

[DOI: 10.20472/IAC.2015.017.043](https://doi.org/10.20472/IAC.2015.017.043)

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CONVERGENT VERSUS DIVERGENT ASSESSMENT: FINDING A WAY TO IMPROVE SELF-REGULATED STRATEGIES IN LISTENING COMPREHENSION

Abstract:

The present study aimed at exploring the effects of Convergent versus Divergent Assessment on Iranian Upper- Intermediate EFL Learners' Self- regulated Strategies in Listening Comprehension Skill. To pursue the aims of the study 60 upper-intermediate EFL learners both male and female were selected from Khorasan and Torsys language institutes based on Quick Placement Test (QPT). The participants were randomly assigned in to control (Convergent assessment) and experimental groups (Divergent assessment). At the beginning of the semester, the researcher the self- regulated learning strategies questionnaire (by Tseng et al 2006) in order to find the effect of the convergent assessment and divergent assessment on the students' self-regulated strategies. The researcher administrated CA and DA assessments as treatments that lasted for twenty sessions. The participants took a listening test related to what students had studied in the course, (CA) and in order to administer the divergent assessment (DA), students had a group presentation (DA) for which they preselected a video clip they searched on the Internet. They submitted the work to the instructor to view and check before the class time. The results demonstrated that the experimental group outperformed control group regarding their self-regulatory skills.

Keywords:

Convergent Assessment, Divergent Assessment, Self-regulation, Listening comprehension.