistency between them or not, also in order to collect data about instructors' perceptions of the current teaching evaluation process the Teacher Evaluation Profile (TEP) survey developed by Stiggins and Duck (1988), revised by Rindler (1994) and further revised by Doherty (2009) will be applied. Conducting semi-structured interview will be another instrument to increase the reliability of the study.

ج - جامعه آماری و روش تجزیه و تحلیل اطلاعات :

6.4.Participants

The study will take place at IAU, Isfahan (Khorasgan) Branch and in the first stage to attain the purpose of this study, all of male and female students of this university majoring in TEFL and their professors will participate in the research as a sample for total population of students and instructors of other departments. No one will be excluded from the study. Also, in order to answer the second research question 15 instructors of English department of this university will participate in the study.

6.5.Data Analysis Procedure

By the final return of the all survey responses, the data analysis procedure which is non-experimental descriptive will start. The raw data which will be collected from instructors' self-evaluations, students rating and Teacher Evaluation Profile (TEP) will be fed into computer, the statistical calculation will be run by the Statistical Package for Social Sciences (SPSS), and Spearman rank order correlation formula will be utilized to explore the relationships between the data obtained from both instructors' evaluations and students rating. Then, descriptive analysis of the surveyed data and interviews will be developed.

۱۰- فهرست منابع و مآخذ (فارسی و غیرفارسی) مورد استفاده در پایان نامه

7. References

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۱۱- جدول زمان بندی مراحل انجام دادن تحقیق از زمان تصویب تا دفاع نهایی

تاریخ تصویب	از تاریخ	تا تاریخ
مطالعات کتابخانه ای		
جمع آوری اطلاعات		
تجزیه و تحلیل داده ها		
نتیجه گیری و نگارش پایان نامه		
تاریخ دفاع نهایی		
طول مدت اجرای تحقیق		

۱۱. تاییدات

الف:		
نام و نام خانوادگی استاد راهنما: خانم دکتر عزیزه چالاک	تاریخ	امضا
نام و نام خانوادگی استاد راهنما: آقای دکتر احمد علی فروغی ابری	تاریخ	امضا
نام و نام خانوادگی استاد مشاور: آقای دکتر حسین حیدری تبریزی	تاریخ	امضا
نام و نام خانوادگی استاد مشاور:	تاریخ	امضا

مدیر گروه

در جلسه مورخ کمیته تخصصی گروه مطرح شد و به اتفاق آرا یا با تعداد رای از رای
مورد تصویب اعضا قرار گرفت/ قرار نگرفت تاریخ امضا

ب. تایید نهایی

ردیف	نام و نام خانوادگی	سمت و تخصص	نوع رای	امضا
۱				
۲				
۳				
۴				
۵				

ت. نظریه شورای پژوهشی دانشگاه:

موضوع و طرح تحقیق پایان نامه

دانشجوی مقطع:

رشته

که به تصویب کمیته تخصصی مربوط رسیده بود. در جلسه مورخ :

شورای پژوهشی دانشگاه مطرح شد و پس از بحث و تبادل نظر مورد تصویب اکثریت اعضا قرار گرفت

فرم تعهد استاد راهنما، مشاور و دانشجو در انتشار نتایج حاصل از پایان نامه های دانشجویی
عنوان پایان نامه (بصورت کامل ذکر شود):

Investigating Iranian EFL Instructor Evaluation Scheme from End-Users' Perspective: Self-Evaluation vs. Students Rating

نام استاد راهنما: خانم دکتر عزیزه چالاک و آقای دکتر احمد علی فروغی ابری
نام استاد مشاور: آقای دکتر حسین حیدری تبریزی
نام دانشجو: فاطمه نادریان
شماره دانشجویی: ۹۳۰۳۰۵۳۰۱

<p>اینجانب دکتر عزیزه چالاک</p> <p>دانشجوی رشته آموزش زبان انگلیسی</p> <p>گرفتن حقوق دانشگاه جهت انتشار نتایج حاصل از پایان نامه فوق اقدام نموده و نام دانشگاه را بعنوان آدرس اصلی بصورت زیر ذکر نمایم:</p> <p>دانشگاه آزاد اسلامی واحد خوراسگان (اصفهان) و</p> <p>Khorasgan (Isfahan) Branch , Islamic Azad University , Isfahan , Iran</p> <p>امضای استاد راهنما:</p>	<p>استاد راهنمای پایان نامه آقای/خانم فاطمه نادریان</p> <p>مقطع کارشناسی ارشد متعهد می گردم با در نظر</p>
<p>اینجانب دکتر حسین حیدری تبریزی</p> <p>دانشجوی رشته آموزش زبان انگلیسی</p> <p>نظر گرفتن حقوق دانشگاه جهت انتشار نتایج حاصل از پایان نامه فوق اقدام نموده و نام دانشگاه را بعنوان آدرس اصلی بصورت زیر ذکر نمایم:</p> <p>دانشگاه آزاد اسلامی واحد خوراسگان (اصفهان) و</p> <p>Khorasgan (Isfahan) Branch , Islamic Azad University , Isfahan , Iran</p> <p>امضای استاد مشاور اول:</p>	<p>استاد مشاور پایان نامه آقای/خانم فاطمه نادریان</p> <p>مقطع کارشناسی ارشد متعهد می گردم با در</p>
<p>اینجانب فاطمه نادریان</p> <p>دانشجوی رشته آموزش زبان انگلیسی</p> <p>مقطع کارشناسی ارشد متعهد می گردم بدون در نظر گرفتن حقوق دانشگاه نسبت به انتشار نتایج حاصل از پایان نامه خود اقدام ننموده و در صورت چاپ یا ارائه مقاله، نام دانشگاه را بعنوان آدرس اصلی بصورت زیر ذکر نمایم:</p> <p>دانشگاه آزاد اسلامی واحد خوراسگان (اصفهان) و</p> <p>Khorasgan (Isfahan) Branch , Islamic Azad University , Isfahan , Iran</p> <p>امضای دانشجو:</p>	