

عنوان مقاله:

Investigating the Relationship between Iranian EFL Teacher's Professional Identity and Their Teaching Style: A Case of Khorasan Razavi

محل انتشار:

ششمین همایش بین المللی مطالعات زبان و ادبیات در جهان اسلام (سال: 1399)

تعداد صفحات اصل مقاله: 12

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خلاصه مقاله:

The main purpose of the present study was to investigate the relationship between EFL teachers' teaching style and their professional identity. To achieve this goal, based on Krejcie and Morgan (1970), 354 Iranian EFL teachers participated in this study. From a total of 354 participants, 3 participants who did not complete the scales were excluded from the study. Therefore, 351 participants including 133 males (37.89%), and 218 females (62.11%) stayed and collaborated with the researcher in this study. The main instruments used in this study include two questionnaires: Teachers' Professional Identity Scale and The Swiss Teaching Style Questionnaire. The process of distribution of questionnaires was done both electronically and face to face. After gathering the data, they were calculated in SPSS. To answer research question 1, "RQ1: Is there a significant relationship between Iranian EFL teachers' teaching style and their professional identity?", Pearson correlation was conducted. Results of Pearson correlation showed that Teachers' Professional Identity correlated positively and significantly with Warmth and Support ($r=.51$, $p<.05$) and Rules and Control ($r=.51$, $p<.05$). However, Teachers' Professional Identity correlated negatively and significantly with Psychological Pressure ($r=-.39$, $p<.05$). Therefore, the first null hypothesis was rejected.

کلمات کلیدی:

Teaching style; Professional identity, Warmth and support

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