

عنوان مقاله:

EFL Teachers' Use of Coping Strategies in the Face of Identity Tensions

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نویسندگان:

Mohammad Mahdi Hajmalek - Assistant Professor, English Language Department, Khatam University, Tehran, Iran

Nafise Basiri - M.A. Graduate, English Language Department, Khatam University, Tehran, Iran

خلاصه مقاله:

Early-career language teachers, who are struggling with transitory stages of identity development from students to teachers, can experience an array of negative emotions known as identity tensions. Coping strategies are used by resilient teachers to overcome these tensions. However, the nature and dynamics of such coping strategies employed by EFL teachers are still under-researched in the Iranian context. In order to address this gap, the present exploratory mixed-methods study probed the coping strategies Iranian EFL teachers most frequently use by first interviewing ۱۶ teachers and, subsequently, administering a developed questionnaire to a cohort of ۱۵۰ participants. Thematic analysis and between-groups analyses of t-tests and ANOVAs were used for the qualitative and quantitative phases of the study respectively. The results of both phases revealed that Iranian EFL teachers tend to use active coping strategies significantly more often than passive ones. Also, it was shown that female teachers as well as more experienced teachers above the average age of ۲۸ use more active strategies than their younger colleagues. However, type of training did not seem to play a significant role in their choices, which implies a need for a more systematic integration of coping strategy instruction in training programs. The findings of this study can help English teacher trainers, supervisors, and novice teachers form a deeper insight of coping strategies to deal with identity tensions.

کلمات کلیدی:

language teachers, professional identity, identity tensions, coping strategies, teachers' emotions, EFL context,
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