

عنوان مقاله:

In-Service Teacher Development Programs and EFL Teaching Practice in High Schools

محل انتشار:

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خلاصه مقاله:

This study sought the relationship between short-term in-service development programs for EFL teachers and their teaching practice in high schools. The objectives were to determine the relationship between: ۱) the components of the programs for EFL teachers and their practice in class, and ۲) EFL teachers' perception of the programs and their practice in class. Data were collected through questionnaires and an observation checklist, using a quantitative research method with a descriptive design and cross-sectional approach. Participants included ۲۱۲ EFL teachers from Esfahan high schools, and ۴۶ English teachers were observed. Findings on the participants' gender, academic qualification, age, and teaching experience indicated there was no significant difference in the content of the programs between male/female teachers, whereas there was a significant difference between BA and MA holders among the ۳ age groups and the ۳ experienced groups. Findings in general show that there is no significant relationship between: ۱) the components of the programs and the approaches utilized in class, and ۲) EFL teachers' perception of the programs and the approaches utilized in class.

کلمات کلیدی:

(EFL teacher development programs, Content components (CCs), Teachers' perceptions (TPs), Teaching approach (TA

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