

عنوان مقاله:

EFL Pre-service Teachers' Concerns: A Reflective Practice

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خلاصه مقاله:

Central to the spirit of reflective teaching is the ability to focus critically on one's own beliefs, cognitions, and concerns. Numerous proposals have been developed for implementing reflective practices in pre-service teacher education contexts with the aim of producing highly competent reflective teachers. However, it is imperative to identify the candidates' beliefs and knowledge base before any interventions could be introduced to effectively trigger a response. This study utilized a reflection oriented model to explore pre-service language teachers' concerns about language learning/teaching. Interview techniques facilitated such an in-depth exploration among a conveniently sampled ۱۳ candidates studying at a teacher college in Iran. The content analysis of the interviews revealed that affective factors, classroom management, language-related fears, and tensions between their beliefs and practices were the candidates' major concerns. On the whole, candidates' preexisting learning experiences seemed to cast a shadow over their cognitions and concerns. Implications regarding reflective practicums in teacher education programs are discussed.

کلمات کلیدی:

Pre-service Language Teachers, Concerns, Cognitions, Reflective Practicum

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