

عنوان مقاله:

On the Relationship between Iranian EFL Teachers' Technological Pedagogical Content Knowledge (TPCK) and their Willingness to Attend Continuing Professional Development (CPD) Courses

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نویسندگان:

.Hoda Nesaei - English Department, Tabaran Institute of Higher Education, Mashhad, Iran

.Sara Kazemi - English Department, Tabaran Institute of Higher Education, Mashhad, Iran

خلاصه مقاله:

The current study was done to investigate the correlation between Iranian EFL teachers' technological pedagogical content knowledge (TPCK) and their willingness to attend continuing professional development (CPD) Courses. To do so, ۲۰۸ EFL teachers participated in the study. The setting of the study was different high schools in Mashhad. A correlational design was used to conduct the study. The main instruments of the study were the teachers' technological pedagogical (Tseng, ۲۰۱۶) and continuing professional development (Behzadi, et.al., ۲۰۱۹) questionnaires. Pearson correlation and multiple regression were used to answer the research questions of the study. The results showed that there was a significant relationship between Iranian EFL teachers' technological pedagogical content knowledge and their willingness to attend continuing professional development courses. The regression analysis revealed that the components of the technological pedagogical content knowledge significantly predicted the Iranian EFL teachers' willingness to attend CPD courses. It is concluded that teachers' continuing professional development courses and their familiarity with technological pedagogical content knowledge give credence to the value of personal qualities such as teachers' command of the language, interpersonal relationships with their students, creation of stress-free environments, and necessary personal qualities for being an effective teacher in the process of foreign language learning. The findings of this study can offer pedagogical implications to English teaching and learning stakeholders, educational policymakers, officials, and EFL teachers

کلمات کلیدی:

Content Knowledge, Continuing Professional Development, pedagogical knowledge, Technological Knowledge, Technological Pedagogical Content Knowledge

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