

## عنوان مقاله:

Impact of Teacher Motivational Practice on Iranian EFL Learners' Request and Refusal Speech Acts Production

## محل انتشار:

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## خلاصه مقاله:

The purpose of the study was to examine how teacher motivational practice might influence Iranian EFL Learners' Request and Refusal Speech Acts Production. To this end, five instruments were used to provide appropriate responses to research questions: (a) Quick Placement Test (b) the Motivational Orientation of Language Teaching classroom observation scheme, (c) the Post-Lesson Teacher Evaluation scale, (d) student motivational state questionnaire and (e) Discourse Completion Task administered to ۳۰۰ male students from ۱۲ classes (upper intermediate senior high schools of ۶ districts in Isfahan, Iran). The research indicates that, there is statistically significant difference between the students in high motivation index teachers' (HMIT) classes and low motivation teachers' (LMIT) classes with respect to their request speech act posttest scores. There was also a statistically significant difference between the students in HMIT and LMIT classes concerning their refusal speech act posttest scores. So it seems a must for the EFL curriculum developers at Iranian ministry of education and training to think about remedies for improving motivation among their EFL teachers for persuading their students to provide more practical and real opportunities to use English in a class and so on.

## کلمات کلیدی:

Teacher Motivational Practice, Request Speech Acts, Refusal Speech Acts, DCT

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