

عنوان مقاله:

A Qualitative Study of Iranian EFL Teacher`s Emotion Regulation Strategies Regarding Academic Degree and Years of Teaching Experience

محل انتشار:

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خلاصه مقاله:

This study aimed to determine emotion regulation strategies of Iranian EFL teachers in regard to their academic degree and years of teaching experience. Based on Gross`s process model of emotion regulation, the participants of this study were selected six EFL teachers` while teaching based on availability sampling. The findings of thematic analysis indicated that, all EFL teachers employ all of emotion regulation strategies, but not the same extent. There are suggested Implications for teaching, teacher education and future studies on teacher emotion regulation.

کلمات کلیدی:

response-focused emotion regulation, emotion regulation strategy, modal model

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