

عنوان مقاله:

Critical Thinking as an Essential Factor in EFL Teacher Educators' Professional Development : a Transformative Learning Paradigm

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خلاصه مقاله:

The present qualitative research sought to investigate EFL teacher educators' experiences and attitudes toward critical thinking and its role in teacher professional development. The adopted design was a case study and the theoretical framework was the theory of transformative learning (Mezirow, ۱۹۷۸). For the data collection purpose, ۳۰ EFL teacher educators participated in in-depth interviews. The whole procedure of the data collection was audiotaped for further reference in data analysis. The interviews were transcribed to familiarize with the data and the transcribed interviews were member checked with the participants. The collected data were analyzed through reflective thematic analysis. The data analyzed paved the way for generating three themes: cognition, metacognition, and personal growth/self attainment. The findings of the study comprise a number of implications for both theory and practice. One aspect of our contribution is that the notion of critical thinking can be conceived as more than cognitive and metacognitive one; it should be conceptualized as possessing both facets as well as other possible subsets. Beyond that, we suggest that critical thinking should be conjectured as being both a process and a product.

کلمات کلیدی:

teacher educators, Critical Thinking, professional development, transformative learning

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