Identity and its Ramifications Among Advanced Adult Iranian Learners of English

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Abstract

This study intended to investigate the effect of identity types on learners' involvement, perceptions, and achievement scores using the validated L2 Quadripolar Questionnaire (Taylor, 2010), in the EFL context of Iran amongst the adult advanced learners of English in private institutions. Therefore, 170 participants, 69 females and 101 males were selected through convenience sampling. The data were analyzed using multivariate analysis of variance. The analysis of the relationship between the four main sub-constructs of the model and the two sub-constructs of involvement and perception showed significant mediation between the factors and achievement score of the language learners. Moreover, the finding of the study revealed that learners with strong public and imposed selves have a weak private self. Also, the other sub-constructs were determined to be affected by age and years of studying English. Females' identity was dominantly reported to have higher ties with the sub-constructs of the L2 Quadripolar Model.

Keywords: identity, language learning, involvement, L2 Quadripolar Model, EFL

Introduction

From a social constructivist viewpoint, identity is not a given or static features such as age, job, gender, skin color, native language, etc., but is perceived as a recurring procedure of emerging and becoming, a procedure that reveals what an individual is going to be and becomes through current actions and communications with other human beings. In the linguistic practices of the routine classroom activities, students' identities are endlessly assigned and made over the social collaboration with teachers, tutors, and peers.

As an example of such theories, the socio-cultural theory of identity is based on the insights of Vygotsky (1978). Vygotsky inferred that human beings use physical and symbolic tools in their actions and he emphasized the powerful role of language amid these tools. So, they gain more control over the cultural tools that they gain in order to pursue their interpersonal (social interaction) and intrapersonal (thought) goals (Lantolf, 2000). Norton and Toohey (2011) observed that effect as a more general process that includes political, historical, social, and cultural factors that affect identity formation. Learners, as long as exposed to similar situations, shall continue experiencing new and different political, cultural, and social identities (Huizhu, 2012).

But the missing point, as Ellis (2008) proposed, was that the previous studies had focused mostly on learning language and developing identity in the majority context in which English is spoken as the native language. EFL and the identity developed by learners in this context have been kept on the bench (Ushioda, 2009) and only recently individual-centered approaches have been utilized (Gao, Jia & Zhou, 2015).

L2 Motivational Self System (Dornyei, 2009) argued that individuals were enthusiastic when it came to learning as a foreign language. The two former theories of self-discrepancy (Higgins, 1987) and possible selves (Markus & Nurius, 1986) are the cornerstones of the design which consists of the following factors: L2 learning involvement, the ought-to L2 self, and the ideal L2 self. Dornyei (2009) underscored the essentiality of decreasing this incongruity between ideal and actual selves as L2 self, which was the sturdiest factor in the model. However, the model was unclear about how an educator aids a learner to decrease the difference between their real self and their ideal self.

Taylor (2010) offered a new theoretical framework which was built upon numerous pedagogical psychology models especially the following: self-presentation and impression management (Leary, 1995), the private / public self-dichotomy (Baumeister, 1986), relational contexts in adolescence (Harter, 2012), and self-discrepancy (Higgins, 1987).

Ergo, the framework that was utilized in this study is Taylor's (2010) Quadripolar Model. Theories such as self and identity, possible selves and self-discrepancy, and self-presentation and internalization were the psychological techniques that Taylor (2010) integrated to investigate the starring part that identity plays in the adolescent foreign language learning process. To offer a better

appreciation of EFL learning, she put forward a new theoretical framework. The Quadripolar Model of Identity assumes that there are four self-components (private, public, ideal, and imposed), intersections between whom can initiate four types of self-system namely, submissive, duplicitous, rebellious, and harmonious which are posited to show different coordination throughout different contexts such as family, friend, school, and others.

Taylor (2008) similarly discovered that self-determination had a positive association with learner' involvement in class, acquiring directions, and the educator's approach and prospects, therefore, playing a critical part in identifying the learners' participation or evasion in class. Language students with a more vigorous L2 imposed self may not possess the autonomy to grow in their selected method.

Language achievement of Iranian students is considered to be below average despite the immense efforts that are made by many organizations and institutions to ameliorate this condition (Atai & Mazlum, 2013). Many studies in different foreign language learning contexts have established and confirmed the relationship between second language learning and identity (Bourdieu, 1977; Giddens, 1991; Hymes, 1972; Weedon, 1987), although, there is a solemn scarcity of research investigating the influences of student identities in the EFL context (Norton Peirce, 1995; Skilton-Sylvester, 2002). This scarcity is critically tangible in EFL context of Iran.

As the significance of this new framework was highlighted, this model has not been administered among adult learners of English as foreign language. Hence, the purpose of this study was to explore the L2 Quadripolar Model of Identity and its sub-constructs, determine contributing factors to the identity and investigate the perception of identity among advanced adult Iranian EFL learners, and investigate the interplay between these sub-constructs and identity types. Therefore, this study aimed to answer the following research questions:

1. Do the identity types affect the adult EFL learners' involvement, perceptions, and achievement scores?
2. Is there any significant relationship between the four main sub-constructs of the L2 Quadripolar Identity Questionnaire and adult EFL learners' age and years of studying English?
3. Is there any significant difference between male and female adult EFL learners with respect to the four main sub-constructs of the L2 Quadripolar Identity Questionnaire, involvement, and perception?

Review of the Literature

Identity and Discourse

Mead (1934) adhered that the process of self-growth enjoys momentum from language and acts as a vessel to carry out the tool for enabling social emergence of mind and self. According to Saussure (as cited in Hall, 1997), we must think of language as a cradle of signs. Semiology which is the study of signs was established

by him and his followers in order to state that linguistic representations offer intellectual and ideological messages. Representation is employed both by Foucault (1972) and Hall (1996) but in rather different manners; the former conceptualized representation as a tool for making knowledge through discourse and the latter conceptualization is rather pertinent to identity construction through discourse.

Gee (2001) introduced four identity perspectives that enable us to embrace the complexity of the matter more widely. The first one is N-Identity in which N stands for nature. As can be construed from the name, it is not socially-oriented and nature has basic control over that. The second is I-identity that Gee defines as an institutional perspective that involves laws, rules, norms, and traditions. This kind is associated with an individual's position for example teacher identity is an I-identity. The next perspective is D-identity that stands for discursive identity and it emanates from the manner in which an individual is treated in the society; if one is treated like a charismatic person, they will become one and so on. This idea is not without a disclaimer that states that there is a need for hard evidence and justification for a person to be affected but a specific discourse. The last perspective is A-identity and refers to affinity perspective in which the source of power is affinity to a certain social group and sharing their practices to which an individual has mutual access.

Identity and Language

How post-structuralist theory of language has shaped the assumptions about the relationship between language and identity is influenced by works that have withstood the test of time over the years of scholarly practice. These include Bakhtin (1981) with literary studies, Bourdieu (1977), Hymes (1972) and Giddens (1991) with the ethnography of communication, Bucholtz and Hall (2004) with sociolinguistics, and Weedon (1987) with critical theory and so many others.

Norton (2012) argued that an individual's identity is subject to the variations of social context. For example, from one relational context to another, an individual's identity is shown to be different and, in this variation, the language of a specific community can be significant. Language can act as a unifying factor or a dissipating one. She also believed that whenever language learners interact in their second language, either spoken or written form, they are engaged in identity construction and negotiation. There are other factors such as social relationships, race, gender, class, nationality, and others that can act as modifying factors but they do not ultimately define identity as much as language since individuals mostly tend to be proud of where they emerge.

Identity in SLA

At this time, it is essential to study how the concepts of personality and identity are preserved in SLA theory. As said by Ellis (1997), teachers consider the learners' personality as one of the main issues of either effective or ineffective second language learning. Griffiths (1991) presented survey data from England, Japan, and Oman and indicated that personality traits, such as extroversion and introversion, mainly affect the process of L2 learning. Precisely, consistent with this survey,

extroverts are more probable to prosper in oral language practices, but introverts get superior outcomes for instance in receptive skills, reading. Simultaneously, Ellis (1997) proposed that despite the consciousness of how personality associated variables were significant in SLA, the study in the ground wanted more conclusive data on such effect. Several reasons for that include:

1. Personality variables connect to very dissimilar dimensions of theorizing (various constructs are taken from well-established theories, while others are unclearly shaped, for example, risk-taking).
2. They connect so inversely to each other that evaluating any association is too difficult, for instance between self-esteem and inhibition.
3. Selected tools to study the goal variables are uncertain which makes questions about study validity and reliability, as frequently they are founded on quite subjective insights. Consequently, to know how correctly they measure what they are thought to measure becomes challenging.

The Quadripolar Model of Identity

Individuals assume their identity when they have accumulated enough self-belief. It can be public or private and is probably different from one relational situation to another setting and will be applied for referring to an assumed collective state where one works with other individuals in a particular social ability, reacting to specific social needs. Language is the principal tool to express the self (Ochs & Schieffelin, 2008), and a different language is at times used to acquire an alternative identity (Pavlenko & Lantolf, 2000).

This fresh model that creates the theoretical framework assumed in the present study, considers identity as a compound idea described by two self-dimensions (possible / actual and internal / external) causing four constituents of the self-system: Private self that has two dimensions of actual and internal and is defined as an individual's close demonstration of their current characteristics, which can or cannot emerge generally. A Public self includes two dimensions of actual and external and refers to several social performances that an individual might show based on the audience and context. The next is the Ideal self which has two aspects of possible and internal and is basically, a particular demonstration of what a person is inclined to be prospectively, regardless of other requirements and anticipations of the society. The last is Imposed self that has two facets of possible and external, and means showing other individual's aspirations, interests, and prospects that a person must reach (Taylor, 2010).

Taylor (2010) also came to the understanding that the following configurations appear to form based on how the self-components assemble in different settings. The first of these configurations is Submissive who is in fact a person whose imposed self is vigorously acting against his ideal self, for instance, an individual who abides by what they are told while they have different goals. The second configuration is Duplicitous referring to an individual whose ideal self and imposed self are different however produce similar outcomes for example, a learner who pretends to be interested in English while they follow their interest in Art.

Rebellious is the third configuration which refers to one whose ideal self produces robust opposite responses against their imposed self, such as the case of a member of a certain group who follows a dream that is not acceptable by their peers. The last possible configuration is Harmonious; it refers to a person whose ideal and imposed self match like a student who loves journalism and is also motivated by their family to pursue this dream.

The existence of a strategic identity display was observed by Taylor (2010) as a result of having found that imposed selves significantly associated with the public selves but private selves and public selves did not correlate at all. Furthermore, learners who imagined that they cannot show their private selves to their teachers and were forced into strategic identity display were proved to have a feebler ideal, private, and public selves than the learners who felt respected as independent persons and were stimulated to improve beside their preferred prospective goals. This means that those learners who did not deem themselves to be respected as persons by the teacher felt less motivated and less competent in jobs associated with the English language, and even less motivated to live up to the anticipations of the classroom than learners who felt respected as independent persons. This gave way to the significant pedagogical implication that educators' appreciation of the learner's identity in the classroom in the process of language learning is so much reliant on an affirmed sense of accomplishment and competence.

Though preceding works about the identity of foreign language learners had added valuable perceptions into the subject, up to the present time, the published investigations had scarcely presented empirical evaluations of language-specific influences on the following subjects: the connection between perception of the teachers about identity and their acknowledgment of learners' identities, and the identity of the students about different relational contexts.

Local Studies on Identity

When we delve into the Iranian studies on language and identity, we realize that identity has not been investigated much. However, few studies have tried to tackle the issue of identity and particularly, they have mostly focused on national identity. The relationship between education and national identity was examined by and based its significance on discourse (Hosseini Fatemi, Pishghadam, Hashemi & Adel, 2013). While Talebi (2000) found some clues as to how the study stages relate to the sense of belonging to national identity Razmjoo (2010) failed to find any significant relationship between the aspects of identity and language achievement.

Generally, few studies have promoted frameworks to formulate foreign language identity such as Kramsch (2004) and more importantly, Dornyei's (2009) L2 Motivational Self System. According to Taylor (2010), these studies lack actual self-components which, in turn, damage the ideal self and this deprives the learners of an immense motivational drive (Taylor & Busse, 2016). Therefore, The Quadripolar Model of Identity was proposed but merely validated among adolescents. In this study, this model was used for EFL adult learners.

Methodology

Participants

The intended participants of this study were advanced (holders of IELTS certificate with band scores of 7.0 and above), adult (above 18 years of age) learners of English in private institutes in Mashhad, Iran. In this study, non-probability sampling was used. The samples were chosen in the spirit of the convenience sampling method (Dornyei, 2007). Numerous sets of questionnaires were administered and also sent to learners via email, from which those that returned were finally chosen as participants and due to some practical considerations, such as deletion of extreme scores or ineligibility of some others, a number of the questionnaires were eliminated from the analytical process. This was done to carry out the quantitative part of the study and get results as the cornerstone of the qualitative section. The final number of the participants for the study, stood at 170 from whom 69 were females and 101 were males. All of them were adults (above 18 years of age) and advanced English language learners.

Instruments

L2 Quadripolar Identity Questionnaire

The L2 Quadripolar Identity Questionnaire which was developed by Taylor (2010) consisted of 154 items organized into seven main 6-point Likert scales, one vignette section, bio-data, and background information (Taylor, 2010, p. 127). Four primary scales were indicating the four self-categories described before (private self, ideal self, public selves, imposed selves) and two secondary scales evaluating supporting information (involvement and perception). According to Taylor and Marsden (2014) the reliability index of the instrument for five continuous scales is as follows: "private self (Cronbach's α = .92), public selves (α = .90, .91 and .88 in the three relational contexts, respectively), ideal self (α = .76), imposed selves (α = .86, .90 and .79 in the three relational contexts, respectively) and perceived appreciation in class (α = .82)". The questionnaire was translated into Farsi and back-translated into English in order to assure its validity.

Procedures

To examine the effect of identity types on adult learners' involvement, perceptions, and achievement scores, the validated L2 Quadripolar Questionnaire (Taylor, 2010) was used. For that matter, 170 advanced adult EFL learners (69 were females and 101) of private institutes in Mashhad in Iran participated in this study and answered this questionnaire through email and social networks. Before conducting the main analyses, the researchers also performed a confirmatory factor analysis to examine the construct validity of the questionnaire. It is generally accepted in the social sciences that self-reported data can be regarded as continuous (interval) and used in parametric statistics.

　　　The collected data were analyzed using the Amos 24 statistical package to explore the effect of identity types on students' involvement perceptions and

achievement scores**.** Furthermore, the SPSS software was used to run the appropriate statistical tests including correlations, independent-sample t-tests, Pearson Chi-squared test (χ2), Path Analysis, and MANOVA.

Results

The normality of the data distributions was checked by using the Kolmogorov-Smirnov tests and skewness and kurtosis values which is illustrated in Table 4.1.

Table 1

K-S Tests of Normality for Adult Learners

	Normality			Skewness		Kurtosis			
	Value	df	p-value	Statistic	Std. Error	Statistic	Std. Error	Mean	SD
Private Self	.06	170	.07	.087	.186	-1.666	.370	89.24	9.53
Ideal Self	.07	170	.06	-.166	.186	-.837	.370	19.62	3.20
Public Selves	.06	170	.11	.197	.186	-1.218	.370	86.97	23.45
Imposed Selves	.05	170	.18	.019	.186	-1.193	.370	88.41	6.78
Involvement	.04	170	.06	-.131	.186	-1.375	.370	24.62	3.59
Perceptions of the English class	.05	170	.17	-.029	.186	-1.217	.370	45.24	8.41

As can be seen in Table 1, the obtained p-value for all variables is higher than .05. Therefore, it can safely be concluded that the data is normally distributed across all the variables. Values of kurtosis and skewness exceeding ±2.0 indicate non-normal distribution.

Table 2

Results of Kurtosis and Skewness

|	Skewness		Kurtosis	
	Statistic	Std. Error	Statistic	Std. Error
Private Self	.087	.186	-1.666	.370
Ideal Self	-.166	.186	-.837	.370
Public Selves	.197	.186	-1.218	.370
Imposed Selves	.019	.186	-1.193	.370
Involvement	-.131	.186	-1.375	.370
Perceptions of the English class	-.029	.186	-1.217	.370
Success Dimension	.064	.186	-1.414	.370
Failure Dimension	.087	.186	-1.666	.370

As can be seen in Table 2, skewness and kurtosis of the variables is between -2 and +2, so, it has a normal distribution. Therefore, parametric tests can be utilized. Table 2 also displays the descriptive statistics for the variables in the study.

Results of Research Question 1

As the first research question suggests, the researcher attempts to investigate the effect of identity types on students' involvement perceptions and achievement scores. To examine the relations, the proposed model was tested using the Amos 24 statistical package. Several fit indices were examined to evaluate the model fit. Figure 4.1 shows the model of the interrelationship among variables.

Figure 1

The Model of Interrelationship Among Variables
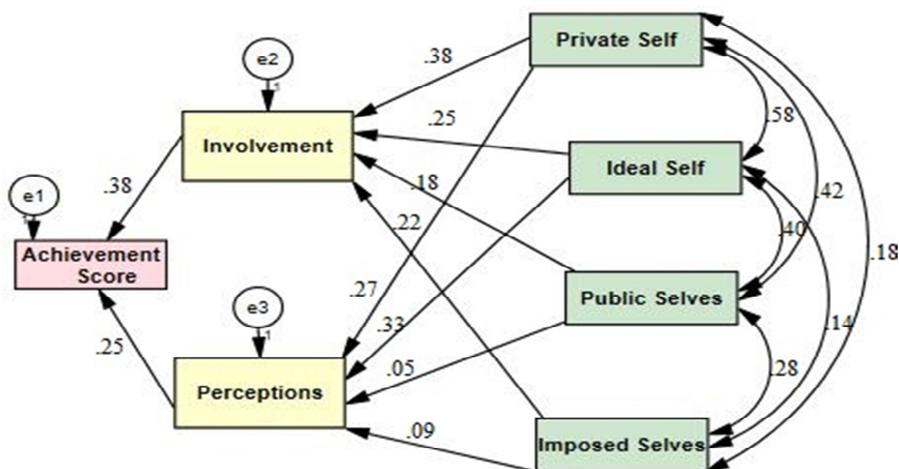
As the model illustrates, there are three endogenous variables (involvement, perception, and achievement score) and six exogenous variables (L2 private, public, ideal, and imposed selves). Because some measurement models did not show adequacy to the data for the proposed model, the researcher made some modifications to the model. These modifications included the removal of two paths (1) public selves to perceptions (B = .05, p < .05), and 2) imposed selves to perceptions (B = .09, p < .05) due to low loadings.

As indicated in Figure 1, involvement is predicted by all four sub-constructs of the L2 Quadripolar Identity: private self (B = .38, p < .05), ideal self (B = .25, p < .05), public selves (B = .18, p < .05), and imposed selves (B = .22, p < .05). Besides, Perceptions of the English class is predicted by private (B = .27, p < .05) and ideal (B = .33, p < .05) selves. Finally, both involvement (B = .38, p < .05) and perceptions (B = .25, p < .05) are positive significant predictors of students' achievement.

Table 3

Path Coefficients and P Values

	B	P.Value
Private Self to Involvement	.38	.00
Ideal Self to Involvement	.25	.00
Public Selves to Involvement	.18	.01
Imposed Selves to Involvement	.22	.00
Private Self to Perceptions	.27	.00
Ideal Self to Perceptions	.33	.00
Public Selves to Perceptions	.05	.12
Imposed Selves to Perceptions	.09	.08
Involvement to Achievement	.38	.00
Perceptions to Achievement	.25	.00

Goodness of fit indices before and after modification can be seen in Table 4.

Table 4

Goodness of Fit Indices

	X2 / df	GFI	CFI	TLI	IFI	RMSEA
Acceptable Fit	< 3	> .90	> .90	> .90	> .90	< .08
Model	3.01	.89	.89	.90	.88	.08
Revised Model	2.88	.91	.91	.93	.90	.08

As Table 4 shows, all the goodness of fit indices are within the acceptable range. Therefore, the model enjoyed perfect validity after modification.

Results of Research Question 2

The second research question tries to investigate the relationship between four main sub-constructs of L2 Quadripolar Identity Questionnaire, involvement, perception, and students' age and years of studying English. To answer the second research question, the Pearson correlation was used. Table 5 shows the results of Pearson correlation between six sub-constructs of L2 Quadripolar Identity Questionnaire and age.

Table 5

Results of Pearson Correlation Between Six Sub-Constructs of L2 Quadripolar Identity Questionnaire and Age

	Private Self	Ideal Self	Public Selves	Imposed Selves	Involvement	Perceptions
Age	.21**	.33**	.08	.05	.19**	.20**
Years of Studying English	.29**	.25**	.02	-.04	.26**	.22**

**Correlation is significant at the level of 0.01

As can be seen in Table 5, there are positive significant relationships between four sub-constructs of the questionnaire and age. Among these sub-constructs, the ideal

self had the highest positive relationship ($r = .33$, $p < .05$) with age. However, there is no significant relationship between public selves ($r = .08$, $p > .05$) and imposed selves relationship ($r = .05$, p $> .05$) and age.

Also, there are positive significant relationships between the four sub-constructs of the questionnaire and years of studying English. Among these sub-constructs, the private had the highest positive relationship ($r = .29$, $p < .05$) with years of studying English. However, there is no significant relationship between public selves ($r = .02$, $p > .05$) and imposed selves relationship ($r = -.04$, p $> .05$) and years of studying English.

Results of Research Question 3

In the third research question, the researchers try to ascertain whether there is any significant difference between male and female students concerning the four sub-constructs of the L2 Quadripolar Identity Questionnaire, involvement, and perception. To answer this research question, a MANOVA test was performed. Table 6 shows the descriptive statistics of male and female students in different variables.

Table 6

The Descriptive Statistics of Male and Female Students in Six Sub-Constructs of L2 Quadripolar Identity Questionnaire

	group	N	Mean	Std. Deviation
Private Self	Female	69	95.07	3.37
	Male	101	85.25	3.44
Ideal Self	Female	69	22.53	2.33
	Male	101	17.68	1.00
Public Selves	Female	69	92.07	1.96
	Male	101	83.48	2.06
Imposed Selves	Female	69	91.00	3.74
	Male	101	86.64	3.40
Involvement	Female	69	26.27	2.75
	Male	101	23.49	2.48
Perceptions	Female	69	49.92	2.29
	Male	101	42.04	1.32
Public Teacher	Female	69	25.05	3.50
	Male	101	22.62	3.05
Public Classmate	Female	69	20.73	3.83
	Male	101	19.00	2.21
Public Friend	Female	69	20.53	3.76
	Male	101	18.98	3.30
Public family	Female	69	25.73	3.80
	Male	101	22.87	2.09
Imposed Teacher	Female	69	27.18	6.31
	Male	101	25.36	6.47
Imposed Classmate	Female	69	18.28	5.53
	Male	101	17.51	5.75
Imposed Friend	Female	69	18.86	6.16
	Male	101	18.81	7.11
Imposed Family	Female	69	26.65	5.96
	Male	101	24.95	5.94

As Table 6 shows, the mean score of female students was higher than male students in all sub-constructs of the questionnaire. To find that these differences are significant, MANOVA was run. Table 7 shows the results of the Multivariate Tests table where the actual result of the one-way MANOVA is reported. We need to look at the second Effect, labeled "gender", and the Wilks' Lambda row. To determine whether the one-way MANOVA was statistically significant we should look at the "Sig." column.

Table 7

Results of the Multivariate Tests

Effect		Value	F	Hypothesis df	Error df	Sig.	Partial Eta Squared
Gender	Wilks' Lambda	.697	11.832[b]	6.000	163.000	.000	.303
	Wilks' Lambda	.833	8.281[b]	4.000	165.000	.000	.167
	Wilks' Lambda	.856	6.926[b]	4.000	165.000	.000	.144

b. Exact statistic

As can be seen from Table 7, there is gender difference among these variables ($p < .001$).

Table 8

Tests of Between-Subjects Effects

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Gender	Private Self	18713.233	1	18713.233	22.643	.000	.119
	Ideal Self	1926.937	1	1926.937	70.720	.000	.296
	Public Teacher	784.745	1	784.745	15.003	.000	.082
	Imposed Teacher	680.942	1	680.942	17.990	.000	.097
	Involvement	1525.697	1	1525.697	28.203	.000	.144
	Perceptions	7439.189	1	7439.189	40.821	.000	.195
	Public Teacher	784.745	1	784.745	15.003	.000	.082
	Public Classmate	469.259	1	469.259	16.803	.000	.091
	Public Friend	371.306	1	371.306	12.993	.000	.072
	Public Family	1181.147	1	1181.147	22.380	.000	.118
	Imposed Teacher	680.942	1	680.942	17.990	.000	.097
	Imposed Classmate	187.785	1	187.785	6.023	.015	.035
	Imposed Friend	315.757	1	315.757	7.231	.008	.041
	Imposed Family	442.595	1	442.595	13.211	.000	.073

As indicated in Table 8, there are significant differences in all sub-constructs between male and female students (p < .001). Figure 2 shows the differences in the six sub-constructs between male and female students.

Figure 2

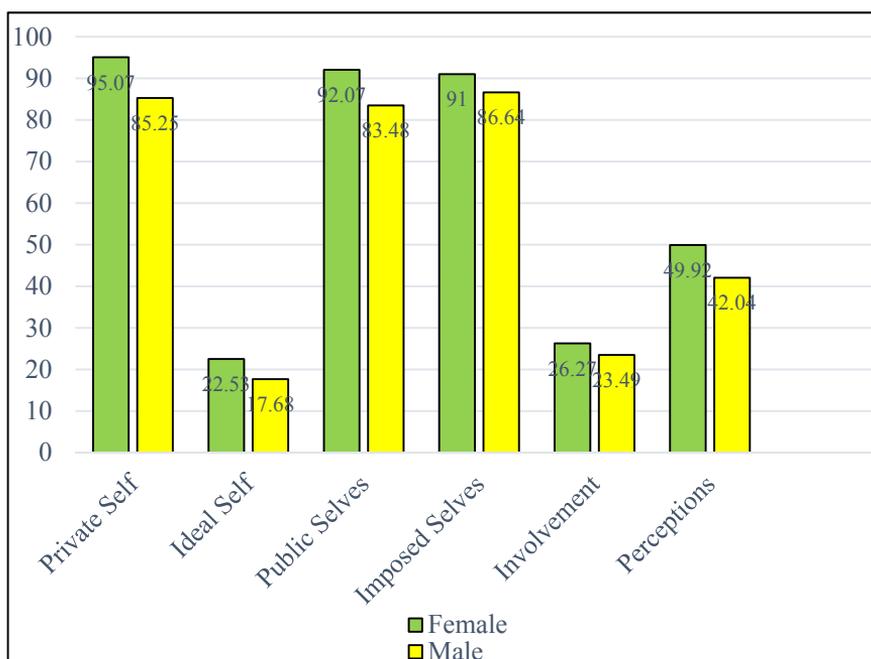*The Differences in the Six Sub-Constructs Between Male and Female Learners*

Table 9 shows the descriptive statistics of male and female students in four sub-constructs of public selves.

Table 9

The Descriptive Statistics of Male and Female Students in Four Sub-Constructs of Public Selves

	Group	N	Mean	Std. Deviation
Public Teacher	Female	69	25.05	3.50
	Male	101	22.62	3.05
Public Classmate	Female	69	20.73	3.83
	Male	101	19.00	2.21
Public Friend	Female	69	20.53	3.76
	Male	101	18.98	3.30
Public Family	Female	69	25.73	3.80
	Male	101	22.87	2.09

As Table 9 shows, the mean score of female students was higher than male students in all sub-constructs of public selves. To find that these differences are significant, MANOVA was run. Table 10 shows the results of Multivariate Tests.

Table 10

Results of Multivariate Tests

Effect	Value	F	Hypothesis df	Error df	Sig.	Partial Eta Squared
Gender Wilks' Lambda	.833	8.281[b]	4.000	165.000	.000	.167

a. Design: Intercept + Gender
b. Exact statistics

As illustrated in Table 10, there is a gender difference among these variables (p < .001): To determine how the dependent variables differ for the independent variable, the Tests of Between-Subjects Effects table was reported.

Table 11

Tests of Between-Subjects Effects

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Gender	Public Teacher	784.745	1	784.745	15.003	.000	.082
	Public Classmate	469.259	1	469.259	16.803	.000	.091
	Public Friend	371.306	1	371.306	12.993	.000	.072
	Public Family	1181.147	1	1181.147	22.380	.000	.118

a. R Squared = .082 (Adjusted R Squared = .077)
b. R Squared = .091 (Adjusted R Squared = .086)
c. R Squared = .072 (Adjusted R Squared = .066)
d. R Squared = .0118 (Adjusted R Squared = .112)

As indicated in Table 11, there are significant differences in all sub-constructs between male and female students (p < .001).

Figure 3 shows the differences in the four sub-constructs between male and female students.

Figure 3

The Differences in the Four Sub-Constructs of Public Selves Between Male & Female Learners

Table 12 shows the descriptive statistics of male and female students in four sub-constructs of imposed selves.

Table 12

The Descriptive Statistics of Male and Female Learners in Four Sub-Constructs of Imposed Selves

	Group	N	Mean	Std. Deviation	Std. Error Mean
Imposed Teacher	Female	69	27.18	6.31	.76
	Male	101	25.36	6.47	.64
Imposed Classmate	Female	69	18.28	5.53	.66
	Male	101	17.51	5.75	.57
Imposed Friend	Female	69	18.86	6.16	.74
	Male	101	18.81	7.11	.70
Imposed Family	Female	69	26.65	5.96	.71
	Male	101	24.95	5.94	.59

As Table 12 shows, the mean score of female students was higher than male students in all sub-constructs of the questionnaire. To find that these differences are significant MANOVA was run. Table 13 shows the results of Multivariate Tests.

Table 13

Results of Multivariate Tests

Effect		Value	F	Hypothesis df	Error df	Sig.	Partial Eta Squared
Gender	Wilks' Lambda	.856	6.926[b]	4.000	165.000	.000	.144

a. Design: Intercept + Gender
b. Exact statistic

As can be seen from Table 13, there is a gender difference among these variables (p < .001). To determine how the dependent variables differ for the independent variable the Tests of Between-Subjects Effects table was reported.

Table 14

Tests of Between-Subject Effects

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Gender	Imposed Teacher	680.942	1	680.942	17.990	.000	.097
	Imposed Classmate	187.785	1	187.785	6.023	.015	.035
	Imposed Friend	315.757	1	315.757	7.231	.008	.041
	Imposed Family	442.595	1	442.595	13.211	.000	.073

a. R squared = .097 (Adjusted R Squared = .091)
b. R squared = .035 (Adjusted R Squared = .029)
c. R squared = .041 (Adjusted R Squared = .036)
d. R squared = .073 (Adjusted R Squared = .067)

As indicated in Table 14, there are significant differences in all sub-constructs between male and female students (p < .001).

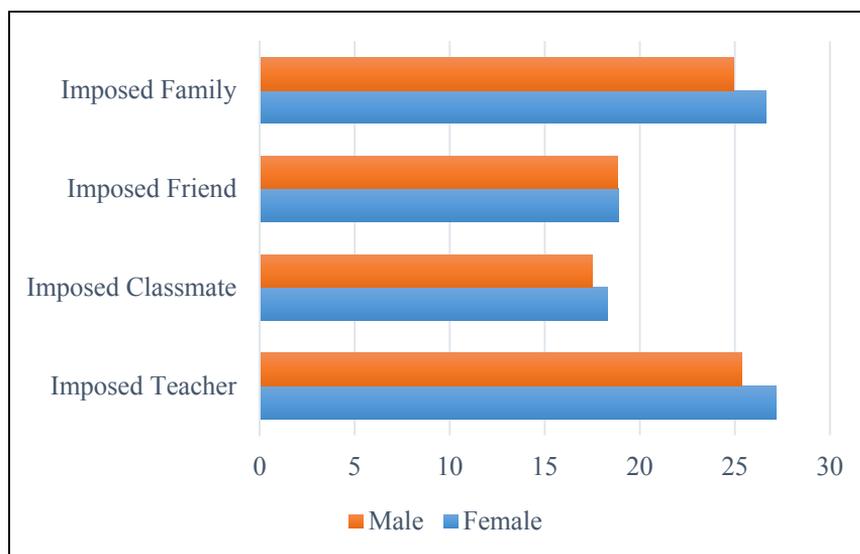Figure 4 Shows the differences in the four sub-constructs between male and female students.

Figure 4

The Differences in the Four Sub-Constructs of Imposed Selves

Discussion

The analysis of the relationship between the four main sub-constructs of the model and the two sub-constructs of involvement and perception show significant mediation between the factors and achievement score of the language learners. Apart from public and imposed selves, the other sub-constructs were determined to be affected by age and years of studying English. Females' identity is dominantly reported to have higher ties with the subconstrcuts of the L2 Qudripolar Model. These relationships were detailed in the result section of this study but there still are some implications that have been derived in the course of this study.

Students have a feeling that they cannot really show their true characters in the class and this affected their achievement (Kessler, 2000). Those who felt that they were not valued as individuals did not feel obliged to show what they would have called their true self. The mutual appreciation between learners and teachers was the key determining factor in creating the need for making an effort in valuing individuals. This was close-knit with their achievement.

Corroborating the hypothesis suggested in Taylor and Busse (2016), teachers have an important role in predicting learners' self-system and how they project it in class. Those with strong public and imposed selves tend to have a weak private self. Public selves are in direct relationship with their respective imposed selves. And the four relational contexts influence identity as a whole. Public selves get internalised if they are personally relevant and sub-consciously turn into private selves. The identity they displayed seem to be professional inside the confines of the class and true outside the class.

A good student is the one that delivers assignments, appears motivated, seems in accordance with the teacher and the class, and tries not to be controlling with his or her personal interests. Learners with a high level of being harmonious with their teachers and family, tend to have an interest in pursuing a career in English and those who lack this harmony only with their parents tend to have a high perceived competence which puts them in a rebellious position to their family as they probably want them to pursue more lucrative careers. One thing is certain and that is the fact that harmonious learners tend to feel less pressurised and more hardworking.

Good marks are necessary for passing but they are not indicative of actual competence let alone performance which in turn is generally achieved outside the class through self-regulation. Marks do not lead to motivation and genuine engagement. Students who were marked down tend to show their true selves more explicitly in the class. There was also a meaningful relationship between how autonomous learners are and the teachers' practice as the teachers' endeavors can directly lead to learners' autonomy and interest in the matter through efficient communication.

Gender differences (Aguillon et al., 2020) were the place for finding gripping information about identity. Male learners tended to show more powerful private selves than female ones. There could have been some reasons involved such as the fact that males use language for more real-life purposes than females. Due to the general tendency of third world societies, males communicated more confidently than females. And the responses that males and females received from the teachers were differently predisposed.

Teachers mostly tended to instill traditional gender stereotypes about language (Eckert & McConnell-Ginet, 2013) and the content of the class material. This created a situation in which females tended to perceive more pressure to act more efficiently than males although their perceived competence was shown to be lower than males. Finally, those who were privately tutored, were marked up in class.

Apart from these insights, there was also some unforeseen information that sounded too significant to be overlooked. The majority of the learners showed to be more duplicitous rather than rebellious as was expected before. Submissive learners tended to have the utmost respect for the sources of their imposed selves rather than just thriving on authority in developing their educational prowess. On the other hand, harmonious learners had no idea about the concept of social expectation showing a complete internalization of the imposed selves. Also, peer pressure seemed to have acted vice versa, meaning that, it encouraged disengagement rather than competition.

Conclusion

These results can further be combined with qualitative measures to illuminate the path for further identity research. The L2 Quadripolar Identity Questionnaire rendered some promising insights into the identity of the learners from a more up-

close perspective rather than its predecessors and there is still much more room to explore in this matter. The models that were offered by Taylor were scrutinized through multiple procedures of Path analysis and the revised models were presented (Figure 1). In these revised models some of the relationships underwent some drastic changes.

The implications for educators and stakeholders can be amusingly effective. In case the educators understand the identity type of the learners and how to exploit it to render the best out of the learners and actualise all their potential, the education takes a stronger position in dealing with adults and to further the result, in raising our children and allowing them to blossom to the fullest of their aptitude. Teachers must be aware that harmonious learners are not necessarily successful ones and if they are not given enough attention, they shall convert into meek members of the society with no voice. The rebellious ones do not always have to be turned into harmonious ones either, since they exude creativity and this must not be neglected on the part of the teachers. Finally, teachers must strike a happy medium between different identity types.

Suggestions for Further Research

First, the present researcher recommends that further research be conducted with younger, but with a sample varying by ethnicity, first language and / or socioeconomic status - a maximum variation sample as opposed to the homogeneous sample of this study. Second, it would also be beneficial to conduct a second, identical study with another group of adult EFL learners in the same area to substantiate the findings of this study.

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