

## Gender-related Ethnographic Study on the Role of Partnership Values in Motivating Iranian EFL Learners' Engagement in the Learning Process

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**Abstract:** New approaches and methods to language learning and teaching have drawn the attention of many researchers. This study aimed at investigating the role of Iranian EFL learners' attitudes towards the value components of the Partnership Approach (PA) on motivating their active engagement in the learning process. A descriptive research method (survey study) was used, and 72 male and female Iranian EFL students whose ages ranged from 18 to 26 were randomly selected to participate in the study. They were asked to respond to a five-point Likert-scale questionnaire addressing the objectives of the study, and then 30 of the participants were randomly interviewed to reveal the possible consonance with the questionnaire outcomes. The study was conducted at Islamic Azad University (IAU), Najafabad Branch. The findings indicated that although both male and female participants showed significantly positive attitudes towards the value components of the PA, except for the inclusivity value, female participants held significantly higher positive attitudes. The highest motivational value from both male and female participants' point of view was for the challenge value component. However, reciprocity and inclusivity were the value components with the lowest motivational values from the male and female participants' point of view, respectively. Focusing on the importance of the psychological factors in education, the findings of the study may encourage both education policy-makers and practitioners in the field to think more critically, and make more reasonable decisions for their policy and practice.

**Keywords:** Attitude, Engagement, Motivation, Partnership Approach, Partnership Values.

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