

عنوان مقاله:

The Relationship Between Iranian EFL Teachers' Conceptions of Assessment and Their Self-efficacy

محل انتشار:

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خلاصه مقاله:

This study investigated the relationships between Iranian EFL teachers' conceptions of assessment and their self-efficacy. For this purpose, ۱۵۴ Iranian EFL teachers were selected through purposeful sampling and completed the ۲۷-item teachers' conceptions of assessment scale (TCoA) (Brown, ۲۰۰۶), and the ۲۴-item teachers' self-efficacy scale (Tschannen-Moran & Hoy, ۲۰۰۱). Multiple regression analysis and ANOVA were used to analyze the data. The results showed that teachers considered assessment as a tool to determine how much have their students learned from instruction, assessment results can be used to modify teaching practices and assessment processes may be inaccurate. Moreover, they argued that assessment is an indicator of school performance and, at the same time, assessment results should be treated cautiously. In addition, the results showed that Iranian EFL teachers had a high level of self-efficacy, were good at asking appropriate questions and answering students' difficult questions, can assess students' learning, and provide alternative explanations and examples when learners are confused. The results of multiple regression analysis showed that school accountability and irrelevance predicted students' engagement, students' accountability predicted classroom management and improvement predicted instructional strategies. These results may have some implications for EFL teachers' professional development.

کلمات کلیدی:

Assessment, Conception of assessment, self-efficacy, EFL teachers

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