

# **A Study on the University Lecturers' Perceptions of Pedagogical Competences: Case Study; Guilan's English Language Lecturers**

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**Abstract** It is established beyond doubt that there lies a strong relationship between teachers' competence and effective teaching, and that teachers' pedagogical competence plays a vital role in student's achievements. For this reason, the present research aimed at the study intended to find the overall status of English language pedagogical competence among Iranian university lecturers. A review of related literature resulted in seven components of preparation, management, teaching, subject mastery, assessment, attitude, and belief. A 48-item questionnaire in a 5-point Likert scale format was adapted based on the components. The questionnaire underwent the scrutiny of experts for validity issues and reliability estimates. Then, it was distributed among 48 English language university lecturers ed through purposive sampling method in Guilan Province. To complement the findings, 9 English language university lecturers were interviewed on the seven constructs of the ELTPC. The analysis of the interview data included reading the transcripts for content analysis and deriving codes. Thus, the interview was first transcribed, and then analyzed (re-read) by two colleagues and was finally verified and coded. The Cohen's Kappa, an index that measures interrater agreement for categorical (qualitative) items, was conducted to calculate the ratio of coding agreements between raters. The findings indicated that the lecturers generally had a positive attitude toward pedagogical competences. Then, the interview reports and the questionnaire results supported each other. The findings can be practically used by administrators, teacher educators, university education departments, and English lecturers to assess and improve the quality of teaching based on the developed scale and perceptions of pedagogical competence.

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