عنوان مقاله:

Iranian EFL Teachers' Remotivational Strategies: The Integration of Ecological Systems Theory and Self-Determination Theory

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خلاصه مقاله:

This study investigated Iranian English as a Foreign Language (EFL) teachers' remotivational strategies drawing on an integrative framework encompassing Ecological Systems Theory (EST) and Self-Determination Theory (SDT). In this framework, the four EST layers consisting of microsystem, mesosystem, exosystem, and macrosystem and the three related aspects of SDT, including autonomy, relatedness, and competence, were integrated to unravel teachers' remotivational strategies. The participants included ۳۲ Iranian EFL teachers teaching at six language institutes in Isfahan and Hamedan provinces in Iran. The data were collected via conducting semi-structured interviews. The results of a thematic analysis indicated that Iranian EFL teachers' remotivational strategies were embedded in the four EST layers consisting of the immediate classroom setting, situations beyond the immediate setting, the linkages and processes taking place between the settings, and the manifestation of a particular subculture. Moreover, the results revealed that teachers' remotivational strategies were also situated within the three SDT aspects, including autonomy, relatedness, and competence. Overall, the results of thematic analysis led to the emergence of various themes positioned in the four layers of EST, while such themes conceptually fit the three aspects of SDT. The results provide EFL teachers and teacher educators with awareness concerning how remotivational strategies are nested across multiple systems while simultaneously being informed by a certain motivation-specific theory.

کلمات کلیدی:
motivation, remotivation, Remotivational Strategies, EST, SDT

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