

عنوان مقاله:

Developing and Validating a Pedagogical Content Knowledge (PCK) Questionnaire for Iranian EFL Teacher Education Programs: A Glocal Approach

محل انتشار:

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نویسندگان:

Abbas Mehrbakhsh - Ph.D. Candidate in ELT, West Tehran Branch, Islamic Azad University, Tehran, Iran

Gholam-Reza Abbasian - Associate Professor of TEFL, English Language Department, Imam Ali University, Tehran, Iran

Mojtaba Mohammadi - Assistant Professor of Applied Linguistics, Department of English Language Teaching, West Tehran Branch, Islamic Azad University, Tehran, Iran

خلاصه مقاله:

Pedagogical Content Knowledge (PCK) is both decisive—as it helps to formulate and present subject matters—and glocally relative as it is prone to the specificity of curricula of varying socio-cultural contexts. This study developed and validated a PCK questionnaire by focusing on data obtained from Iranian English as a Foreign Language (EFL) teacher-education programs. PCK questionnaire items were extracted out of an in-depth literature review (globally) and interviews with ۸۰ student-teachers (locally) and ۱۲۰ student-teachers attending the pilot phase. Then, ۱۸۰ other student-teachers completed a glocalised Likert-scale PCK questionnaire. Next, the final questionnaire, which was supposed to accommodate glocal aspects and subjected to both expert judgments as well psychometric measures like reliability estimation and factor analyses, enjoyed acceptable reliability index and validity measures including those of content and construct validity. The valid measure characterized as a ۳۹-item is ultimately represented by nine factors including: Teaching Language Skills, Language Teaching Strategies, Classroom Management, Curriculum Designing and Materials Development, Assessment Literacy and Abilities, Course book Evaluation, Language Teachers' Technological Knowledge, Language Teachers' Professional Development, and Internship effect on Practical Teaching. The results underscore the significance of PCK in shaping effective teaching practices and provides the scholars .with both instruments and context-sensitive practical model of EFL program evaluation

کلمات کلیدی:

Iranian EFL setting, pedagogical content knowledge (PCK), student-teachers, teacher education program

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