



The Interplay of EFL Teachers' Epistemological Beliefs and Their Practice of Different Features of Mediation

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ABSTRACT

The current study aimed at making inquiries about the relationship between EFL teachers' epistemological beliefs and their practice of the different features of mediation. Researcher specifically emphasized teachers' functions in classroom regarding mediation principles. A sample of 77 English professors, who were teaching English Language teaching, literature, and translation in various universities in Kerman and its provinces, participated in this study. Participants were both male and female with educational degree of M.A and Ph.D. They were selected through a stratified random method. In order to gather required information, two questionnaires were used: Epistemological beliefs inventory by Schraw et al. (2002), and mediation questionnaire for language teachers. The findings of study disclosed that some categories of epistemological beliefs had a significant correlation with different mediation features and not all of them. As the results showed; first, certain knowledge had a significant positive relationship with a belief in positive outcomes. Second, omniscient authority had a significant positive correlation with goal setting. Third, innate ability had a significant negative relationship with awareness of change; and finally, researcher cannot find any relationship between other epistemological beliefs categories and mediation features.

Keywords: Teachers' epistemological beliefs, Teachers' practice of different mediation's features.

1. INTRODUCTION

Contemporary studies showed that educational and instructional psychologists have become interested in individual's beliefs about knowledge and knowing, as well as philosophists. These beliefs are a part of learning process which both learners and teachers should be aware of them, because they can affect different domains of learning and teaching. During learning process individual encounters with new information which is need to be interpreted and evaluated. The way, adopted to accomplish this goal and the cognitive and affective processes that are involved are both originated from individual's epistemological beliefs.

In present study the focus is on the teacher's epistemological beliefs and the way through which they affect teacher's role as a mediator. A teacher brings his/her beliefs to the class and applies them in his/her own syllabus, course design, approach, behavior, and so on. So, having a naive or sophisticated beliefs about knowing and knowledge can interplay with mediation principles including shared intention, significance, purpose beyond the here and now, , a sense of competence, control of own behavior, goal setting, challenge, awareness of change, a belief in positive outcomes, sharing, individuality, a sense of belonging. Therefore, this study sought to investigate the relationship between Iranians English teachers' epistemological beliefs and their practice of the different mediation's features.