

عنوان مقاله:

An Analysis of Iranian EFL Learners' and Teachers' Perceptions of Reflective Teaching

محل انتشار:

هفتمین همایش ملی پژوهش های نوین در حوزه زبان و ادبیات ایران (سال: 1400)

تعداد صفحات اصل مقاله: 22

نویسندگان:

Rokhsareh Ghorbani Moghadam - *Hakim Sabzevari University, Sabzevar, Iran*

Mohamdreza Adel - *Hakim Sabzevari University Sabzevar, Iran*

خلاصه مقاله:

The aim of the current research was to investigate Iranian EFL teachers' perceptions and Iranian learners' perceptions of reflective teaching. To this end, ۴۵۰ copies of a questionnaire survey was administered to a random sampling of ۴۵۰ participants (۲۰۰ EFL teachers; ۲۵۰ learners, both males and females). Out of ۴۵۰, ۳۰۰ copies were returned. The participants were from Sabzevar, Iran. The data were analyzed and descriptive statistics and inferential statistics were tabulated and reported. The results indicated that the participants supported the principles of reflective teaching. In addition, t test was run to capture the difference between the perceptions of teachers and learners. The results of t-test showed that there was no statistically significant difference between the perceptions of teachers and those of learners towards reflective teaching. Some implications and suggestions were put forward in language teaching context.

کلمات کلیدی:

Perceptions; Reflective Teaching; FL Teacher; Learners; EFL context

لینک ثابت مقاله در پایگاه سیویلیکا:

<https://civilica.com/doc/1371551>

