

عنوان مقاله:

Exploring Novice and Experienced Iranian EFL Teachers' Beliefs and Practices regarding Classroom Interactional Competence and Uncovering Reasons behind Their Belief-Practice Misalignment

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خلاصه مقاله:

Due to its significance in language teaching and learning, research on teachers' classroom interactional competence (CIC) is well-visited in L2 classroom research; however, exploring EFL teachers' beliefs about CIC and their actual instructional practices is a completely under-researched area. Accordingly, this study aimed to explore this belief-practice relationship in light of the role of teaching experience. To this end, ۲۵۸ novice and experienced English teachers filled out a questionnaire about CIC. Then six teachers (three per group) were observed for ۴ sessions, and the observed classes were video-recorded for following stimulated recall sessions. The results of the quantitative data analysis showed that novice and experienced teachers had significantly different beliefs with regard to maximizing interactional space, effective use of gestures, and increased awareness of unwillingness to participate (UTP). On the other hand, the results of the classroom observations and stimulated recall sessions indicated that although the two groups' pedagogical practices were different from each other, the relationship between their beliefs and practices was not straightforward, and their practices were affected by internal and external factors at micro and macro levels including contextual factors, educational system, and constraints. The paper finally discusses implications for second language teachers and teacher educators by highlighting the significance of teachers' reflective practice and their participation in CIC development workshops.

کلمات کلیدی:

Classroom Interactional Competence (CIC), Effective Use of Gestures, Increased Awareness of UTP, Maximizing Interactional Space, Teachers' Beliefs and Practices

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