

عنوان مقاله:

Iranian EFL Teachers' Motivational Strategy Use in the Classroom: Do Teachers' Work Engagement and Gender Predict It

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خلاصه مقاله:

A large body of research has investigated the role of motivational strategy use in EFL learners' language achievement, teachers' work engagement, and creativity. However, there have been very few studies on EFL teachers' status quo of these variables and the correlation among them. This study was an attempt to investigate the Iranian EFL teachers' status quo regarding these variables and to explore the correlation among them. To this end, 100 Iranian EFL teachers of both genders were selected. To explore the objectives of this study, the Motivational Strategy Use Questionnaire, Creativity Style Questionnaire, and Work Engagement Scale Questionnaire were employed. Data were analyzed through t-tests and multiple regression. Results revealed that EFL teachers have acceptable levels of motivational strategies usage, work engagement, and creativity. The results of Multiple regression analysis proved a statistically significant relationship between motivational strategy use and creativity in the classroom and no significant relationship was found between motivational strategy use and teachers' work engagement. Teachers' gender was found to have no contribution to teachers' work engagement, creativity, and motivational strategies usage. This study .has theoretical and practical implications for teachers

کلمات کلیدی:

'motivational strategies, creativity style, work engagement, EFL Teachers, teachers

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