

عنوان مقاله:

A Comparison of Expert and Novice Iranian EFL Teachers' Procedural Knowledge in Iranian Language Institutes and Universities

محل انتشار:

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خلاصه مقاله:

This study sought to compare Iranian EFL novice and expert teachers regarding their procedural knowledge in Iranian language institutes and universities. A questionnaire was developed based on the literature, the theoretical framework, and the results of a qualitative study. This questionnaire was administered to the whole sample of the study who was ۲۰۰ Iranian EFL teachers from different genders and educational contexts. The participants were selected conveniently as going through random sampling was not possible. Based on the results of the exploratory factor analysis, seven factors emerged under the main category of procedural knowledge for these teachers. The findings revealed that: (a) Iranian EFL expert teachers have higher levels of procedural knowledge than Iranian EFL novice teachers (b) expert teachers have higher levels of classroom management knowledge, topic management knowledge and students involved in learning knowledge than novice teachers (c) expert teachers have the knowledge to make rapport (good emotional relationship) with their students more easily and effectively than novice teachers (d) there is not a significant difference between Iranian EFL expert teachers and Iranian EFL novice teachers due to knowledge of talk management, knowledge of strategies while teaching and knowledge of teachers' learning strategies for learners in the classroom.

کلمات کلیدی:

EFL, Iran, expert teachers, novice teachers, teachers' procedural knowledge

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