

عنوان مقاله:

Examining the Predictive Power of Pedagogical Style in Determining the Young Learners' EFL Instructors' Perception of Dynamic Assessment

محل انتشار:

مطالعات زبان کاربردی ایران، دوره 13، شماره 2 (سال: 1400)

تعداد صفحات اصل مقاله: 20

نویسندگان:

Masoomeh Estaji - *Department of English Language and Literature, Faculty of Persian Literature and Foreign Languages, Allameh Tabataba'i University, Tehran, Iran*

Sara Toosi Tehrani - *Department of English Language and Literature, Faculty of Persian Literature and Foreign Languages, Allameh Tabataba'i University, Tehran, Iran*

خلاصه مقاله:

Through a descriptive Ex Post Facto research design, the relationship between teacher reflection and classroom management, the predictive power of teacher reflection components regarding classroom management, and classroom management strategies used by high and low reflective teachers were examined. To this end, ۱۱۳ EFL teachers completed the Attitudes and Beliefs on Classroom Control (ABCC) Inventory (Martin et al., ۱۹۹۸b) and teacher reflection inventory (Akbari et al., ۲۰۱۰). The results of the Pearson product-moment correlation coefficient showed that there was a significant positive relationship between teachers' reflection and their sense of classroom management. Moreover, a multiple regression was run whose findings revealed that practical and critical components of reflection are the best predictors of teachers' sense of classroom management. Twenty teachers were also interviewed and the thematic analysis of the interview showed that high reflective teachers used different kinds of management strategies, for their students' social, emotional, and behavioral difficulties using proper pedagogical planning and techniques of teachers' teaching style, expertise, and experience in better assessment of the students in the classroom.

کلمات کلیدی:

Assessment, Dynamic Assessment (DA), pedagogical style, teacher's perception, young learners' EFL instructors

لینک ثابت مقاله در پایگاه سیویلیکا:

<https://civilica.com/doc/1425469>

