Journal of
Applied Linguistics and Applied Literature:
Dynamics and Advances

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Journal Information
About Journal

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*JALDA***'s Aims and Scope**

The Journal of Applied Linguistics and Applied Literature: Dynamics and Advances (*JALDA*) is an ambitious academic publication which aims to encourage and disseminate cross-disciplinary research targeting real-world problems and real-life concerns where language and/or literature are at the center. Bringing together the now-well-established discipline of *Applied Linguistics* and the thriving subject of *Applied Literature*, *JALDA* stimulates and promotes innovative work within applied studies on language and literature. In the first place, it publishes articles on the two inter-related subjects of *Applied Linguistics* and *Applied Literature*. However, as an essential component of *JALDA*'s long-term goals, a new focus has been added, namely the dynamic relationship between language teaching and literature, a fast-growing and dynamic field that requires special attention. In fact, the long-term prospective ambition is to bring this inter-subject dynamic from background to the foreground in the journal. *JALDA*'s precise outlook on each of the three intended areas is outlined below in the hope of further illumination on its publication policies and planned purview.

1. *Applied Linguistics*

The most prevailing definition of *Applied Linguistics* so far, with a consensus on, conceives the field as "the theoretical and empirical investigation of real-world problems in which language is a central issue" (Brumfit, 1997, p. 93). Although real-world problems concerning language may involve each of the three questions regarding the nature of language, its use and its learning, historically, the question of efficient learning and teaching of languages has been a predominant concern among real word problems attended to in *Applied Linguistics*. Accordingly, the following subjects are well-seated areas of investigation within mainstream *Applied Linguistics* which are included in *JALDA*'s scope of focus. *JALDA* considers English as a foreign language as the subject of learning:

- Second language vocabulary acquisition
- Grammatical development in L2
- Teaching and learning L2 skills (reading, writing, speaking and listening)
- Technology in language learning and teaching
- Second language curriculum and materials
- Individual differences in second language learning
- Social issues in language learning
- Language teaching methodology
- English for specific purposes
- English as a Lingua Franca
- Language assessment and testing
- English as an international language
- Research methods in applied linguistics
- Language teacher education
- Bilingual education

Although the subject of *Language Learning and Teaching* seems to have already established itself as the mainstream concern in *Applied Linguistics*, the sheer fact that language learning and teaching take place in various ecological conditions, brings forth the warning that ignoring the questions concerning the nature of language and language use might carry with it the risk of blocking our views of the true nature of language learning and teaching as well. *Applied Linguistics* studies need to preserve the flexibility to be inspired by and note the insights from the studies concerning the nature of language and language use, an area which has been labeled as the "*Linguistics Applied*" or "*Applications of Linguistics*" by Davis and Elder (2007). In other words, language pedagogy needs to be examined in its social background in order to be able to reap benefits from the *blessings of the unknown*.

It must be reminded as a word of caution that linguistics is not alone in inspiring *Applied Linguistics Studies*. In fact, attention to the contextual aspects of language learning and teaching highlights the cross-disciplinary nature of *Applied Linguistics*. In this perspective, any research that associates a language-related problem to the core knowledge in psychology, sociology, anthropology, education, neuroscience, economic and political sciences, law, business, etc. counts as *Applied Linguistics*. In this view, *Applied Linguistics* can equally be based in psychology, education, sociology, computer sciences and any other relevant area as it is in linguistics. The intention in these interdisciplinary inquires is to offer reformative, corrective and ameliorative views and suggestions for a language-related real-world problem. In this sense, the discipline of *Applied Linguistics* will be open to the attempts to account for the issues of language learning and teaching alongside its various dimensions as outlined above by giving way to the studies inspired by other language-related studies including the following:

- Corpus Studies
- Discourse Studies
- Economy and language
- Forensic linguistics
- Language and culture
- Language and environment
- Multilingualism
- Neurolinguistics
- Other related areas
- Politics and language
- Translation

According to *JALDA*'s policy formulated here, a few canonical considerations make *Applied Linguistics* distinctive from *Linguistics Studies*. Also, these key features define the nature of work on *Applied Linguistics* that is expected to be submitted for publication in *JALDA*.

1) Problem-orientedness
2) Language in its ecology
3) Cross-disciplinary nature
4) Reformative goals
5) Real-life data

2. *Applied Literature*

Applied Literature has emerged recently as an effort to draw literary studies more akin to human beings' everyday needs. A problem-oriented view of literature might be alien to most of the scholars in English Literature, one way or another, since the established tradition in literary studies does not concern itself primarily with real-life problems. However, there is an urgent call upon the experts and academicians of English Literature to further concern themselves with the real word, an appeal that needs to be responded effectively. Literary studies seem to be in an urgency to be taken out from the academic world into the real world. Literature needs to be treated as a real-world art concerning itself with people's lives and not simply an academic art that is analyzed and criticized within academic forums.

Inspired by this urgency, *Applied Literature* is defined here as any systematic research where literature can solve or ameliorate a real-world problem. In this sense, literature acts as a stimulus to reform. *Applied Literature* examines the effect of literature on human beings whereby the literary text is in service of dealing with real-life problems. To be able to account for the various aspects of human life in all its contexts, *Applied Literature* must be interdisciplinary in its nature. Furthermore, to meet the essential requirements of a scientific research, it has to give allegiance to a satisfactory level of methodological rigor. By definition, *Applied Literature* is thus:

1) Problem-oriented in terms of objectives
2) Effect-driven in its rationale
3) Multi- disciplinary in its scope
4) Method-conscious in its procedure
5) Data-based in terms of its subject
6) Reform-oriented in its applications

What Is Not *Applied Literature*?

Articles in *Applied Literature* that are based on the following research orientations, generally classified under *Pure Literature*, do not comply with the policies of *JALDA*:

1. The starting point of the research is based on a piece of literary work rather than a problem in the outside world.
2. The rationale and justification of the study is theory-driven rather than effect-driven.
3. The study commits itself exclusively to the tradition of literary studies without any attempt to invoke insights from other disciplines.
4. The study acts upon literary texts as the only data available for analysis and does not attend to the data from the real-world human life.
5. The study does not imply any reform, amelioration or solution to a real-world problem in its conclusion.

Areas of Research in Applied Literature

Following are some subjects that can be included in *Applied Literature.* The list is not exhaustive; *JALDA* encourages initiatives and innovations in this regard:

- Therapeutic value of literature
- Trauma studies in literature
- Literature and ethical development
- Literature and science
- Literature and environment
- Literature for professional training
- Literary literacy education
- Other innovative areas

3. *Dynamics* between *Applied Linguistics* and *Applied Literature*

The most ambitious and prospective goal of *JALDA* is to propagate research on real-life problems where both language and literature are at the core. Here, the intention is to deal with language-related problems where literature acts as a source of solution or amelioration to the problem. *JALDA* considers this interdisciplinary preoccupation as a highly promising area of research concern for the specialist in both *Applied Linguistics* and *Literary Studies*. As part of its long-term policy, *JALDA* team fervently encourage researchers to step in this innovative forum of inquiry. *Novel* as it is, the concept of the research on the *Dynamics* between *AppliedLinguistics* and *Literature* can be illustrated with the few following areas of inquiry. The list is inevitably tentative and open for further promotion. *JALDA* is opening a special forum for discussing the options and potentials available regarding the feasibility of this new research area. We ardently invite scholars and experts of the related fields to share their initiatives with us by submitting their prospects in the form of Review Articles or reporting their interdisciplinary research findings.

- The role of literature in language teaching
- The role of Literature in language teacher education
- The role of Literature in language assessment
- The role of Literature in Language teaching curriculum
- Other innovative areas

Basic Criteria for Publishing with *JALDA*

A research article published in *JALDA*:

1) starts and deals with a real-life problem, where language and/or literature is at the center.
2) introduces clear suggestions for tackling problems.
3) upholds an iterative relationship between theory and practice.
4) involves symptomatic and documented evidence in the form of real-world data.
5) may rely on the research data of quantitative, qualitative or combined nature.
6) involves a wide spectrum of research designs ranging from highly qualitative ethnographies or case studies to statistics-based experiments

SUBMIT MANUSCRIPTS

General Guidelines

The articles submitted to *JALDA* should follow the APA 7th style with some adaptations specific to *JALDA*. Contributing authors are advised to download and read *JALDA's Concise Guide for APA's 7th Edition Manual*. Please consult the *Paper Submission Template to JALDA* for submission instructions, guidelines, and contact information of the journal's editors.

Online submission

Manuscripts should be written in English and must be submitted online through our online submission website. **Submit Manuscript** is an online submission and review system where authors can submit manuscripts and track their progress. Registration and login are required to submit items online and to check the status of current submissions.

PUBLICATION ETHICS

As a member of the Committee on Publication Ethics (COPE), JALDA is committed to maintaining the highest standards of publication ethics and supporting ethical research practices.

Ethics Statement
Authorship

The authors' central obligation is to present a concise, accurate account of the research performed as well as an objective discussion of its significance. A paper should contain sufficient detail and references to public sources of information. The results of research should be recorded and maintained in a form that allows analysis and review, both by collaborators before publication and by other scholars for a reasonable period after publication.

Fabrication of data is an egregious departure from the expected norms of scholarly conduct, as is the selective reporting of data with the intent to mislead or deceive, as well as the theft of data or research results from others.

Proper acknowledgment of the work of others used in a research project must always be given. Authors should cite publications that have been influential in determining the nature of the reported work. Information obtained privately, as in conversation, correspondence, or discussion with third parties, should not be used or reported without explicit permission from the investigator with whom the information originated. Information obtained in the course of confidential services, such as refereeing manuscripts or grant applications, cannot be used without permission of the author of the work being used.

Authors must obtain permission for the use of any previously-published materials from the original publisher. Proof of permission must be provided before manuscripts containing previously-published material can be published. Proper credit lines for all previously published material must be included in the manuscript.

Plagiarism constitutes unethical scholarly behavior and is never acceptable. Authorship should be limited to those who have made a significant contribution to the concept, design, execution, or interpretation of the research study. All those who have made significant contributions should be offered the opportunity to be listed as

authors. Other individuals who have contributed to the study should be acknowledged, but not identified as authors.

All collaborators share some degree of responsibility for any paper they co-author. Every co-author should have the opportunity to review the manuscript before it is submitted for publication. Any individual unwilling or unable to accept appropriate responsibility for a paper should not be a co-author.

It is unethical for an author to publish manuscripts describing essentially the same research in more than one journal of primary publication. Submitting the same manuscript to more than one journal concurrently is unethical and unacceptable. When an error is discovered in a published work, it is the obligation of all authors to promptly retract the paper or correct the results.

J*ALD*A*'s Commitment Form*

JALDA's Commitment Form for Publication Ethics Observance, Assignment of the Financial Rights, Disclosure of Potential Conflicts of Interest and Introduction of Authors can be downloaded in *MS Word Format* or *PDF Format* on *JALDA*'s website. The form includes the following 4 sections:

1. Commitment to scholarly publication ethics and introduction of the corresponding author
2. Assignment of the financial rights to publish an article
3. Disclosure of potential conflicts of interest
4. Introducing the authors, their order of appearance, and their contribution

Please read the terms of this agreement, use the Word file or PDF file of the Commitment Form, fill in and sign it, and send the document as one of the required files upon submission.

Author Guidelines

Articles submitted to the *Journal of Applied Linguistics and Applied Literature: Dynamics and Advances* (*JALDA*) should represent outstanding scholarship and make original contributions to the field. The Editors will assume that an article submitted for their consideration has not previously been published and is not being considered for publication elsewhere, either in the submitted form or in a modified version. The articles must be written in English and not include libelous or defamatory materials. The articles should be between 4,000 and 8,000 words (including the abstract and references). *JALDA* operates a double-blind peer-review process. To facilitate this process, authors are requested to ensure that all submissions, whether first or revised versions, are anonymous. Authors' names and institutional affiliations should appear only on the web-fillable sheet. All authors are asked to submit five files including the Main File of the article (anonymous), Title Page (containing authors' names, affilliations, email and ORCID), Authorship Form (containing all authors' short biographies and Photo), Authorship and Conflict of Interest Form and Supplementary Persian Abstract.

JALDA (previously *Journal of Applied Linguistics and Discourse Analysis*) has been published since 2016 as *the Journal of Applied Linguistics and Applied Literature: Dynamics and Advances*. As part of the Open Access policy, publishing articles in *JALDA* is *free of charge* for authors. The similarity rate of all submissions to *JALDA* is checked through *plagiarism-detecting software* before being processed for peer review.

JALDA

CONTENTS

EDITORIAL

Bahram Behin

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Dear *JALDA* reader

The quote below attributed to Alvin Toffler is available all over the Internet accompanied with several interpretations and explanations by its readers. "The illiterate of the 21st century will not be those who cannot read and write, but those who cannot learn, unlearn, and relearn." One is rather amazed by the attention this quote receives on the Net and is disturbed, on the other hand, by what goes on in our English language and literature departments, where we are still following the rather traditional concept of 'literacy' and what we have received as the decontextualized mainstream trends in the fields belonging to the past. One reason for this might be that we are not concerned very much with debates, arguments and philosophical discussions of the activities we are involved in. We seem to be solely the consumers of what we have regarded as impeccable scientific products, without learning of which one cannot be allowed into the realm of the discipline. It should be noted that the philosophy of science and knowledge has changed in the direction of turning to the 'real world' instead of working under abstractionism and idealization. And Widdowson, in his 2020 paper "Linguistics, language teaching objectives and the language learning process," justifiably problematizes issues from mainstream TEFL. One of the issues is that successful learning of English is achieving the level of conformity to the native speaker competence through different stages of interlanguage. This view of learning implies that it has an end product. So knowledge and literacy are package-like entities that have beginnings, middles and ends. English language teaching and learning should then be realized in the learner competency in reading and writing, an outdated understanding of literacy if one takes side with Toffler! Widdowson does not think of English language learning as a package-like entity because he relies on the concept of 'unlearning' to state that learning is a "developmental process which will always involve some kind of unlearning as knowledge and behavior are revised and adapted to accommodate new experience" (p. 37). And it can be argued that it is also through the concept of

'unlearning' that Widdowson carries TEFL to the 21st century and relates it to the learner (rather than teachee) standing in the context of the 'real world'! Where are we standing in relation to the significance attributed to the learner being in the real world?

Bahram Behin
Founding Editor
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JALDA's Interview with Dr. Ali Derakhshan

Interview by Davoud Amini
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Ali Derakhshan is an Associate Professor of Applied Linguistics at the English Language and Literature Department, Golestan University, Gorgan, Iran. He gained his MA in TEFL from University of Tehran and his PhD in Applied Linguistics from Allameh Tabataba'i University, Iran. Dr. Derakhshan has been a member of the Iranian Elites Foundation since 2015. He has also been selected as a distinguished researcher by the Teaching English Language and Literature Society of Iran in 2021. His name appears in Stanford University's list of world's top 2% most influential scientists in 2021. He is the editor of *Language Related Research*, Associate editor of *Frontiers in Psychology* and *Porta Linguarum* and editorial member

Ali Derakhshan

of *System*, *Studies in Second Language Learning and Teaching*, and *Porta Linguarum*. He has published in accredited international journals, including Computers and Education, Language Teaching Research, System, Studies in Second Language Learning and Teaching, Journal of Multilingual and Multicultural Development, ELT Journal, Current Psychology, Asia Pacific Education Researcher, Educational Studies, Porta Linguarum, Frontiers in Psychology, etc. His monograph *The "5Cs" positive teacher interpersonal behaviors: Implications for learner empowerment and learning in an L2 context* has appeared in 2022. His research interests are positive psychology, teacher education, learner individual differences, cross-cultural interpersonal factors in educational psychology, interlanguage pragmatics, and intercultural communication. He has joined an offline interview with Dr. Davoud Amini.

DA: ---- Dear Dr. Derakhshan, I appreciate your kindness in accepting JALDA's invitation to take part in this interview. You have recently been listed

among the world's top most influential 2% scientists in 2021 in the field of applied linguistics and language teaching research. At the outset, let me express my congratulations on behalf of JALDA team on this celebrated achievement.

AD: ---- Thank you so much for your encouraging words. Being listed among the top 2% scientists requires perseverance, diligence, passion, commitment, and, of course, a clear and focused mission and vision.

DA: ---- Your research efforts during the past few years have been centered on the educational and psychological considerations in language learning and teaching. Actually, we have witnessed a remarkable surge of interest in the psychological dimensions of ELT. As a result, the classic linguistics-based studies within the language teaching research seem to have been marginalized when compared to the studies inspired by educational psychology. How do you define ELT, as a field of study, in light of these developments?

AD: ---- I suppose with the advent of positive psychology (PP) and its emerging trends in SLA, second/foreign language (L2) education has been regarded as one of the most emotional and challenging endeavors around the globe (Derakhshan, 2022b; Derakhshan, Dewaele, Azari Noughabi, 2022; Wang et al., 2021; Zhang et al., 2022). Such an intricate nature is due to the existence of interactions among several factors (e.g., linguistic, affective, cognitive, and socio-cultural), so we can see that linguistics-based studies have been impacted by psycho-emotional variables, or these studies have embarked on various psycho-emotional factors. To me, not only does ELT encompass linguistics-based studies, but also it needs to underscore emotions. Inasmuch as the fact that success in L2 learning and teaching depends on multifarious psycho-emotional factors and contextual drivers that balance different dimensions of one's performance and behavior.

DA: ---- You have recently published a noteworthy monograph (Derakhshan, 2022a) on how the principal axioms of positive psychology can be reflected in teacher-student relations in the L2 learning context. You have highlighted the five qualities of clarity, closeness, credibility, confirmation, and care as being relevant to creating a positive milieu in the classroom, and you have proposed measurement instruments for these qualities. In an article, once I argued for the importance of teachers' opening their vulnerability to students in generating a humanistic and positive atmosphere (Amini, 2014). It seems that L2 research has not done justice to teachers' interpersonal behavior, and your book is an attempt to fill this gap. Would you like to share some more information about this book with our readers?

AD: ---- The notion of 'teacher interpersonal behaviors' is a well-grounded branch of investigation in instructional communication theorizing and research. Nonetheless, not much has been conducted in terms of its theorizing, research, and

application in the domain of language teaching and learning (Xie & Derakhshan, 2021). This desideratum in L2 education needs immediate attention in the coming years because effective teacher-student relationships are conducive to successful language teaching and learning processes. Furthermore, teachers' positive communication behaviors derived from PP as well as the rhetorical/relational goal theory can influence L2 education. As you know, PP rests on three pillars of positive emotions and feelings, positive traits and characteristics of individuals, and positive institutions. Thus, I have argued that positive teacher interpersonal behaviors can be explained by drawing on these three tenets of PP because learners are more inclined to experience positive feelings and emotions if there exist positive teacher-student interactions, and they are more likely to experience a positive, caring, and friendly classroom atmosphere, which is inherent to establishing a positive institution. Moreover, rhetorical/relational goal theory foregrounds the importance of teachers' employment of various positive interpersonal communication cues to maintain quality communication and an effective interpersonal relationship with students. Teachers' positive interpersonal behaviors cover a wide range of favorable factors, five of which (i.e., clarity, credibility, care, closeness, and confirmation) are addressed in my book.

In my mixed methods study in this volume, firstly, I concluded that positive teacher interpersonal variables, including teacher clarity, credibility, relational closeness, care, and confirmation, could influence Iranian L2 students' level of empowerment. Secondly, it was found that the 5Cs could influence Iranian L2 students' behavioral, cognitive, and affective learning. Thirdly, I found that Iranian L2 students' level of empowerment could affect their level of cognitive, affective, and behavioral learning. Fourthly, it was concluded that learner empowerment could mediate the effects of teacher interpersonal behaviors, including care, clarity, credibility, confirmation, and relational closeness, on L2 students' affective, behavioral, and cognitive learning. Fifthly, I came to the conclusion that among the many teacher-focused, course-focused, and student-focused factors that can influence L2 students' empowerment, from Iranian EFL students' perspectives, teacher interpersonal behaviors could play the most influential role. Finally, the sixth conclusion was that among the many teacher-focused, course-focused, and student-focused factors that can influence L2 students' learning, from Iranian EFL students' perspectives, teacher interpersonal behaviors played the most influential role.

As the writer of this volume, I hope that it will provide my audiences with fruitful knowledge about positive teacher interpersonal behaviors and their application in L2 research and practice. I believe that this book can open new doors to novel and innovative research studies in L2 education around the globe.

DA: ---- Language teachers' personal and professional life has recently been noted in light of the inspiration from positive psychology. What kind of ramifications do you think this research framework might have on language teacher education in the Iranian EFL context?

AD: I believe that many of my venerable colleagues in the Iranian EFL context and other EFL/ESL contexts have capitalized on the tenets of PP. More specifically, the findings of PP have done wonders for how teachers can engage learners in the process of learning and teaching. And, as I have suggested in my recent state-of-the-art paper on PP, future studies need to draw on emerging and innovative trends, such as Latent Growth Curve Modeling (LGCM), Retrodictive Qualitative Modeling, Time Series Analysis, Ecological Dynamic Systems Theory, Idiodynamic Method, etc.

DA: ---- You have been very closely involved in the theory and practice of TEFL in the Iranian context. In your opinion, what are the most outstanding issues of ELT to be seized on by Iranian ELT researchers?

AD: ---- Well, that is a very good question. I have been into pragmatics for more than a decade because my PhD dissertation was on L2 pragmatics; however, in the last four years, I have found great passion in teacher-student interpersonal factors, educational psychology, and positive psychology. So, I suppose ardent researchers need to follow their own areas of interest, but I am into integrating emotions with issues in applied linguistics.

DA: ---- Are there any final remarks you would like to share with JALDA readers?

AD: ---- At this time, our globe is becoming smaller and smaller with the advent of internalization and globalization. Such an irresistible trend affects not only international politics and economy but also multinational academic collaboration, so conducting cross-cultural studies on teacher-student interpersonal factors and educational psychology in L2 education has been my main mission and vision in the last four years, and I have been successful in setting such a trend as you can see from my publications (see Derakhshan, Greenier, & Fathi, 2022; Greenier et al., 2021; Wang, Derakhshan, & Azari Noughabi, 2022; Wang, Derakhshan, & Rahimpour, 2022). Although some believe that emotions are context-dependent, I argue that there exist cross-cultural commonalities and variations, which make this trend a springboard for future studies.

DA: ---- Thank you, dear Dr. Derakhshan, for taking part in this interview and sharing your invaluable insights with JALDA readers.

AD: ---- My pleasure.

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Towards the Development of an Assessment Literacy Questionnaire: The Case of Iranian EFL Teachers

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Abstract

Substantial research has been done on assessment literacy (AL), and several questionnaires have been developed to measure AL. However, little (if any) research has attempted to provide a comprehensive assessment literacy questionnaire. To fill this gap, the present study attempted to develop an assessment literacy questionnaire which encompasses not only the areas identified by previous research, but also those not identified by those studies. Moreover, attempt was made to identify the components that were better predictors of Iranian EFL teachers' assessment literacy. To this end, first previous AL questionnaires were explored and their main items were identified. Then, researchers-made items were added. Meanwhile, interviews were conducted with experts, who suggested some additional items. Then, 386 Iranian teachers of English were selected through convenience sampling on the basis of availability to fill in the first draft of the questionnaires that assessed different aspects of assessment literacy in order to validate it. Finally, a Principal Component Analysis (PCA) was conducted, and a questionnaire with 35 items which evaluated nine components of assessment literacy was developed. In addition, the validated, final version of the AL questionnaire was distributed among 146 EFL teachers to identify the better predictor components of AL among Iranian EFL teachers. Multiple regression analysis revealed that "administering, rating, and interpreting test" was the best predictor of teachers' AL in comparison to other components. The theoretical as well as practical implications of the findings are also discussed.

Keywords: assessment literacy, language assessment, questionnaire construction, validation

Introduction

The discussion of the role teachers can have in assessing their students has given popularity to the concept of "assessment literacy". Assessment literacy (AL), usually defined as teachers' knowledge of how to assess, what to assess, and how to interpret assessment results (Scarino, 2013), is among the most significant aspects of teachers' development. Research suggests that teachers of English, especially those in the EFL context of Iran have major problems with AL. Lan and Fan (2019) hold that most EFL teachers have only insufficient knowledge of assessment literacy. Pastore and Andrade (2019) believe that this is a result of incomprehensive models in developing assessment literacy. Moreover, a number of studies have discussed the shortcomings of AL in the context of Iran (e.g., Ashraf & Zolfaghari, 2018). Farhady and Tavassoli (2018), for example, noted that Iranian EFL teachers' AL has many aspects that are not all taken into account. Ashraf and Zolfaghari (2018) noted that to measure AL, both theoretical and practical knowledge should be assessed. To do so, a comprehensive instrument is needed. Without such a comprehensive instrument, not all aspects of AL could be targeted and improved. These shortcomings of AL suggest that there is a need for an instrument that could measure teachers' AL in all aspects.

Most of the commonly used assessment literacy questionnaires have referred to only some aspects of AL, but neglected some significant variables. Determining the components of language AL is a real and complex challenge (Inbar-Lourie, 2008; Rea-Dickins, 2008). In this study, the researchers tried to develop a comprehensive questionnaire that included many of these variables. Therefore, the purpose of this study was to determine the components of language teachers' assessment literacy that have already been measured using different questionnaires. Another important goal was to develop a new comprehensive questionnaire and to validate it. A final objective was to see which of the components of the newly developed AL questionnaire can better predict Iranian EFL teachers' AL. More specifically, this research addressed the following research questions:

1. What are the main items of AL in the currently used questionnaires?

2. What are the potential items to be used in a newly developed AL questionnaire?

3. What are the components of the newly developed AL questionnaire?

4. Which of the components of the newly developed questionnaire is a better predictor of Iranian EFL teachers' assessment literacy?

Review of the Related Literature

The concept of AL has been around for decades. However, only in recent decades have scholars come to the conclusion that it should be standardized. Indeed, improvements in the field of assessment and the expansion of assessment types such as formative, summative, alternative, formal, informal, and dynamic, have made it necessary for language teachers to know exactly the purpose of each type of assessment, the context where it fits, and the approach to implementing it (Malone, 2013).

Assessment literacy has traditionally been assessed through questionnaires, surveys and interviews (mostly semi-structured). A number of instruments have been used to measure assessment literacy; e.g., teacher assessment literacy questionnaire (Plake et al., 1993), classroom assessment literacy inventory (Mertler, 2003), language assessment knowledge needs questionnaire (Fulcher, 2012), successful Iranian EFL Teacher Questionnaire (SIETQ) (Moafian & Pishghadam, 2009), and assessment literacy Likert scale questionnaire (Esfandiari & Nouri, 2016).

Different aspects of AL have been investigated. Regarding teachers' views about the purpose and nature of assessment and the effect of these views on practices and outcomes significant studies have been conducted (Fulmer et al., 2015). It has been reported that not only possessing AL skills is requisite for lecturers, but also language assessment knowledge has spread itself as a necessity for alternative stakeholders inside the educational testing culture like policy makers, examination boards, and parents (Taylor, 2009). Recent studies have shown inadequate proof that researchers provide thought to the views of main stakeholders in the context of language AL.

In one study, Farhady and Tavassoli (2018) studied assessment related issues from the perspective of language teachers. To operationalize the concept of AL, 14 concepts and components of AL were taken from the literature including Roever and McNamara (2006), Popham (2009), and Shohamy (2001), and interview questions were developed. The major recognized concepts of AL were reliability, validity, assessment bias, construction of selection and construction test, scoring constructed-response test item, developing alternative assessment, formative assessment, interpretation of students' performance on standardized tests, assessing students with disabilities, high-stakes test preparation, the effect of test on teaching quality, social consequences of test results, giving feedback after assessment, and Students' involvement in test construction.

Regarding the effect of training and teacher education programs on teachers' language AL, some previous studies have reported insufficiency of training (Jeong, 2013; Lam, 2015). However, other studies have shown that training in language LA can improve the language AL of lecturers (Volante & Fazio, 2007).

As for the effect of AL on testing and testing resources, since one of the most integral parts of every educational system is testing, teachers' AL background is crucial for conducting assessment. In this regard, O'Loughlin (2013) sought to investigate the AL needs of a group of university members of staff with regard to the IELTS test in the context of Australian higher education and the possible approaches that could potentially be adopted to satisfy such needs. These needs were related to issues such as test purpose and content, test scores meaning, cut-off levels appropriateness, test validity and reliability, and predictive power. The results suggested that the participants of the study had to be provided with information about IELTS to advise prospective students about the requirements for gaining admission into English language courses and to make decisions about admissions.

A study by Razavipour et al. (2011) aimed to highlight the effects of teachers' AL on language assessment. Results of teachers' self-assessments of their own

general readiness to assess the performance of their students showed that Iranian EFL teachers acknowledged that their assessment background was rather weak. Similarly, Farhady and Tavassoli (2018) examined EFL teachers' AL and found that most of the participants believed they needed more knowledge of assessment. Khanjani et al. (2017) go further and report that even teacher training programs cannot successfully enhance EFL teachers' AL.

As to the effect of AL on teaching practices, Ashraf and Zolfaghari (2018) found a direct correlation between EFL teachers' AL and their reflective teaching. In another study, Esfandiari and Nouri (2016) explored assessment literacy and its implications for teachers' professional development. The findings showed that AL is a multifaceted construct consisting of three interrelated factors, rather than a unitary concept. Mellati and Khademi (2018) found that that teachers' AL provides them with essential information about the efficiency of their pedagogy and has a significant impact on learners' achievement.

Despite the above-mentioned benefits of AL for language teachers, Rezvani Kalajahi and Abdullah (2016) conclude that there is a theory-practice gap within the assessment context. Similarly, Janatifar and Marandi (2018) believe that language assessment literacy (LAL) is an understudied construct in the EFL context of Iran. In other words, despite the studies on the different aspects of AL, there still appear to be many unanswered questions surrounding this issue. For one thing, the data collection instruments that have been used in the previous studies do not seem comprehensive enough to capture the various aspects of the multi-faceted concept of AL. Another issue is that different studies on AL have reported different underlying components for the construct of AL. It is, therefore, not quite clear, to date, what constitutes AL. Another understudied area is which of the components of AL is more strongly associated with and, therefore, a better predictor of teachers' LAL. This study was an attempt to bridge part of the mentioned gap in the relevant literature.

Methodology

This study employed an exploratory sequential mixed methods design. First, the qualitative phase of data collection and content analysis of the data (already existing questionnaires on AL) was carried out. This was followed by a quantitative phase, which involved the validation of the assessment literacy questionnaire as well as extracting the main components of assessment literacy and checking the predictive power of each component of this questionnaire over EFL teachers AL.

Participants

To answer the third question of the study, 386 Iranian EFL teachers (221 males and 165 females) were selected through convenience sampling based on availability. Since the purpose of the study was to assess the AL of Iranian EFL teacher, the only criterion that was used was experience in teaching and testing English. The AL questionnaire was sent online to as many teachers of English as could be found. Whoever returned the filled-out questionnaire was taken as a participant. The participants varied in age from 21 to 65 years old with the mean age

of 32.5. Their teaching experience ranged from three to 35. They lived in various cities of Iran. 73 of them had B.A. in TEFL; 217 had M.A.; and 96 were Ph.D. holders or Ph.D. students.

To address the fourth research question, 146 Iranian EFL teachers were selected through convenience sampling. Their age ranged from 21 to 65 years with the mean age of 31.5. Their teaching experience ranged from four to 40 years. 22 of them had B.A. in TEFL, 75 had M.A., and 49 were Ph.D. students or Ph.D. holders.

Instruments

The instruments for the qualitative section of the study were the following AL questionnaires: teacher AL questionnaire (Plake et al., 1993), language assessment knowledge needs questionnaire (Farhady & Tavassoli, 2018), classroom AL inventory (Mertler, 2003), LAL (Fulcher, 2012), questionnaire for AL (Esfandiari & Nouri, 2016), classroom AL inventory (Mertler, 2003), language assessment knowledge scale (Ölmezer-Öztürk & Aydin, 2018), and LAL survey (Janatifar & Marandi, 2018). These questionnaires assessed various aspects of teachers' AL. All these are established questionnaires, and each of them has been used in one or more studies with acceptable indices of reliability.

The instrument for the first part of the quantitative section of the study was the first draft of the newly developed of AL questionnaire. The instrument for the second part of the quantitative section of the study was the finalized and validated version of AL questionnaire. The validity of the new questionnaire was established through expert opinion and the subsequent factor analysis. Its reliability was estimated using Cronbach alpha to be .83.

Procedure

First, the questionnaires listed in the previous section were collected. A thorough search for the related questionnaires was done. To make sure the researchers did not miss any published questionnaires, valid databases such as Wiley, Science Direct, Sage Publications, Springer Nature, SCOPUS, Web of Science, Sage publications and Oxford Publications were screened carefully. Other than these databases, the publishers and journals that publish extensively in the Iranian EFL context were checked. This was done to ensure that the researchers collected all questionnaires on AL. Then, their content was explored and their similarities and differences were determined. Next, the researchers added some missing parts that they believed should be included in such questionnaires. The result was an 80-item questionnaire (54 items from the existing questionnaire and 26 researcher-made items).

Next, five research experts were asked to scrutinize the questionnaire and provide us with their comments. They deleted 12 researcher-made items and the questionnaire was reduced to a 68-item questionnaire. Then, 30 items were combined and a 38-item Likert scale questionnaire was produced. This questionnaire was given to 386 participants to fill in. Then, after a factor analysis, 35 items were loaded on 9 factors, and three items were omitted. In the next step, the final version

of the AL questionnaire was administered to 146 participants to identify the best predictor of AL from among the extracted components.

Data Analysis

For the qualitative phase, a thematic analysis was used. The researchers used Hsieh's and Shannon's (2005) model in qualitative content analysis (QCA) to address the first research question. A Principal Components Analysis (PCA) was used to identify the underlying components of the newly developed AL questionnaire. Furthermore, multiple regression analysis was used to examine the relative contribution of each component of the newly developed AL questionnaire to predict teachers' AL.

Results

The First Research Question

The first research question sought to find the main items of AL in existing questionnaires. To do this, the 11 AL questionnaires mentioned earlier were collected. Then, they were compared, and 54 items were extracted. The number of items that were extracted from each source was different due to the fact that some questionnaires were scenario-based and others were field specific. Also, the wording of the selected items was different based on the purpose and length of the questionnaires. Hence, the present researchers attempted to list those items in a simple and unified way (See Table 1).

Table 1

The Items Extracted from the Currently Used AL Questionnaires

1. Doing planning (determining / specifying the content of tests) / (deciding what to test)

2. Compiling table of test specifications (writing test specifications / blueprints)

3. Preparing items

4. Reviewing items (modification and improvement of the quality)

5. Doing pre-test (item facility, item discrimination, choice distribution)

6. Developing and using recognition type assessments (true-false, matching, multiple choice)

7. Developing and using suppletion type assessments (fill in the blank, short answer and performance assessments, short essay)

8. Developing and using personal response assessments (checklists, journals, videotapes, audiotapes, self-assessment, peer assessment)

9. Teacher observation, portfolios, conferences, diaries

10. Validity (predictive, concurrent, content, construct, face, response)

11. Rating performance tests (speaking / writing)

12. Rating receptive tests (listening / reading)

13. Classroom assessment

14. Large-scale testing

15. Standard setting

16. Preparing learners for tests through utilizing test taking strategies

17. Washback and impact (the effect of tests on teaching / learning, society, and educational systems, on the classroom)

18. Test administration

19. Fairness and ethical considerations in testing or assessment

20. Consequences of tests (social, educational, political) / (the uses of tests in society)

21. Proper use of tests (correct interpretation of test results)

22. Alternative assessment

23. Familiarity with authentic test (test content which is related to students with a specific cultural heritage)

24. Have deep cultural awareness which informs test creation, dissemination and evaluation

25. Using and interpreting descriptive statistics, including measurement of central tendency (mode, mean, median)

26. Using and interpreting descriptive statistics, including measurement of variability (range, variance, standard deviation)

27. Using and interpreting inferential statistics (parametric versus nonparametric)

28. Using and interpreting advanced statistics

29. Using and interpreting more modern statistical tests (multilevel modelling)

30. Research methods in setting up experiments in testing (quantitative, qualitative, and mixed-methods approaches)

31. Using computer software programs in testing (test construction, test analysis, and test scoring)

32. Using different types of interpretation (norm-referenced and criterion-referenced interpretation)

33. Realizing limitations of test result interpretation (indirectness, incompleteness, imprecision, subjectivity, relativeness)

34. Recognizing test distinctions (formal versus informal tests, traditional versus alternative tests, low-stakes versus high-stakes tests, teacher-made versus standardized tests)

35. Developing a detailed scoring system for rater mediated assessments (holistic, primary trait scoring, multiple traits scoring)

36. Using scales of measurement (nominal, ordinal, interval, ratio scale)

37. Scoring and administration of paper and pencil, or oral tests

38. Administering and scoring computer-adapted testing and Internet-based testing (TOEFL IBT)

39. Functions of tests (achievement, proficiency, aptitude, selection, placement, diagnosis)

40. Providing test security

41. Test bias (due to reasons such as cultural background, ethicality, sex, native language, background knowledge)

42. Interactiveness (interaction between test takers' characteristics and test tasks)

43. Practicality (ease of administration, ease of scoring, ease of interpretation and application, availability of resources)

44. Authenticity (situationally authentic tests, interactionally authentic tests)

45. Accountability (obligation of instructors to accept responsibility for students' performance)

46. Inform and justify students on how their work was derived

47. Guide students on what steps to take to improve (constructive feedback)

48. Give on time feedback

49. Grade based on a student performance a range of assessments

50. Avoid bias in grading (grade based on one test)

51. Calculate final score according to the relative importance of assessment range (short quiz, mid-term, final)

52. CAT: computer adaptive tests or tailored testing (tests that are adapted to examinee's ability level)

53. Multimodal assessment (use more than one modality to create meaning: visual, aural)

The Second Research Question

The purpose of the second research question was to find potential items to be used in the newly developed AL questionnaire. For this question, those main items

that were extracted from the currently used questionnaires were kept. Then, by considering the cultural aspects of second language tests, the ways of giving feedback, and the more up-to-date computer-based assessment of second language, the researchers added 26 items relevant to the cultural aspects of second language tests and the ways of giving feedback and some aspects of computerized assessment to the selected items. However, after consulting with five experienced experts, 12 of the items that the researchers intended to add were removed due to the overlap with each other, and 14 items were kept (Table 2).

Table 2

Researcher-Made Items

1. Administer dynamic assessment (test, teach, retest)

2. Acquaintance with multicultural assessment approaches

3. Eliminate cultural bias in language testing (test which represent perception and experiences of a specific group of people)

4. Eliminate content bias in language testing (familiarity of specific group of students with some specific vocabulary or interaction patterns included in the test)

5. Eliminate linguistic bias in testing (discrepancy between examiner dialect and that of students)

6. Computer-based testing (equivalent to paper and pencil tests as gold standards)

7. CALT: computer-assisted language testing (employ computer application for eliciting and evaluating test taker's performance)

8. Technology-based assessments (use of podcast, free online chats, mobile phones)

9. WBT: web-based testing (user friendly technology in language testing and administration)

10. Give meaningful feed back

11. Give verbal feedback

12. Give individual feedback

13. Give written feedback

14. Give negative feedback (wrong answer)

The total number of items (previously used items and researcher-made items) reached 68 items. Then, 30 of the items were merged because some items were subsets of other items; therefore, instead of stating them separately, the researchers mentioned them as more general items. Previous studies have also done the same (Farhady & Tavassoli, 2018). Finally, after revising and merging items, there remained 38 items (Table 3). The four new themes identified in this study (administering dynamic assessment; multicultural assessment approaches and

subjects related to cultural, content, and linguistic bias in language testing; or computer-based testing, WBT, CALT and technology-based assessment; and different types of feedback in assessment) are of crucial importance. For instance, dynamic assessment can lead to more accurate ways of assessing students' potential for future development. Influenced by Vygotsky's arguments, Feuerstein et al. (1981, p. 218) state that "what is at stake is not theoretical elegance, but issues that affect the lives and destinies of real people". This shows the importance of dynamic assessment, especially, regarding its effect on people's future lives. As for the second theme, multicultural assessment approaches and subjects related to cultural, content, and linguistic bias in language testing, according to Savignon (2018), multicultural assessment enables students from different communities to learn how to interact effectively with students from other cultural backgrounds. The third theme (computer-based testing, WBT, CALT and technology-based assessment) has a notable role in assessing second language (Zygouris & Tsolaki, 2015). Even some theoreticians have argued that in the future, it may be the main tool dominating second language assessment (All et al., 2016). The fourth one, different types of feedback in assessment, has also been supported by the literature – especially, theoretical research (Bangert-Drowns et al., 1991; McDaniel et al., 2007). Different types of feedback are associated with students' second language learning (Bangert-Drowns et al., 1991).

Table 3

Final Items of the AL questionnaire

1. Dynamic assessment (test, teach, retest)

2. Familiarity with authentic test

3. Multimodal assessment

4. Computer-based (CALT, CAT), technology-based (podcast, free online chats, mobile phones) and web-based testing (user-friendly technology in language testing)

5. Teachers' responsibility to prepare learners for test through utilizing test taking strategies

6. Rating performance (speaking, writing) or receptive tests (listening, reading) through developing a detailed scoring system (holistic, primary trait scoring, multiple trait scoring)

7. Reliability (test-retest, parallel forms, split-halves, Kuder Richardson formulae, Cronbach's alpha, rater reliability)

8. Validity (predictive, concurrent, content, construct, face, response)

9. Using different types of interpretation (norm referenced and criterion referenced interpretation)

10. Administering and scoring and analyzing paper and pencil, computerized or internet-based testing (through paper and pencil or computer software programs)

11. Alternative assessment

12. Practicality (ease of administration, ease of scoring, ease of interpretation, availability of resources)

13. Proper use of test (correct interpretation of test results) and consequences of test (social, educational, political) in society with regard to the limitation of test result interpretation (indirectness, incompleteness, imprecision, subjectivity, relativeness)

14. Authenticity (situationally authentic tests, interactionally authentic tests)

15. Interactiveness (interaction between test takers' characteristic and test tasks)

16. Test administration in standard setting (either classroom assessment or large-scale testing)

17. Teacher accountability (obligation of instructors to accept responsibility for students' performance)

18. Using and interpreting descriptive statistics including measurement of central tendency and variability

19. Acquaintance with multicultural assessment approaches

20. Avoid bias in grading (calculate final score according to relative importance of assessment range such as short quiz, midterm and final)

21. Using and interpreting inferential statistics (parametric vs nonparametric)

22. Using and interpreting advanced statistics (classical true score theory, generalizability theory, item response theory, structural equation modeling, path analysis) and more modern statistical tests (multilevel modeling, Rasch)

23. Doing planning (determining the content of test)

24. Compiling table of test specifications and blue prints

25. Knowing different types of feedback (constructive, on time, meaningful, verbal, written, individual, negative)

26. Fairness and ethical consideration (provide security) in testing or assessment

27. Informing and justifying students on how their work was derived

28. Reviewing items (modification and improvement of the quality)

29. Doing pretest (item facility, item discrimination, choice distribution)

30. Using scale of measurement (nominal, ordinal, interval, ratio scale)

31. Research methods in setting up experiments in testing (quantitative, qualitative, mixed-method approaches)

32. Washback and impact

33. Preparing items

34. Eliminate various types of bias in testing such as: cultural, content, linguistic, ethnic, sex, background knowledge, and native language bias

35. Having deep cultural awareness which informs test creation, dissemination and evaluation

36. Recognizing test function (achievement, proficiency, aptitude, selection, placement, diagnosis)

37. Developing and using recognition type, suppletion type and personal type (check list, journal, audiotapes) assessment

38. Recognizing test distinction (formal versus informal, traditional versus alternative tests, low stake versus high stake   tests, teacher made versus standardized tests)

The Third Research Question

The third question aimed at investigating the factorial structure of the newly developed AL questionnaire. The Principal Component Analysis (PCA), as a part of Exploratory Factor Analysis (EFA) was run to extract the factors (i.e., components). Before running EFA, its assumptions were checked.

The first thing that needed to be considered was normality. It is believed that a sample size of 300 is desirable for factor analysis. The sample size of this study (N = 386) was considered suitable for EFA. In the correlation matrix, if few correlations exceed |0.30|, EFA may not be suitable. The correlation matrix was checked and multiple correlations were observed that were above |0.30|, justifying the use of EFA. Due to the lack of space and the large size of the table, only a part of correlations is displayed in Table 4.

Table 4

Correlation Matrix

	i03	i04	i05	i06	i07	i09	i10	i11	i12	i15	i25	i26	i27	i28	i29	i30
1	.488	.40	.26	.26	.32	.12	.42	.41	.29	-.18	-.11	-.03	.03	.01	-.07	.03
3	1.0	.48	.47	.43	.56	.51	.43	.45	.36	.38	-.13	-.06	-.03	.00	-.07	-.06
4		1.0	.38	.24	.27	.24	.33	.35	.29	.31	-.2	-.08	-.04	-.04	-.16	-.12
5			1.0	.37	.51	.42	.32	.42	.56	.58	-.17	-.03	-.06	-.06	-.13	-.06
6				1.0	.66	.35	.39	.53	.26	.28	-.07	-.19	.00	-.02	.00	-.09
7					1.0	.40	.45	.62	.36	.46	-.02	-.08	-.10	-.00	-.10	
9							.45	.28	.33	.10	-.06	-.05	-.11	-.10	.07	-.20
10							1.0	.49	.25	.36	.38	.00	-.05	-.11	-.01	-.07
11								1.0	.47	.29	.31	.01	-.03	-.08	.01	-.07
12									1.0	.56	.58	-.09	-.06	-.06	-.10	-.03
14									.36	.46	-.06	-.09	-.07	.06	.05	-.01
16									.41	.36	-.13	-.11	-.17	-.11	-.05	-.06
18									.36	.39	-.09	-.11	-.07	-.15	-.09	-.08
19									1.0	.52	-.28	-.36	-.32	-.37	-.30	-.35
22										1.0	.30	.52	.50	.19	.18	.46
23											.35	.53	.48	.23	.34	.43
24											.54	.22	.19	.10	.61	.27
26												1.0	.18	.16	.59	.42
27													1.0	.30	.39	.55
28														1.0	.25	.40
29															1.0	.41

Then, the results of Kaiser-Meyer-Olkin (KMO) and Bartlett's test of sphericity were checked to further ensure the suitability of data for factor analysis. Table 5 shows the results.

Table 5

KMO and Bartlett's Test for AL Questionnaire

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.856
Bartlett's Test of Sphericity	Approx. Chi-Square	5059.307
	df	703
	Sig.	.000

The Bartlett's test of sphericity confirmed that the matrix of correlations deviates significantly from an identity matrix (χ^2 = 5059.307, p < .001), suggesting that a common shared variance accounted for the intercorrelations among the items. Moreover, the KMO index was 0.856, higher than .60, further supporting the factorability of data.

To decide how many factors to retain, the researchers relied on three criteria: eigenvalues, the scree plot and parallel analysis. Table 6 shows the eigenvalues of the variables before and after extraction. To save space only eigenvalues above 1 are reported.

Table 6

Eigenvalues after Extraction, and Rotation

Component	Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	6.222	16.374	16.374	3.398	8.943	8.943
2	5.632	14.821	31.195	3.154	8.300	17.243
3	1.949	5.130	36.325	2.526	6.648	23.891
4	1.854	4.878	41.203	2.447	6.439	30.330
5	1.483	3.904	45.107	2.425	6.381	36.711
6	1.353	3.561	48.668	2.228	5.862	42.573
7	1.274	3.353	52.021	2.186	5.754	48.327
8	1.188	3.127	55.149	1.860	4.895	53.222
9	1.153	3.035	58.184	1.527	4.019	57.241
10	1.021	2.687	60.871	1.380	3.630	60.871

Extraction Method: Principal Component Analysis.

As is clear in Table 6, eigenvalue for ten factors is above 1, and only these factors should be kept for further analysis. However, a prerequisite assumption for the reliability of this criterion is that the communality of all variables should be greater than 0.7. Therefore, it was necessary to control these values which are displayed in Table 7.

Table 7

Communalities Before and After Extraction for AL Questionnaire

Item	Initial	Extraction	Item	Initial	Extraction
q01	1.00	.696	q20	1.00	.561
q02	1.00	.583	q21	1.00	.621
q03	1.00	.608	q22	1.00	.526
q04	1.00	.518	q23	1.00	.628
q05	1.00	.580	q24	1.00	.624
q06	1.00	.653	q25	1.00	.757
q07	1.00	.764	q26	1.00	.644
q08	1.00	.786	q27	1.00	.727
q09	1.00	.522	q28	1.00	.606
q10	1.00	.500	q29	1.00	.529
q11	1.00	.609	q30	1.00	.455
q12	1.00	.693	q31	1.00	.525
q13	1.00	.643	q32	1.00	.691
q14	1.00	.495	q33	1.00	.634
q15	1.00	.549	q34	1.00	.433
q16	1.00	.697	q35	1.00	.545
q17	1.00	.653	q36	1.00	.673
q18	1.00	.631	q37	1.00	.694
q19	1.00	.496	q38	1.00	.581

As shown in Table 7, most of the communalities are not above 0.7. This indicates that the criterion of retaining factors with eigenvalues above 1 could not be quite reliable and making decisions on the number of factors to be retained needs more care. Therefore, the researchers decided to look at the scree plot of the variables to decide how many factors to retain. Figure 1 displays the scree plot of the items in the AL questionnaire.

Figure 1

Scree plot of the variables in the AL questionnaire
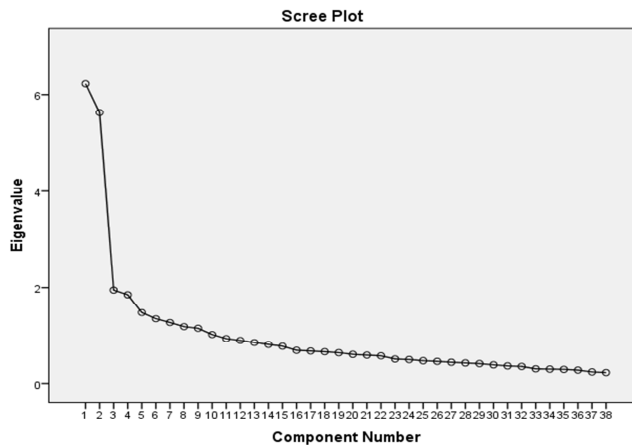
The scree plot shows that the last sharp bend occurs from the eleventh factor and only ten factors are qualified to be retained. In order to consolidate the decision regarding the number of factors to retain, the researchers ran parallel analysis. Table 8 shows the random data eigenvalues resulting from parallel analysis.

Table 8

Random Data Eigenvalues

Root	Mean	Percentile	Root	Mean	Percentile
1.	1.65	1.74	20.	0.72	0.74
2.	1.57	1.62	21.	0.69	0.72
3.	1.51	1.56	22.	0.67	0.692
4.	1.46	1.51	23.	0.65	0.67
5.	1.42	1.46	24.	0.62	0.65
6.	1.29	1.33	25.	0.60	0.62
7.	1.19	1.23	26.	0.57	0.60
8.	1.12	1.15	27.	0.55	0.57
9.	1.09	1.12	28.	0.53	0.55
10.	0.98	1.01	29.	0.50	0.53
11.	0.97	0.98	30.	0.48	0.50
12.	0.93	0.96	31.	0.46	0.48
13.	0.91	0.93	32.	0.43	0.46
14.	0.88	0.90	33.	0.41	0.43
15.	0.85	0.88	34.	0.38	0.41
16.	0.82	0.84	35.	0.359	0.38
17.	0.79	0.82	36.	0.33	0.35
18.	0.77	0.79	37.	0.30	0.33
19.	0.74	0.77	38.	0.26	0.29

In parallel analysis, only factors that have eigenvalues higher than the random eigenvalues are retained. The comparison of the values in Table 8 with the eigenvalues in Table 6 indicates that for the first 10 items, the eigenvalues in Table 6 are higher than their corresponding random eigenvalues in Table 8. Accordingly, the results of the parallel analysis also confirmed that only 10 factors should be retained.

The factor rotation procedure started with an orthogonal rotation of the factors. The loadings of each item on different factors are displayed in Table 9; loadings below 0.4 are not shown.

Table 9

Rotated Component Matrix for AL Questionnaire

| | Component | | | | | | | | | |
	1	2	3	4	5	6	7	8	9	10
q23	.77									
q33	.73									
q24	.72									
q28	.71									
q29	.62									
q16		.80								
q06		.74								
q13		.68								
q10		.64								
q09		.58								
q01			.80							
q11			.69							
q04			.65							
q03			.54							
q25				.81						
q27				.74						
q32				.74						
q26					.74					
q35					.66					
q19					.64					
q20					.54					
q34					.54					
q30										
q07						.83				
q08						.78				
q12						.68				
q18							.73			
q21							.65			
q22							.64			
q31							.51			
q37								.82		
q36								.80		
q38								.68		
q02									-.72	
q15									.62	
q14									-.55	
q17										.78
q05										.67

Table 9 shows that all items except Item 30 loaded properly onto one of the ten extracted factors with a loading value above 0.4. This means that 37 items in the AL questionnaire were qualified to represent the underling factors of AL. However, Item 5 and Item 17, which were loaded onto the 10th factor, were also removed from the final AL questionnaire since it was not proper to have a factor with only two representative items. Based on the content of the items that loaded onto factors, the researchers gave a name to each factor. Table 10 displays the name of each factor.

Table 10

Emerging Factors in AL Questionnaire

Factor	Given Name
1	Test Construction
2	Administering, Rating, and Interpreting Test
3	Alternative and Digital-based Assessment
4	Giving Feedback in Assessment
5	Ethical and Cultural Considerations in Assessment
6	Psychometric Properties of a Test
7	Using and Interpreting Statistics
8	Recognizing Test Type, Distinction and Function
9	Authenticity

The Fourth Research Question

The aim of this question was to determine which of the components of the newly developed questionnaire is a better predictor of AL. To answer this question, a multiple regression analysis was run. The first step in running this analysis was checking its assumptions.

The first assumption is independence of residuals, which was checked using the Durbin-Watson statistic. This assumption was not applicable to our data since the independent and dependent variables were not measured independently, and the independent variables were the composing elements of the dependent variable.

The second assumption is multicollinearity. To test this assumption, the correlation between each pair of AL components were checked, the results of which are presented in Table 11. As the coefficients of correlation indicate, there is no high correlation between any pair of the AL components. Thus, the assumption of lack of multicollinearity has been met.

Table 11

Analysis of Multicollinearity between Each Pair of Independent Variables

	F1	F2	F3	F4	F5	F6	F7	F8	F9
F1	1	-.102	-.017	.448*	-.417*	-.084	.447*	-.124	-.046
F2			.573*	-.174*	-.018	.551*	-.060	.060	-.129
F3			1	-.178*	-.139	.599*	.050	.085	-.040
F4				1	-.217**	-.073	.271*	-.044	.055
F5					1	-.009	-.404*	.065	-.027
F6						1	.056	.104	.041
F7							1	-.019	.097
F8								1	-.070
F9									1

The third assumption is homoscedasticity, according to which the variance of the residuals at each level of the predictors should be the same. In other words, there should be no pattern in the scatterplot of the Regression Standard Residual and

Regression Standardized Predicted Value. The lack of such a pattern is indicated in Figure 2.

Figure 2

Checking the Homoscedasticity for Multiple Regression Analysis
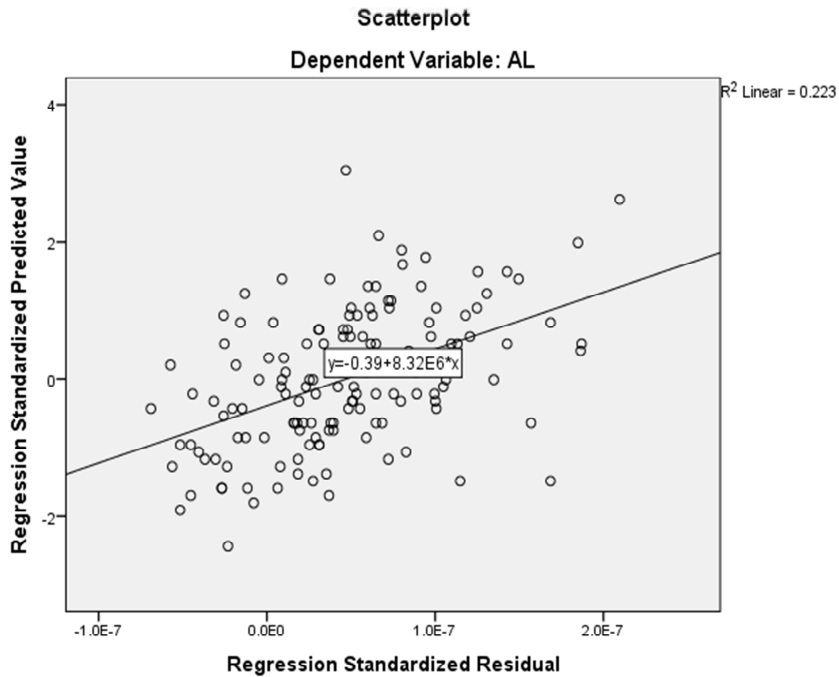
Having made sure that the assumptions were met, the researchers ran this analysis using the standard method. Table 12 contains the results of ANOVA which assesses the overall significance of the multiple regression model.

Table 12

ANOVA for Significance of the Multiple Regression Model

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	13063.459	9	1451.495	.	.[b]
Residual	.000	136	.000		
Total	13063.459	145			

a. Dependent Variable: AL

b. Predictors: (Constant), F9, F5, F6, F8, F4, F7, F2, F1, F3

As shown in Table 13, the p-value is not reported in SPSS Output. The reason is that the components of AL are the all-and-only independent variables in the multiple regression analysis. Therefore, no inference can be made regarding the significance of the model. However, the predictability of the AL from its components was checked. Table 13 presents the results of this analysis.

Table 13

Standardized Coefficients for Multiple Regression Analysis

Model		Standardized		Coefficients
		Beta	t	Sig
1 (Constant)		.000	1.000	
F1	.403	170941847.075	.000	
F2	.432	177983747.364	.000	
F3	.301	117976880.749	.000	
F4	.211	98978544.352	.000	
F5	.400	186480105.350	.000	
F6	.240	96256273.744	.000	
F7	.258	118480856.639	.000	
F8	.262	139755469.115	.000	
F9	.169	88723546.834	.000	

a. Dependent Variable: AL

Based on Table 13, it could be concluded that all components of AL ($p < 0.01$) were significant predictors of AL. However, since the aim of the fourth research question was identifying the best predictor, it can be concluded that F2 (i.e., Administering, Rating, and Interpreting Test), which yielded a Beta coefficient of 0.432, was the best predictor in comparison to other components.

Discussion

This study attempted to find the main items of questionnaires developed in previous research. The items identified in this study cover both the theoretical, sociocultural, and psychological aspects of language assessment. They are claimed to be more comprehensive than previous studies. Previous studies have not covered all aspects of AL. For instance, Fulcher (2012) has considered only the theoretical aspects of AL. On the other hand, some studies have mainly focused on the sociocultural and / or psychological aspects. For instance, Moradan and Pourasadollah (2014) have focused on the psychological and emotional aspect of AL. It seems that the dominance of the theoretical aspect of testing is gradually diminishing. This can be attributed to the movement towards the cognitive and / or sociocultural aspects of teaching and testing. The problem of focusing on either the theoretical or the sociocultural / psychological aspect exists in questionnaires developed in the context of Iran as well. Many studies conducted in Iran have mainly focused on the theoretical aspect. For instance, the questionnaire developed and validated by Khanjani et al. (2017) focused on the theoretical aspect. Also, the

one developed by Mellati and Khademi (2018) considered issues such as assessment knowledge. Therefore, in spite of improvements in the AL of Iranian teachers, much more needs to be done to assist them to consider all aspects of second language assessment.

Generally, there were similarities between the previously developed questionnaires. For example, they did not appear to be comprehensive. Moreover, most of them did not consider technological issues. Also, they did not focus on teachers' knowledge related to both external and internal expectations of learners. This has been acknowledged in the relevant theories. For instance, as Fulcher (2012) has argued, some questionnaires do not attempt to explore teachers' ability to develop sociocultural and / or political bias-free assessment tools. As a result, these tools may not be able to assess learners comprehensively and miss some aspects. This can lead to a situation in which an important aspect of teachers' knowledge is neglected (Lan & Fan, 2019; Pastore & Andrade, 2019).

Also, this study found some new themes to be included in the newly developed questionnaire. The first one, using dynamic assessment, has not been explored in previous empirical research. The findings of this study showed that this theme should be considered and included in the newly developed questionnaire. In the process of the development of the questionnaire, the researchers attempted to consider the issue that tasks and materials should be selected and analyzed in a way that enables second language teachers and / or assessors to predict the sorts of problems which second language learners may face. The second theme was multicultural assessment approaches and subjects related to cultural, content, and linguistic bias in language testing. Not only language assessment, but also other associated aspects – such as curriculum development and language teaching itself – are influenced by multiculturalism (Sleeter & Carmona, 2017). Due to the expansion of global communication as well as mobility – especially in EFL contexts such as Iran – second language assessment should consider multiculturalism. Students coming from diverse cultural backgrounds need to be assessed with respect to the cultural issues, and cultural differences that might influence their performance should be considered. The third theme (computer-based testing, WBT, CALT and technology-based assessment) can be considered a rather new theme in comparison to the other themes. It may be argued that assessment through technology has various advantages over traditional ones. Especially due to the Coronavirus pandemic and the development of different websites and software / applications for designing and administering tests, it can be of great help. "Different types of feedback in assessment" is the last newly identified theme. Different types of feedback and their effectiveness need to be explored. However, previous research has not paid enough attention to this issue. As Hattie and Timperley (2007) have argued, different types of feedback may lead to various results. Students' perceptions and whether they reject, accept, or modify feedback is important and can demonstrate the effectiveness of feedback.

This study also found nine factors (components) of AL including (test construction, administering, rating and interpreting test, alternative and digital based assessment, giving feedback in assessment, ethical and cultural consideration in

assessment, psychometric properties of a test, using and interpreting statistics, recognizing test type, distinction and function and authenticity) as the main components of AL. These nine factors seem to provide a more comprehensive account than previous studies. As discussed earlier, previous research has usually paid attention to either the theoretical aspects (e.g., test construction, administering the test) or the social ones (e.g., ethical and cultural considerations) (Wright & Pandey, 2008). For instance, Popham (2009) considered only principles of fairness and principles of justice. On the other hand, Mertler (2003) focused merely on the theoretical aspect. It is fair to assume that, ignoring one aspect leads to an incomprehensive exploration of AL. Despite these differences, there are similarities between the findings of this study and those of previous ones. For instance, Fulcher (2012) suggested that teacher assessment includes knowledge, skills and abilities required to design, develop, maintain or evaluate large-scale standardized and / or classroom-based tests; familiarity with test processes; and an awareness of the principles and concepts that guide practice, including ethics and codes of practice. However, the components suggested by Fulcher seem to be too general, and it does not seem easy to operationalize them.

Another finding of this study was associated with administering, rating and interpreting tests as the best predictor of AL in comparison to the other eight components. They have traditionally been considered as one of the main issues in language testing. Consistent with previous research, the present study found that although all components of AL were significant predictors, "administering, rating and interpreting test" was the most important one. Plake and Impara (1993), similar to this study, found that knowledge of standardized testing was the most important factor. This finding is also supported by associated theories. Many theoretical studies have argued that AL should involve all aspects. For example, Davies (2008) has argued that AL involves knowledge of applied linguistics, theory and concepts and teachers' own language assessment context; knowledge as well as actions with regard to important issues in language assessment; and skills for instruction, design, educational measurement, and technological skills. Hence, all aspects are important and should be considered in language assessment.

Some of the previous studies have provided too general predictors for AL. For instance, Davies (2008) introduced skills, knowledge, and principles. Similarly, Inbar-Lourie (2008) suggested aspects such as why, what, and how assessment should be conducted. The reason for the difference between the findings of the present study and those of the previous ones seems to be associated with the idea that previously, studies mainly focused on theoretical issues – especially, as AL was a rather new concept (Black & Wiliam, 1998; Poehner & Lantolf, 2005). Gradually, researchers began to pay attention to more practical and more specific aspects.

Conclusion and implications

From the findings of this study, it can be concluded that the components that were found in this study as the underlying components of AL generally include factors related to cultural, social, and psychological aspects of AL. Also, teachers need to pay attention to factors related to the test itself. Moreover, there were some

repetitive components. Previously developed instruments have shown that various variables tend to affect assessment literacy. However, sometimes researchers seem to ignore some of these variables and focus only on some of them. In other words, they have not considered all aspects of AL. As previous studies have pointed out, determining these components is a challenge (Inbar-Lourie, 2008; Rea-Dickins, 2008). Since most of the teacher training courses, especially in the context of Iran, tend to focus only on language teaching itself and do not pay enough attention to assessment, this new questionnaire can help teachers to get more familiar with their own strengths and weaknesses regarding AL so that they can improve their knowledge and empowering themselves. One may conclude that teacher training courses need to be informed with respect to AL. More specifically, the AL of teachers should be specified in teacher training courses.

The findings of this study can be used by language teachers to get more familiar with the important aspects of language assessment. These findings include expert opinion; therefore, they can be useful particularly for novice assessors. Teachers can try to design and interpret tests which consider all aspects. Moreover, they can humanize their ways of assessment, that is, they can consider sociocultural and psychological aspects as well. Also, authorities can use the findings of the present study in order to design teacher training programs which attempt to familiarize teachers with all aspects, including both the traditional ones and the ones found by the present research study. Second language learners themselves can use these findings so that they can challenge and criticize language tests which do not consider cultural differences.

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Exploring Where Perceived Teacher Enthusiasm and Learner Engagement Meet in the Language Classroom

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Abstract

Teacher Enthusiasm (TE) and Learner Engagement (LE) have recently appealed to educational researchers. Nonetheless, their association and potential impacts have not been sufficiently dealt with in the field of second language (L2) research. The present mixed methods study sought to explore the intersection of perceived TE and LE in L2 classroom. To this end, 87 Iranian intermediate L2 learners completed a self-report questionnaire on perceived TE and their own engagement. Next, two focus-group interviews were conducted with a total of 12 respondents. The quantitative data were used in a correlational analysis to see if any relationship exists between perceived TE and LE. The qualitative interview data were analyzed through thematic coding analysis to extract the significant themes regarding how perceived TE may affect L2 learners' engagement. Results demonstrated that the two variables are significantly correlated. Moreover, the qualitative data yielded three main themes indicating that perceived TE led to L2 learners' enjoyment and excitement, positive appraisal of teacher quality, and feelings of security and confidence. Thus, emotional consequences seem to be dominant links between the two variables. Additionally, it was found that personal vision and self-set goals are significant antecedents of engagement that may even outdo perceived TE.

Keywords: teacher enthusiasm, learner engagement, emotions, perceived teacher enthusiasm

Introduction

During the last decade, research on Teacher Enthusiasm (TE) has gained momentum in the field of second or foreign language (L2) learning and teaching. An increasing number of studies have been devoted to investigating the nature of TE and its associations with other teacher / learner variables (e.g., Cui et al., 2020; Dewaele & Li, 2021; Frenzel et al., 2019; Keller et al., 2018). This growing attention is due to the conviction that TE characterizes effective teachers (Lazarides et al., 2018, 2019) and is a major factor in promoting learner motivation and positive emotions (Fauth et al., 2019; Frenzel et al., 2018; Keller et al., 2016, 2018; Wang & Derakhshan, 2021). Moreover, scholars have found significant links between TE and several other variables such as learner enjoyment (Frenzel et al., 2009), interest (König, 2020), autonomy (Cui et al., 2017), recall (Moè, 2016), learning and academic achievement (Burić, 2019; Kunter et al., 2013). TE has also been reported to boost teacher emotions and wellbeing (Burić & Moè, 2020).

Very recently, L2 researchers have demonstrated interest in scrutinizing the potential links between TE and another newly popularized language learner characteristic i.e., Learner Engagement (LE) (Dewaele & Li, 2021). LE is understood as learners' active involvement and participation in academic activities (Dörnyei, 2020). As Mercer and Dörnyei (2020) state, LE is the external manifestation of motivation realized in learners' behaviors and actions. LE focuses on the quality of (dis)engaged learners' thinking, feeling, participation, and performance during learning. Research suggests that LE highly influences learners' expended effort, achievement, enthusiasm, and attention (Philp & Duchesne, 2016; Quin, 2017).

Generally, a number of studies have suggested that teacher emotions or motivational practices can affect learners' engagement (Cents-Boonstra et al., 2020; Dewaele & Li, 2021; Lazarides et al., 2019; Oga-Baldwin, 2019). However, the association between TE and LE remains underresearched. The scarcity of studies on this subject is especially felt in the field of L2 learning and teaching. Therefore, further scrutiny is required to uncover the minutes of the association of these two factors in the L2 classroom. Moreover, if there is a connection between them, how significant and crucial is the connection? What are the potential experiences or emotions at the intersection of TE and LE? Also, it is necessary to clarify the degree to which TE can effectively get language learners engaged with their learning activities in the classroom. Thus, the present study aims to examine the relationship between TE and LE and explore the underlying emotions that link TE to L2 learners' (dis)engagement.

Literature Review

Both concepts of TE and LE have been theorized and undergone scholarly research independently. However, scant attention has been directed toward their potential linkage. In the following section, the existing literature on each of them is reviewed separately and then, research studies that have delved into the interface of TE and engagement or other relevant emotions are examined.

Teacher Enthusiasm

Kunter et al. (2008, p. 470) defined TE as "the degree of enjoyment, excitement, and pleasure that teachers typically experience in their professional activities." Despite this seemingly straightforward definition, there has been a long dichotomy over how TE can be best understood and defined. In fact, one strand of research has consistently examined TE as an internally experienced feeling, thus focusing on teacher enjoyment and positive emotions (Keller et al., 2014; Kunter et al., 2013). The second line of research employed a different definition which puts emphasis on displayed enthusiasm as perceived by students. From this perspective, teachers' excitement and enthusiasm are expressed via visible behavior and is perceived by students by means of verbal and non-verbal instructional behaviors (Lazarides et al., 2018; Patrick et al., 2000). Keller et al. (2016) offered a new definition which incorporates and combines both strands. Nevertheless, Keller et al.'s (2018) enquiry suggested that the two dimensions do not necessarily co-occur.

Previous studies indicate that TE is closely connected to a variety of desirable outcomes. For instance, learners' interest (Keller et al., 2014), achievement, and academic success (Kunter et al., 2013), students' perceived learning support (Lazarides et al., 2019, 2021), self-efficacy (Burić & Moè, 2020), motivated behavior and active learning (König, 2020; Lazarides et al., 2018; Patrick et al., 2000), and enjoyment (Frenzel et al., 2009) are associated with TE. Moreover, some studies have suggested that enthusiastic teachers are more likely to employ high-quality methods and techniques of teaching (e.g., Baier et al., 2019; Kunter et al., 2008).

Learner Engagement

Ellis (2019, p. 48) contends that engagement is "the major force of learning." As Mercer (2019) maintains, engagement is characterized by action that is its defining feature distinguishing it from motivation. Engagement is about learners' active participation in and commitment to learning activities (Zhou et al., 2021). Such a proactive devotion and involvement bring about desirable outcomes in terms of meaningful learning and academic achievement (Hiver et al., 2020; Oga-Baldwin, 2019). It has been suggested that engaged students invest more attention, concentration, persistence, and behavioral self-regulation resulting in heightened learning and success (Lambert et al., 2017; Svalberg, 2017). Therefore, LE is deemed to be an essential component of learning in general and L2 learning in specific, especially because successful learning of a second language requires learners' persistence and ongoing practice of language use (Mercer & Dörnyei, 2020).

Engagement can appear at various layers or levels including community, school, classroom, and tasks (Shernoff, 2013) meaning that LE can be scrutinized within different timescales and scopes. Besides, Engagement is understood as multidimensional or multifaceted construct which is comprised of several components. According to Philp and Duchesne's (2016) seminal work, LE is composed of four components: behavioral, emotional, cognitive, and social dimensions. A number of studies have demonstrated that LE is manifested in these

four interrelated dimensions (Dewaele & Li, 2021; Henry & Thorsen, 2020; Lambert et al., 2017).

Behavioral engagement refers to learners' observable participation in learning activities, which, in the case of L2 learners, is normally materialized through quantity of learners' production, voluntary involvement, persistence and time management, and even hand-raising (Böheim et al., 2020; Philp & Duchesne, 2016). Emotional engagement is the affective quality of learners' participation. It is simply learners' feeling about the learning situation, activities, and the people involved (Philp & Duchesne, 2016). Whether facilitative (e.g., enjoyment, enthusiasm, interest) or debilitative (e.g., boredom, anxiety, frustration), emotions influence learners' performance (Dao, 2021; Dewaele & Li, 2021; Oga-Baldwin, 2019). Cognitive engagement is understood as processes of mental activity and investment. Cognitively engaged learners put attention and thought into their learning. These include deliberate and directed attention aimed at accomplishing goals (Svalberg, 2009, 2017). Cognitive engagement is crystalized in acts of questioning, hesitation, repetition, private speech, non-verbal communication, and also, intensity and quality of interaction which is manifested in learners' exchange of ideas, provision of feedback, and explanation (Baralt et al., 2016; Hiver et al., 2020; Lambert et al., 2017). Finally, closely associated with emotional engagement, social engagement highlights the role of social context and communities of language learners. It puts emphasis on the contextual factors such as patterns of interaction, role of peers, and role of teachers (Hiver et al., 2021; Svalberg, 2009). Research suggests that social engagement supports constructive rapport, communication and feedback quality (Lambert et al., 2017; Maronski & Toth, 2016).

Intersection of Teachers' Enthusiasm and Students' Engagement

Engagement is said to heavily depend on context (Baralt et al., 2016). Similar to any other learner variable, LE does not unfold in a vacuum. A multitude of contextual, cultural, instructional, social etc. variables are simultaneously at work and constantly interact with LE (Shernoff, 2013; Zhou et al., 2021). Research has demonstrated that contextual factors and personal factors fall into a dynamic and robust interaction that can finally give rise to LE (Mercer, 2019; Oga-Baldwin, 2019; Qiu & Lo, 2017; Svalberg, 2017). Supporting the same notion, a number of studies showed that contextual factors such as school discipline, classroom practices, and teacher behavior management have a crucial impact on LE (Bru et al., 2021; Larson et al., 2021; Ruzek et al., 2016).

TE, too, is one of those variables that can potentially influence engagement. Some studies have suggested that enthusiasm exuded by teachers in the classroom is contagious and affects students (Becker et al., 2014; Frenzel et al.., 2009). Furthermore, Lazarides et al. (2018, 2019, 2021) indicated that TE can be transmitted to students and bring about enhanced emotions, motivation, and engagement. In a specific case, Lazarides et al. (2018) noted that perceived TE is significantly connected to mastery goal orientation of students, a finding that is further corroborated by Frommelt et al. (2021). In the same vein, König (2020)

reported that perceived TE has a bearing upon learners' enjoyment, motivation, and higher rating of teachers' instructional quality. Additionally, a couple of studies indicated that learners' perception of TE is closely related to their interest in the subject-specific content (Frommelt et al., 2021; Mahler et al., 2018). Dawaele and Li (2021) examined the relationship between students' perceived TE and their emotions and engagement. They found significant positive correlations between the variables and concluded that perceptions of TE and LE are closely associated. Moreover, they posited that emotions such as enjoyment and boredom significantly mediate this association. Likewise, Cui et al. (2020) observed that TE as perceived by learners is negatively associated with class-related boredom. Moskowitz and Dewaele (2021) maintain that desirable emotions and enjoyment of enthusiastic teachers are carried over to their students, thus affecting their performance positively. This explanation drew on Oga-Baldwin (2019) and Philp and Duchesne's (2016) ideas that highlighted a link between positive emotions and engagement. They held that students' perception of their teachers' behavior and feelings lead to emotional judgments and evaluations that, by themselves, bring about (un)desirable consequences in students' performance including (dis)engagement. Thus, the existing body of research suggests that emotions mediate the relationship between TE and SE, meaning that perceived TE spawns positive emotions that ultimately encourage improved engagement.

Taken together, there are implications of a significant relationship between TE and LE. Although the previous studies are indicative of a connection between the two variables, the literature on this subject is at its infancy and requires additional confirmation. Thus, further investigations, especially in the field of L2 learning and teaching, can help provide more evidence to substantiate this link. Moreover, the quality and importance of the relationship and emotions through which TE influences LE awaits deeper explorations. The existing literature has fallen short of an explanatory illumination of the underlying emotional factors that activate the association of TE and LE. Therefore, it seems warranted that in-depth inquiries explore the nature and quality of the association and shed some light on the emotional factors that arise and influence the potential connection. Therefore, the present study seeks to explore this relationship via focusing on the following research questions:

1. Is there any statistically significant correlation between L2 learners' perceived TE and engagement?

2. What are the emotions that mediate the relationship between TE and LE?

Method

Participants

A total of 87 (male = 39, female = 48) Iranian EFL learners took part in the study. Their ages ranged from 17 to 33 years (mean = 20.33). They were attending intermediate English courses at two private language institutes in Mazandaran, Iran. The participants were recruited through convenience sampling and joined the study

within six intact classes (3 all male, 3 all female). Each class incorporated between 12-15 individual students. Each of the classes was taught by a different teacher, hence a total of six teachers (3 male, 3 female). All of the teachers held Master degrees in TEFL from domestic universities and their years of teaching experience ranged from 6-11 (mean = 8.5). The teachers were 27-39 years old (mean = 34.15). The classes met twice a week in sessions of 90 minutes.

Materials and Instruments

The Questionnaire

For measuring LE and perceived TE quantitatively, a self-report questionnaire was utilized. The questionnaire contains two sections. The first part comprises four multi-item scales with a total of 28 items. One of the scales, adopted from Dewaele and Li (2021) is used to measure students' perceived TE (4 items). The other three scales, adopted from Hiver et al. (2020), focus on engagement: behavioral engagement (8 items), emotional engagement (8 items), and cognitive engagement (8 items). Respondents are supposed to respond to items by selecting a number on a six-point Likert type scale ranging from strongly disagree to strongly agree. In the present study, the four subscales yielded adequate indexes of internal consistency. Cronbach's alpha for them was calculated to be .81 for perceived TE, .81 for behavioral engagement, .83 for emotional engagement, and .86 for cognitive engagement. The second part of the questionnaire collected respondents' demographic information such as their age and gender.

Focus-Group Interview

For gathering qualitative data, two focus-group interviews were conducted. A purposive sample of 12 participants took part in the interview. The interviewees included two students from every class: students who scored the highest on perceived TE scale and those who got the highest mean scores on LE. Those with high perceived TE mean scores (n = 6) and high LE mean scores (n = 6) participated in separate focus-group interview sessions. The main purpose of the interview was to explore students' feelings and ideas concerning TE and how their perception of TE affected their engagement and performance. It was intended to look for potential links between perceived TE and LE. After a few prompt questions, the researchers let the respondents express their thoughts freely and openly. They were reassured that the content of the session would be kept confidential and used only for this specific study. Their consent was also obtained for recording the session. The interviews were conducted in Persian to maximize comfort of expression. The sessions took around 90 minutes to complete.

Procedure

The present mixed-methods study is based on an explanatory sequential design (Ary et al., 2019), whereby qualitative data collection follows collection of quantitative data. First, after explaining the aims of research and receiving the students' consent, the quantitative questionnaire was administered to the six classes. This was performed during the fifth week of their academic term when the students

had already attended nine sessions. The administration took about 25 minutes on average. The researchers were personally present to respond to potential problems though none arose. Next, the two interview sessions were held to collect the qualitative data. The interviews were conducted by the researchers and were accomplished two days after the administration of the questionnaire.

Data Analysis

The quantitative data were subjected to correlational analysis by using SPSS version 20. Also, the qualitative data were analyzed through thematic coding analysis via an inductive approach. Following Braun and Clarke's (2006) six-phase model, first of all, the recorded data were listened to and transcribed carefully. Then, the transcribed passages were read and reread in order for the researchers to gain familiarity with the data and begin to notice ideas and patterns embedded in them. Second, the researchers read through the data set and highlighted the meaning-carrying elements of the text which were related to the research goal. Following that, the initial codes were produced from the data and the extracts related to each code were marked. Third, the researchers used the list of codes to look for potential themes that could incorporate several codes and yield an overarching category. At the fourth phase, the emerged themes were thoroughly reviewed to see if all themes were compatible with the codes and the raw data. The purpose of this stage was to refine themes by deleting candidate themes that could not find enough support and breaking too large ones down into separate themes. Fifth, final refinement was conducted. Each theme was checked and matched with the relevant extracts to make sure that it made a suitable and proportionate representative for the data. Finally, in the sixth phase, the final report was prepared and the most appropriate extracts that best illustrated and exemplified the finalized themes were selected to bring them to life in the write-up.

Results

Answering the First Research Question

The descriptive statistics for the obtained quantitative data are presented in Table 1. As indicated by Table 1, all the scales enjoyed above acceptable reliability estimates.

Table 1

Descriptive Statistics for the Questionnaire Data

	N	Mean	SD	Cronbach's α
Perceived TE	87	3.17	0.84	0.81
Behavioral engagement	87	3.82	0.70	0.81
Cognitive engagement	87	4.09	0.81	0.86
Emotional engagement	87	3.60	0.69	0.83

To see whether there is any association between students' perceived TE and their LE, a correlation analysis was run. Kolmogorov-Smirnov test of normality was utilized to ensure the normal distribution of the data (see Table 2). After checking the assumption of normality, a Pearson product-moment correlation was run to determine the relationship between perceived TE and LE. There was a positive and statistically significant correlation between the two variables ($r = .53$, $n = 87$, $p = .000$). Therefore, it can be said that perceived TE and LE are closely associated with each other. The results of correlation are summarized in Table 3.

Table 2

Results of Kolmogorov-Smirnov Test of Normality

Variables	Kolmogorov-Smirnov	
	Statistic	Sig.
Perceived TE	.131	.098
LE	.202	.144

Table 3

Results of Correlation between Perceived TE and LE

		Perceived TE	LE
Perceived TE	Pearson Correlation	1	.532[**]
	Sig. (2-tailed)		.000
	N	87	87
LE	Pearson Correlation	.532[**]	1
	Sig. (2-tailed)	.000	
	N	87	87

**. Correlation is significant at the 0.01 level (2-tailed).

Answering the Second Research Question

The qualitative interview data were used to answer the second research question. After the analysis a number of recurring and prevalent themes emerged. These themes and concepts represent learners' emotions and thoughts about the impact or influence of teachers' enthusiasm on their own learning engagement. In fact, the analysis of the data demonstrated how learners' felt about the effectiveness and importance of perceived TE in their performance and engagement. The themes are presented in the following section and are exemplified by drawing on interviewees' quotations. In order to protect their anonymity, pseudonyms are used instead of respondents' real names.

Enjoyment and Excitement

Enjoyment and excitement were recurring themes in respondents' statements. Students from both interview groups expressed their joy and elation at their

teachers' enthusiasm whenever experienced and perceived. Being a strong subsequence of TE, the concepts of enjoyment and excitement have been repeatedly mentioned as the first outcome of TE in the classroom. In this regard, Dara's description is relevant:

> Whenever he [the teacher] shows his enthusiasm through facial expression, gestures and verbal passion, I think, immediately… the whole class members follow him with similar excitement. Personally … in such cases, I start to enjoy the session greatly. He delivers the lesson with such happiness and positive feelings that you develop the same emotions right away. Then, whatever the subject … even grammar which I least like, you enjoy the process and have fun.

However, there were contradictory ideas regarding the actual influence of the enjoyment created by TE on engagement. Some of the interviewees stated that the experience enjoyment and excitement did not have a lot to do with their engagement. For example, Shirin, one of the students who got a high LE mean score, believed that enjoyment may not be necessarily an antecedent of her engagement:

> … yes, I remember the occasions when my teacher's performance causes a lot of joy and excitement. I like that very much. Her emotional performance enthralls me greatly and I enjoy it. But … I don't think that if her enthusiasm fades away, my engagement and motivation would follow it. Irrespective of her mood and excitement, I stick to my own goals and plans… I am studying to prepare for the IELTS test... and this is the only important thing.

This perspective was further consolidated when Sahand, a learner with high perceived TE score, confirmed that enjoyable and excitement did not necessarily lead to engagement with the material:

> In response to this … I should say … when my teacher teaches passionately, he becomes funnier and pours his excitement and joy over us. I always enjoy it. It is fun, but sometimes I just focus on his funny performance and enjoy. However, if the stuff is not interesting or I consider it less relevant, I can hardly concentrate on it. For example, once he was such a passionate and funny teacher and then assigned us to pairs to make up a conversation and perform it. My partner did the whole thing and I just read my lines.

Evidence of Teacher Quality

Another frequent theme relates to students' perception of teachers' quality and effectiveness. In many instances during the interviews, respondents mentioned that they make judgments and evaluations based on their teachers' enthusiasm. Whether animated or lethargic, teachers seem to have been assessed by students based on the amount of exuded passion and enthusiasm. Respondents from both interview groups almost unanimously maintained that TE is a reliable evidence of teacher quality and expertise. Concerning this issue, Sara said:

Willingness to teach and work with students is a requisite for any teacher. What use is a teacher if s/he behaves like any reluctant employee at a governmental office? No matter how much s/he knows, s/he can't be called a good teacher unless he creates interest and motivation in the classroom… and shows great happiness about it. So… when my teacher shows energy and willingness, I make sure that s/he knows the job.

Bahman was another interviewee who affirmed the significance of TE as a characteristic of effective teachers. He belonged to the group of highly engaged learners. Yet, he believed that his engagement was not totally dependent on the TE:

I recognize a skillful teacher from his / her ability to get students concentrate on the task at hand. Language lessons and materials are tough and require sustained energy. Thus, knowing the rules and vocabulary or speaking fluently … are not the whole story about good teachers. Skillful teachers transmit happiness … energize learners and encourage them to keep going.... I think even if the teacher is like that … there is no guarantee that students keep working hard… there must be … purposeful students who have a vision … who feel the need to work hard… and understand a necessity to learn. It is too much to expect teachers to set such goals for learners.

Security and Confidence

As another affective dimension, feeling of security and confidence was a recurrent theme. Several respondents confirmed that TE influences and, to a great extent, determines their level of confidence and security. The interviewees indicated that teachers who act enthusiastically minimize their students' inhibition and self-defense. This takes place via establishing a nonthreatening and secure atmosphere where students dare to express themselves and take part in activities without fear of reproach and embarrassment. Therefore, level of engagement is improved. Behnam elaborated on this issue:

[Authoritative] teachers are scary. One of my previous teachers was unkind, easily irritated and strict. Nobody would volunteer. I seldom raised hand... I don't remember his smile. However, this term, our teacher enters the room with a big smile, looks kindly at pupils and chats … friendly. You feel eager to get involved, participate, communicate and enjoy the company. You think if you stay aside, you will feel to have missed something good.

Feeling of security leads to more comfortable atmosphere which encourages learners to take risks more confidently and dare to act even though a possibility of making mistakes exists. This is obvious in Mahnaz's description of her enthusiastic teacher:

My teacher *is* [emphasis is original] enthusiastic. She carries an air of willingness with her. She is friendly and energetic. She seems to be enjoying her job and duties. Sometimes … I feel she is more interested and motivated than all of us. The positive mood and energy of the class activate us. I am assured that we have the right to try and test and make erroneous sentences.

She supports us in every condition. There is no fear of making mistakes. Thus, I work energetically.

Discussion

The present study was designed to explore how L2 learners' perceived TE might be related to and influence their engagement. The first research question focused on the potential relationship between the two variables. As the statistical analysis indicated, there was a significant relationship between them. It seems that when L2 learners perceive their teachers' practice as enthusiastic, they tend to engage more in learning activities. This finding can be corroborated by findings of some previous studies (Dewaele & Li, 2021; Frenzel et al., 2009; Lazarides et al., 2018, 2019, 2021; Mercer, 2019; Moskowitz & Dewaele, 2021). As these studies have hypothesized, this significant association might appear as a result of contagion of emotions from enthusiastic and passionate teachers to their students. Enthusiastic teachers exude emotions and feelings that can be transmitted to students in the classroom. The resulting positive atmosphere and mood alongside decline in potentially negative emotions such as anxiety, fear or boredom lead to an engaging setting where individuals are persuaded to participate more vigorously and engage in further interaction. This interpretation is substantiated by some other research studies (Becker et al., 2014; Oga-Baldwin, 2019; Philp & Duchesne, 2016).

The second research question addressed the potential underlying reasons or mechanisms which affect the interface between perceived TE and LE. Analysis of the qualitative data yielded three major themes as mentioned by the respondents to be salient issues in association of the TE and LE. These themes included enjoyment and excitement, evidence of teacher quality, and security and confidence. The first theme, i.e., enjoyment and excitement, indicated that from respondent' perspective, TE brings positive emotions of joy, happiness and elation to the classroom. As a matter of fact, respondents believed that these emotional states are transmitted from enthusiastic teachers to students. This finding is in line with those of Becker et al., (2014), König (2020), Frenzel et al. (2009), Moskowitz and Dewaele (2021) who stress the contagious nature of enjoyment and excitement. Although there is general agreement on this issue, the data of the present study also indicated that engagement is not totally dependent on transmitted enthusiasm and enjoyment. Some respondents confirmed that their previously set goals and clear purposes keep them on the track and will not let their engagement loosen or weaken. Even though they maintained that teachers' enthusiastic practice gave them pleasure and enjoyment, they insisted that their gritty and strong determination is the main driving force behind their engagement with the learning activities. This is a novel finding which deviates from previous studies (e.g., Dewaele & Li, 2021; Frommelt et al., 2021; Mercer, 2019) that found contagious enjoyment and pleasure to lead to engagement.

Evidence of teacher quality was the second obtained theme. The interviewees insisted that exhibited enthusiasm is a sign of teacher expertise and quality. This belief of theirs can gain support from Moskowitz & Dewaele (2021) who held that students prefer happier teachers and evaluate them positively. Similarly, Lazarides et al. (2021) agree that students' perceived TE is a key factor in deciding about teacher

instructional quality. It is noteworthy that some respondents' comments put emphasis on the significant role of self-set goals and determination. This belief was expressed that in absence of clear purpose and vision it is unlikely that sheer TE have the potential to motivate and galvanize learners to take action. The significance of L2 learners' vision construction and its effectiveness in motivating them have already been cogently argued and evidenced (Dörnyei & Kubanyiova, 2014; Safdari, 2021).

The third major concept was security and confidence. Just as positive emotions such as enjoyment are expected to stay and proliferate in light of TE, negative emotions like anxiety and fear are anticipated to decline and fade. Respondents said that perceived enthusiasm makes them more confident and secure in the classroom, hence bringing about their enhanced participation and engagement in activities. This is also in line with findings of several other studies (e.g., Dewaele & Li, 2021; Lazarides et al., 2019; Linnenbrink-Garcia et al., 2011; Oga-Baldwin, 2019; Philp & Duchesne, 2016). According to the qualitative data, this may be rather interpreted as absence of negative emotions which typically impede involvement and engagement.

As far as the qualitative data are concerned, two significant points can be discussed. First of all, taken together, the themes represent L2 learners' emotional reactions to and appraisals of their classroom learning experience as much as they are related to perceived TE and LE. Whether positive or negative, learners' perception of their teachers' enthusiasm has had a number of consequences which gave rise to their ultimate emotional appraisal and judgment. The mediating role of such emotional appraisals were observed and evidenced in a number of research studies (e.g., Dao, 2021; Dewaele and Li, 2021; Linnenbrink-Garcia et al., 2011). Thus, drawing on the current findings and similar evidence found in the literature, it seems a reliable stance to state that perceived TE primarily affects learners' emotions bringing about emotional repercussions and, then, the resulting emotions can robustly mediate and regulate the intersection of TE and LE. The second major issue relates to significance of learners' own determination and persistence regardless of perceived TE. This new observation may bear some enlightening implications. It indicates that although perceived TE is certainly effective in giving learners a pleasant and positive classroom experience and let them enjoy a funny and joyful atmosphere, other personally-relevant variables such as self-set goals, personally meaningful purposes, and vision might possess the potency to outdo it and exercise greater and more enduring impact over learners, which transcends transient emotions that are bound to a limited context such as the classroom.

Conclusion and Implications

The present study was conducted with the aim of exploring the interface of perceived enthusiasm of teachers and L2 learners' engagement with classroom learning activities. Results indicated that perceived TE is connected to and influences LE via emotional arousal and stimulation. It was found that emotional consequences of perceived TE, including L2 learners' enjoyment and excitement, judgment of teacher quality, and feelings of security and confidence affect LE. Nevertheless, from the observed results, it can be contended that there might be

other factors that exert stronger influence on LE including personal vision and self-set goals.

The present findings suggest a number of pedagogical implications. First, it is evident that the enthusiasm expressed and exuded by teachers in their performance creates strong emotions among students and has considerable impact on their evaluation of the pedagogical context and quality of instruction. Thus, it seems necessary that teachers pay special attention to how they appear to their students. Mere possession of knowledge and skill does not guarantee learners' trust and acceptance; secure atmosphere, confidence, and enjoyment are also indispensable ingredients for success. Thus, educators may decide to underscore the value of training novice teachers to understand the significance of enthusiasm as a pedagogical tool and learn how to communicate with optimum level of vitality and passion. Second, enthusiasm, notwithstanding its importance, is not the only antecedent of academic engagement. Self-determination and personally important goals matter a lot in this regard. Therefore, helping L2 learners to set self-concordant aims and make clearer personal visions can be highly effective and may even outdo the potential vigor of other contextual factors including enthusiasm of the teacher.

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The Role of Guided Reading Method in Reading Comprehension Improvement of Iranian Oil and Gas Industry Engineers

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Abstract

One of the necessities of learning foreign languages is reading comprehension, particularly for adult learners. Also, reading interest of learners would be developed considering the time spent to learn different literacy. The current research aimed at exploring it as a contributing factor when learners are engaged to comprehend and read. The present empirical work was conducted to describe the impact of reading interest and guided reading method on the learners' reading comprehension. It was conducted in Bushehr province, Iran. In this study, there were 8 instructors and 140 EFL learners of oil and gas industry. The learners were placed into classes through *Quick Placement Test*. Research design was mixed method design. Quantitative and qualitative research methods were applied. To analyze the data, SPSS software was used and independent samples t-test was employed. The improvement of the experiment group's post-test scores specified the effectiveness of guided reading method in comparison to explicit reading method. The unstructured interview characterized the instructors' and learners' experiences, discoveries, and feelings in using guided reading method. The findings could assist EFL instructors in selecting a method that can facilitate adult learners' reading comprehension.

Keywords: guided reading, reading comprehension, reading method

Introduction

Reading skill can support learners to have mastery in English. When reading, the students are responsible to make sense and clasp the text's idea. Hasbun (2006) stated that reading in a foreign language classroom is regarded as a main pillar of the input for the learners. With the ability of reading, learners are allowed to persist developing other skills gained in the class. Then, when the learners read a text they would be able to make a relationship between information taken from different sources for enriching the ability of getting and creating the text meaning. Besides, for exploring the engagement and knowledge of students in reading activities in classroom during the teaching process, a strategy should be presented with the ability of enhancing reading comprehension for them. English teachers should be resourceful in selecting the reading teaching strategy.

According to Macalister (2014), There might be sometimes difficulties for EFL learners in reading academic texts as it needs comprehension ability for understanding the written text, e.g., learners do not read a text in a full context (one paragraph, one section, etc.), and not all of the learners can get the proper information based on reading the text. Besides, the other difficulty that learners may face regarding reading activity is poor vocabulary. That is, when they read a text, they cannot comprehend it successfully if there are some unfamiliar terms and words.

There is an interdependence between methods and theories and methods in cognitive science. The same is true for reading research and methods are in service of theoretical objectives, and at the same time, the basis of the research paradigm is theoretical assumptions. The assumptions of theoretical frameworks originate from cognitive psychology. It is true for both specific assumptions (e.g., the hypothesis regarding adoption of strategies in decision tasks by subjects) and for global assumptions (e.g., the activation hypothesis). Reading theories assume comprehension representations, processes, and outcomes. The purpose of research works in this field is the identification of processes at different linguistic structure levels and documentation of the representations, as well as minimization of confusion in the reading activities and task-specific strategies (Lee et al., 2015).

The theories related to the reading approach are associated with the application of strategies in reading comprehension, for example, to make inferences, separate primary principle from the other details, and predict.

It is assumed by EFL learners that when they read an English text, the meaning proposed by the author is surrounded by the printed words, thus the reading process involves achieving meaning from the words on the summon. The learners' approach to reading is a passive approach and they mostly rely on the bilingual dictionaries, spending a long time on sentence-by-sentence translations. Despite their efforts, they have still a poor reading comprehension (Sainsbury & Clarkson, 2008).

According to Morgan et al. (2013), perceived effectiveness can be defined as beliefs of individuals about their capability of producing elected levels of performance. On the contrary, learners with low effectiveness perceive things as more difficult than they are in fact; they do not understand that their endeavors may

result in better outcomes, so they gain less. In turn, these factors weaken their motives for gaining awareness and developing their efficiency in English-related educational activities.

In the present work, methods utilized for the assessment of comprehension of written language, from individual words to full texts, are discussed. In selection of a specific method, the particular theoretical subject of researchers' interest is considered. Generally, theoretical assumptions regarding comprehension representations and processes constrain experimental methods. This research trend, which reflects a research gap in affective dimensions, can be noted also in extensive guided reading studies. Reading and its strategies have been a controversial issue among instructors, so that language instructors always look for an effective method to help their learners with their reading proficiency. The common methods used in institutes have their own advantages and disadvantages. Meanwhile, reading different articles about how to teach reading, attracted the researchers to investigate and find out about a reading strategy called "guided reading method", which was not the current strategy used in language schools and institutes. The present paper aims at investigating the empowerment degree of reading comprehension in adult EFL students at intermediate level using guided reading approach.

Literature Review

Reading and Reading Comprehension

Researchers have identified affective factors as essential parameters in the prediction of the failure or success of L2 reading (Lu & Liu, 2015; Macalister, 2014; Yamashita & Kan, 2011). Nevertheless, despite the important role of affective factors in foreign or language (L2) reading, the affective dimensions in L2 reading have been investigated by a few numbers of studies.

Teng (2009) in Taiwan investigated the association between reading approaches, reading comprehension, and learning styles of male EFL learners at 12th grade. It was observed that most learners could take advantage of both oral and silent reading tasks. Some research participants benefited more from oral reading compared to others.

Saiegh-Haddad (2003) studied the relationship between reading comprehension and oral reading fluency. Oral reading skill of participants was analyzed in two texts, one in English and one in their native language, for determining whether there exists a difference in the relationship between reading comprehension and oral reading skill. No relationship was observed between reading comprehension and oral reading fluency in Hebrew or Arabic reading (Saiegh-Haddad, 2003). However, it was found that in English, reading comprehension is better in those with oral reading fluency.

The study of Miller and Smith (1985) can possibly explain the above finding. These authors investigated comprehension after reading silently and orally. As shown by the findings, comprehension of poor readers improves when they read orally in comparison with silent reading (Miller & Smith, 1985.

Guided Reading Method

Guided reading can be an efficient instructional approach to support independent and accomplished readers (Iaquinta, 2006). Guided reading specifically is useful for the instructors who work with a small group of learners (between 4-6 learners) who have similar reading needs and have the ability of independently reading the texts with similar difficulty levels (Burns, 2001).

A supportive instructional context is provided by guided reading for building the reading process knowledge in learners, applying familiar reading strategies, learning and practicing comprehension, and processing strategies that have been newly explicitly taught when reading manageable texts (Ford & Opitz, 2011) for amusement and accessing information (Routman, 2000).

Fountas and Pinnell (2012) emphasized the status of guided reading in the literacy program in classroom and its importance as a component of a high-quality and balanced literacy program. As these authors put it, guided reading should be one component of a high-quality, all-inclusive literacy endeavor. Alternative tasks that can be effective in supporting reading development include shared reading, reading aloud or reading to students, language experience, writing and reading conferences and workshops, literature discussions, and personal or independent reading (Hornsby, 2000; Rog, 2003; Fountas & Pinnell, 2012; Perkins, 2015). Guided reading constitutes a component of a literacy program and it is considered a vital element (Ford & Opitz, 2011). Therefore, carefully built guided reading groups are regarded as a key constituent of guided reading.

Moreover, guided reading strategy includes problem solving for the learners so that they can understand complicated sentence structure gradually and catch the meaning of unfamiliar terms. This concept is in agreement with the ideal proposed by Iaquinta (2006) who proposed guided reading strategy as an instructional strategy that can be implemented for both independent and dependent readers and serves three important goals: fulfilling various instructional needs of the all learners, enabling them to develop their powers for reading material with increased difficulty accurately and fluently, building meaning and practicing problem solving strategies for finding the meaning of difficult words that include structures of complex sentence, and comprehending the unfamiliar ideas or contexts.

Guided reading does not intend to achieve another task for instructors or merely to read a book. Rather, it aims at being engaged and building reading power in learners. That is, equipping learners with such strategies as decoding terms, questioning, comprehension, and purpose of author.

Role of Instructor in Performing Guided Reading

As suggested by Swain (2010), the guided reading provides a framework to build crucial literacy skills for learners. Nevertheless, Swain declares concerns about the "inherent power structures" in the teaching approach, casting doubt regarding the guided reading effectiveness to facilitate independent critical thought (Swain, 2010). To address this concern, he proposed to adopt a progressively flexible approach to the session structure for guided reading and explore the possible effect of text in a

more open-ended discussion. Various studies have investigated guided reading meetings focusing on learner-instructor interactions and they have also shown the concerns stated by Swain.

Previous studies explored application of the guided reading by the teacher in classrooms and reported concerns regarding dominant discussions of instructors during guided reading instruction. In order to implement guided reading at a high quality, deep knowledge of the reading stages, instructional approach, reading improvement stages, and quality texts are required.

In order to assure that instructors and learners completely take advantage of efficient implementation of guided reading and addressing potential problems, some essential factors should be taken into account. Initially, teachers should clearly understand reading development stages and reading needs for each individual learner, which is determined by data obtained using valid and reliable reading assessment approaches. If teachers are aware of reading needs and abilities of students, it would be useful in selecting proper reading texts and establishing teaching efforts to reflect needs of learners. Next, the other key factor to ensure the guided reading effectiveness is in-depth understanding and knowledge of teacher about the whole dimensions of the guided reading approach.

Following Fountas and Pinnell (2012), instructors should be fully aware of efficient teaching methods and skillful uses of strategies, including questioning, modelling, explicit teaching, prompting, and knowing how and when to use these strategies for supporting development of reading. Besides, teachers should be skillful at facilitating high-quality interactions, which offers opportunity for students for problem solving, negotiating meanings, and engaging in critical and analytical thinking resulting in deeper comprehension and expansion of reading power of learners. Lastly, effective application of guided reading depends on availability of resources, time, and knowledge of text. Sufficient time is needed for teachers for implementing guided reading and comprehending the features of high-quality instructional texts and factors that affect the text difficulty.

Fountas and Pinnell (2012) identified the factors that are fundamental in the efficient implementation of guided reading and argued the need for constant professional development and training for instructors regarding guided reading, which should be provided by experienced literacy coaches and skilled guided reading tutors.

In the present paper, guided reading was argued as an efficient instructional method to support the learners' reading development at different stages of reading development. To conduct the present research, the researchers proposed 4 research questions.

Research Question One: Does guided reading method have an effect on the reading comprehension improvement of the learners?

Research Question Two: Are there any differences in learners' reading comprehension proficiency using guided reading method and explicit reading method?

Research Question Three: What are the instructors' experiences and findings in using guided reading method?

Research Question Four: What are the learners' feeling about their reading competency in using guided reading method?

Method

Participants

The present study was conducted in an oil and gas industry in Bushehr, Iran. 140 employees of engineering section of the industry, who were taking part in English courses provided by educational office, participated in this study. In this study 8 classes were chosen and 8 instructors cooperated. All of the participants (learners and instructors) were males and females. The learners' were studying *American English File 3* Second Edition and were placed to this level using *Quick Placement Test*. The learners were working in Bushehr, but they were from different cities in Iran and had different language backgrounds. Table 1 and 2 provide detailed description of learners' and instructors' characteristics.

Table 1

Characteristics of the Learners

Number of the participants	140
Age range	28-40
General English proficiency level	Intermediate
Gender	Female / Male
Language background	Arabic / Persian / Turkish / Kurdish

Table 2

Characteristics of the Instructors

Number of the instructors	8
Age range	26-35
Gender	Female / Male
Educational Degree	B.A. / M.A.

Instrumentation

Choosing Reading Text and Text's Level

10 features have been identified by Fountas and Pinnell (2012) in relation to text difficulty, which include as follows: text structure and forms, ideas and themes,

content, literacy features and language, vocabulary (word meanings), complexity of sentences, illustrations, words (complexity and length), book, and print features.

According to Pitcher and Fang (2007), levelled texts are instructional reading materials, which are arranged within a gradient or continuum of levels in terms of their difficulty, from simple texts to more challenging and complicated texts. It is viewed that texts with similar features or characteristics offer almost the same level of support and challenge to the reader. Thus, they have the same level of difficulty. Therefore, following the prior explanations, the selected reading texts were at the learners' instructional level (Intermediate, B2).

Reading Comprehension Test 1

A standard reading comprehension test was administered to homogenize the learners and determine their reading proficiency level. This reading test was treated as a pre-test and it was chosen from *American English File 3* ready to use reading tests.

Evaluation: Reading assessment procedures

The followings are the reliable procedures used for assessment of reading development in the present study: reading logs for monitoring reading engagement level, reading comprehension assessments, formal teacher-student conferences, self-assessments, and retellings.

According to Ministry of Education of New Zealand (1996), instructors can use a variety of reading assessment methods and develop a comprehensive and accurate profile about their learners' interests, attitudes, strategies, understandings, skills and knowledge, employed information sources, processing strategies, content knowledge, comprehending of texts and text structures, and reading progress and development over time. Using the collected data, instructors can take decisions related to flexible student groupings, teaching spotlights in future guided reading sessions, and selection of suitable guided reading materials, which both support and challenge the readers and, thus, increase new learning opportunities for learners.

Reading Comprehension Test 2

To find out the role of guided reading method a post-test was designed. In order to reduce the testing effect, reading comprehension test 2 was quite different from pre-test. This test that was designed by the researchers included two reading passages following 7 question parts: 1. Identify the main idea, 2. Understand meaning from context, 3. Complete the paragraphs with a heading from the list, 4. Confirm a text's content, 5. Skim and match the two halves, 6. Answer the questions and find supporting details from text, and 7. Scan for information and fill in the blanks with appropriate words from text.

Unstructured Interview

At the end of course, the learners and instructors were interviewed using unstructured interview by the researchers. The participants shared their experiences, feelings, and discoveries in a course instructed by guided reading method.

Study Design

This study had a mixed research design including quantitative and qualitative methods. For quantitative part of the study, a quasi-experimental method was used to answer first two research questions. For qualitative part of the study, two unstructured interviews were designed; both learners and instructors were interviewed to express their experiences, findings, and feelings. Research questions 3 and 4 were responded using the data collected from unstructured interviews. 4 classes were control groups and they did not receive the new instruction method. The other 4 classes were experiment groups and they received the special treatment. The dependent variable in this study was reading comprehension proficiency and the independent variable was reading instruction method.

Procedure

After establishing the homogeneity of the learners' proficiency level through pre-test, the instruction was employed.

The accepted reading method in this office was explicit reading instruction. The treatment used by the researchers was guided reading instruction. There were 8 intact classes, 4 of the classes were assigned as control group and the other 4 classes were assigned as experiment group. The control group was taught through explicit reading method; however, the experiment group was taught using guided reading method. The instruction continued for 10 sessions, every session being 45 minutes.

The treatment included three phases: 1. Before reading, 2. Independent reading, and 3. After reading.

In the before reading phase, the instructor used lead-in questions and picture descriptions. Independent reading phase included alluding time for learners' reading, highlighting new vocabulary, and guiding learners in their reading and understanding process. In the last phase, namely after reading, the instructor provided practices for reading comprehension e.g. guessing the meaning from text, understanding the main message, gist questions, detailed questions, and personalizing the topic.

Finally, to compare the results of two types of instruction used in the present research, a post-test was designed by the researchers. The results of pre-test and post-test were compared and contrasted using SPSS software. Also, learners and instructors were interviewed using unstructured interview at the end of the course.

Data Analysis

To compare and contrast the results of pre-test and post-test, SPSS software was used. For an independent samples t-test to represent valid results, it should adhere to the following assumptions: 1) the data values must be independent; 2) data values are continuous; 3) data in each group must be obtained via a random sample from the population; 4) the variances for the two independent groups are equal; 5) measurements for one observation should not affect measurements for any other observation; and 6) data in each group are normally distributed. Thus, since the data

met these assumptions, SPSS statistics were used safely. After entering the data, independent samples t-tests were run for analysis of pre-test results only , post-test results only , and pre-test and post-test results together.

Additionally the researchers used the data collected from unstructured interview to investigate the discoveries and experiences of the instructors and learners.

Results

Research Question 1

Considering the statistical analysis results for students' reading comprehension, a higher T-test was observed for experimental class compared to control class. Therefore, according to table 5, H0 is rejected, and H1 is retained.

In this study, the learners were placed into intact classes using *Quick Placement Test*; then their reading proficiency was examined through a standard reading pre-test. Table 3 shows $p > .05$, so the null hypothesis is retained and there is not any significant difference between reading proficiency of the learners at the outset of the study. Table 4 compares the mean score of experimental and control group in the pre-test. According to table 4, the mean score for the experiment group in the pre-test was 70.71 and the mean score for the control group in the pre-test was 69.91. Thus the mean score of both groups was almost the same. In line with the statistics, figure 1 illustrates the frequency of learners' reading comprehension scores in control group and experiment group considering pre-test outcomes.

Table 3

Independent Samples T-Test for Reading Comprehension Pre-Test

RC[1]		Levene's Test for Equality of Variances				t-test
		F	Sig.	T	Df.	Sig.2 Tailed
	Equal Variances Assumed	1.501	.223	-.871	138	.385
	Equal Variances Not Assumed			-.871	135.3	.385

RC[1]: Reading Comprehension Pre-Test

Table 4

Pre-Test Group Statistics

	Group	N	Mean	Std. Deviation	Std. Error Mean
RC[1]	Control Group	70	69.91	5.803	.694
	Experiment Group	70	70.71	5.034	.602

RC[1]: Reading Comprehension Pre-Test

Figure 1

Frequency of Reading Comprehension Pre-Test Scores
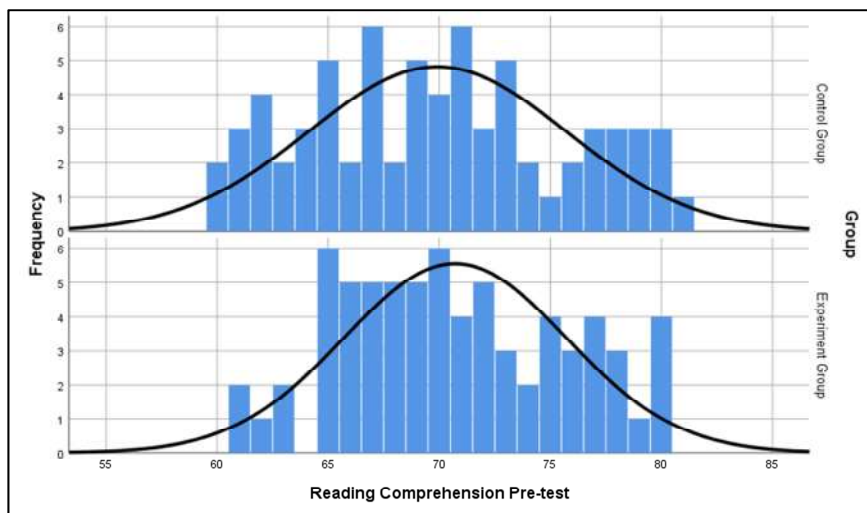
After establishing the learners' homogeneity by the pre-test results in tables 3 and 4, the instruction was implanted in the course. At the end of the course, the learners were given a post-test to find out the effectiveness of the instruction which answered the first research question. The researchers tried to investigate the effect of guided reading method on Iranian learners' reading comprehension improvement. Table 5 shows that the p value is less than .05 (P = .000), so the null hypothesis is rejected. The independent samples T-test was associated with a statistically significant effect, t (140) = -9.031, p = .000 (p < .05). Table 6 compares descriptive statistics for the control group and the experimental group. The reading proficiency of the control group (N = 70) was associated with M = 71.34 (SD = 5.667). Based on the obtained results, the reading proficiency of the experimental group (N = 70) was associated with M = 80.03 (SD = 5.713).

In line with the statistics, figure 2 illustrates the frequency of learners' reading comprehension scores in control group and experiment group considering post-test results.

Table 5

Independent Samples T-Test for Reading Comprehension Post-Test

RC^2	Levene's Test for Equality of Variances		T-Test		
	F	Sig.	T	Df.	Sig.2 Tailed
Equal Variances Assumed	.141	.707	-9.031	138	.000
Equal Variances Not Assumed			-9.031	137.991	.000

RC^2: Reading Comprehension Post-Test

Table 6

Post-Test Group Statistics

	Group	N	Mean	Std. Deviation	Std. Error Mean
RC^2	Control Group	70	71.34	5.667	.677
	Experiment Group	70	80.03	5.713	.683

RC^2: Reading Comprehension Post-Test

Figure 2

Frequency of Reading Comprehension Post-Test Scores
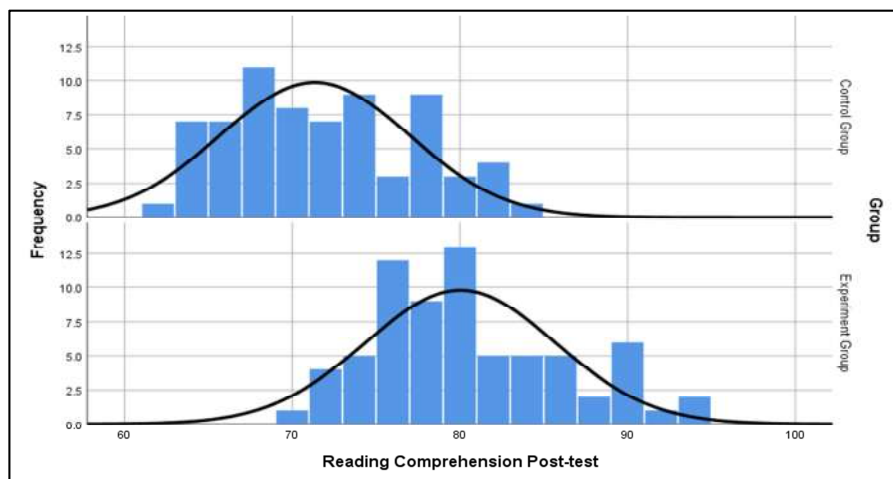
Consequently, with 95% CI, it is assumed that there is a significant difference between the reading proficiency of the control group and experiment group in the post-test. It can be inferred that the instruction was effective and there is relationship between guided reading method and reading comprehension improvement of Iranian oil and gas industry engineers.

Research Question 2

In this study the control group was instructed through explicit reading method and the experiment group was instructed through guided reading method. The study's second research question was proposed to investigate if there are differences in learners' reading comprehension proficiency using these two different methods. To investigate this question inferential t-test was used. According to table 7, the statistics for the control group in the pre-test (N = 70) are M = 69.91 (SD = 5.803). Similarly, the statistics for the control group in the post-test (N = 70) are M = 71.34 (SD = 5.667). The proximity of pre-test and post-test results indicates that there was

not any meaningful improvement in learners' reading comprehension proficiency using explicit reading method. However, table 7 presents the statistics for the experiment group in the pre-test as N = 70, M = 71.71, SD = 5.034, and the statistics for the experiment group in the post-test as N = 70, M = 80.03, SD = 5.713. The comparison of the mean scores revealed that there was improvement in learners' reading comprehension proficiency using guided reading method.

Therefore, it can be concluded that there are differences in learners' reading comprehension proficiency using these two different methods. Figure 3 illustrates the findings obviously. The score range for control and experiment groups' in the pre-test was 60-81. However, the score range for control group in the post-test was 62-83, and for experiment group was 70-93. Thereupon, the statistics revealed the effectiveness of guided reading method over explicit reading method.

Table 7

Pre-Test & Post-Test Group Statistics

	Group	N	Mean	Std. Deviation	Std. Error Mean
Reading Comprehension Pre-test	Control Group	70	69.91	5.803	.694
	Experiment Group	70	70.71	5.034	.602
Reading Comprehension Post-test	Control Group	70	71.34	5.667	.677
	Experiment Group	70	80.03	5.713	.683

Figure 3

Frequency of Reading Comprehension Scores (Pre-Test & Post-Test)
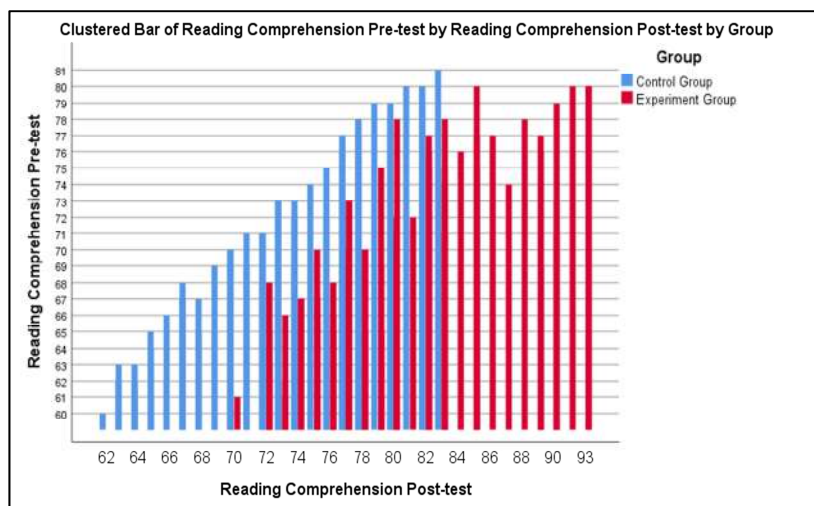
Research Question 3

To answer the third research question, the instructors of the study were interviewed. Generally, all of the instructors agreed that when learners applied strategies more in their English reading, they felt more personal control and confidence over their reading skills.

While using guided reading method, the students mostly perceived the importance of learning different reading skills for understanding the reading materials more effectively. They also found that using multiple reading strategies improved their reading comprehension. Some learners, however, and particularly, poorer readers, reported difficulty in predicting what to read rapidly, what is to come, and what not to read. Some learners also felt difficulty in integration of their prior knowledge with the text materials, determination of the meaning of the text's unfamiliar words, and dealing with gaps or inconsistencies as needed. Also, they stated that the time the teacher spent was expectedly explaining to resolve problems. The reading comprehension of students was more captivating than conventional one. Using these strategies the reading comprehension of students could be revolutionized.

Using guided reading strategy, learners gain opportunity for widening their literacy horizon through discovering the best learning at their own pace. Although it is significant that each student makes his / her own strategy in text comprehension, English teacher can initiate guiding their reading habits towards being independent.

Research Question 4

The learners of the study were interviewed to share their feelings, experiences, and discoveries about guided reading method. Some of these experiences are reported anonymously in the following lines.

S1: "I felt the difference from the beginning; first it was difficult to adapt myself with what the teacher said but later I got interested in it."

S2: "I enjoyed doing different activities; the exercises were different and challenging."

S3: "The teacher guided us really well. He was so helpful. All of these made me feel comfortable in the class."

S4: "Attending English classes after long hours of working was boring for me, but this semester was different. We read different texts, talked with each other, and shared our ideas. The class was further than writing down words, translating, and answering the questions."

S5: "I enjoyed learning English more than ever, every passing session I was looking forward for the next. I didn't believe that I can guess meaning without translating them. I really feel more confident."

S6: "I find it difficult, I couldn't understand and do the activities. So I spent more time after class. Little by little I felt OK."

S7: "I really liked the class. Sharing our ideas was the best part of it."

The above lines express some of the learners' experiences who were involved in guided-reading method for the first time. According to the interview data, most of the learners find guided reading method enjoyable. They felt more confident and comfortable. They got more interested in taking part in classes and learning English.

Discussion

In the present paper, an inclusive overview of guided reading is provided. The first research question aimed at investigating the effectiveness of reading instruction method on learners reading comprehension enhancement. Guided reading was argued as an efficient instructional method to support the learners' reading development at different phases of reading development.

In line with the findings of this study, Stephanie DeVos maintained that there existed a certain recipe for successful and exceptional guided reading, including various instructional texts, assessment practices for comprehension, homogeneous flexible groups with growing minds, strategies and fluency, understanding of balanced literacy, supportive environment, organized classroom, recording student progress, and running records (DeVos, 2012).

The findings about second research question revealed that there are differences in learners' reading comprehension development and the reading instruction method used in the course. The comparison of the control and experiment groups' scores in the pre-test and post-test outlined the outperformance of the experimental group who were taught through guided reading method. Conversely, the control group who were trained through explicit reading method did not show any significant alteration in reading comprehension proficiency.

This work is consistent with Baker (2014) who maintained that educators must support the power of peers to support educational achievement through considering special configurations for grouping. Also, according to him, student grouping is a way of ensuring the integration of EFLs at all levels with native English speakers. As shown by research findings on the effect of the guided reading on learners, it is seen that they take advantage of participation in guided reading.

The third research question considered the instructors' experiences and findings in using guided reading method. The unstructured interview uncovered the instructors' experiences who were satisfied with the new method. The instructors also reported that the reading comprehension of students was more evocatively than conventional one. Using these strategies the reading comprehension of students was revolutionized. They also believed that optimal learning for the learners occurred when they were assisted by an educator.

Similar to this study is the study conducted by Ferguson and Wilson (2009) in the USA. They examined application of guided reading by teachers in some of upper schools in America. Teachers proposed the following benefits for participation of

students in guided reading: enhanced knowledge of students on a variety of effective reading strategies for supporting text comprehension and improvement of reading levels.

In another study, Whitehead and de Jonge (2013–14) studied the guided reading impact and reported advantages of guided reading for learners. The study was done in New Zealand among fifth grade learners. They observed the learners' reading achievement levels.

Research question 4 asked for the experiences, discoveries, and feelings of the learners. The overall outcome of the interview outlined that the learners were motivated. They felt comfortable and confident. The learners reported that they were challenged and they extended their learning in this method. They also said that guided reading allowed them to practice and consolidate practically.

The outlined outcomes are in line with the findings of other scholars. Chamot and El-Dinary (1999) studied the impact of cognitive, metacognitive, and social strategy instruction taken by learners of Russsian, Spanish, and Japanese. Bandura (1994) stated that motivation is influenced by the self-efficacy perception; they are determinants of the goals of individuals, their efforts for achieving these objectives, and their desire for persisting in the face of failure. Individuals that anticipate success in a specific enterprise expect successful outcomes. That is, students with confidence in their academic skills expect high exam marks and the quality of their work to gain benefits. Also, the contrary is true for individuals lacking such confidence. As a result of low self-efficacy, participation of learners in learning tasks is hindered while the absence of learning strategies hinders them from solving problems they face in language.

Conclusion

Considering the general acceptance of perceived effectiveness and strategic learning as crucial factors affecting reading performance of students, Alfassi (2004) argues that teachers should train students to actively control their comprehension process.

It is called "conscious control of the process strategies or metacognition" by Baker and Boonkit (2004). Our study aimed at maximizing the assistance of teachers in training learners' way of learning and processing information via applying different reading approaches, so that their English reading comprehension and effectiveness is strengthened. In the present work, the main reading approach, i.e., guided reading, was the preferred approach, and perceived effectiveness was investigated.

It seems that the use of this reading approach is appropriate for reading comprehension in EFL learners. The third category of the mentioned reading approach allows students to develop their competence in reading comprehension.

It is concluded that from all benefits of guided reading strategy mentioned above, this teaching strategy has a significant impact on reading comprehension of students. Also, different studies on guided reading approach have reported similar

inspiring results. In this way, the students learn decision-making and self-monitoring.

According to the findings of this study, there would be some areas for further research. The current research was done in Iranian context with Iranian learners, so it can be replicated in another context with learners from different language backgrounds. Also, this study was done for EFL learners; further research could be done using this method for ESL students.

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Fluid Intelligence and Self-Efficacy in Iranian Female and Male EFL Teachers' Burnout: Possible Relationships and Differences

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Abstract

Teachers' psycho-affective state is important to the quality of their classroom performance. Self-efficacy and fluid intelligence are thought of as being protective in adverse conditions. The purpose of this study was to investigate the correlation among Iranian EFL teachers' self-efficacy, fluid intelligence, and burnout. To this end, a quantitative research was conducted, and 140 EFL teachers within the 20-40 age range in Mashhad, Iran, were selected through convenience sampling. They filled up three questionnaires of RAPM (Raven's Advanced Progressive Matrices), OSTES (Ohio State Teacher Efficacy Scale), and MBI-ES (Maslach Burnout Inventory-Educator's Survey) for fluid intelligence, self-efficacy, and burnout, respectively. Pearson correlation coefficient, Multiple Regression, and MANOVA were used for analyzing the data. The results showed a significant positive relationship between the male and female teachers' self-efficacy and fluid intelligence. Findings also revealed a significant negative correlation between the male and female teachers' self-efficacy and burnout. Moreover, the correlation between fluid intelligence and burnout for both male and female teachers was negative. It was also found that gender is not a determining factor in Iranian EFL teachers' burnout. The study finds it essential for educational policymakers in Iran to devise programs to enhance language teachers' self-efficacy and fluid intelligence as potential protectors against burnout.

Keywords: burnout, fluid intelligence, gender, Iranian EFL teachers, self-efficacy

Introduction

Teaching is one of the most demanding and boring jobs in the world (Coombe, 2008). It involves various stressors such as teachers' dealing with widely varying demands of large numbers of students (Roeser et al., 2012), contention between teachers and students, teachers and parents or colleagues (Unterbrink et al., 2012), disruptive student behavior and discipline problems, restricted time, work overload, and absence of inspiration or attention on the part of students (Skaalvik & Skaalvik, 2017). Borg (2006) argues that foreign language teachers are unique within the world of teaching, and according to Acheson et al. (2016), L2 teachers suffer a higher attrition rate than other teachers. As Byram (2013) and Cook (2013) believe, the EFL context makes teaching challenging to English language teachers, which can, in return, affect the quality of teaching and cause them to face burnout. Burnout is a psychological condition that is characterized by emotional and mental exhaustion due to prolonged stressors on the job (Maslach, 1999).

Burnout is a determining factor in a foreign language teacher's performance. As Heidari and Gorjian (2017) found, low-burnout EFL teachers teach more effectively than high-burnout ones. Similarly, Genç (2016) argues that the emotional and financial costs are very high when burnout is ignored or dismissed for a long time. Hakanen et al. (2006) propose that to better understand teacher burnout, it is vital to find the relationship between burnout and various biological, psychological, and social variables.

Within affective domain, self-efficacy (SE) is thought of as an important coping trait. It is defined as people's beliefs about their capacity to accomplish an achievement level (Tschannen-Moran et al., 1998). Low SE could be a potential source of stress (Colangelo, 2004) and may cause teachers to come up with incomplete plans and show inappropriate behavior (Azeem, 2010). Some studies show that teachers who have higher self-efficacy demonstrate more resilience to the difficulties of teaching (Wang et al., 2015).

Within cognitive domain, intelligence figures prominently in controlling one's thoughts and emotions. It can thus provide another major impetus for exploring the contributors to teacher burnout. Gottfredson (1997) regards intelligence as a unique ability that no other abilities have been shown to produce such a powerful and profound effect. A version of intelligence that helps people process and solve on-the-spot problems dynamically and flexibly is referred to as fluid intelligence (FI). Cattell (1971) defines it as the perception of a complexity of relationships that individuals create when they do not have any recourse to answers to such intricate issues formerly stored in memory. Thus, FI involves adjustable coping strategies and adaptive conduct in the face of changing environment (Johnson, 2013). Some research studies have addressed how individuals draw upon their FIs when being engaged in unfavorable situations in their educational, occupational, and social life (e.g., Colom & Flores-Mendoza, 2007; Gottfredson & Saklofske, 2009).

Given the importance of SE and FI in controlling one's emotional and cognitive states, the present study attempts to contribute to research on teacher burnout by addressing the relationships among Iranian male and female foreign

language teachers' SE, FI, and burnout. The objective is to find out whether SE and FI, known to be protective abilities, can significantly help teachers relieve their burnout, and whether such a relationship can be moderated by their gender. Figure 1 gives a graphical representation of the interrelationships among the variables involved in the study.

Figure 1

The Model of Relationships Among the Variables
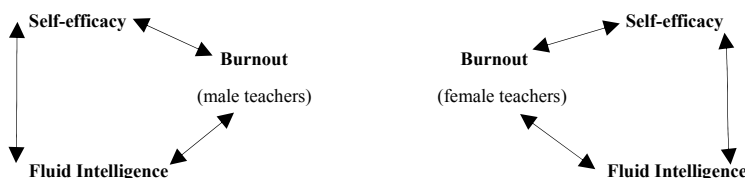
For the purposes of the study, the following research questions (RQs) are posed:

1) Is there a significant relationship between FI and SE of male and female Iranian EFL teachers?

2) Is there a significant relationship between FI and burnout of male and female Iranian EFL teachers?

3) Is there a significant relationship between SE and burnout of male and female Iranian EFL teachers?

4) Do SE and FI significantly predict burnout for male and female teachers?

5) Is there a statistically significant difference between Iranian male and female EFL teachers in SE, FI, and burnout?

Literature Review

Burnout is a potential threat to those who deal with vital aspects of people's lives such as health and education, and, for those who are not sufficiently energetic and resourceful, it may lead to sad moods, poor performance, fatigue, burnout, and personality disorders, making them end up with illness and early retirement (Bakker & Schaufeli, 2000). Mashhady et al. (2012) believe that teacher burnout hits hard those who fail to efficiently draw upon the emotional and cognitive resources to meet the requirements of the profession. As Marek et al. (2017) assume, if teacher burnout is not recognized and controlled in time, it leads to chronic anxiety and physical problems.

In 1981, Maslach and Jackson proposed an empirically-developed three-dimensional model of burnout, which encompassed emotional exhaustion (EE),

depersonalization (DP), and reduced personal accomplishment (RPA). This model of burnout has acquired popular acceptance (Chan, 2007) and served as the "gold standard" in investigating and measuring burnout (Schutte et al., 2000, p.53). However, investigating the distinctive predictors of burnout is still ongoing. In 2005, Maslach and Leiter identified organizational, social, and personal sources contributing to burnout. These sources have been addressed by various studies (e.g., Skaalvik & Skaalvik, 2011). Chang (2009) added transactional sources of burnout involving interactions between individual traits and organizational factors. The interrelationships among teacher characteristics (e.g., self-efficacy, attitudes, and beliefs) and organizational variables have gained popularity by opening new horizons for research on burnout in education (Mahmoody-Shahrebabaky, 2019).

Among affective traits, SE is a vital resource that affects a person's reaction or performance when faced with environmental problems (Bandura, 2012). Paunonen and Hong (2010) and Jongen et al. (2015) showed that SE and cognitive functioning mutually affect each other; that is, high SE could lead to better cognitive performance and even help healing of some mental disorders, and cognitive state influences one's perception of his / her capabilities. In the teaching context, Saleem and Shah (2011) showed that SE could play a moderating role in controlling stress, which, in turn, might lead to teachers' emotional exhaustion. Motallebzadeh et al. (2014) found a negative relationship between teachers' SE and burnout, with age and gender having a moderating effect on burnout. Atmaca's (2017) study, too, demonstrated that teachers with high levels of SE are more resistant to burnout. The study found no effect of gender on teacher SE but on teacher burnout, with male teachers suffering from burnout more than female ones. In a comparative research, Seifalian and Derakhshan (2018) investigated the relationship between Iranian teachers' self-efficacy and burnout in different academic disciplines. They showed a significant correlation between the self-efficacy and burnout of teachers whose majors were EFL. However, such correlation was not significant for the teachers whose majors were not English. Their findings illuminate the concepts of self-efficacy and major as possible contributors to teachers' burnout, which can, in turn, influence their performance in the class. Ghasemzadeh et al. (2019) found teacher SE to be a stronger predictor of burnout than teacher reflection. Buric and Kim (2020) reported that teachers having positive perceptions of their efficacy tend to build high expectations and ambitious goals for themselves and to be more concerned with student progress than covering the syllabus.

Regarding the cognitive realm, intelligence and problem solving ability are of salient importance. Different scholars have proposed different models of intelligence; for example, Spearman (1904-1927) thinks of intelligence as one general ability (g), which refers to the ability to gain knowledge and use it for solving any problems and adapting to the world (Woolfolk et al., 2003), and Gardner (1998) sees it as several intellectual abilities. Raymond Cattell (1963) conceptualizes a dichotomous theory of fluid intelligence (FI) - crystallized intelligence (CI) of human cognitive ability, referring to FI as abstract thinking and

deliberate use of the mental process to decode and solve any new problems. Cattell (1987) nominates the ability to reason as fluid intelligence because it has the "fluid" quality that can be directed to almost any problem and is not related to any special habits or specific sensory-motor area. Schneider and McGrew (2012) describe FI as deliberate attention to solve the problems which cannot be performed by trusting solely on formerly learned habits and schemas. Individuals use FI when confronted with a proportionally new task that cannot be done automatically (e.g., forming and recognizing concepts, extrapolating, problem-solving, or transforming information). Human FI exists from birth and is not affected by learned knowledge (Sternberg, 1985); however, it does not remain stable and often begins to diminish around the age of 40 (Kaufman & Horn, 1996). Kvist and Gustafsson (2008) have reported a correlation coefficient of .83 between FI and general intelligence (g). CI, on the other hand, is an ability that is related or tied to a string of special areas (Cattell, 1987). He (1987) defines it as a frozen ability in comparison with what was once a fluid ability. CI is obtained knowledge and skills by means of experience and education, and is specific to special parts and domains such as knowledge of history or mathematical skills (Dornyei, 2005).

The effect of FI on burnout and whether more intelligent people can better cope with it is empirically under-researched. Maroney (2005) proposed that those who do not perceive themselves as effective problem-solvers may be more vulnerable to affective disturbances. Khezerlou (2013) found that problem-solving was the dominant dimension in predicting DP and RPA parts of Iranian EFL teachers' burnout. Deligkaris et al. (2014) found some relationship between burnout and mental traits of attention and memory. Liu et al. (2016) found a correlation between FI and neural mechanisms of time-bound conflict adaptation (i.e., involving faster response to stimuli).

Although a number of studies have examined the relationship between FI and different language learning traits (e.g., Ebrahimpur et al., 2017; Khodadady & Tafaghodi, 2013; Motallebzadeh & Tabatabaee, 2016), the relationships between Iranian EFL teachers' SE, FI, and burnout with respect to their gender has hardly been explored. The impacts of gender on teachers' cognitive and emotional states have been addressed by a number of researchers, but conflicting results have been yielded. For example, Kirilmaz et al. (2020) found no significant differences between male and female teachers in burnout, while Atmaca (2017) showed male teachers to experience higher levels of burnout than female teachers. Maroofi and Ghaemi (2016) demonstrated that gender and experience can significantly predict teacher burnout.

Iranian L2 teachers are increasingly experiencing burnout due to psychological, organizational, and social problems (Roohani & Dayeri, 2019). Identifying the origins of teacher burnout and suggesting effective coping strategies have been the concern of many researchers and teachers (Schaufeli et al., 2009).This study is an attempt to find out how much of variance in Iranian EFL teachers' burnout is accounted for by their SE and FI, and whether gender can moderate such a relationship.

Method

Participants

The participants were 140 EFL teachers who were selected from three universities (Mashhad Azad University, Ferdowsi State University of Mashhad, and Tabaran University), four language teaching Institutes (Hafez, Jahad Daneshgahi, Safir, Sama, and Mahan), and three high schools (Kanoon-e Elm, Shahed, and Sama) in Mashhad, Iran. Non-probability convenience sampling was employed to select the participants. Female teachers made up 58.6% of the participants, and male teachers constituted 41.4%. The age range of the participants varied between 20 and 40 years. Since FI tends to decline with age (after 35), thus affecting one's cognitive and affective states (Kaufman & Horn, 1996), the teachers involved in the study were selected from the EFL teachers within the 20-40 age range (See Appendix for detailed demographic information of the participants). The participants were informed about the purpose of the study and all filled in the informed consent forms.

Instrumentation

To gather the required data, the following instruments were used:

To measure the participant teachers' SE, Tschannen-Moran and Woolfolk Hoy's (2001) Ohio State Teacher Efficacy Scale (OSTES) was used. The scale consists of 24 items divided into three 8-item categories measuring teachers' confidence in classroom management, instructional strategies, and student engagement. This questionnaire is a 0-9 Likert scale (0 = *Nothing*, 9 = *A great deal*). The internal consistency of the scale was estimated using the Cronbach alpha, which yielded a reliability coefficient of 0.87.

To determine the teachers' burnout level, Maslach Burnout Inventory-Educator's Survey (Maslach & Jackson, 1986; Maslach et al., 1997) was employed. It consists of 22-items addressing three constructs: Depersonalization (DP), Personal Accomplishment (PA), and Emotional Exhaustion (EE). The instrument enjoys high levels of validity and reliability as estimated by a number of studies (e.g., Akbari & Tavassoli, 2011).

To measure the participants' FI, Raven's (1962) Advanced Progressive Matrices (RAPM) was used. This instrument requires the identification of the correct shape in a pictorial pattern. The items get increasingly difficult and the test taker should complete the test in a limited time. The test needs quick and efficient manipulation of mental resources, especially attention and working memory (Jastrzębski et al., 2018). The advanced form of the matrices contains 48 pictorial items presented in two parts. The first part, which includes 12 items, is not obligatory and usually serves as a warm-up. The second (or primary) part comprises 36 items that become more difficult as progress is made through them. These items are appropriate for adults and adolescents of above-average intelligence. The time

limit for the completion of this part is 45 minutes. To estimate the instrument's reliability, the Cronbach alpha coefficient was calculated, and a value of .89 was obtained

Procedure

The administrations of the universities, schools, and institutions helped the researchers to contact their English teachers via the Internet through social networks such as WhatsApp and Telegram. The researchers sent a request note to the teacher's groups asking for cooperation. One hundred and sixty English teachers expressed their willingness to cooperate. The participants were first to respond to a bio-data questionnaire that elicited their demographic information. Then, the main instruments (FI test and SE and burnout questionnaires) were sent to them electronically. A pilot study was conducted with a sample of 30 EFL teachers to estimate the reliability of the instruments.

Data Analysis

Data analysis was carried out using the SPSS software (Version 21). To examine the relationships between the independent variables (the teachers' SE and FI) and the dependent variable (burnout), the Pearson Product-Moment Correlation was used. To find out how well the independent variables can predict the dependent variable (i.e., to what extent teachers' burnout is dependent on their SE and FI), Multiple Linear Regression was run. Finally, to examine whether the male and female teachers differ in SE, FI and burnout, Multivariate Analysis of Variance (MANOVA) was employed.

Results

A correlational research method was employed to determine the relationships among the teachers' SE, FI, and burnout. The data were subjected to the One-Sample K-S Test for checking the normality assumption. As Table 1 shows, the distributions of scores for all the measures were normal, thus allowing for the application of the Pearson Correlation to find the probable relationships among the variables.

Table 1

Tests of Normality of Scores for FI, SE, and Burnout Instruments

	Fluid intelligence	Burnout	Self-efficacy
N	140	140	140
Kolmogorov-Smirnov Z	0.965	0.988	0.720
Asymp. Sig. (2-tailed)	0.309	0.283	0.678

Examining RQ1: *Is there a significant relationship between the FI and SE of male and female Iranian EFL teachers?*

First, the linearity assumption for using Pearson correlation was checked by inspecting the scatterplot of the relationship between the two variables for both male and female teachers (Figure 2). The Pearson correlation revealed a significant relationship between SE and FI of male teachers ($r = 0.322$; n = 58; $p = 0.14$) and those of female teachers ($r = 0.224$, n = 82, $p = 0.043$) (Table 2).

Figure 2

Scatterplots for the Relationships Between SE and FI for Males and Females
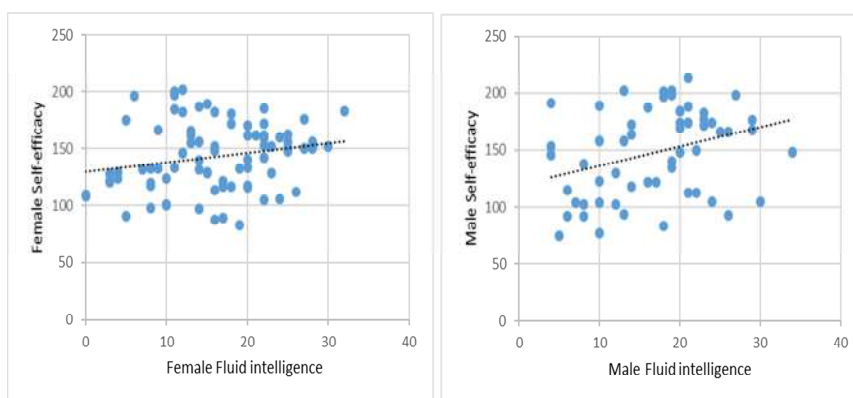
Table 2

Pearson Correlation for Males and Females' Scores on FI and SE

Gender			Self-efficacy
Female	Fluid intelligence	Pearson Correlation	0.224[*]
		Sig. (2-tailed)	0.043
		N	82
Male	Fluid intelligence	Pearson Correlation	0.322[*]
		Sig. (2-tailed)	0.014
		N	58

Examining RQ2: *Is there a significant relationship between FI and burnout of male and female Iranian EFL teachers?*

Given that the linearity assumption was met for the variables of FI and burnout (Figure 3), the Pearson Correlation demonstrated a significant negative relationship between FI and burnout of both female teachers ($r = -.228$, n = 82, $p = .039$) and male ones ($r = -.304$, n = 58, $p = .020$) (Table 3)

Figure 3

Scatterplots for the Relationship Between the Teachers' FI and Burnout
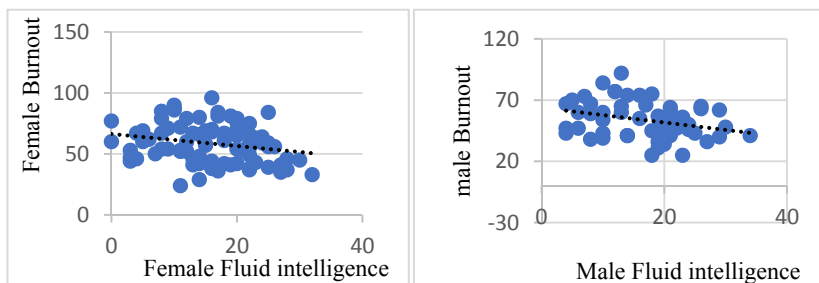
Table 3

Pearson Correlation for Male and Female Teachers' Scores on FI and Burnout

Gender			Burnout
Female	Fluid intelligence	Pearson Correlation	-.228*
		Sig. (2-tailed)	.039
		N	82
Male	Fluid intelligence	Pearson Correlation	-.304*
		Sig. (2-tailed)	.020
		N	58

Examining RQ3: *Is there a significant relationship between SE and burnout of male and female Iranian EFL teachers?*

The linearity assumption was also met for the relationship between the teachers' SE and burnout, allowing for running the Pearson correlation (Figure 4). The analysis indicated a significant negative correlation between the SE and burnout of both female teachers ($r = -0.415$, n = 82, $p = 0.001$) and male teachers ($r = -0.588$, n = 58, $p = 0.020$) (Table 4).

Figure 4

Scatterplots for the Relationship Between the Teachers' SE and Burnout
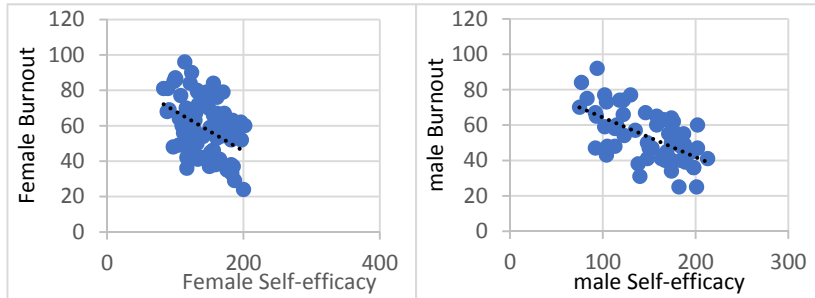
Table 4

Pearson Correlation for Male and Female Teachers' Scores on SE and Burnout

Gender			Burnout
Female	Self-efficacy	Pearson Correlation	-0.415**
		Sig. (2-tailed)	0.000
		N	82
Male	Self-efficacy	Pearson Correlation	-0.588*
		Sig. (2-tailed)	0.020
		N	58

Examining RQ 4: *Do SE and FI significantly predict burnout for male and female teachers?*

Multiple regression was applied to determine how much variance in the dependent variable (i.e., burnout) is explained by independent variables of SE and FI. As Table 5 shows, R square values are .192 for females and .360 for males, implying that about 19 % of the variance in female Iranian EFL teachers' burnout and 36% of the variance in male teachers' burnout are explained by the teachers' SE and FI.

Table 5

Model Summary

	R	R Square	Adjusted R Square	Durbin-Watson
Female	.438a	.192	14.64074	1.989
Male	.600a	.360	11.90590	2.029

ANOVA revealed that these results were statistically significant for females ($F (2, 79) = 9.369$; $p = .000$) and for males ($F (2, 55) = 15.486$; $p = .000$) (Table 6).

Table 6

ANOVA

Gender	Model		Sum of square	df	Mean square	F	Sig.
Female	1	Regression	4016.702	2	2008.351	9.369	.000
		Residual	16933.749	79	214.351		
		Total	20950.451	81			
Male	1	Regression	4390.210	2	2195.105	15.486	.000
		Residual	7796.272	55	141.750		
		Total	12186.57	57			

As shown in Table 6, the independent variable of FI contributed more to both male (B = -.25; $p = .000$) and female (B = -.30; $p = .000$) teachers' burnout than their SE, although the contribution of both variables was significant (Table 7).

Table 7

Standardized and Unstandardized Coefficients

	Gender	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
	(Constant)	93.219	8.229		11.328	.000		
Female	Self-efficacy	-.208	.056	-.383	-3.695	.000	.950	1.053
	Fluid intelligence	-.307	.124	-.142	-2.475	.000	.950	1.053
	(Constant)	88.770	6.544		13.565	.000		
Male	Self-efficacy	-.208	.043	-.546	-4.796	.000	.897	1.115
	Fluid intelligence	-.256	.127	-.129	-2.022	.000	.897	1.115

Examining RQ5: *Is there a statistically significant difference between Iranian male and female EFL teachers in SE, FI, and burnout*?

A one-way between-groups multivariate analysis of variance (MANOVA) was run to investigate the effect of gender on the teachers' SE, FI, and burnout. The preliminary assumption tests revealed no violations of normality, linearity, homogeneity of variance-covariance matrices, and multicollinearity. Table 8 shows teachers' performances on SE, FI, and burnout tests.

Table 8

Descriptive Statistics for Male and Female Teachers' Scores on SE, FI and Burnout

Dependent variable	Gender	Mean	Std. Error	95% confidence Interval	
				Lower bound	Upper bound
Burnout	female	58.476	1.711	55.092	61.859
	male	53.517	2.035	49.494	57.540
Fluid Intelligence	female	15.902	.818	14.285	17.520
	male	17.000	.973	15.077	18.923
Self-efficacy	female	143.512	3.699	136.197	150.827
	male	148.224	4.399	139.527	156.922

The results indicated no significant difference between male and female teachers on the variables (F (3, 136) = 1.20; *p* = .311; Wilks' Lambda = .97; Partial eta squared = .026) (Table 9).

Table 9

Multivariate Tests

Effect		Value	F	Hypothesis df	Error df	Sig.	Partial Eta Squared
Gender	Pillai's Trace	.026	1.204[a]	3.000	136.000	.311	.026
	Wilk's Lambda	.974	1.204[a]	3.000	136.000	.311	.026
	Hotelling's Trace	.027	1.204[a]	3.000	136.000	.311	.026
	Roy's Largest Root	.027	1.204[a]	3.000	136.000	.311	.026

Discussion

This study aimed at exploring the relationships among Iranian male and female teachers' SE, FI, and burnout. The results showed a significant positive relationship between teachers' FI and SE. The finding confirms the results of a couple of studies (e.g., Jongen et al., 2015; Nabavi et al., 2017; Paunonen & Hong, 2010), which demonstrated that higher degrees of SE could lead to improvement in cognitive ability and mental health, which, in turn, promotes better tolerance of stressful conditions.

The present study also found a significant negative relationship between the participant teachers' SE and burnout, indicating that SE could significantly predict both male and female teachers' burnout. Many studies have supported this reverse relationship between teacher SE and burnout (e.g., Atmaca, 2017; Ghasemzadeh et al., 2019; Motallebzadeh et al., 2014). Such a relationship can be justified with reference to Bandura (2006), arguing that people with lower degrees of SE tend to

amplify their weaknesses and inadequacies. According to Saleem and Shah (2011), low SE could be a potential source of stress and anxiety. Chronic stress, in turn, has damaging effects on such brain regions as Hippocampus (Lupien & Lepage, 2001), Prefrontal cortex (Arnsten et al., 2015), and Amygdala (Roozendaal et al., 2009), causing hypertrophy and functional connectivity disorder in these parts. These regions are central for coordinating the physiological, behavioral, cognitive, and emotional responses necessary for effective coping (McEwen & Gianaros, 2011).

Another finding of the current study was a significant negative correlation between the teachers' FI and burnout. Both male and female teachers' FI significantly predicted their burnout, and the contribution of FI was even more than that of SE. Fleischhauer et al. (2019) report that individuals who have difficulties with attention, concentration, and memory are more prone to burnout.

Concerning the role of gender as the moderating variable in the study, no difference was found between male and female teachers in their measures of SE, FI, and burnout. This finding aligns with the study carried out in Iran by Motallebzadeh et al. (2014), who showed no difference in SE between male and female teachers; however, it is in contrast with another result obtained in the same study indicating that male teachers suffer burnout more than female ones. It seems that the relationship between gender and burnout needs more replications in Iran for arriving at more robust evidence.

It could be summarized that reduced SE could negatively affect a teacher's problem-solving abilities via anxiety and stress, which could, in turn, pave the way for their burnout. Reciprocally, burnout could lead to cognitive weariness and emotional exhaustion, causing diminished self-esteem and self-efficacy, depressed mood, insufficiency, poor performance, and fatigue (Van Dam et al., 2013). It can also be argued that fatigued individuals make lesser demands on their working memory (Matthews et al., 2000), which serves as a core of problem-solving and executive functioning (Diamond, 2013).

In L2 teaching, the success or failure of teaching has often been attributed to methodology and learner variables, and teachers' psychological health has not received due attention. L2 pedagogy strongly emphasizes integrating communicative language teaching (CLT) into syllabi to improve L2 learners' communicative competence; however, efficient implementation of CLT requires motivated, active, and energetic teachers with high levels of self-efficacy and intelligence. Many Iranian English teachers at Iranian schools are reluctant to use CLT principles due to the demanding nature of CLT methods (Foroozandeh & Forouzani, 2015), but such reluctance can be traced to another important factor; that is, their lack of sufficient SE and motivation for planning and organizing communicative activities because of various organizational problems including low payment (Salehi et al., 2015) and work environment (Sabokruh et al., 2019).

Bandura (1997) argues that high self-efficacious people opt for tasks that are emotionally and intellectually challenging; thus, in order for L2 teachers to be able to make the most of their potential, the educational settings, including those in Iran, should provide them with techniques of developing their SE and problem-solving

abilities. Several suggestions have been made by researchers for boosting L2 teachers' SE such as professional development (paving the way for teachers to get promotions) (Karimi, 2011), modeling successful colleagues through vicarious experience (Donnelly, 2007), or peer observation (Mousavi, 2014), peer coaching (Bagheridoust & Jajarmi, 2009), training teachers to increase their knowledge and teaching styles (Heidari et al., 2012), developing reflective teaching (Moradian & Ahmadi, 2014), and professional learning community (Zonoubi et al., 2017).

Programs should also be offered to enhance L2 teachers' FI and mindfulness, as the current study showed that a significant amount of variance in the teachers' burnout is explained by their FI. L2 teachers need to be trained to strengthen the capacity and flexibility of their working memory (WM), as Loesche et al. (2015) showed a strong relationship between WM capacity and the RAPM performance test of FI. Offering teachers WM practices (e.g., n-back tasks) and problem-solving exercises could contribute to the improvement and plasticity of FI (Stepankova et al., 2014; Gavelin et al., 2018), and such practices can work better when accompanied by relaxation and meditative exercises (e.g., Yoga and aerobic training) (Hillman et al., 2008).

Conclusion

The concluding remark is that Iranian EFL teachers' lowered SE and problem-solving abilities, as an outgrowth of the interaction of various stressful conditions (biological, social, organizational, educational, etc.) have great potential to cause burnout. Burnout has been shown to lead to cerebral changes, including thinning of the medial frontal cortex of the brain (Savic, 2015), which can impair one's emotional and cognitive health, negatively affecting their professional performance. Akbari and Eghtesadi (2017) emphasize the importance of familiarizing Iranian EFL teachers with coping strategies related to burnout. It is high time that academia and educational institutions' attention was shifted from methodology to L2 teachers' psychological health so that significant sources of burnout and job dissatisfaction are identified and remedied. It is beyond doubt that successful teaching without lively, active, self-confident, and intelligent teachers is doomed to failure.

This study focused on teacher gender as the moderating variable. Further research is needed to replicate the findings with other moderating variables like teachers' personality type or their teaching experience to explore whether and how they can affect the relationships between the variables addressed in this study and burnout.

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Appendix

Demographic information of the teachers involved in the study

Female Teachers (n = 82)			Male Teachers (n = 58)		
Experience	3 months-37 years		**Experience**	1-28 years	
Age range	**N**	**%**	**Age range**	**N**	**%**
18-20	9	10.9	18-20	4	6.8
21-25	25	30.4	21-25	20	34.4
26-30	18	21.9	26-30	23	39.6
31-35	16	19.5	31-35	8	13.7
36-42	14	17	36-39	3	5.1
Major	**N**	**%**	**Major**	**N**	**%**
Teaching	49	59.7	Teaching	39	67.2
Translation	16	19.5	Translation	7	12
Literature	11	13.4	Literature	7	12
Linguistics	2	2.4	Linguistics	1	1.7
Missing	4	4.8	Missing	4	6.8
Degree	**N**	**%**	**Degree**	**N**	**%**
BA	43	52.4	BA	26	44.8
MA	32	39	MA	28	48.2
PhD	5	6	PhD	2	3.4
missing	2	2.4	Missing	2	3.4
Workplace	**N**	**%**	**Workplace**	**N**	**%**
High School	6	7.3	High School	7	12
Institute	63	76.8	Institute	44	75.8
University	9	10.9	University	4	6.8
Missing	4	4.8	Missing	3	5.1

Authors' Biographies

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EFL Teachers' Burnout Levels and Their Commitment to Iran Language Institute: A Case Study

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Abstract

Teachers play an important role in providing training and upbringing services for the educational community. However, burnout is rampant among teachers in professional contexts. Therefore, it is necessary to identify the factors that lead to burnout and to investigate approaches to reduce the impact of these factors on teachers' burnout levels. The purpose of this study was to investigate the relationship between burnout and foreign language teachers' commitment to teaching service in Iran Language Institutes. In this study, we used observation, semi-structured interviews and Maslach burnout questionnaire (MBI), and Meyer and Allen's organizational and job commitment questionnaire (OOC) to assess the variance of teacher burnout and its relationship with teachers' commitment. English language teachers ($N = 100$) in Mazandaran province were invited to participate in this study. Data analysis showed that there was a negative relationship between teacher burnout and their commitment to teaching English. Descriptive statistics show that male teachers have more burnout than female teachers. Structural equation modeling (SEM) was performed for causal analysis. The concepts of organizational and job commitment and educational policy and burnout research were discussed. Accordingly, educational policymakers are suggested to provide programs to familiarize teachers with the syndrome and help them reduce burnout, which maximizes their performance in the classroom.

Keywords: burnout, English language teacher, teachers' commitment, teachers' role

Introduction

Burnout refers back to the extinguishing of a hearth place or the breaking of a candle. Freudenberger borrowed the period "Burnout" from the unlawful drug section, the time accounts for the overpowering results of long-time period use of the drug; burnout was defined as emotional exhaustion, loss of motivation, and decreased dedication amongst volunteers on the unfastened health center wherein he labored as a counseling psychiatrist (Freudenberger, 1974). "Burnout" syndrome came in vogue (Schaufeli et al., 2009). Through the interview, observation, and use of psychometric research, Maslach and Jackson (1981) advanced a tool for measuring burnout amongst human-provider employees. Their research brought about a brand new definition of burnout that went past intellectual burnout. They outlined it as a multidimensional shape inclusive of three dimensions: emotional exhaustion, depersonalization, and personal accomplishment. Emotional exhaustion means a reduction in the capacity to meet the socio-emotional and psychological needs of others (Hanson, 2021); depersonalization or cynicism; the depersonalization of pessimism or callousness towards others - a persistent negative attitude (Hanson, 2021); and reduced personal accomplishment or academic inefficiency: this trouble refers to a feeling of dissatisfaction with productivity or competence at work (Hanson, 2021). Burnout has been described as a lack of doing a job properly due to various stressors in the job (Hanson, 2021; McCullough et al., 2021; Van Droogenbroeck et al., 2021). This concept was previously related to work stressors but was later introduced to examine the stressful conditions in the teaching profession in the educational environment (Moneto, 2011).

Commitment research in the workplace (Meyer et al., 1993) has a common relationship with professionalism and identity, and two concepts have been considered in the English language teaching domains (e.g., Marr & English, 2019; Richards, 2008; Stapleton & Shao, 2018; Varghese et al., 2016). In particular, teacher commitment reflects teachers' sense of loyalty and commitment to the institution in which they serve (Day, 2008; Dee et al., 2006). Commitment has long been an influential concept in public education research but has received much less attention in language education research (Moodie, 2019). Fathi and Rostami (2018) defined teaching commitment as the power of feeling one's belongs to a particular school. In short, commitment is an important element for teacher training because it eventually puts motivation into action, can predict voluntary behavior in the workplace, and relates various components of commitment, such as the efforts made in an organization (Moodie, 2020, p.3). Therefore, the purpose of this research paper is to unfold the relationship between the professional and organizational commitment of English language teachers and their burnout based on observations, semi-structured interview, and surveys. In this regard, the following research question is proposed:

RQ1: Is there any significant relationship between EFL teacher burnout and their teaching commitment?

RQ2: What are the potential reasons for EFL teachers' burnout and the decline of EFL teaching commitment?

Literature Review

Teacher Burnout

Teacher burnout reflects on physical, emotional, and mental fatigue (Lavy, 2022), and thus the inherent stressors of education often lead to burnout. Although stress is an unaffected aspect of life that can have both positive and negative consequences, burnout occurs when stress accumulates continuously (Hanson, 2021). The teaching profession has historically been ranked as one of the highest stress-related occupations, with which most teachers report low dissatisfaction (Brasfield et al., 2019). Burnout has been identified as a major cause of erosion in previous research (Perrone et al., 2019). U.S. Department of Education, Office of Postsecondary Education (2017) reported that 46 states have shortages of teacher educators. Research conducted in recent months by Pressley (2021) on the factors contributing to teacher burnout during the Covid-19 period addressed the challenges that teachers faced during the Covid-19 epidemic. Therefore, the aim was to gain insight into the effect of Covid-19 on Teacher burnout used by 359 teachers across the United States, and the electronic study included four Covid-19 anxiety scales. The results showed that teachers had high stress during the Covid-19 epidemic with new educational requirements and concerns arising from the current state of education and new demands (Pressley, 2021). In education sectors, burnout usually leads to two consequences for an employee: 1) decreased job quality performance and 2) tendency or desire to leave the job. Teachers who experience burnout are not surprised to find lower job performance (Perrone et al., 2019). Teacher burnout is the reaction and mode of the work pressure that people revel in and has significant negative results on individual effects consisting of wellbeing, health, and work commitment (Yung et al., 2017). In a longitudinal study, Skaalvik and Skaalvik (2020) analyzed the relationship between teachers' perception of job demand and job resources in the school environment with the dimensions of job burnout, depressed mood, job satisfaction, and the motivation to leave the teaching profession. Participants were 262 Norwegian High School teachers, data were analyzed using confirmatory factor analysis and SEM analysis. Teacher burnout may be the result of long-term occupational stress, and stressful working conditions, often termed job demands, be associated with measures of burnout. Saloviita and Pakarinen (2021) studied teacher burnout and its three sub-domains across several teachers, student-, and organization-level variables, including teacher category, class size, number of students with support needs, attitudes towards inclusive education, and availability of support. The participants were 4567 Finnish Primary School teachers consisting of 2080 classroom teachers, 1744 subject teachers, 438 special-class, and 305 resource room teachers. Teachers also suffered the highest level of burnout compared to other workers in human services (Ghanizadeh & Jahedizadeh, 2014; Saloviita & Pakarinen, 2021).

Teachers are likely to experience different levels of depersonalization, emotional fatigue, and personal success at the same time (Bettini et al., 2017). However, teacher stress is positively associated with teachers' burnout variables, emotional fatigue, and depersonalization, but will be negatively related to personal success (Park & Shin, 2020).

Teaching Commitment

Teaching commitment refers to occupational and organization commitment in the field of education, despite its importance – especially in certain occupations, such as teaching (e.g., Habib, 2020; Lavy & Bocker, 2018). Previous studies have shown that employees' sense of meaning in the workplace is associated with favorable work-related outcomes, including increased job commitment (Littman-Ovadia et al., 2017). Commitment at the organizational level refers to the connection that an employee has with his organization. When organizational commitment applies to teachers, it refers to teachers' commitment to the school in the form of a psychological contract that has overt and covert commitments to the school and shows their physiological relationship (Mokhtar et al., 2021). In this regard, Habib (2020) conducted a study to measure the relationship between secondary teacher burnout and their job commitment, using two questionnaires responded by 200 schoolteachers to uncover that there was not a significant relationship between teacher burnout and their professional commitment. Berkovich and Bogler (2020) stated that Meyer and Allen (1997) suggested three components to commitment: affective, normative, and continuous. Affective Commitment (AC) is an emotional attachment that refers to identity, participation, and enjoyment. Normative Commitment (NC) is an obligation that is applied to employees with normative pressures and Continuous Commitment (CC) results from the awareness of costs and penalties resulting from leaving the organization or profession. As may be visible, various factors with different structures can cause teacher burnout. One potential issue playing a role in teacher burnout is EFL Teaching commitment and their role, which determines how teachers behave in their classrooms, their concepts, and strategies of teaching. As a key concept in organizational structures, commitment has long been associated with burnout in various fields of work. Health organizations and schools are among the leading areas in which the level of professional commitment and burnout is studied (Akdemir, 2019). The finding indicated that there was a negative and significant relationship between the levels of teacher burnout and their levels of organizational commitment. In other words, the lower the burnout rate of teachers is, the higher their level of organizational commitment is. In addition, organizational commitment plays an important role as a predictor of teacher burnout levels. The fact that teachers have a higher level of organizational commitment leads to a reduction in burnout (Arik & Turunc, 2016; Bulut, 2017). Therefore, Royaei et al. (2020) maintain that teaching goal and teaching commitment are integrated since teachers' experience put an effect on the clarification and contextualization of their teaching goals, so teacher commitment would increase or decrease.

Method

The design of this study was a sequential mixed-method using observation, questionnaires, and interviews. The reason for using the mixed method research in the present study was that combining both quantitative and qualitative designs provides a broader and clearer understanding of research (Creswell, 2009). In the mixed method research of the present study, the exploratory strategy approach was considered. The sequential exploratory strategy consists of one stage of collecting

and analyzing qualitative data, then the second stage of collecting and analyzing quantitative data, which is based on the results of the first qualitative stage. At this stage, as in the research strategy of the present study, the researcher must make key decisions about either the initial qualitative aspects or the next quantitative stage (Creswell, 2009).

Participants

130 EFL teachers who were invited for participating in this study were from English language institutes in Mazandaran, but 100 participated in this study. Their selection was based on convenience sampling and the participation was entirely voluntary. The statistical demographic evidence of the participants, such as Iran Language Institute (ILI) teachers, gender, age, field of study, years of teaching, and the latest degree is reported in Table 1. Based on the evidence obtained, except for 1 person, all respondents (99 people) were ILI teachers. We randomly selected and observed 20 teachers' online classes and four teachers agreed on attending semi-structured interviews.

Table 1

EFL teachers Demographics

Teachers	A	B	C	D
Gender	Male	Male	Female	Female
Age	31-35	36-40	36-40	31-35
Field	Relevant	Relevant	Relevant	Relevant
Years of teaching	11-15	16-20	16-20	11-15
Highest qualification	M.A.	B.A.	M.A.	M.A.

Materials and Instruments

The materials and instruments used for data collection were observation, Maslach Burnout Inventory (MBI) (Maslach & Jackson, 1981), occupational and organizational commitment (Meyer & Allen, 1991) questionnaire, and the semi-structured interview.

Observation

Observation has been used for 20 online one and a half hour class sessions with four different EFL teachers (two male teachers and two female teachers). This process was observed based on the questionnaire.

Table 2

Summary of Observation Session

Teachers	A	B	C	D
Procedure	Teacher activity was medium, teacher interaction with students was average, student interaction with the teacher was good, but didn't have very close friends in the class. He had a calm personality.	He was very active in the class; also had a lot of interaction with the students, the student's relationship with teachers was good and, had a close friends in the class. He had an intimate and energetic personality.	Teacher activity was relatively good. The teacher did her best to communicate well with the students, the student's relationship with the teacher was good, and she had a serious personality.	The whole class was quiet and all activities, communication, behavior, and interactions were done in complete peace. She had a very kind and calm personality.

Maslach Burnout Inventory (MBI)

The participants completed the Maslach Burnout Inventory questionnaire (Maslach & Leiter, 1997) (See Appendix A), representing three subscales: Emotional Exhaustion (9 items, 1, 2, 3, 6, 8, 13, 14, 18, 20), measuring feeling of fatigue at work (e.g. "I feel emotionally drained from my work"); Personal accomplishment (8 items, 4, 7, 10, 12, 17, 16, 19, 21), assessing feeling of achievement of teacher (e.g. "I deal very effectively with the problem of my student"); and Depersonalization (5 items, 5, 9, 11, 15, 22), reflecting teacher's impersonal response to students (e.g. "I don't care what happens to some students"). All the items in the questionnaire were related to a 7-point Likert scale: never, rarely, low, sometimes, medium, high, and always. The reliability of the original and present survey administration is provided in Table 3. The reliabilities of a few factors for the MBI scale in the original and present study are indicated in Table 3.

Table 3

The Reliability of the MBI Scale

Factors	Reliability in the original study	Reliability in the present study
Emotional Exhaustion	0.76	0.89
Depersonalization	0.73	0.88
Personal Accomplishment	0.63	0.90

The descriptive statistics of the focused variable (Burnout Questionnaire) in the lowest value of this variable amongst respondents is 6 and the highest value is 75. The suggested ranking of individual burnout objects was (M = 27.53, SD = 13.57). According to Maslach et al. (1996), excessive ranking is indicative of burnout. Conversely, an excessive ranking in the non-public accomplishment subscale suggests a low degree of burnout. Maslach et al. (1996) maintained that every subscale rating may be categorized as representing low, slight, or excessive burnout. According to the calculations, there is the highest incidence of burnout with a rank of 132 (max) and lack of burnout with a rank of zero (min), thus showing that participants with a rank between 6 (min) and 75 (max) are affected by mild burnout. Sato et al. (2022) examined Teacher Motivation and perceived burnout of EFL teachers during Chile in the Coved-19 pandemic; the model considered the impact of COVID-19, indicating that although COVID-19 did not impact Teacher Motivation very much, it indirectly predicted burnout via Teacher Motivation.

Occupational and Organizational Commitment (OOC) Survey

An adaption of the Affective, Continuance, and Normative occupational and organizational scales (Meyer & Allen, 1991) was used to measure English language teachers' commitment. The questionnaire has widely been endorsed in several professions and cultures and has been found to have acceptable psychometric properties, which are rated on a 5-point Likert scale from 0 = strongly disagree to 4 = strongly agree. These cases were organized in such a way that the school was called an organization and teaching was called an occupation. The tool consists of six scales: (1) AC to occupation (questions1, 2, 3; α = .849; for example, "I am enthusiastic about teaching profession"); (2) AC to organization (question 10, 11, 12; α = .803; for example, "at school I do not feel part of the family - reverse case"); (3) NC to the occupation (questions 7, 8, 9; α = .807; for example, "a sense of responsibility to the teaching profession to continue it"); (4) NC to the organization (questions 16, 17, 18; α = .665; for example, "this school deserves my loyalty"); (5) CC to occupation (questions 4, 5, 6 ; α = .726; for example, "changing careers would be difficult for me right now"); (6) CC to the organization (questions 13, 14, 15; α = .728; for example, "if I decide, I want to leave school, my life will be very disrupted") (See appendix B). The Meyer scale was 6 items each (Meyer et al., 1993), but since the full review included other dimensions that measure a wide range of teacher characteristics, it was decided to increase the number of Meyer items for brevity and ease of completion by teachers. The overall reliability of the OOC scale was α = 0.77). The descriptive statistics of the focused variable (commitment) in the minimum value of this variable amongst respondents is 24 and the maximum value is 60. Also, this variable has a Mean of 43.48 and a Standard Deviation of 7.98.

Semi-Structured Interview

For this study, semi-structured interviews were used for seeking further information about the purpose of the study. The semi-structured interview allows the researchers to collect open-ended data to explore four English language teachers' feelings and beliefs about a particular topic (DeJonckheere & Vaughn, 2019). Interviewees were those teachers whose classes were observed by the first

researcher. The semi-structured interview content designed for teachers by the researchers had 10 identical questions, five questions about burnout, and five questions about commitment (See Appendix C). Coded 0-2 (negative perspective = 0, positive perspective = 1, no idea = 2)

Procedure

Data collection for this study started from October to December 2021. After a brief explanation of the purpose of the research and coordination with the headquarters in the capital and Mazandaran Provinces, all teachers voluntarily received the Maslach Burnout Scale (MBI-ES) and the Commitment Scale. To collect reliable data, the researchers explained the purpose and instructions of completing the questionnaire and asked 130 EFL teachers not to write their full names to align with the anonymous protocol. 100 teachers responded to the online questionnaire. They only had to provide demographic information such as gender, age, teaching background, and level of education. To analyze the data in this study, the answers obtained from the questionnaires were tabulated and analyzed using SPSS software. A structural equation modeling (SEM) analysis was performed to investigate the cause-and-effect relationship between teachers' burnout and commitment variables and demographics. Finally, 20 teachers' classes were observed and then they were invited to attend in the interview. Thus, four teachers agreed to participate the interview session to ameliorate the research process. We have used different data sources such as observation, questionnaire and interviews to solidify findings of the study (Creswell, 2009).

Data Analysis

In exploring the relationships between commitment and burnout, structural equation modeling (SEM) was used (RQ1 and RQ2). The first stage involved the imputation of missing data for those participants who skipped some items (Mode of missing items = 1). Second, the data were analyzed and imputed using the multiple imputation procedure of IBM SPSS. For all scales, linear factors were estimated using exploratory factor analysis and saved for use in SEM. To answer the first research question, bivariate correlations (Pearson, two-tailed) were explored among the subscales of commitment and burnout. With no empirical evidence or theoretical framework that can be used to hypothesize a structural model, the relationship between teaching commitment and teacher burnout was examined separately from the SEM. Instead, an exploratory associative design was chosen. We drew on the dataset to respond to the second research question. Thus, we initially coded the observed classes, and then closely watched the observation to decipher elements contributing to the findings of this study. After that, we extracted those confusing situations that ran in the classrooms. Then, we invited the four teachers to watch together and asked for further clarity. At the same time, we transcribed the interviews to compare and contrast teachers' burnout and their commitment and looked for recurring themes, which led to two overall categories: emotional exhaustion and dependent commitment.

Results

Quantitative Result: Addressing the First Study Question: Correlational Result of Burnout and Commitment

In the first phase of the present study, researchers examined the rate of teacher burnout ($M = 27.53$, $SD = 13.57$) and their teaching commitment ($M = 43.48$, $SD = 7.98$). Multiple correlations were performed to investigate the relationship between burnout and commitment. Using the numerical correlation coefficient from -1 to 1, the result indicated that the proximity of one of the two ends of the interval, respectively, suggests the depth of direct correlation and the depth of inverse correlation, and its proximity to the queue indicates no correlation. The presence or absence of correlation also can be tested. Thus, with the preliminary assumption of no correlation, if the value is much less than 0.05, we reject the preliminary assumption and conclude that a linear relationship is assumed between the two variables.

Table 4

The Correlation Coefficient for Burnout and Commitment

Variable		Burnout Questions	Commitment Questions
Burnout Questions	Pearson Correlation	1	-.425[**]
	Sig. (2-tailed)		.000
	N	99	98
Commitment Questions	Pearson Correlation	-.425[**]	1
	Sig. (2-tailed)	.000	
	N	98	99

[**]. Correlation is significant at the 0.01 level (2-tailed).

As shown in Table 4, many significant correlations were identified. The dimensions of burnout of English teachers had a different relationship with their commitment. The statistically significant negative relationship between burnout and commitment variable was identified. The Pearson correlation coefficient is -0.425, which was observed at $p < .05$, indicating a fantastically vulnerable correlation on the contrary direction. Also, the obtained negative value indicates that the two variables of burnout and work commitment are in the opposite direction, albeit weakly. As a result, it could be stated that a vulnerable increase in burnout results in a decline in work commitment. Reflecting on the consequences of burnout clearly shows that one of the most common consequences of burnout is a decrease in task hobby and commitment (Ghanizadeh & Jahedizadeh, 2015).

Qualitative Results: Addressing the Second Research Question: Burnout, Commitment, and Interview

Recognizing the potential reasons for EFL teachers' burnout and decline in EFL teaching commitment, the researchers sought a discrepancy between the teachers' observations and the teachers' questionnaire. The teachers replied to the questionnaire, and no discrepancies were observed. A summary of the observation period is provided earlier in Table 2. The observations were based on the burnout questionnaire (teacher activity, teacher interaction with student, student relationship with teacher, and close friendship in class). The analysis of interview data resulted in 16 codes with four overall categories—Emotional Exhaustion, Depersonalization, Personal Accomplishment, and Commitment—based on the observations, teacher B and C, who are on the excessive level based on observation factors, and teacher A and teacher D, who are at a medium level based on observation factors. As a result, the burnout and commitment questionnaire was carried out uniformly amongst all four teachers. To unfold any inconsistent teaching behavior through observation as responses in the questionnaire, teachers were invited to provide clarity and the interview questions were divided into burnout and commitment variables.

According to the analysis of the qualitative data of the interviews, there was a close relationship between job burnout and commitment. Teachers described several intrinsic reasons for their teaching, including interest, the exciting nature of English, and the moral value of teaching. Most English-speaking interviewees with low levels of burnout cited an internal reason for teaching English. For example, a 37-year-old English teacher who had independent motivation stated: "Teaching is the main part of life now because I teach about 12 hours a day. A day without teaching makes me feel useless." However, this teacher said: "I sometimes feel frustrated because I should teach the same content so many times and I'm not allowed to change the way of teaching."

However, another teacher with a high level of burnout pointed out small salary has reduced his commitment to teaching over time. Teacher B mentioned,

> I entered the job with a commitment, I loved teaching English, but now I get a small salary, which makes me non-committal. . . . If they [principals] give financial support to English teachers, especially in institutions, we will work with more commitment.

Another teacher, teacher D who reported a relatively high level of burnout in her survey, declared, "Teaching English could be fun, depending on some factors such as its payment, and . . . the work environment."

There were other reasons for English teachers that can be considered under the heading of specified regulations. The interviewees agreed with the fact that teaching has positively affected various aspects of their lives, especially their social relationships. As one of them said,

> I am doing my best every day. I know that I am at the beginning of my way of English teaching. I always tell my students that there is no end to anything and we should try hard until the last day of our lives.

They also stated that they chose this job intending to make an impact on their lives. For example, one teacher with high commitment stated, "I teach from dawn to dusk and this can make me used up but my love in teaching helps me summon up my energy for the following day".

Teachers' self-expectations of teaching and professional ethics seem to have been important for some respondents with high or low burnout, so accountability can be traced in English teachers' responses. One of the respondents, teacher A said, "I feel happy. My students are an important part of life, I live with them every day, I feel responsible for them. Being with them makes my day".

Overall, both types of burnout and commitment dominated the sub-themes identified by English teachers with high / low commitment, high / low burnout to teaching English.

Table 5 indicates that teacher A Emotional Exhaustion > Personal Accomplishment and Depersonalization < Personal Accomplishment; Teacher B Emotional Exhaustion < Personal Accomplishment and Depersonalization < Personal Accomplishment; Teacher C Emotional Exhaustion < Personal Accomplishment and Depersonalization < Personal Accomplishment; and Teacher D Emotional Exhaustion > Personal Accomplishment and Depersonalization < Personal Accomplishment, although there were some themes from commitment (f = 15). Among them, Teacher D (with maximum EE) has minimum Commitment and Teacher B (with medium EE) has a maximum commitment in the questionnaire.

Table 5

Variables	Teacher A	Teacher B	Teacher C	Teacher D
Burnout	EE = 29	EE = 13	EE = 5	EE = 30
	DP = 8	DP = 9	DP = 0	DP = 4
	PA = 21	PA = 18	PA = 19	PA = 21
Commitment	32	48	37	27

Note: Emotional Exhaustion (EE), Personal Accomplishment (PA), Depersonalization (DP)

A higher emotional exhaustion leads to a higher level of burnout. Also, the higher the personal accomplishment, the farther away the person is from burnout (Maslach et al., 1996). Teachers also experience more burnout and less commitment. The results show that with increasing burnout, there is a decline in job commitment. In the interviews of all four teachers, in which the questions in the variable (burnout and commitment) are presented in the same way, the responses were mostly in the interest of teaching, interest in the English language (Affective Commitment), interest in the institution of the Iranian Language Institute, because of the largest and oldest private one in Iran (Normative & Continuance Commitment), and interest in students (Affective Commitment). This type of commitment is the most general form of organizational commitment in teaching.

Discussion

Burnout among teachers deserves special attention because research has shown that burnout is associated with inefficiency (Mokhtar et al., 2021). In the last two decades, the teaching profession has been known as one of the most stressful jobs, the risk of which causes various branches of burnout (Skaalvik & Skaalvik, 2020). Berkovich and Bogler (2020) state that burnout is related to different organizational factors. Accordingly, this study began to show the extent to which English language teachers experienced burnout and how it could be related to its accrual factor. To this end, the present study, first, sought to help us understand the levels of burnout in English language teachers and its possible underlying causes in a specific context in Iran. Overall, the results showed that this sample of English language teachers showed a burnout index in MBI. By reporting high levels of teacher burnout, it can be argued that English language teachers in this study in the northern context in Iran generally reported less fatigue and less personal competence (Ghanizadeh & Jahedizadeh, 2014). In-depth qualitative analysis showed that demographic factors (Highest Qualification, Age, Gender, Field of Study, and Years of Teaching) show an equal relationship with the dimension of burnout and commitment among English teachers. The second research question addressed the nature of ILI-EFL teachers' burnout for teaching commitment. The finding of this study identified commitment among English language teachers, and the reason for teachers' commitment was determined through the analysis of qualitative data. The qualitative findings showed that all participants in the commitment process were dependent, and the majority of English teachers in the target community were committed to organization and teaching, but quantitative findings showed a negative relationship between burnout and commitment. This finding is congruent with previous research such as Akdemir (2019) and Ghanizadeh and Jahedizadeh (2014) in that regulation seems to be a controlled commitment that can be the main predictor of the dimensions of English teachers' burnout. There are similarities and differences between the present study and previous research, which should be noted. Initially, the learners of this study were adult English teachers (TEFL) similar to Akdemir (2019) and Ghanizadeh and Jahedizadeh (2014). Second, like Royaei et al.'s (2020) study, questionnaires, and interviews were used as research data collection tools and demographic information such as age, degree, and teaching experience. The sample consists of 90 EFL teachers from various foreign language institutes in Mashhad, Iran.

Mokhtar et al. (2021) beautifully stated that teachers with high levels of commitment work more diligently, show stronger dependence on the curriculum, and are more willing to accomplish teaching goals than teachers with low levels of commitment. The level of teacher burnout is sensitive to almost all the variables of the teacher, student, and the level of the organization that is working (Saloviita & Pakarinen, 2021). In addition, many researchers, such as Akdemir (2019), Arik and Turunc (2016), and Bulut (2017) worked on burnout and commitment. It is clear that burnout and commitment are issues that have attracted the interest of researchers and experts.

Over the past decades, most research on the history of burnout has continued to focus on work / environmental factors as the approximate cause of burnout. Over the past decades, much research has been done to indicate the role of social support, which plays the cause of burnout. Studies have been conducted on the impact of support from caregivers, colleagues, friends, family, organizations, unions, and others. However, many experimental studies were significantly associated with social support and burnout (Royaei et al., 2020; Perrone et al., 2019). Burnout has significant costs in terms of health and organizational consequences (Skaalvik & Skaalvik, 2020; Lavy, 2022). Based on the results of this study, it seems that the decline of burnout among teachers deserves special attention. Accordingly, educational policymakers are advised to provide programs to familiarize teachers with the syndrome and help them reduce burnout and stress. These programs can be divided into two designated treatments: 1) action plans to diagnose burnout, and 2) palliative programs include: counseling courses and indirect treatments focusing on social support. These programs should consider the causes of burnout and its growth. Previous research has shown that emotional burnout is a major predictor of burnout (Ghanizadeh & Jahedizadeh, 2014).

Conclusion

This study has contributed to the relationship between burnout and the commitment of EFL teachers to teaching in private institutions. This mixed-method study explores burnout and the role and professional teaching commitment of a sample of EFL instructors at the Iranian Language Institute. This study contributed to the literature and can be promising in that it has been applied with a variable-oriented approach to the commitment of English teachers to teach.

The findings showed that most English language teachers had an independent and impersonal commitment and in line with the variable-based results, a high form of commitment was revealed in teachers. Intrinsically, the results showed that many English teachers in the present study have a combination of independent and controlled commitment to English language teaching. There was a negative relationship between EFL teachers' burnout and their commitment.

Qualitative analysis also supported the idea that burnout experience plays a role in commitment. However, the predictive power of English teachers' burnout does not appear to be strong in explaining the variance of their commitment. Therefore, the findings provide empirical evidence for the importance of burnout versus L2 teachers' commitment to understanding and improving teachers' burnout and fatigue from teaching. The contribution is that ILI policymakers can make decisions about maximizing the quality of teaching and the teacher recruitment. Future research, using more comprehensive plans, can examine which teachers are more professional and prone to stay in the profession. In addition, some psychological factors of teachers such as mental health and personality factors of students are identified and their relationship with burnout of EFL teachers should be investigated.

The results of this study can provide educational implications for increasing the awareness of English teachers in understanding the rate of burnout and

commitment. Burnout is a psychological structure for managing anxiety. One possible plan for burnout management is to encourage teachers to participate in weekly orientation programs that include stress management. The finding of this study is limited to one English language Institute and the gender difference was not taken into account. Future research can cover a larger population with different cultures and gender to generalize the findings.

Acknowledgments

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Appendices

Appendix A

MBI Questionnaires

This tool is a questionnaire that is based on a new estimate of the phenomenon of burnout and teaching commitment and has 30 questions. 22 questions measure emotional exhaustion, depersonalization phenomena, and lack of personal success and 18 questions measure Occupational and Organizational commitment in the framework of your professional activity. The first page contains questions related to burnout and the second page includes questions related to commitment. Elahe Asadi, M.A. student of English language teaching at Rudaki University.

* Please answer all questions and do not leave the question unanswered.

* Please be honest in answering the questions

* Personal profile participants will be kept confidential by the researcher.

* If you have any theoretical questions or questions that come to your mind, add them at the end of the questionnaire; the researcher will welcome them.

Demographic Question:

I am an ILL (Iran Language Learning) Teacher.   Yes   No

Name: Gender: Male   Female

Age: Highest Qualification: B.A.   M.A.   Ph.D.

Subject Field: Related   Unrelated   Years of Teaching:

Burnout Questions
1. I feel that the job of a teacher has psychologically taken away my strength and power.
2. At the end of a working day, I feel abused.
3. In the morning, when I have to go to work, I feel tired of going to work.
4. I can easily understand my students' feelings.
5. I feel I treated some students as if they were impersonal objects
6. Working with students for the whole day is hard and exhausting for me.
7. I feel I can easily deal with my students' problems.
8. I feel that my job has exhausted me psychologically.
9. I have been indifferent to others since I chose this job.
10. I feel that because of my job (due to the teacher's direct relationship with the students) I have a positive impact on my students' lives.

11. I'm worried that my job will make me hard-hearted towards people.
12. I feel full of strength and energy.
13. My job has made me feel empty and useless.
14. I feel like I'm doing my job hard.
15. I really do not care what happens to some of my students.
16. It is difficult to deal directly with some students and it puts me under a lot of stress.
17. I can easily provide a calm environment for my students.
18. After working with my students, I feel happy and cheerful.
19. The job of a teacher has had important and valuable achievements for me.
20. I feel I have reached the end of the line.
21. I face many emotional and psychological problems in my career.
22. I feel that my students blame me for some of their problems and blame me.

Appendix B

OOC Questionnaire

Commitment Questions
1. Being in the teaching profession is important to my self-image
2. I am proud to be in the teaching profession.
3. I am enthusiastic about the teaching profession.
4. Changing professions now would be difficult for me to do.
5. Too much of my life will be disrupted if I were to change my profession.
6. Changing professions now would require considerable personal sacrifice.
7. I feel a responsibility to the teaching profession to continue it.
8. Even if it were to my advantage, I do not feel that it would be right to leave the teaching profession now.
9. I am in the teaching profession because of a sense of loyalty to it.
10. I do not feel like part of the family at Iran Language Institute (ILI).
11. I do not feel emotionally attached to this Institute.
12. I do not feel a strong sense of belonging to my institute.
13. It would be very hard for me to leave my institute right now, even if I wanted to.

14. Too much in my life would be disrupted if I decided I wanted to leave my institute now.
15. I feel that I have too few options to consider leaving this institute.
16. This institute deserves my loyalty.
17. I would not leave my institute right now because I have a sense of obligation to the people in it.
18. I owe a great deal to my institute.

Appendix C

Semi-Structured Interview

Dear colleagues
The following questionnaire aims to assess your feelings and opinions as EFL teachers towards your job and your organization. All information that is collected in this study will be treated confidentially. You are guaranteed that you will not be identified in any report of the results of the study.
Burnout Questions
Have you ever felt frustrated in teaching (English)? If yes, what issues do you think make you or other teachers feel frustrated?
Have you ever been used up at the end of a workday? If yes, what problems caused this situation?
Do you feel happy after working closely with your students? Or, it doesn't matter to you? Please explain your reason
Do you care about your students' emotional problems? How do you deal with these problems? Can you understand how they feel about things?
Have you ever felt you are at the end of the rope in your profession? If yes / no, why?
Commitment Questions
Why do you teach at Iran Language Institute (ILI)?
Do you think teaching at the ILI can help you to learn new things? How?
Do you think teaching (English) can help you to learn new things? How?
Do you consider teaching (English) as an important life goal?
Will you become disappointed with yourself if you don't teach?

Authors' Biography

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The Cyclical Model of Self-Regulated Learning and Metacognitive Awareness of Iranian EFL Learners' Grammar Strategies

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Abstract

An awareness of one's own learning processes seems not to occur without language learners' engagement in SRL strategies in terms of behavioral, emotional, cognitive, metacognitive, and environmental aspects during learning procedures, which leads to high-quality planning for learning (Krause & Coates, 2008). This mixed method study was conducted to explore the effectiveness of self-regulated language learning in developing metacognitive awareness of grammar strategies and compared it with non-self-regulated groups. To this end, a total of 122 homogenized intermediate EFL learners were randomly allocated to one of three groups (two experimental and one control). To collect data, all groups were subjected to three different treatments. The data analysis of non-parametric Kruskal-Wallis indicated that self-regulated language learning strategies instruction (cyclical & emotional regulation) had a significant effect on the EFL participants' metacognitive awareness of grammar strategies. Also, the SRL (C & ER) model improved the learners' metacognitive awareness more than the SRL (C) model and was followed by F on F method, which showed the lowest performance. For more evidence of learners' engagement in SRL strategies during the learning process, an SRGL questionnaire was administered to EFL learners at the pre-test and post-test phases. A paired sample t-test data analysis revealed that the participants in both SRL models outperformed in the use of self-regulatory strategies. The result of the paired t-test of emotion regulation data also represented a large effect size. Regarding learners' attitudes towards implementing SRL models, the frequency data and chi-square analysis of both experimental groups indicated that most students significantly held a positive perception of these techniques. Therefore, this study provides implications for teachers and syllabus designers to design SRL task modeling compatible with learners' language levels.

Keywords: emotion regulation, metacognitive awareness, SRL strategies behavioral, emotional

Introduction

In the domain of S / F language learning, metacognitive awareness could be evolved through active engagement of learners in language strategy use during learning procedures within appropriate designed tasks (Duell, 1986; Flavell & Wellman, 1977). Indeed, active engagement appears to be better realized through the use of language strategies and regulation in terms of behavioral, emotional, cognitive, metacognitive, and environmental dimensions, accumulation of all of which can be manifested in a key term of self-regulated learning. In essence, self-regulated learning procedures reinforce metacognitive awareness of strategy use of language structures in a way that provides learners with opportunities, such as setting goals, cognitive and metacognitive learning activities, emotional, and environmental aspects, to revise or refine their own learning behaviors (Zimmerman, 2000, 1998). It is worth mentioning here that this kind of learning procedure seems to be reciprocal, which could cultivate both the independent and dependent variables of this study.

Indeed, there is a bilateral link between self-regulated learning and metacognitive awareness, such that due to its impact on both planning and monitoring, metacognitive awareness is necessary for learners to practice self-regulated learning (Gitomer & Glaser, 1987; Paris & Paris, 2001; Wenden, 1998). As claimed by information processing theories, "self-regulation reflects metacognitive awareness" (Schunk, 1991, p. 448). In other words, learners' engagement in self-regulated strategies within tasks paves the way for learners' attention to their learning procedures and perceiving their strengths and weaknesses in order to evaluate their learning process, which leads to a better focus on the form of language.

However, the extent to which learners participate in and benefit from a form-focused approach is determined by their L2 proficiency (Ellis, 2016; Williams, 2001). Indeed, the focus on form method does not ensure complete engagement of learners in the learning process due to individual differences in language learning strategy awareness, knowledge, and use. The main problem is that learners do not have enough information about self-regulated strategies, such as self-monitoring and self-evaluation, in order to evaluate their strengths or weaknesses and to apply strategies that are tailored to the nature of the task or are not motivated to participate in learning tasks.

Indeed, SRL develops a more autonomous learner who is equipped with strategic language knowledge and engages in self-directed learning, which includes self-evaluating and self-monitoring as a preliminary requirement for metacognitive awareness development (Zimmerman et al., 1996). As a result, language acquisition becomes more efficient and adaptable (Coates, 2005). Thus, this study will offer a different method of monitoring and evaluating the learning process, in which there has been an attempt to increase learners' metacognitive awareness of grammar strategies, which goes beyond the common practice in a learner-centered approach. Self-regulated learning can offer a new prospect for self-monitoring and self-

evaluating the learner as an independent language learner. So, cultivating learners᾿ awareness of strategies is one of the key aims of this study.

To achieve this goal, learners should be exposed to both knowledge and essential abilities and then put them into action while learning target knowledge and skills, which are prerequisites for becoming skilled lifelong learners. In addition to being aware of and using learning strategies, self-regulated learning requires a lot of reflection and self-awareness (Kobayashi & Lockee, 2008).

As a result, the significance of this study is emphasized by the fact that it investigates metacognitive awareness of grammar strategies more in terms of the SRL process than the product (Dornyei, 2014), by involving learners in their own learning process on behavioral, emotional, cognitive, and metacognitive dimensions. Thus, the interactive procedure of self-regulated language learning strategies leads to the learners' self-awareness, strategy use during the learning process, and behavior, which could eventually be tangible in language acquisition through form, meaning, strategy use, and emotion control in a supportive context. To this end, the present study attempts to investigate the impact of cyclical self-regulated strategies instruction, in addition to emotion regulation, on the metacognitive awareness of grammar strategies of EFL learners.

Purpose of the Study

The purpose of this study was to examine the influence of SRL-based F on F on EFL learners' metacognitive awareness of grammar strategies. Indeed, this research focuses on how learners' engagement in strategy use and regulation within learning tasks increases EFL learners' metacognitive awareness. In other words, it explores the effect of language learning processing in terms of strategy use and regulation concerning behavior, (Meta) cognitive, emotion, context, monitoring, and evaluation on the metacognitive awareness of grammar strategies of EFL learners (Pintrich, 2000).

RQ1: Is there any statistically significant difference among SRL(C&ER) G, SRL(C) G, and F on F G in terms of metacognitive awareness?

RQ2: Does self-regulated language learning strategies instruction in both groups SRL(C&ER) and SRL(C) have statistically significant effect on EFL students' SRL?

RQ3: Does Emotion Regulation strategy instruction have statistically significant effect on EFL students' ER?

RQ4: Do EFL learners in self-regulated learning groups develop positive attitude towards the SRL (C &ER) and SRL (C) models?

RQ5: What is EFL learners᾿ perception towards the SRL (C&ER) and SRL (C) models?

Design of the Study

The design of the study is quasi-experimental, using a mixed method. The researchers aimed to investigate the effect of SRL models in addition to emotion

regulation and non-self-regulated learning (Focus on Form) as independent variables on the dependent variable, metacognitive awareness. Indeed, this study applied qualitative and quantitative measurement of SRL strategy instruction and metacognitive awareness of grammar strategy, and examined emotion regulation of learners and learners, attitudes towards the SRL-F on F models used.

Literature Review

This study focuses on examining the impact of SRL-based Focus on Form models on the metacognitive awareness of grammar strategies of EFL learners. Therefore, attempts are made to review the literature review.

Theoretical Framework

Self-Regulation Learning

SRL was defined as an individual, cognitive-constructive activity that involves the interaction of constructs such as cognitive strategies, metacognition, and motivation (Zimmerman, 1989). Zimmerman (1986) defined SRL as the methods by which learners systematically activate and sustain their cognitions, motivations, behaviors, and affects toward the accomplishment of their goals. Self-regulated learners take charge of their own learning, analyze tasks, set realistic learning objectives, modify their learning strategies, and continuously assess their own development (Winne & Hadwin, 1998). Regarding strategy use from the SRL perspective, it offers students new strategies for monitoring and controlling their development towards their learning aims (Zimmerman, 1998).

In this regard, Hadwin and Winne (1996) proposed strategic learners as students have knowledge of alternative strategies that are capable of applying them on an appropriate occasion and also know the merits and demerits of the selected strategy in relation to the task. So, strategy use is also controllable and teachable (Pressley et al., 1987). In this regard, it has been reminded that learners do not have to use strategies automatically, but they should be trained how to do so (Perry, 1998; Zimmerman, 2000). According to all self-regulation learning theories, students who self-regulate their learning are involved actively and constructively in a process of meaning-making, and they alter their thoughts, feelings, and behaviors as a necessity to impact their learning and motivation (Kovacs, 2012).

According to Corno (1989), self-regulated learners design their own learning process, set their own goals, organize their own learning assignments, closely watch themselves while learning, and continuously evaluate their own learning process. These actions have come to be known as "metacognition" (Pressley et al., 1987). Self-regulated learning necessitates a high level of motivation in addition to metacognition. A motivated learner is a self-starter in the learning process. Motivated learners put in exceptional effort, persistence, and perseverance during the learning process (Schunk, 1982).

Self-Regulated Language Learning Strategies

Zimmerman (1989) paved the way for educators to differentiate between self-regulated learning strategies and self-regulated learning processes. In this regard,

cognitive, metacognitive, motivational, and behavioral processes are included in self-regulated learning processes. In return, performances and processes that activate the learning of language skills are called self-regulation learning strategies. Awareness of self-efficacy is a kind of self-regulated process, while goal setting is a sample of self-regulated learning strategies (Pintrich & De Greot, 1990). Researchers have proposed different strategies or instructional models to adjust motivation, cognition, and behaviors (Zimmerman & Martinez-Pons, 1990). It is worth mentioning that all phases of self-regulated learning are affected by students᾽ motivational beliefs. So, it is recommended to teach students to use self-regulatory skills along with creating a classroom context in which their motivation is increased by using these strategies (Kobayashi & Lockee, 2008).

Self-regulated learning strategies are classified into three aspects; the first factor to consider is motivating strategies. These tactics boost and maintain their drive to complete academic activities. Self-consequating, interest stimulation, and self-talk are significant in this practice. Self-consequating entails giving oneself an extrinsic reward as a result of accomplishing something (Zimmerman & Martinez-pons, 1990). Students' attention is increased by modifying things in order to make them more intriguing and demanding. Self-talk in the motivational category emphasizes verbal self-management to encourage pupils to focus on a reason for completing a task in order to stay motivated (Wolters, 2010).

The second part of strategies is cognitive strategies, which include learning tactics such as rehearsal, imagery, and elaboration, as well as transformation or organizing of learning information to improve memory (Garcia & Pintrich, 1994). In this aspect, the rehearsal method assists students in keeping material in their working memory. Imagery is concerned with mental imagery that students use to enhance their recall. Then, they elaborate by comparing a new notion to an old one they have already studied (Kihlstrom, 2014).

Finally, there are metacognitive methods, which include planning, monitoring, and regulating. Task analysis and goal setting are the most important components of planning strategies that assist students in planning their cognitive strategy use and manipulating information, as well as activating old knowledge in relation to the task (Lai, 2011).

Self-Regulated Learning Models

In terms of the construction of cognitive (meta) regulation, including the information processing model (Winne & Hadwin, 1998), the general model (Pintrich, 2000), and the cyclical model (Zimmerman, 2000), the cyclical SRL model (Zimmerman, 2000), in addition to emotion regulation, were applied in this study.

The Cyclical Model of Self-Regulated Learning

The socio-cognitive theory of Bandura (1989) is the foundation for the cyclical SRL model, which includes three-part congruence between covert non-public, overt behavioral, and environmental elements, which can be thought of as autonomous yet interdependent in shaping the student's learning. The actual SRL

model is divided into three cyclical phases: planning, overall performance, and self-reaction levels.

The Forethought Phase

One full cycle of self-regulation is completed when the forethought component directly affects the overall performance phase, which then determines the responses that appear in the self-mirrored image phase and feeds back into the forethought phase. Task-driven tactical planning and the activation of various motivational beliefs are two additives that are present in this section at the same time. As a result, task analysis is the first stage of the self-regulation cycle (Zimmerman & Moylan, 2009). In terms of the impact of influential variables on self-motivation, self-efficacy, outcome expectations, task value, interest, and goal orientation, students are energized and directed toward task completion (Pintrich & De Groot, 1990; Renninger & Hidi, 2011; Wigfield et al., 2008).

The Performance Phase

Self-observation and self-control are the two most crucial methods throughout the execution phase (Zimmerman & Moylan, 2009). During performance, self-observation, self-monitoring, or self-supervision of the learning process occurs as a self-assessment (Panadero & Alonso Tapia, 2013; Winne & Hadwin, 1998). The activation of interest incentives, inducements, and self-consequences is yet another facet of self-control (Corno, 2001; Wolters, 2003; Zimmerman & Martinez-Pons, 1990). In sum, task strategies, self-instruction, visualization, time management, environmental structuring, and help-seeking are all metacognitive dimensions of performance (Schunk, 1982; Zimmerman et al., 1996; Zimmerman, 2011).

The Self-Reflection Phase

In the self-reaction phase, learners respond to their earlier performance by attributing, self-evaluating, and feeling satisfied with themselves. During this phase, students actively judge their own performance while also defending it by articulating the reason for their outcome (Bandura, 1991; Pardo & Atono-Tapia, 1992). At this point, students evaluate their performance and investigate and defend the reasons for their outcomes. As a result of this process, they may experience positive or negative emotions, which will undoubtedly affect their motivation and learning regulation. In this regard, self-judgment and self-reaction, which have a mutual influence on each other, are active during the self-reflection phase (Bandura, 1991). Self-regulation is cyclical in this way because students' future performance is influenced by their past behavior (Zimmerman, 2011).

Metacognition Awareness

The term "metacognition" refers to a collection of cognizant mental processes that humans can use to regulate their cognition, evaluate their learning, and organize their tasks as they learn (Garrison, 1997; Oxford, 1990). An awareness of one's own cognitive processes is defined as metacognitive awareness, which enables individuals to keep track of and regulate their learning processes through the use of activities like cognition regulation, learning process evaluation, and task planning

(Bandura, 1997; Flavell, 1985; Garrison, 1997; Oxford, 1990). Increasing metacognitive awareness is a crucial aspect of assisting learners in becoming more productive and, more significantly, independent. If learners are aware of how they learn, they can identify the most successful methods.

Metacognitive Awareness and Self-Regulated Learning

The initial premise was that learners, skills and attitudes influence language learning in L2 learning. In this sense, Bandura (1997) believes that inadequacies in mental abilities frequently result from inadequate use of cognitive and metacognitive abilities rather than a lack of information. Indeed, there is a relation between learners' metacognitive awareness, strategy utilization, and performance (Schraw & Dennison, 1994). As a result, successful second language learners may be upbeat and confident in their use of a range of language learning skills and methods that play a part in language learning and instruction.

Thus, metacognitive awareness refers to the ability to consider, comprehend, and coordinate one's learning (Schraw & Dennison, 1994). In other words, metacognitive knowledge in second language acquisition refers to learners' perceptions of themselves, the factors that impact learning, as well as language learning and language instruction (Victori & Lockhart, 1995). Language learning, memory, communication (oral and written), comprehension, and problem-solving all rely on awareness (Flavell, 1985).

The pursuit of a viewpoint on the issue was launched by the well-researched metacognitive literature, which is grounded in both developmental psychology and cognitive psychology (Kluwe, 1987). Metacognitive awareness has been broadly defined as cognition about one's own cognition, or as an awareness of one's own cognitive processes that enables individuals to keep track of and regulate their learning processes through the use of activities like cognition regulation, learning process evaluation, and task planning (Bandura, 1997; Flavell, 1985; Garrison, 1997; Oxford, 1990).

In other words, when students participate in a process of reflection, comprehension, and control over their learning, this form of awareness has been understood as their intentional involvement in their learning process (Brookfield, 1985; Schraw & Dennison, 1994; Victori & Lockhart, 1995). This type of intervention may be more visible in expert learners (Rivers, 2001).

According to information processing theories, metacognitive awareness is a reflection of self-regulation. Understanding task requirements, personal traits, and task completion strategies are prerequisites for self-regulation in learners. Procedural knowledge is also a part of metacognitive awareness. On the other hand, the use of metacognitive strategies like planning, monitoring, and assessment is referred to as "self-regulation" in the study of cognitive psychology. (Wenden, 1998). Indeed, self-regulated learning and metacognitive awareness have a reciprocal relationship, with metacognitive awareness being necessary for learners to self-regulate their learning due to its influence on both planning and monitoring (Gitomer & Glaser, 1987; Paris & Paris, 2001; Wenden, 1998). In sum, self-regulated learning and metacognitive

awareness appear to be dynamic systems that complement each other in the evolution of learners' self-directed learning. Personal, behavioral, and environmental factors all interact in such a cycle (Teng & Zhang, 2016).

Empirical Evidence

Previous Research Findings of SRL and Metacognitive Awareness

Self-regulated learning is now an essential aspect of research, and there has not been much research to look into the influence of self-regulated learning on metacognitive awareness of language skill strategy. The current study appears to be one of the first attempts to develop a mixed method framework for detecting the effect of SRL on metacognitive awareness of grammar strategies.

Maftoon and Tasnimi (2014) compared the syntactic comprehension, vocabulary breadth, and metacognitive awareness of the reading strategies of self-regulated versus non-self-regulated readers. The experimental group received direct training and task-based instruction on reading self-regulation over the course of ten sessions. In order to generate the tasks / activities, Zimmerman's self-regulation methodology was used (1989). The results showed that self-regulation significantly impacted Iranian EFL students' comprehension of reading and metacognitive awareness.

Rahimi and Abedi (2015) investigated the connection between metacognitive awareness of listening methods and listening proficiency in language learners with varying degrees of academic self-regulation (low, mid, and high). The preliminary English test, the metacognitive awareness listening questionnaire, and the academic self-regulation questionnaire were utilized to collect data. The study's findings refuted the major hypothesis that the largest link between metacognitive awareness and listening comprehension exists among highly self-regulated pupils. The regression analysis revealed that the metacognitive awareness power value to predict listening proficiency was only obtained when the mid-self-regulated students were included in the analysis. Furthermore, it was discovered that the association between metacognitive awareness of listening methods and listening competency was not significant among poor self-regulated learners.

Yeschenko (2017) used scaffolded goal setting and reflecting activities to study how metacognitive awareness evolves over the course of a semester. It investigated the kinds of goals that students set for a specific learning task as well as their ability to employ reflective practice in their own learning and teaching strategies. This study's data was gathered using a mixed methods approach, with quantitative data from rubrics and an inventory and qualitative data from teacher journaling. According to quantitative data, students improved in various elements of goal planning, all measurable components of reflective practice, and metacognitive awareness.

Regarding the role of SRL on metacognitive awareness, the impact of a self-regulated learning technique on listening achievement and metacognitive awareness was investigated by Zeng and Goh (2018). Four college EFL students were subjected to self-regulated learning (SRL) for six months in order to strengthen their

listening abilities in a variety of situations. The metacognitive awareness of four listeners, on the other hand, was tested after they were treated with self-regulating strategies. As a result, during each level of SRL, the groups' metacognitive awareness differed significantly.

Bursali and Öz (2018) examined the role of various types of goal setting as a self-regulatory strategy on the participants' metacognitive awareness. The study included 118 university students enrolled in an English Language Teaching program. The Metacognitive Awareness Inventory (MAI) and the Goals Inventory were used to collect data. Descriptive statistics revealed that 48.3% of participants had higher metacognitive awareness, 28% had moderate metacognitive awareness, and 23.7% had low metacognitive awareness. Furthermore, a significant correlation was discovered between mastery goals and metacognitive awareness.

The relationship between EFL learners' knowledge of metacognitive strategies, self-regulation, and reading proficiency was examined by Amini et al. (2020). It has been established that metacognitive strategy awareness and self-regulation have a positive impact on second language reading proficiency. The global, problem-solving, support, and self-regulation types of metacognitive reading strategies were employed in this work to define reading competency, and the causal relationships between them were identified and tested using structural equation modeling. A positive association was found when the proposed model was tested against several fitness criteria, supporting the causal relationships between the variables.

The theoretical aspects of higher education students' metacognitive awareness and academic self-regulation were examined by Balashov et al. (2021). Metacognitive awareness, a metacognitive personality trait, has been found to influence not only the structure of mental and behavioral processes but also the academic achievement of the student. The findings of empirical research using the Questionnaire "Academic Self-Regulation," the Questionnaire "Metacognitive Awareness Inventory" and "Metacognitive Awareness," and correlation analysis using the Pearson's and Spearmen's rank correlation coefficients, showed that students with a higher level of metacognitive awareness (involvement in activities) are more independent in their self-regulated learning activities, gaining metacognitive abilities such as metacognitive knowledge, metacognitive monitoring, meta-memory, and meta-thinking. The conclusion suggested that dependent types of self-regulation have dominated the learning habits of contemporary student youth.

Instilling a higher level of metacognitive awareness in the context of academic writing learning scope, according to Wijaya (2022), is a crucial issue for globalized ELT educationalists because learners may control their learning goals, behavior, motivation, and effort for a better purpose. This current qualitative study, in particular, aimed to further investigate English Education Master Students' metacognitive awareness in academic writing learning enterprises with the assistance of 10 narrative written interview inquiries asking about the significance of metacognitive awareness in their academic writing learning activities. Based on the

findings, these two participants agreed that increasing their metacognitive awareness gradually converted them into more persistent and goal-oriented academic writers.

In the current study, in a metacognitive process-oriented writing lesson, Sumarno et al. (2022) assessed the impact of knowledge and cognition control on the students' writing abilities. They also considered the direction and strength of the association. They gave the students a writing rubric to evaluate their academic writing abilities and the Metacognitive Awareness Inventory to gauge their metacognitive awareness. The Pearson Association test and the Multiple Regression test were used in quantitative analysis to determine the strength and direction of the correlation. The findings revealed a substantial and unidirectional relationship between metacognition and writing abilities. Furthermore, it was discovered that knowledge about cognition and cognition regulation affect English writing skills with an influence level of up to 41.7%, and each variable of the two parameters had a significant influence on English writing skills with an influence level of up to 82.2%. This finding implies that it is critical to stimulate students' awareness of their thinking processes, or metacognition, during the writing process.

However, previous studies have provided evidence about the positive relationship between the use of self-regulated learning and metacognitive awareness in language learning skills, but the effect of SRL strategy use on the metacognitive awareness of grammar strategies and language form is less evidenced. Also, emotion regulation strategy use has been a missing practical part in most SRL models (Panadero, 2017). Indeed, the innovative nature of this study in the instructional context accentuates a model of SRL-based F on F that is amplified by emotion regulation, quantitative and qualitative measurement of SRL strategy instruction and practices, input and output-oriented F on F tasks, and applying the affective freedom technique in the class, in which there has been an attempt to increase the metacognitive awareness that leads to the high quality planning of learning, acquisition, and use of language structures more effectively.

Method

To achieve the study's goal, the researcher aimed to provide more opportunities for metacognitive awareness of grammar strategies through SRL in addition to emotion regulation.

Participants

This study used a non-probability sampling method with a convenience selection. The participants in this study were selected out of a pool of 147 college students (Persian native speakers) at the Qazvin Islamic Azad University on the basis of their performance on the OPT (Oxford Placement Test) in order to determine their level of English language competency. Based on the results, 122 female and male Iranian college students (engineering major) with scores above and below 1 SD (mean = 68.03, SD = 11.58) were included in the study. The subjects were at the intermediate level and randomly assigned to the three groups (six classes), which were exposed to self-regulated and non-self-regulated instruction for 18 sessions (36 hours) over 9 weeks.

Materials and Instruments

The following were the instruments used in the current study:

Oxford Placement Test (OPT)

The OPT test (2010) was utilized to determine placement. It is, in fact, used to assess participant homogeneity and language proficiency. Structure and vocabulary sections were used in this study to attain the study's purpose. The test had 120 questions and took 40 minutes to complete.

MCAI (Metacognition Awareness) Questionnaire

The Schraw and Dennison (1994) Metacognitive Awareness Inventory is used to assess metacognitive awareness (MCAI). The MCAI assesses a number of cognition-related subcategories. The MAI measures a series of subclasses of knowledge about cognition and regulation of cognition. Participants are asked to rate each of the 52 statements about them on a 5-point Likert scale as either true or false. The MCAI inventory has been translated into Persian to ensure that learners comprehend it. The MCA Q had a Cronbach's alpha reliability index of .991 and the two factors were inter-correlated ($r = .54$).

The SRLG Questionnaire

The SRLG Questionnaire is based on Zimmerman's cyclical self-regulated learning model (1989), an SRL scale for general learning mainly based on Toering et al.'s (2012), which was tested and verified by modifying words associated with EFL language learning (Tsuchiya, 2019). One signifies "strongly disagree," and seven represents "strongly agree" on a seven-point Likert scale. Planning, self-efficacy, self-monitoring, assessment, reflection, and effort were all covered in this questionnaire. For the forethought and performance phases, 18 question items were arranged, and 13 items for the self-reflection phase. Each stage of forethought, performance, and self-reflection was expected to have three components: motivation, effort, and self-efficacy, which this study likewise used. Nearly all of the factors in each construct enjoyed validity higher than .60. This questionnaire had a Cronbach's alpha of 0.790, indicating that the scale was reliable.

Emotion Regulation Questionnaire

Ten items make up the self-reported Emotion Control Questionnaire (ERQ), which is based on Gross's (1998) concept of the emotion regulation process, which indicates that the criterion validity of the ERQ is good (e.g., $r = 0.17 \sim 0.41$, all $ps < 0.01$). The emotion control strategies are categorized by Gross's (1998) emotion regulation process model. Depending on how early they are triggered during the emotion-producing process, with the premise that different control mechanisms may provide different consequences. The ERQ is intended to assess how effectively people use two regulation strategies: a tactic for assertiveness called cognitive reappraisal, which consists of six items (e.g., "When I'm in a tense situation, I make myself think about it in a way that keeps me calm") and expressive suppression, a coping mechanism (4 items, such as "When I'm in a tough circumstance, I try not to express how I feel") (Gross & John, 2003). These two regulation strategies have

their own scale scores. Each item is scored from 1 to 7 on the Likert scale, with higher scores indicating greater use of that strategy. This questionnaire's Cronbach's alpha for cognitive reappraisal and expressive suppression was 0.771 and 0.793, respectively. The total Cronbach's alpha for this questionnaire was 0.815, indicating that the scale was reliable.

Learners' Attitude Questionnaire

A questionnaire was used to assess the participants' perceptions of the educational treatment's effectiveness. Indeed, the questions were designed to tap into the key features of the SRL-FonF implementation, such as the following examples: I work on all areas of grammatical structure, form, meaning, and use. And then, it was submitted to several EFL experts' adjustments in order to ensure content validity. It also enjoyed the convergent validity of .757, and.768 for each factor, respectively. Cronbach's alpha for this questionnaire was 0.936, indicating that the scale was reliable.

Procedure

The current research was conducted in two independent phases; a pilot study and the main study. The approach followed to execute this study is outlined as pre-instruction, instruction, and post-instruction.

Pilot Study

A pilot study was carried out to evaluate research instruments prior to the main investigation. In the pilot study, the SRL (cyclical & ER) was used on a sample of 25 college students who were similar to the main population in terms of general language proficiency level based on pretest scores and the same teaching and learning procedures and resources. The goal of the pilot study was to look at the SRL models of instruction and test characteristics in order to prevent problems with test administration for the participants.

Pre-Treatment

ER Q was distributed among SRL (C & ER) learners during a scene-setting session, and SRL (C & ER) learners were asked about their learning challenges in terms of cognitive and psychological barriers to language learning. Each learner had his or her own folder. The handout was provided at a session before the start of treatment, and affective freedom techniques (mindfulness and AF) were practiced. Furthermore, SRLGQ (Persian translated) questionnaires were completed by language learners in the experimental groups in order to measure the level of acquaintance with self-regulated learning strategies prior to instruction. The instructor discussed the technique for completing assignments in each group throughout this session.

Treatment

Initially, the learners in the two experimental SRL groups were taught self-regulatory procedures from two models, including the cyclical model, as well as emotional regulation and the cyclical model. Participants were also exposed to

production tests, which included both controlled and free-writing assignments. Before beginning their treatment, the learners were given productive pre-tests and the SRLG Questionnaire. Indeed, the pre-test and post-test were spaced by nine weeks. In the first step, the use of self-regulation strategies was described.

The model of designed assignments was supplied to the students by the teacher. SRL students (C & ER) participated in regulation strategy use and emotion management. In 18 sessions, self-regulated learners from two groups were taught SRL strategies (8 dimensions), who practiced them. To begin developing self-regulated learning strategies in the classroom, the instructor teaches self-regulated learning strategies by showing how to implement these strategies and giving the proper amount of scaffolding during practice. The learners were exposed to goal-setting, planning, self-monitoring, attention, controlling, flexible use of learning strategies, appropriate help-seeking, and self-evaluation processes in a way that required them to specify their own learning goals, plan the processes ahead of time, motivate themselves, and focus their attention on learning strategies in task use that help learners with a better understanding of tasks and self-monitoring. In other words, learners participated in input-and output-oriented tasks, as well as SRL strategies, during each session.

Indeed, learners were exposed to textual as well as visual data, which consisted of daily life subjects as an input flooding selected from the Developing Grammar in Context Book for Intermediate Learners (Nettle & Hopkins, 2003), which enriched learners with specific grammatical structures for each session, in order to prepare them for oral conversation and written exercises as language production. They draw learners' attention to certain linguistic components during speaking and writing (VanPatten, 1996). Meanwhile, learners engaged in text summarization, repetition of new words, phrases, and structures with their partners in each circle of four members, and then individually and collectively responded to the teacher's questions in order to practice language structures in conversation.

Following that, students were asked to rewrite the sample paragraph using the same grammatical structures. Throughout the assignments, the teacher gave modeling, a garden path, and clarification to the students. After each class session, students were asked to send their thoughts on the SRL tactics used in that session via a virtual network. As a result, they direct learners' attention to their methods and learning procedures in order to record their techniques at the end of the activity (VanPatten, 1996). Indeed, applying diary studies to investigate L2 instruction and learning can potentiate the metacognitive awareness of language learners (Mckay, 2006).

The Focus on Form group as a control group was subjected just to the same designed tasks that are shared in all groups. In this regard, the experimental groups were subjected to the direct teaching of self-regulation strategies (eight dimensions) for 9 sessions, and then learners were asked to engage in the designed task in accordance with the nature of the language component (grammatical structure) as an end-product of learning.

Post-Treatment

In the final session of the class, the MCA questionnaire was given to the learners in order to measure the students' metacognitive awareness of grammar strategies. And then, an SRLG questionnaire was distributed among learners to determine the learners' involvement in self-regulated strategy use after the treatment. And then, an ER Q was administered to the first group. Finally, a questionnaire was developed by the instructor and was applied to elicit the learners' attitudes towards the integrated method of instruction in the class. Furthermore, SRL learners were given open-ended questions.

Data Analysis

This study is a mixed-method research with an embedded design using quantitative and qualitative data collection and analysis to investigate the impact of the SRLL models and F on F method as independent variables on the dependent variable, the metacognitive awareness of grammar strategies of EFL intermediate Iranian learners. Acquired data through quantitative sources such as the MCAQ (Questionnaire of participants, metacognitive awareness of grammar strategies) was analyzed through non-parametric Kruskal-Wallis to compare the three groups' median scores on metacognitive awareness. The data from SRLQ was submitted to data analysis (paired sample t-test), and the data obtained from the ER of learners, a paired sample t-test was applied. The data from the participants' perceptions about the efficiency of the SRL instruction was collected through LAQ and analyzed through Chi-square on the frequencies of the answers given to the questionnaire. And qualitative data was collected through open-ended questions and the students' diaries sent after each session of the class.

Results

Research Question One

Since the assumption of normality was not maintained on metacognitive awareness (Table 1), a non-parametric Kruskal-Wallis test was applied to compare the three groups' median (Mdn) metacognitive awareness scores in order to investigate the study topic. As shown in Table 1, the SRL (C & E) group's skewness and kurtosis values, -2.22 and 5.10, were more than $+ / -2$. That is why the non-parametric Kruskal-Wallis test was used to investigate the research question.

Table 1

Testing Normality of Metacognitive Awareness by Groups

Group	N	Skewness		Kurtosis	
	Statistic	Statistic	Std. Error	Statistic	Std. Error
SRL(C&E)	41	-2.226	.374	5.104	.733
SRL(C)	41	.591	.374	-.523	.733
FonF	40	.116	.374	-.562	.733

The descriptive statistics for the three groups on metacognitive awareness are shown in Table 2. The SRL (C & E) group had the highest median score on metacognitive awareness (Mdn = 4.64), according to the findings. This was followed by the SRL (C) (Mdn = 3.63) and FonF (Mdn = 1.85) groups.

Table 2

Mean Ranks and Medians on Metacognitive Awareness by Groups

Group	N	Mean Rank	Median
SRL(C&E)	41	98.10	4.64
SRL(C)	41	62.90	3.63
FonF	40	20.50	1.85
Total	120		

The Kruskal-Wallis test results are displayed in Table 3. The results (H (2) = 99.87, p < .05, ε^2 = .830 representing a large effect size) revealed that there were significant variations in the three groups' median metacognitive awareness scores. As a result, the null hypothesis was rejected.

Table 3

Kruskal-Wallis Test; Metacognitive Awareness by Groups

	MetaCog
Kruskal-Wallis H	99.879
df	2
Asymp. Sig.	.000

Table 4 displays the outcomes of the post-hoc comparison tests. These findings lead to the following conclusion: A: The SRL(C) group (Mdn = 3.63) significantly outperformed the FonF (Mdn = 1.85) group on metacognitive awareness (Z = -5.45, p < .05).

Table 4

Pairwise Comparisons; Metacognitive Awareness by Groups

Sample 1-Sample 2	Test Statistic	Std. Error	Z	Sig.	Adj. Sig.
FonF- SRL(C)	-42.400	7.776	-5.453	.000	.000
FonF-SRL(C&ER)	-77.600	7.776	-9.980	.000	.000
SRL(C)-SRL(C&ER)	-35.200	7.776	-4.527	.000	.000

B: The SRL(C&ER) group (Mdn = 4.64) significantly outperformed the FonF (Mdn = 1.85) group on metacognitive awareness (Z = -9.96, p < .05); C: The SRL(C&ER) group (Mdn = 4.64) significantly outperformed the SRL(C) (Mdn = 3.63) group on metacognitive awareness (Z = -4.52, p < .05).

Figure 1

Medians on Metacognitive Awareness by Groups
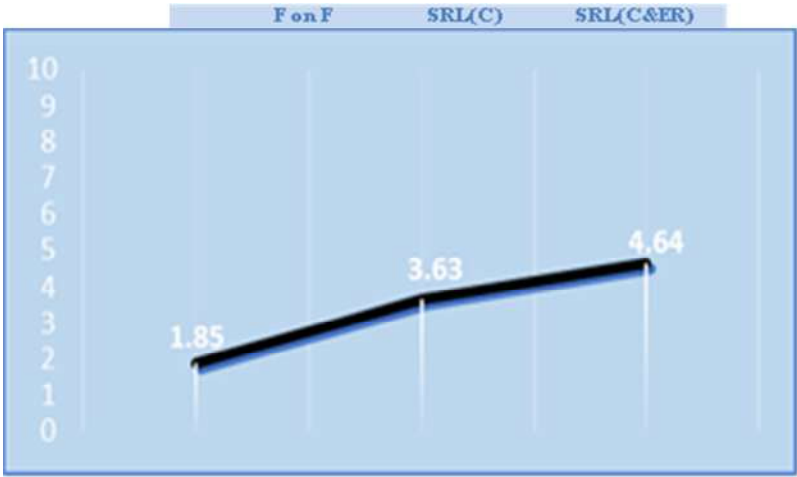
Research Question Two

The results of comparing the pretests and posttests of SRLGQ in both groups, paired-sample t-tests were used to compare the pretests and posttests of SRLL models, including SRL(C&E) and SRL(C). Based on the findings, it is possible to assert that the participants had a higher mean on the posttests of SRL-CE (M = 261.15, SD = 14.37); SRL-C (M = 257.07, SD = 11.30) than on the pretests (M = 193.46, SD = 10.68); and (M = 184.20, SD = 12.38), respectively.

Table 5

Paired-Sample T-Tests; Pretest and Posttest of SRLGs

Paired Differences

Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		T	df	Sig. (2-tailed)
			Lower	Upper			
SRL(C&E)76.95	12.979	2.027	72.855	81.048	37.964	40	0 .000
SRL(C) 63.61	16.403	2.562	58.432	68.787	24.832	40	0.000

Thus, the results of the paired-sample t-tests (t (40) = 37.96, p < .05, r = .98); and (t (40) = 24.83, p < .05, r = .64), represent a large effect size, respectively. Table 5 shows that the subjects' SRL post-test means were significantly higher than their pretest means. As a result, the null hypothesis was rejected.

Research Question Three

Based on the findings of a paired-samples t-test, it can be argued that the participants had a higher mean on the posttest (M = 46.63, SD = .470) of ER than on the pretest (M = 39.24, SD = .261).

Table 6

Paired-Samples T-Test; Pretest and Posttest of ER-SR(C&E)

Paired Differences							
Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
			Lower	Upper			
7.39	3.807	.595	6.189	8.592	12.430	40	0.000

The results of the paired-samples t-test (t (40) = 12.43, p < .05, r = 0.73), representing a large effect size). Table 6 showed that the participants' ER post-test mean was significantly higher than their pretest mean. As a result, the null hypothesis was rejected.

Research Question Four and Five

With respect to the frequencies and percentages for the students' attitude towards SRL models in both experimental groups, the results of the LA questionnaire's data analysis indicated that the majority of the responses (n = 644, 71.39 %), and (n = 555, 61.53%) strongly agreed with SRL(C&ER) and SRL(C), respectively. Another 34.37 percent and 17.74 percent agreed with these teaching techniques. On the other hand, 1.88, and 2.66 percent disagreed, 0.0, and 1.33 percent strongly disagreed with these methods, and 1.88, and 2.22 percent were neutral. In the same vein, the results of analysis of chi-square ($\chi2$ (4) = 1559.89. *p* < .05, Cramer's *V* = .657), and ($\chi2$ (4) = 1342.56. *p* < 0.05, Cramer's *V* = 0.512), respectively representing a large effect size, revealed that the observed differences were statistically different. In other words, the majority of the students in both groups significantly held a positive attitude towards their instructional techniques.

Meanwhile, the data from the participants' perceptions about the efficiency of the SRL models was collected through open-ended questions and texts of their diaries, and then responses were coded in such a way that specific statements were analyzed and categorized into themes, including usefulness, strengths, and challenges. The data was analyzed by the second rater to ensure its credibility. In sum, they expressed that they valued the chance to contribute to the class, exercise

their agency, and take charge of their learning in a setting that promoted shared accountability between the teacher and the students. The majority of students in the SRL(C&ER) group highlighted the impact of the affective freedom technique on their motivation and self-confidence. Participants saw self-awareness as a vital contribution to informing their learning because it implied the development of suitable learning practices and academic success. However, a lack of time and insufficient feedback from many sources constituted areas of some learners' challenges when performing tasks.

Discussion

The present study was conducted to investigate whether self-regulated learning models, which are differentiated by emotion regulation as a missing practical part in most SRL models, and the Focus on Form method as a control group, had any statistically significant effect on the metacognitive awareness of Iranian EFL learners.

Regarding the first research question, the results showed that of the two self-regulated models in this study, the cyclical model, in addition to emotion regulation, could significantly affect the metacognitive awareness of EFL learners and resulted in the best performance. And it was followed by the cyclical model and a focus on form, respectively. It is worth noting that the outcomes of this study are supported by Bandura, socio-cognitive theory, and information processing theories, which assert that metacognitive awareness is a reflection of self-regulation (Schunk, 1991). Also, the results of this study provide support for previous studies regarding the positive effect of self-regulated learning on the metacognitive awareness of learners (e.g., Amini et al., 2020; Balashov et al., 2021; Bursali & Öz , 2018; Maftoon & Tasnimi, 2014; Rahimi & Abedi, 2015; Sumarno et al., 2022; Yeschenko, 2017; Wijaya, 2022; Zeng & Goh, 2018).

Furthermore, the results of the SRLGQ pretests and posttests in both self-regulated learning models also supported the effect of the SRL strategies instruction on improving significantly the learning behavior of the participants in terms of engagement in self-regulated strategy use, which is consistent with Scholer et al. (2018), which could be the result of a positive view of one's self-efficacy and high motivation.

The third research question, the findings of the pre-tests and post-tests of ERQ, proved the strong relationship between learners, emotion change, and metacognitive awareness of grammar strategies; it also confirmed the influence of the emotional regulation technique instruction on considerably enhancing learners' emotional states, which led to better cognitive processing and more engagement of learners in SRL and self-awareness, as confirmed by Shao et al. (2020) and Woodrow (2006).

The Fourth and Fifth research questions, the results of quantitative and qualitative data analyses of learners, attitudes towards integrated instruction models, represented the majority of the students in both groups significantly held a positive attitude towards their instructional techniques. Indeed, the qualitative findings

supported the quantitative results. The results of both quantitative and qualitative studies provide strong support for the effect of self-regulated language learning on the metacognitive awareness of grammar strategies of EFL learners.

With regard to the effect of the influential variables associated with learners, tasks, and strategies on metacognitive awareness development (Duell, 1986; Flavell & Wellman, 1977), there could be several possible explanations for such results.

Firstly, concerning the variables of learners, learners᾽ engagement in SRL strategies within designed focus on form tasks along with emotion regulation leads to more awareness of learning processes. In such a way, learners can evaluate their own strengths and weaknesses. It can also contribute to a reduction in response time for a particular circumstance as a result of increased awareness, as well as potentially less time to accomplish activities. As a result, the outcome of greater metacognitive awareness could be realized in optimal learning behavior as self-regulated learning, which eventually leads to language acquisition. In terms of emotion regulation, it indirectly enhances metacognitive awareness by increasing the learner's incentive to engage in self-regulated learning. Indeed, as a social function of metacognition, understanding learners' emotions at the early stage of learning modifies individuals' attitudes, which influences their learning behavior and actions. It can assist individuals in identifying the strengths and limitations of specific methods as well as introduce them to new strategies that they can incorporate into their repertoire. Likewise, how people think about attitudes has a big influence on how they act. Attitude metacognition influences how people act, especially how they interact with others. Indeed, the positive associations between emotion regulation, self-regulated language learning, and metacognitive awareness corroborate Fredrickson's (2001) broaden-and-build theory (BBT) of positive emotions and their associated practical functions.

Secondly, concerning the variables of strategies, SRL strategies instruction and use, such as goal setting and planning at the preliminary stage of learning, demand learners᾽ attention to the learning process, and the selection of the proper strategy, This view is consistent with Ridley et al. (1992), who stated that there is an interactive relationship between self-set goals as a self-regulatory behavior and a high level of metacognitive awareness that has contributed to individuals' performance. Indeed, the cyclical nature of SRL learning, constantly going back and forth between phases of data analysis as needed, reinforces the metacognitive awareness of learners' grammar strategies.

In the second phase of the cognitive and metacognitive regulation strategy, self-observation, self-monitoring, or self-supervision of the learning process is carried out during the performance, which enriches learners with information about their own cognitive processing and increases metacognitive awareness. In turn, this procedure also potentiates goal-setting and plans regulatory strategy. In this regard, this study lends support to Nash-Ditzel's (2010) view that metacognitive strategies can improve self-regulation. In the self-reflection phase, learners' behaviors are influenced by their prior performance through acquiring feedback, as highlighted by

the cyclical nature of self-regulated learning based on Banduras̕ socio-cognitive theory (Zimmerman, 2011).

Thirdly, concerning the variables of tasks, the cyclical model of SRL, in addition to emotion regulation, provided more evidence of the reciprocal effect of two variables on each other, which led to the improvement of both metacognitive awareness and self-regulated learning, assisting in distinguishing the proper strategy for doing a task and evaluating the effectiveness of the selected strategy in cognitive processing. On the other hand, task understanding paves the way to think about one's own thinking processes, which is very essential for selecting an appropriate strategy tailored to the learning task. As an instructional framework, SRL helped the researchers integrate some potential elements to improve the participants' metacognitive awareness of grammar strategies through multi-strategies based instruction along with practicing them within designed input and output-oriented Focus on Form tasks, including input flooding, organizing, transforming, repetition, summarizing, paraphrasing, and discussion, which draw learners' attention to grammatical structures as an end-product of learning, as confirmed by Borkowski and Cavanaugh (1979), and Lee (2007), such a way that it is preferable to employ multiple tasks to teach strategies.

Conclusion and Implication

This paper aims at evaluating the effect of SRL- based Focus on Form on the metacognitive awareness of grammar strategies of Iranian EFL learners. This study was an attempt to highlight the significant role of SRL strategies in instruction, which by itself cannot ensure self-awareness. Indeed, the efficiency of cognitive and metacognitive regulation is determined by self-regulatory skills, which involve a variety of mental configurations, including motivational and emotional ones, which potentiate metacognitive awareness as well.

The findings accentuate the importance of using the SRL as a possible way of evaluating and monitoring the process-oriented strategies used by EFL learners, which makes a meaningful bridge skillfully among four major notions: strategy use, focus on form, emotion regulation, and metacognitive awareness.

However, the limitations of this study are the variability of learners in terms of the frequency of self-regulated techniques utilized during activities and psychological qualities, which are important variables in language learning. Therefore, further investigations are also suggested concerning the frequency of learners' engagement in SRL strategies. Another limitation of this study is the samples' intermediate language level. As a result, caution should be exercised regarding the results' generalizability to lower or higher language levels.

Regarding the beneficial insights into the blessings of SRL for metacognitive awareness of EFL learners, some areas of further research can also be evolved. These results may suggest some substantial theoretical as well as pedagogical implications for researchers, teachers, syllabus designers, and learners.

Concerning the theoretical implications, the current study contributes to the social cognitive theory and information processing theories by providing further evidence that the metacognitive awareness of grammar strategies of EFL learners increased in the context of SRL. The positive effect of self-regulated strategies use is a result of the motivational and emotional strategy use of learners, which amplifies Zimmerman 's (2000) cyclical self-regulated learning theory by implementing it in practice and supports Bandura's (1997) theory of sources of self-efficacy.

Furthermore, the significant effect of SRL on metacognitive awareness confirmed the equal importance of the SRL strategies in learning, which is suggested by social cognitive theory (Bandura, 1986), environmental, behavioral, and personal processes. On the other hand, these findings lend support to focus on form hypotheses (Swain, 2000), which enrich focus on form underlying theories by including self-regulated strategies in addition to emotion regulation.

Concerning the pedagogical implications for EFL learners, the results of this study can provide more opportunities to engage learners in interactive, active learning. Of particular interest in this study is diminishing learning barriers through applying emotion regulation and practicing SRL strategies within multi-dimensional tasks such as input- and output-oriented activities, in order to engage learners more in the learning process, which expands their self-awareness and deepens their knowledge of the language.

Regarding EFL teachers, to assist teachers in putting the theories into practice, more effort is required from the instructor in terms of SRL strategy instruction and management. To this end, it is essential that instructors can also be provided with training in designing SRL tasks that lead to the appropriate model with respect to the English language learners' level, and age.

This study, in addition, provides empirical evidence for how enriched texts with grammatical structures, speaking, and writing along with SRL strategies could be integrated to promote learners' metacognitive awareness. This type of finding underlines the need for teachers and syllabus designers to pay more attention to integrated tasks in EFL classrooms. Relying on the students' positive perception of SRL based Focus on Form, it is worth investigating whether this approach has any effect on learners' motivation for syntactic knowledge learning.

Some areas of future research can be developed based on the positive insights regarding the benefits of SRL for metacognitive awareness of grammar strategies. It is worth investigating whether this approach has any effect on learners' metalinguistic, critical thinking, motivation, self-confidence, or self-efficacy.

The interactive and dynamic nature of SRL in this study, along with applying emotion regulation, raises a claim for further research in developing language skills, which demands considering inner psychological factors like their language level and multiple intelligence within an S / F language setting. It is important to increase teachers' knowledge of this dynamism among many different factors. They must be responsible for offering chances that advance all aspects of self-regulated learning.

Acknowledgments

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Developing and Validating a Potential Evaluation Inventory to Assess EFL Teachers' Engagement

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Abstract

Teacher engagement has been undertaken in various studies. However, most of the studies have disregarded the dearth of a practical framework to assess teachers' engagement in the English as a Foreign Language (EFL) context. Therefore, the researchers of the present study designed and validated a questionnaire to assess the engagement of EFL teachers. To examine the reliability and validity of the final draft of the TEQ, it was administered to 234 Iranian EFL teachers who had been selected using non-probability convenience sampling. The results of Cronbach's alpha indicated an appropriate reliability index and the factor analysis results revealed that items were loaded on 5 factors including 1) emotional, 2) social (colleagues), 3) social (students), 4) cognitive, and 5) agentic. Moreover, TEQ has the potential to be beneficial in assessing EFL teachers' engagement, according to the results of structural equation modeling (SEM), which revealed that the model enjoyed good psychometric features.

Keywords: agentic engagement, cognitive engagement, emotional engagement, social engagement, teacher engagement

Introduction

The concept of work engagement has gained a surge of interest and became a very popular topic in various fields shortly after its introduction by Kahn (1990). According to Kahn (1990) work engagement refers to the behaviors that people bring in or leave out during work-related activities. Engaged workers express and employ themselves emotionally, cognitively, and physically while performing their job-related tasks. In recent decades, the notion of engagement has received significant attention from educationalists as a factor that affects teachers' professional development and learners' academic achievement (Zhang & Yang, 2021). Engaged teachers are usually extremely associated with their mission and are more competent and accountable. Teachers with a higher level of engagement, regulate their attention and make effort in accomplishing profession-related tasks to attain more satisfactory work conditions (Granziera & Perera, 2019). Teacher engagement has a central part in the course of teachers' own professional learning and their students' learning because engaged teachers assign more cognitive, physical, and emotional resources while teaching (Perera et al., 2018).

A plethora of research explored the interplay between teacher engagement and other factors such as teacher autonomy (Skaalvik & Skaalvic, 2014), teacher burnout (Faskhodi & Siyyari, 2018), social support (Minghui et al., 2018), teacher self-efficacy (Skaalvik & Skaalvic, 2019), teacher reflection (Han & Wang, 2021), teacher resilience (Xie, 2021), teacher psychological well-being (Kong, 2021), and teaching enjoyment (Xiao et al., 2022). All these studies have utilized Schaufeli et al.'s (2002) Utrecht Work Engagement Scale (UWES) to measure teachers' engagement and conceptualize work engagement as a three-dimensional construct namely, vigor, dedication, and absorption.

Although this tool has been utilized for assessing teachers' engagement in some studies, it fails to take into account the conditions of teachers' activities (Klassen et al., 2013). Since previous studies indicated a positive relationship between teacher engagement and learners' success (Mérida-López et al., 2017), it is worth investigating the amount of effort made by teachers in achieving positive educational outcomes. For so doing, a valid measurement instrument is required that considers teachers' professional context. To compensate for the nonexistence of an appropriate tool for measuring teachers' engagement, Klassen et al. (2013) introduced their conceptualization of teacher engagement and developed the Engaged Teacher Scale (ETS). ETS includes 16 items and focuses on particular features of teachers' work in the classroom such as emotional, cognitive, and social dimensions.

Despite the critical role of engagement in language education and scholars' increasing interest in investigating this construct in the EFL context, the researchers of the present study did not find any valid questionnaires to assess EFL teachers' engagement. To bridge this research gap, the researchers of the current attempt developed and validated a questionnaire to evaluate teachers' engagement in English as a foreign language context that not only encompasses the various dimensions of previous engagement conceptualizations namely, cognitive, emotional, social

(student), social (colleagues) but also introduced agentic engagement as a new dimension of teacher engagement which is missing in the existing theoretical definitions of teacher engagement.

In the context of teaching, the notion of agency is used to portray teachers' attempts to employ planned actions and to make principled decisions for creating a significant change (Yangın Ekşi et al., 2019). Teacher agency is defined as teachers' capacity to consider themselves active decision-makers who exert changes and reflect on the effectiveness of their professional activities (Ruan & Zheng, 2019). Therefore, rather than being passive individuals who apply whatever is dictated to them by policymakers and stakeholders, agentically-engaged teachers intend to promote their teaching practice by applying strategic changes. With agentic engagement, teachers try to give a voice to their inner motivation and act based on their localized and specific context.

Literature Review

Teacher Engagement

Numerous attempts have been made to define work engagement. Van Beek et al. (2012) defined work engagement as job-related fulfillment, desire for the job, high level of perseverance, dynamic participation, and being deeply immersed in what people do. From Wildermuth and Pauken's (2008) point of view, work engagement is unprompted and intentional active involvement in activities. As a motivational construct, teacher engagement reveals teachers' voluntary allotment of energy and resources in performing teaching-related activities, which is a crucial facilitator of teachers' participation in professional development (Li et al., 2019). Klassen et al. (2013) introduced a multifaceted conceptualization of teacher engagement consisting of cognitive, emotional, and social dimensions.

The notion of cognitive engagement is derived from individuals' appraisal of their work when it is useful, physically, psychologically, and emotionally safe, and whether they have adequate resources to carry out their work (Imandin et al., 2014) which is essential for their professional development (Atapattu et al., 2019). According to Sherab (2013) teachers are required to understand what keeps them cognitively engaged in their work so they may identify where to allocate their mental resources, consider whether certain activities are invigorating or exhausting, and adjust the plans and practices that they find mentally demanding.

Some earlier conceptualizations of engagement, such as Kahn's (1990) engagement conceptualization, described the cognitive-physical components proposed by Klassen et al. (2013). Engagement was defined by Kahn (1990) as the integration of the organization selves into their work responsibilities, allowing individuals to express themselves emotionally, physically, and cognitively while carrying out professional activities. Klassen et al.'s (2013) cognitive-physical dimension of engagement also originates from Schaufeli et al.'s (2002) viewpoint explaining it as a fulfilling, positive job-related mental state that is distinguished by vigor, absorption, and dedication, here, vigor and absorption correspond to the

cognitive-physical dimension of Klassen et al.'s (2013) engagement conceptualization.

As Shuck and Reio (2013) stated, emotional engagement deals with the number of emotional resources individuals allocate while doing their careers. Emotionally-engaged workers devote personal resources such as confidence, pride, and knowledge. These positive feelings derive from the judgments they made about the conditions during the cognitive engagement stage when workers perceive that their work is worthwhile, the workplace atmosphere is safe, and they possess the required resources to accomplish their tasks. In their study, Klassen et al. (2013) used Schaufeli et al.'s (2002) conception of engagement to define emotional engagement as a rewarding, positive, work-related frame of mind that is marked by vigor, absorption, and devotion. According to this definition, emotional engagement and dedication are interconnected, and this definition represents teachers' positive emotional responses to their work. In light of this, teachers who are emotionally engaged work with positive feelings like inspiration, activation, enjoyment, passion, and energy (Perera et al., 2018), and regulation of these emotions makes teachers perform their teaching-related tasks more efficiently (Chen, 2016) and achieve job satisfaction and enhanced self-efficacy (Burić & Moe, 2020). Teachers' emotional engagement contributes to the active engagement of learners (Wang &Ye, 2021) which in turn results in learners' academic success (Wang et al., 2022).

The inclusion of social aspects of engagement in Klassen et al.'s (2013) engagement model distinguishes it from earlier work engagement models. Asserting that the current conceptualizations of work engagement fall short of adequately justifying teachers' dedication of energy to forming connections with colleagues and students. Therefore, Klassen et al. (2013) introduced social engagement with students and colleagues. By being socially engaged, teachers can have good relationships with their co-workers and students. According to Gan (2021), socially engaged teachers can experience better teacher-student communication and a good rapport between teachers and students can affect teacher engagement as well. In addition, a good teacher-student relationship can foster students' social and cognitive consequences even in the future (Thornberg et al., 2020). Moreover, teachers who provide and keep warm and supportive relationships with students can attain better student achievement. Establishing rapport with students leads to learners' increased sense of school belonging, well-being, and positive identities (Ibrahim & El Zaatari, 2020). Positive teacher-student connections can be established whenever students feel personally accepted and experience a sense of belonging (Bao et al., 2021). Additionally, the importance of teachers' social engagement with colleagues is emphasized since teachers' professional learning and development is not an individual matter that happens in a vacuum (Geeraerts et al., 2018; Klassen et al., 2013). Furthermore, rather than being a simply formal event, teachers' professional learning and growth occur through day-to-day collegial dialogues, interactions, and collaborations (Kvam, 2018). Asaoka (2021) also emphasized the role of social support in teacher engagement and professional development.

The notion of agentic engagement was first introduced by Reeve and Tseng (2011) as "students' constructive contribution to the flow of instruction they receive" (p. 258). Accordingly, students' agentic engagement refers to students' intentions and attempts to personalize learning circumstances and conditions which are integral to developing their outcomes. A considerable body of research (e.g., Matos et al., 2018; Reeve & Tseng, 2011; Reeve, 2013; Reeve & Shin, 2020) addressed the significance of student agentic engagement in achieving desired learning outcomes. To our knowledge, the concept of agentic engagement has never been introduced in current teacher engagement conceptualizations and they only focus on emotional, cognitive, and social facets of teacher engagement. However, teacher agency is identified as a critical element for promoting education quality which is described as teachers' endeavors to take planned actions and make principled decisions for prominent change (Yangın Ekşi et al., 2019). Agency plays a pivotal role in language teachers' work. Teachers with agentic engagement have the desire and skills to apply professional activities, promote their ability for lifelong learning, and accomplish difference and innovation (Ruan & Zhang, 2019). Agentically-engaged teachers take an active role in creating and constructing authentic knowledge, partaking collaboratively within the broader work community, replying proactively to emerging difficulties, dilemmas, and challenges, and exerting a significant amount of professional discretion and judgment. (Imants & Van der Wal, 2020) which are paramount elements for their professional growth (Li & Ruppar, 2021). Evaluating teachers' engagement without taking into account their agentic engagement disregards one of the crucial facets of teacher engagement.

According to Zhang and Yang (2021), who discussed the significance of English language teachers' engagement in their students' academic engagement, teachers who are enthusiastic and motivated in their careers help to nurture their students' engagement. They believe that motivated teachers may easily create a stimulating learning environment in the classroom. This in turn motivates learners to actively engage in tasks and activities in the classroom. They further suggested that highly engaged EFL teachers frequently exert more effort to effectively deliver the information. Moreover, they stated that students would be more inclined to participate in class activities if they see professors making an effort to instruct them efficiently.

Theoretical Framework

Self-Determination Theory

Teacher engagement is supported by theories that include cognitive, emotional, social, and motivational features of learning and teaching. Self-determination theory (SDT) developed by Deci and Ryan (1985) is one of the essential supporting theoretical frameworks for teacher engagement since this theory provides a sound conceptual basis for understanding factors that affect human social and individual development. SDT supposes that individuals are driven toward development, specifically the desire to interact and collaborate with society and to overcome problems and challenges in their social contexts (Ryan & Deci, 2017). According to SDT, people have internal energy and a desire for positive growth

when their cultural behaviors and values are comprehended, learned, and sustained (Sheldon & Ryan, 2011). To get individuals motivated enough to engage in social activities, three important psychological requirements namely, relatedness, autonomy, and competence should be satisfied. Relatedness addresses the individuals' ability to interact with others, establish trust, and keep respectful relationships, which promote their social engagement. Autonomy reflects individuals' sense of willingness to act, accept others' opinions, and keep a sense of freedom about others' actions and thoughts. This sense of willingness can affect their emotional engagement. Competence refers to one's potential ability to understand and acquire a task within their context which is a prerequisite for cognitive engagement (Ryan & Deci, 2017). Taken together, these requirements are known as self-determination needs. The accomplishment of such needs results in positive outcomes such as an increased level of engagement, well-being, self-confidence, and flexibility which act as the facilitator of individuals' continuing development and engagement in their context (Brenner, 2022). In effect, according to SDT, teachers' autonomy promotes their motivation and engagement and enhances their performance and creativity in teaching, since teachers are supposed to be creative, flexible, and motivated to overcome the challenging situations and dilemmas they may encounter while teaching. When teachers make principled decisions and autonomous actions to solve their day-to-day teaching problems, they become more engaged in their teaching practice (Mansouri et al., 2021). According to Ponton and Rhea (2006), autonomy can be defined as the agentic demonstration of inventiveness, creativity, and perseverance in self-directed learning. As a kind of human agency, it has been claimed in the literature that this perspective should be in line with Bandura's (2000) Socio-Cognitive Theory (SCT).

Socio-Cognitive Theory

The socio-cognitive theory offers an underpinning theoretical framework for teachers' agentic engagement. According to the Socio-cognitive agency theory proposed by Bandura (2000), teachers are regarded as both the producers and products of the context. When they are produced by contextual conditions, they generate, change or transform similar conditions through agentic ability and as a result become "agents of experiences rather than simply undergoers of experiences" (Bandura, 2001, p. 4).

Agency is to purposefully lead to things that occur by one's actions (Bandura, 2001). One of the major aspects of agency is perceived efficacy which impacts individuals' behavior, goals, ambitions, expectations, and actions. Other main aspects of agency are intentionality, consideration, and self-reflection (Bandura, 2001). Bandura (2001) believed that all agentic activities are deliberate and individual selections are affected by the practicing of self-influence and positive commitment. By practicing forethought, people set goals, pay attention to the possible outcomes of their activities and choose those actions that they think would result in the most desired consequences. The expectation of upcoming actions directs their selections and actions. By being a forethinker, agentic people can relate thought to action, which includes self-monitoring, self-direction, and corrective self-

reactions (Bandura, 2001). Lastly, agentic people engage in self-reflection, investigating their choices, activities, and motivation.

As mentioned earlier various instruments including the Utrecht Work Engagement Scale (UWES) (Schaufeli et al., 2002), Gallup Work Audit (GWA) (developed by the Gallup Organization in the mid-1980s) and Employee Engaged Scale (EES) (Shuck et al., 2016) have been developed for measuring engagement in different sectors which mainly focus on emotional, physical, and cognitive dimensions of engagement. Klassen et al. (2013) developed the Engaged Teacher Scale (ETS) intending to reflect social engagement as a new dimension of teacher engagement. They rationalized the addition of this dimension by stating that current work engagement models fail to justify teachers' energy investment in creating associates with students and co-workers (Perera et al., 2018). To our best knowledge, all of the aforementioned instruments fall short of assessing the concept of teacher engagement in the EFL context and considering the extent to which teachers engage agenticly, exert changes, make principled decisions, and take actions while performing their profession-related activities. Therefore, due to the dearth of appropriate and sound instruments to measure the concept of engagement in the language teaching context, the researchers of the present study attempted to design and validate a questionnaire to evaluate teachers' engagement in the EFL context.

The novelty of the present inquiry not only relies on developing and validating a questionnaire to measure teacher engagement in the EFL context but also conceptualizes EFL teacher engagement as a construct including five components of cognitive, emotional, social (student), social (colleagues), and agentic engagement. The following research questions were posed in order to achieve this goal.

1) What are the fundamental components of the teacher engagement questionnaire (TEQ)?

2) What are the psychometric features of the teacher engagement questionnaire (TEQ)?

3) To what extent does the structural model of teacher engagement (TEQ) fit the hypothetical model generated by relevant literature?

Method

Participants

Twenty EFL teachers between the ages of 25 and 45 who were selected through non-probability convenience sampling (Best & Kahn, 2006) took part in a semi-structured interview comprised of 80% female participants and 20% male participants. They had been teachers for at least five years. According to their educational backgrounds, 7% of the participants had Ph.D., 45% were pursuing Ph.D., 35% had master's degrees, and 13% had bachelor's degrees with English majors like TEFL, Translation, and English Literature.

Since the newly developed TEQ consists of 44 items, 44 EFL teachers selected through non-probability convenience sampling participated in the pilot study. 64% of the participants were females and 36% of them were males who teach English as a foreign language in various institutions and universities in Iran. Their ages range from 25 to 45. Regarding their teaching experience, 14% of them had 1-5 years of teaching experience, 26% of them had 6-10 years of teaching experience, 48% of them had 11-15 years of teaching experience, and 12% of them had more than 15 years of teaching experience.

In the administration phase, 254 male and female EFL teachers of varied ages and levels of teaching experience participated in this study and completed the newly created questionnaire. They were chosen from a variety of Iranian institutions and universities using a non-probability convenience sampling. Out of this total number (254), 16 responses dropped out because either the items were mostly unanswered or the same choice was checked throughout the questionnaire. Four more participants dropped out because they were found as significant univariate outliers. Therefore, the quantitative phase was carried out with 234 participants whose demographic features are illustrated in Table 1 below. All the participants' consent was obtained on a form. Moreover, they were assured of the confidentiality of the data they provided us by answering either the semi-structured interview or the TEQ. Participants were also informed that the collected data would be utilized for research purposes. The TEQ did not require the participating teachers' names and numbers were used instead of their names (e.g., ID1).

The researchers of the present attempt used Pallant's (2016) strategy to sample size estimate, which claimed that 5 participants per item would be an acceptable sample size for choosing the best feasible number of people to answer the newly-made questionnaire. A minimum sample size of 220 participants was required for this study since the Teacher Engagement Questionnaire (TEQ) includes 44 items loaded on the five components of cognitive, emotional, social (colleagues), social (students), and agentic.

Table 1

Participants' Characteristics in the Quantitative (Piloting) Phase

Participants' characteristics		Frequency
Age range	20-30	92
	31-40	114
	> 40	28
Degree	B.A.	97
	M.A.	84
	Ph.D.	53
	TEFL	112
Major of study	Translation	81
	Literature	41
Teaching experience	1-5	31
	6-10	83
	11-15	86
	> 15	34
Gender	Male	68
	Female	166
Total		234

Instruments

In this study, three various instruments, including a comprehensive literature review, a series of semi-structured interviews, and a Likert-scale-based questionnaire were used in different phases to collect the required data. An in-depth literature review on teacher engagement was carried out by the researchers of the current study the outcomes of which led to determining the underpinning theoretical framework, conducting questions for a semi-structured interview, identifying the themes, and generating the items (Bandura, 2001; Chaaban & Sawalhi, 2020; Harper-Hill et al., 2020; Klassen et al., 2013; Leijen et al., 2020; Li et al., 2019; Perera et al., 2018; Ryan & Deci, 2017; Schaufeli et al., 2019).

Having performed a comprehensive literature review, a semi-structured interview containing 5 questions was conducted in English (Table 1, Appendix A). All of the questions in the semi-structured interview take the five components of teachers' engagement into consideration. Since this interview was a semi-structured one (Dörnyei, 2007) including 5 main questions, the interviewer asked the interviewees to elaborate more on their answers to provide the researchers with rich data. Besides, the researchers developed a valid and reliable seven-point Likert-scale-based questionnaire comprising 44 items that tackle the features of a teacher's engagement (Appendix B).

Procedure

Since this study is an exploratory sequential mixed-methods research (Creswell & Creswell, 2018), the required data were collected in two general phases, including qualitative and quantitative phases. In the qualitative phase, an inclusive literature review on teacher engagement was conducted to identify the conceptual framework based on which the questions of semi-structured interviews were proposed. To confirm the credibility of the interview questions, a group of 5 experts in the field of language teacher education scrutinized the interview questions considering their contents and wording appropriacy. Then, a semi-structured interview was conducted with 20 EFL teachers. It should be noted that before asking the interview questions, the researchers defined the concept of teacher engagement for the participants to avoid any ambiguities or misunderstandings. It took 20 minutes to conduct each interview which was then audio-recorded, transcribed, and coded using the NVivo program. The qualitative data were encoded by the researchers in collaboration, and the extracted themes were cross-checked. The items for the questionnaire were then created using these codes and themes. The TEQ components and their coded themes are displayed with a few related items in Table 2.

Table 2

Initial Components and Retrieved Themes in the TEQ

Component	Theme	Example
Emotional	enjoying teaching	11. I feel vigorous while teaching.
	being full of energy	
	being enthusiastic	
	feeling vigorous	
Cognitive	working meticulously	31. Teaching is meaningful and significant for me.
	concentrating on teaching	
	reflecting critically on teaching	
Social (colleagues)	appreciating relationship	12. I appreciate my relationships with my colleagues at the institute.
	providing assistance	
	paying attention to colleagues' problems	
	interacting and collaborating with colleagues	
Social (students)	taking into account their problems	20. In class, I establish rapport with my students.
	paying attention to students' feelings	
	establishing rapport	
	being aware of students' needs	
	facilitating discourse with students and their parents	
	having positive attitudes	
Agentic	enacting required changes	34. I make creative choices to make influential differences in my teaching practice.
	making creative choices	
	taking advantage of resources	
	setting goals	
	relying on personal and professional experiences	

A 44-item questionnaire with a Likert scale ranging from 1 to 7 (1 = never, 2 = almost never, 3 = only occasionally, 4 = sometimes, 5 = usually, 6 = almost always, 7 = always) was created using the findings from the thorough examination of the literature on teachers' engagement and the outcomes from the semi-structured interviews with 20 EFL teachers. It is important to note that while some items were created using information from the literature, and the answers provided by respondents to the semi-structured interview questions, others were created based on Klassen et al.'s (2013) ETS which were modified by the researchers of the current study. The items were then assessed by a panel of 5 experts, comprising 3 academics and 2 EFL instructors, to determine the questionnaire's content validity. The panel of experts approved the questionnaire's initial draft's content validity.

Then, the newly developed questionnaire was piloted with 44 EFL teachers. Using non-probability convenience sampling. They were given the newly developed 44-item questionnaire (11 items for emotional, 8 items for social (students), 5 items for social (colleagues), 8 items for cognitive, and 12 items for the agentic component). All questionnaire items were answered by all the participants. The researchers of the current attempt created an online survey using the Google Forms platform due to the Covid-19 outbreak and distributed it through email or other social networking sites. After that, a Cronbach's alpha was run to detect and eliminate problematic items (Dörnyei, 2003) and exploratory factor analysis (Riazi, 2016) was run to explore the underlying components of the TEQ. Then, following the same procedure the final draft of the TEQ was administered to 234 EFL teachers from various universities and institutes in Iran selected through non-probability convenience sampling.

To check the concurrent validity of the teacher engagement questionnaire (TEQ), its correlation with the total scores of the same participants on the engaged teacher scale (ETS), developed and validated by Klassen et al. (2013), was calculated. However, before running the calculations, the normality of the data sets was made clear (Table 1, Appendix C). The result indicated that both data sets were normal and therefore, a parametric kind of formula, Pearson Correlation, in this case, was appropriate the results of which showed that the teacher engagement questionnaire total scores were highly and significantly correlated with engaged teacher scale's total scores (0.78), which was a good sign of the criterion-related validity of the two inventories (Table 2, Appendix C).

Finally, to analyze the data collected from the main participants the following statistical analyses were done. Through the use of SPSS software (version 29), the newly-developed questionnaire was subjected to Cronbach's alpha and exploratory factor analysis (EFA) to determine its reliability and probe the underlying constructs of the 44 items of the TEQ. As Riazi (2016) stated, EFA is utilized as a statistical test to reveal the underpinning conceptual foundations of a topic by condensing the data to a more manageable number of variables. Confirmatory factor analysis (CFA), on the other hand, is a statistical test that is used to confirm the factor structure of a group of observable variables. Therefore, in the present study, confirmatory factor analysis was run using LIZREL 8.2 to explore and ensure the fit of the TEQ model including five measurement models. In addition to factor analysis, a path analysis was conducted to ascertain the factor loadings and path orientation of the underlying elements of teacher engagement, and structural equation modeling (SEM) was run which is diagram-based and presents a graphical interface (Kline, 2016).

Results

Before administering the TEQ to the main sample in a real context it was piloted with 44 EFL teachers to calculate the reliability and construct validity of the newly-developed questionnaire. The Cronbach alpha reliability index of the TEQ in this piloting phase was $\alpha = .89$, which was a sign of a strong reliability index as values higher than .80 are considered strong reliability indices (George & Mallery, 2020). Item-total statistics were also checked and it was identified that putting any

single item aside, the reliability indices of the other items would still be above .80, meaning that there were no deviant items in the questionnaire. Finally, the results of the factor analysis revealed that the TEQ includes no irrelevant items, and all items were loaded on 5 components namely, 1) emotional, 2) social (colleagues), 3) social (students), 4) cognitive, and 5) agentic.

The data collected from the main administration phase including 234 EFL participating teachers were checked for any significant univariate and multivariate outliers by computing the standardized scores (z-scores) and Mahalanobis Distances. The results showed that the participants with ID numbers: 6, 31, 132, and 208, whose z-scores were higher than the maximum acceptable value of $+/-3.29$ (Tabachnick & Fidell, 2014), were dropped out (Table 3, Appendix C). After removing ID number 99, the data were scrutinized for any significant multivariate outliers by computing the Mahalanobis Distances (MD). The MD values were compared against the critical value of chi-square at .001 levels for 44 items, i.e., 78.74 (Tabachnick & Fidell, 2014). The maximum MD value of 69.79 was smaller than 78.74, it was considered that the current data did not include any significant multivariate outliers (Table 4, Appendix C). The univariate normality of the data was probed through skewness and kurtosis indices. Since skewness and kurtosis values were shown to be within the ranges of $+/-2$ (George & Mallery, 2020), the assumption of univariate normality was found to be maintained (Table 5, Appendix C). Mardia's index was used to test the multivariate normality assumption. The Mardia's index was 19.16, below the threshold of 2024 (Khine, 2013). As a result, it was determined that the multivariate normality assumption was maintained.

Table 3 shows Cronbach's alpha reliability indices for the TEQ and its components. The reliability index for the overall TEQ was .844. The reliability indices for the components were as follows: emotional engagement = .876, social engagement (colleagues) = .789, social engagement (students) = .891, cognitive engagement = .855, and agentic engagement = .901. All these reliability indices can be considered appropriate (George & Mallery, 2020). The results of corrected item-total correlations for the items of the TEQ (Table 6, Appendix C) showed that none of the items had negative item-total correlations; nor was any of them lower than .30 (Field, 2018; Pallant, 2016).

Table 3

Cronbach's Alpha Reliability Indices

	Cronbach's Alpha	N of Items
Emotional Engagement	.876	11
Social Engagement (Colleagues)	.789	5
Social Engagement (Students)	.891	8
Cognitive Engagement	.855	8
Agentic Engagement	.901	12
Total TEQ	.884	44

Applying principal axis factoring and direct Oblimin rotation, an exploratory factor analysis (EFA) was carried out in order to probe the fundamental constructs of the 44 items of the TEQ. Two decisions had to be made before running the EFA, choosing a rotation method, and deciding on an optimum number of factors to be extracted. The present EFA model was explored through the varimax rotation method. Before stating the reason, it should be mentioned that EFA can be carried out through orthogonal or non-orthogonal rotations. Orthogonal rotation assumes that the factors being extracted are not correlated; whereas non-orthogonal rotation can be used when underlying factors are assumed to be correlated. The decision can be made based on the results of the "Component Correlation Matrix" (Table 7, Appendix C). If the correlation among the factors, ignoring the 1's on the diagonal, is higher than + / - .32 (Dagdag et al., 2020), it can be concluded that the factors are correlated; thus, the non-orthogonal rotation should be used; otherwise, the orthogonal rotation should be employed, as is the case in Table 7 (Appendix C). Three different methods were employed to decide on the optimum number of factors to be extracted; i.e., scree plot, Watkins (2005), and Revelle (2020) parallel analysis methods. First, Scree Plot 1 (Fig. 1, Appendix C) suggested five factors to be extracted for the 44 items of the TEQ. Second, the results of the parallel analysis using Watkins's (2005) method suggested five factors to be extracted (Table 8, Appendix C). The Watkins method compares the observed eigenvalues with the simulated ones. The factors whose observed eigenvalues are higher than the simulated ones are retained. And finally, Revelle (2020) developed the R package "psych" which can be used to run parallel analysis. This method is also graphically similar to the scree plot, except for the fact that the data are both simulated and resampled in order to decide on the number of factors to be extracted. This method also suggested a five-factor model.

The KMO index of .886 indicated that the sample size of 234 was "meritorious," following Field's (2018) classification of KMO indices for running the EFA (Table 9, Appendix C). The significant findings of Bartlett's test (χ^2 (946) = 4910.91, p < .05) indicated that the correlation matrix was appropriate for running the factor analysis. The EFA extracted five factors as the underlying constructs of the 44 items of the TEQ (Table 10, Appendix C) which accounted for 49.78 percent of the total variance (Table 11, Appendix C). All items loaded under their respective factor loadings are as follows:

- Agentic Engagement (AE) items 33 to 44.

- Emotional Engagement (EE) items 1 to 11,

- Social Engagement Students (SES) items 17 to 24,

- Cognitive Engagement (CE) items 25 to 32, and

- Social Engagement Colleagues (SEC) items 12 to 16,

A confirmatory factor analysis (CFA) using IBM AMOS 21 was run to explore the fit of the TEQ model. The model included five measurement models whose fit (Appendix C) was discussed first before reporting the main model. Figure 1 displays the final model of TEQ. The model enjoyed a good fit (Table 12,

Appendix C). The chi-square test of the badness of fit was not significant (χ^2 (896) = 769.58, p > .05). The NFI and CFI indices of 1.00 were higher than .95; and finally, the RMSEA index of .000 was between .05 and .08. All these indices supported the fit of the SES measurement model.
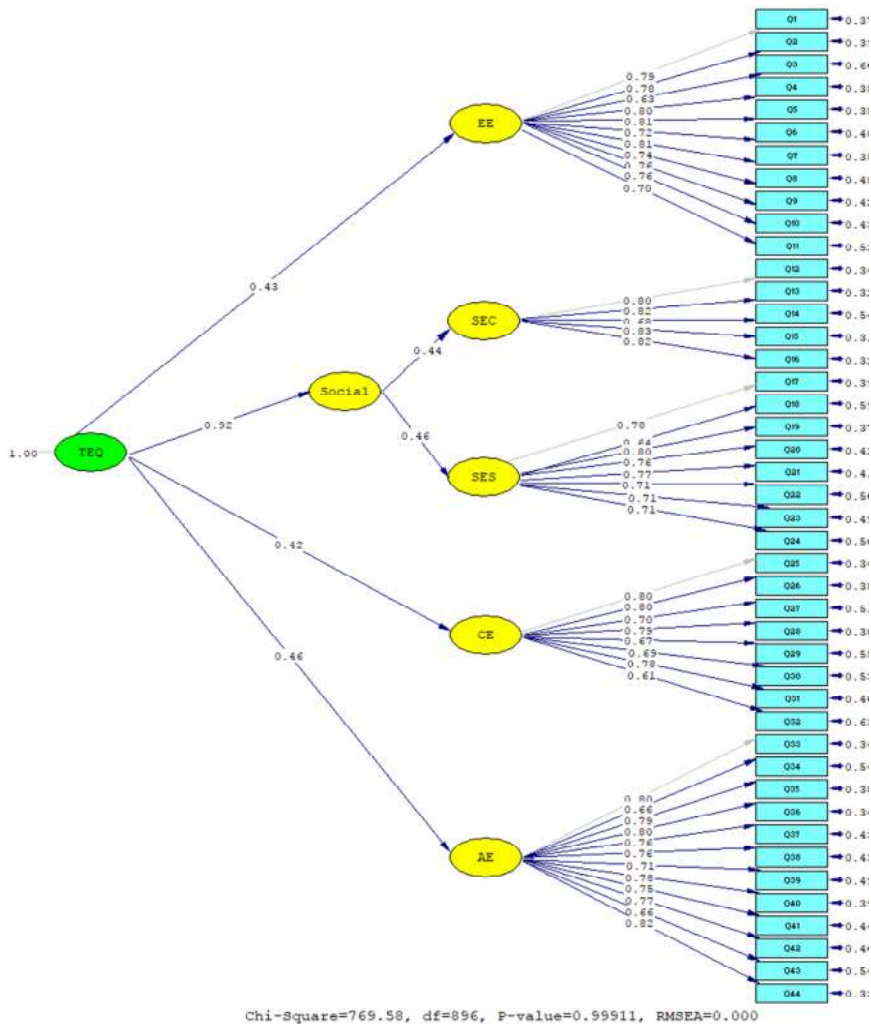
Figure 1

Measurement Model of TEQ

Chi-Square=769.58, df=896, P-value=0.99911, RMSEA=0.000

Table 4 displays all fit indices for the TEQ and its five components.

Table 4

All-Fit Indices of TEQ and Its Components

Indices	EE	SEC	SES	AE	CE	Main	Criterion
Chi-square	49.48	2.17	7.85	75.93	37.45	692.50	--
Df	44	5	20	54	20	813	--
P	.263	.824	.992	.026	.010	.999	> .05
Ratio	1.12	.434	.392	1.40	1.87	.851	< = 3
RMSEA	.023	.000	.000	.042	.061	.000	.05 to .08
CI RMSEA	.000, .051	.000, .054	.000, .000	.015, .062	.029, .091	.000, .000	.05 to .08
PCLOSE	.94	.94	1.00	.72	.25	1.00	> .05
NFI	.99	1.00	1.00	.98	.98	1.00	> = .95
CFI	1.00	1.00	1.00	1.00	.99	1.00	> =.95
IFI	1.00	1.00	1.00	1.00	.99	1.00	> = .95
RFI	.99	.99	.99	.98	.97	.95	> = .95
SRMR	.034	.013	.016	.037	.039	.044	< .05
GFI	1.00	1.00	1.00	1.00	.99	.99	> = .95
CN	324.53	1619.31	1116.60	249.77	234.70	302.98	> 200

Discussion

Our objective in the current study was to create and validate an instrument to measure the engagement of EFL teachers. The main outcome was an acceptable index of reliability for the teacher engagement questionnaire (TEQ). Cronbach alpha reliability indices for emotional, cognitive, social (colleagues), social (students), agentic, and overall engagement were respectively .876, .855, .789, .891, .901, .884. The results of factor analysis demonstrated that all items contributed to their respective components and were loaded on five factors: 1) emotional, 2) social (colleagues), 3) social (students), 4) cognitive, and 5) agentic. Additionally, the results of the SEM revealed that the model enjoyed good psychometric features.

The first factor of the TEQ, emotional engagement, includes 11 items targeting teachers' level of emotional engagement while performing their teaching practice. Researchers (Burić & Moe, 2020; Chen, 2016; Wang & Ye, 2021; Wang et al., 2022) support the significant impact of teachers' emotions on the effectiveness of their teaching practice. In this respect, Chen (2016) stated that classrooms are intricate emotional contexts where teachers continually experience emotional demands from various stakeholders such as students, colleagues, administrators, and parents. To deal with such emotional demands, teachers should be able to regulate their emotions proficiently to perform their teaching practice efficiently and interact with others successfully. Similarly, Burić and Moe (2020) proved that teachers' positive emotions at work lead to increased enthusiasm and promoted teachers' self-efficacy and job satisfaction. By the same token, Wang and Ye's (2021) study

indicated that teacher emotion regulation as a pivotal personal feature can considerably affect learners' tendency to engage actively in the learning experience. Moreover, Wang et al. (2022) concluded that teacher engagement can consequentially impact EFL learners' success through positive feelings and teachers' emotional engagement has a paramount effect on students' accomplishments. Since learning a foreign language is a multifaceted and demanding task, language teachers should improve their emotional engagement in their classroom in various ways such as taking students' academic problems into account, and supporting them with encouragement and insightful feedback. In this way, they encourage learners to invest more effort in learning a language and ultimately enhance their EFL achievement.

The second factor of the TEQ is social engagement (colleagues) with 5 items reflecting teachers' relationships with their colleagues. Research (Asaoka, 2021; Geeraerts et al., 2018; Kvam, 2018) also indicates teachers' professional development cannot happen merely through formal professional development events; instead, most of the teachers' learning occurs through day-to-day interactions and discussions among colleagues. Kvam (2018) considered teachers' collaboration and interactions with colleagues as probable instruments for teachers' learning. She found that in learning settings, mental structures are noteworthy when ideas are challenged and a state of uncertainty is achieved. Likewise, Asaoka (2021) reported that taking part in a collaborative community of practice provided Japanese EFL teachers with the opportunity to reflect on and regulate their teaching practice which in turn leads to their professional growth.

The third factor of the TEQ, is social engagement (students), with 8 items dealing with teachers' relationships with their students. Several studies (Gan, 2021; Ibrahim & El Zaatari, 2020; Thornberg et al., 2020) proved that teachers' supportive relationships with students lead to better student achievement. Thornberg et al. (2020), for instance, stated that teachers who create and sustain kind, warm, and caring relationships with their students and are respectful and patient toward students attain more successful classroom management and effective teaching. Likewise, Ibrahim and El Zaatari (2020) asserted that the teachers' relationship with students is significant in educational settings since warm and supportive relationships promote learners' sense of school belonging, well-being, and positive identities. Similarly, Gan (2021) reported that the interactions between teachers and students in the context of learning a foreign language might play a central part in the progress of EFL learners' language ability. Moreover, some contributing factors were revealed that improve teacher-student relationships and interactions such as EFL learners' and teachers' expectations, knowledge, personality, beliefs, and the context of language teaching.

The fourth factor of TEQ, cognitive engagement, with 8 items, deals with teachers' amount of, notice of, and investment in their teaching tasks. Empirical studies (Atapattu et al., 2019; Ravindran et al., 2005; Sherab, 2013) revealed that recognizing what makes teachers cognitively engaged in their profession can contribute to them estimating where they invest their resources more, reflecting on if those activities are draining or energizing, and modifying their plans and practices

that they discover mentally draining. Atapattu et al. (2019) suggested an approach to detect cognitive engagement in negotiations within the community and the importance of examining types of cognitive engagement for identifying how teachers involve in professional growth.

Finally, agentic engagement with 11 items as the last factor addresses teachers' agentic engagement while doing teaching-related activities. Teacher agency is considered to be an essential component of effective and meaningful education for some reasons. First, cognizance of the teachers' agentic role as change agents in professional growth, school reform, and educational improvement is growing. Second, the particular problem of continual change in professional development requires the perception of teachers' agentic role in professional growth and education reform, since agentic action is associated with significant issues such as professional identity and schools' change capacity. Lastly, attention is increasing to the role of teachers' work atmosphere in professional development and education improvement (Imants & Van der Wal, 2020). Li and Ruppar (2021) stated that teachers with a high level of agentic engagement not only practice a higher level of professional decision-making but also consider it a vital element of teacher professionalism.

Because of the dearth of research in the teacher engagement questionnaires area, the only study whose findings can be compared with the outcomes of the present study is Klassen et al's engaged teacher scale (ETS) focusing on teachers' engagement in four domains: cognitive engagement, emotional engagement, social engagement (with students), and social engagement (with teachers). In terms of the structure of its components, the ETS and TEQ questionnaires are somewhat similar. That is, the components of emotional, social (students), social (colleagues), and cognitive engagement are common in both instruments. However, TEQ includes one more dimension of teacher engagement, agentic engagement, which is novel for theorizing and conceptualizing teacher engagement. The notion of agentic engagement is employed to describe teachers' attempts to take planned actions and to make choices for creating a significant change (Yangin Ekşi et al., 2019). Although the conceptualizations of teacher work engagement include aspects of cognitive, emotional, and social involvement that have been generally suggested, the upshots of the current study indicated that agentic engagement is a significant aspect of teacher engagement.

Conclusion

Teacher engagement has been considered a critical factor in attaining positive educational outcomes (Zhang & Yang, 2021), and keeping students motivated and engaged to accomplish their academic achievement in learning a foreign language demands teachers' improved levels of engagement (Bao et al., 2021). Therefore, evaluating teachers' level of engagement at work is essential since highly engaged teachers promote learners' engagement and achievement. The absence of a valid instrument to measure EFL teachers' engagement prompted us to conduct this mixed-methods research. Accordingly, the current study was set up to design and validate a potential evaluation inventory to assess EFL teachers' engagement that

resulted in the creation of a questionnaire with a final version containing 44 items loaded on five factors: emotional (11 items), social colleagues (5 items), social students (8 items), cognitive (8 items), and agentic (12 items) that showed the degree to which the statement was considered to be true by the participating teachers on a 7-point Lickert scale ranging from 1 to 7. Utilizing exploratory factor analysis, confirmatory factor analysis, and structural equation modeling, as analytical techniques, the newly-created questionnaire demonstrated strong psychometric features and can be implemented as an effective instrument for evaluating EFL teachers' engagement.

The results of our study provide some implications for stakeholders in the domain of teacher education. Conceptually speaking, the emerged model has the potential to portray a more accurate picture of a teacher engagement construct, providing a clear picture of the combination of conceptualizations of the issue. The outcomes of the current study can also introduce an agenda for further inquiries on teacher engagement and related topics in teaching contexts. In the first place, relations between teacher engagement and other various teacher-related variables can be explored by employing the newly-developed TEQ. In addition, TEQ as a valid and robust measurement instrument can be also used by the researchers together with qualitative instruments such as observation, and interviews, in related studies with a mixed-method design. Furthermore, making use of a valid scale for self-assessment purposes can contribute teachers to evaluating their engagement and promoting it to achieve desired learning outcomes. Moreover, supervisors and managers can utilize TEQ as a diagnostic or consciousness-raising tool, and teaching practitioners provide preservice and in-service teachers with learning programs and assignments pertaining to many facets of engagement and help them to recognize their engagement formation and perseveration.

This study has some limitations that must be taken into consideration. First of all, because this study was conducted in Iran and included only Iranian EFL teachers, the sample is not entirely representative of other populations. This is because Iranian EFL teachers may behave differently than other EFL teachers since cultural contexts can influence teachers' professional beliefs, motivation, and self-efficacy. The second drawback may be seen as the current study's limited sample size. It is crucial to use the newly created TEQ questionnaire with a bigger sample size in order to ensure generalizability. Additionally, because of the Covid-19 outbreak, it was impossible to access a large sample size, and participant individual differences like age, gender, experience, and cognitive, emotional, and social background were not fully controlled. Furthermore, semi-structured interviews were conducted as part of the qualitative phase of this study, as well as an inclusive review of the pertinent literature. Future studies can build on this research by using different data collection techniques, like classroom observation, documenting, and focused group discussions, to get a better understanding of the notion of teacher engagement.

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Appendix A

Semi-Structured Interview Questions

Table 1

Semi-structured Interview Questions, their Functions, and Sources

Question	Function	Source
1) In what specific ways can teachers engage emotionally in their teaching practice?	Emotional	Perera et al. (2018); Schaufeli et al. (2019)
2. In what specific ways can teachers engage cognitively in their teaching practice?	Cognitive	Harper-Hill et al. (2020); Perera et al. (2018); Teng (2019)
3. In what specific ways can teachers engage socially with their colleagues?	Social (colleagues)	Klassen et al. (2013)
4. In what specific ways can teachers engage socially with their students?	Social (students)	Klassen et al. (2013)
5. In what specific ways can teachers engage agenticly in their teaching practice?	Agentic	Leijen et al. (2020)

Appendix B

Teacher Engagement Questionnaire

	Statements	1	2	3	4	5	6	7
	Emotional Engagement (EE)							
1	I enjoy teaching greatly.	1	2	3	4	5	6	7
2	I feel enthusiastic about teaching.	1	2	3	4	5	6	7
3	I am delighted while teaching.	1	2	3	4	5	6	7
4	Teaching is interesting for me.	1	2	3	4	5	6	7
5	While teaching, I am full of energy.	1	2	3	4	5	6	7
6	When I am teaching, time passes very quickly.	1	2	3	4	5	6	7
7	I cannot disconnect myself from teaching.	1	2	3	4	5	6	7
8	I am captivated by teaching.	1	2	3	4	5	6	7
9	I always keep going even when things do not go well with teaching in my class.	1	2	3	4	5	6	7
10	I am satisfied with being a teacher.	1	2	3	4	5	6	7
11	I feel vigorous while teaching.	1	2	3	4	5	6	7
	Social Engagement: Colleagues (SEC)							
12	I appreciate my relationships with my colleagues at institute.	1	2	3	4	5	6	7
13	I provide assistance to my colleagues at institute.	1	2	3	4	5	6	7
14	I pay attention to my colleagues 'problems at institute.	1	2	3	4	5	6	7
15	I try to interact with my colleagues at institute.	1	2	3	4	5	6	7
16	At institute, I collaborate with my colleagues.	1	2	3	4	5	6	7
	Social Engagement: Students (SES)							
17	I take into account my students' problems in class.	1	2	3	4	5	6	7
18	I display an appreciation of my students' feelings in class.	1	2	3	4	5	6	7
19	I pay attention to my students' feelings in class.	1	2	3	4	5	6	7
20	In class, I establish rapport with my students.	1	2	3	4	5	6	7
21	In class, I am aware of my students' needs.	1	2	3	4	5	6	7
22	In class, I respect my students.	1	2	3	4	5	6	7
23	I facilitate discourse with my students and their parents.	1	2	3	4	5	6	7
24	I have a positive attitude toward my students.	1	2	3	4	5	6	7
	Cognitive Engagement (CE)							
25	I work meticulously while teaching.	1	2	3	4	5	6	7
26	I devote myself while teaching.	1	2	3	4	5	6	7
27	I work vehemently while teaching.	1	2	3	4	5	6	7
28	I exert myself to do well while teaching.	1	2	3	4	5	6	7
29	While teaching, I put aside everything else.	1	2	3	4	5	6	7
30	I am resilient while teaching.	1	2	3	4	5	6	7
31	Teaching is meaningful and significant for me.	1	2	3	4	5	6	7
32	I reflect actively on my teaching practices and behaviors in class.	1	2	3	4	5	6	7
	Agentic Engagement (EA)							
33	I enact the required changes in my teaching context.	1	2	3	4	5	6	7
34	I make creative choices to make influential differences in my teaching practice.	1	2	3	4	5	6	7
35	I take principled actions to deal with problems in my class.	1	2	3	4	5	6	7
36	I take advantage of available resources to promote my teaching quality.	1	2	3	4	5	6	7
37	I make responsible robust judgments about the value of my intention while taking action in my class.	1	2	3	4	5	6	7

	Statements	1	2	3	4	5	6	7
	Emotional Engagement (EE)							
38	I evaluate whether I have met the goals that I have set.	1	2	3	4	5	6	7
39	I initiate purposeful teaching-related actions in my class.	1	2	3	4	5	6	7
40	I respond anticipatorily to the emerging ambiguities and dilemmas in my class.	1	2	3	4	5	6	7
41	I try to critically form my responses to challenging situations in my class.	1	2	3	4	5	6	7
42	I search for innovative ideas to employ in my class.	1	2	3	4	5	6	7
43	I monitor my student's progress in class and provide them with my feedback.	1	2	3	4	5	6	7
44	I rely on my personal and professional experiences to deal with challenging situations in my class.	1	2	3	4	5	6	7

1 = "never" **2** = "almost never" **3** = "only occasionally" **4** = " sometimes" **5** = "usually"
6 = "almost always" **7** = "always"

Appendix C

Tables and Figures

Table 1

One-Sample Kolmogorov-Smirnov Test of the Teacher Engagement Questionnaire and Engaged Teacher Scale

		Teacher Engagement Questionnaire	Engaged Teacher Scale
N		238	238
Normal Parameters	Mean	47.13	126.63
	SD	9.29	25.56
Asymp. Sig. (2-tailed)		.78	.99

According to Table 1, the significance value of the total score of the teacher engagement questionnaire is .78 and that of the engaged teacher scale is .99, both of which are higher than the critical .05 level of significance ($\alpha = .05$; $p > \alpha$) meaning that both data sets are normal and therefore, parametric kind of formulae, Pearson Correlation, in this case, was appropriate.

Table 2

Correlations Between the Teacher Engagement Questionnaire and Engaged Teacher Scale

		Teacher Engagement Questionnaire Total Score
Engaged Teacher Scale Total Score	Pearson Correlation	.78
	Sig. (2-tailed)	.00[**]

As reported in Table 2, the teacher engagement questionnaire total scores were highly and significantly correlated with the engaged teacher scale's total scores, and hence a good sign of the criterion-related validity of the two inventories.

Table 3

Minimum and Maximum Standardized Scores; Teacher Engagement Questionnaire

Items	Min	Max	Items	Min	Max	Items	Min	Max
Q1	-1.73	2.59	**Q16**	-2.44	**3.47**	Q31	-1.76	2.59
Q2	-1.58	3.00	Q17	-1.74	2.54	Q32	-2.53	1.48
Q3	-2.55	1.44	Q18	-2.52	1.47	Q33	-1.64	3.00
Q4	-2.33	3.24	Q19	-1.74	2.60	Q34	-2.77	1.50
Q5	-1.67	1.51	Q20	-2.40	1.28	Q35	-2.28	3.21
Q6	-2.44	1.34	Q21	-2.23	1.18	Q36	-2.33	1.19
Q7	-1.59	1.46	Q22	-2.56	1.40	Q37	-2.46	1.97
Q8	-1.56	1.47	Q23	-2.48	1.31	Q38	-1.68	1.54
Q9	-1.56	1.49	Q24	-2.34	1.24	Q39	-2.54	1.31
Q10	-2.28	3.21	Q25	-1.66	1.50	Q40	-1.79	2.64
Q11	-2.54	1.48	Q26	-1.72	2.51	Q41	-1.79	2.65
Q12	-2.37	1.25	**Q27**	-2.41	**3.33**	Q42	-2.35	3.25
Q13	-1.58	1.42	Q28	-1.79	2.62	Q43	-2.63	1.55
Q14	-2.62	1.47	Q29	-2.48	1.36	Q44	-1.63	1.39
Q15	-1.51	1.41	Q30	-2.60	1.45			

Table 4

Descriptive Statistics: Mahalanobis Distances

	N	Min	Max	Mean	Std. Deviation
Mahalanobis Distance	234	27.36	69.79	43.8120	7.16838
Critical Value of Chi-square (.001, 44)	78.74				

Table 5

Tests of Univariate and Multivariate Outliers

Item	skew	kurtosis	Item	skew	kurtosis	Item	skew	kurtosis
Q32	-.829	.072	Q37	-.122	-1.050	Q14	-.740	-.051
Q31	.616	-.503	Q36	-.542	-.653	Q15	-.039	-.889
Q30	-.876	.363	Q35	.306	1.780	Q16	-.016	.929
Q29	-.857	-.026	Q34	-.817	.051	Q11	-.485	-.611
Q28	.594	-.516	Q33	.048	-.339	Q10	.384	1.493
Q27	.276	.778	Q17	.476	-.435	Q9	-.021	-.635
Q26	.453	-.814	Q18	-.710	-.288	Q8	-.022	-.682
Q25	-.025	-.454	Q19	.517	-.403	Q7	-.034	-.656
Q44	-.081	-.687	Q20	-.427	-.718	Q6	-.284	-.821
Q43	-.664	-.109	Q21	-.645	-.519	Q5	-.031	-.452
Q42	.342	1.669	Q22	-.950	.235	Q4	.269	.967
Q41	.471	-.380	Q23	-.403	-.627	Q3	-.872	.078
Q40	.482	-.377	Q24	-.513	-.582	Q2	.060	-.420
Q39	-.503	-.522	Q12	-.465	-.703	Q1	.710	-.099
Q38	-.022	-.398	Q13	-.042	-.723	Mardia		19.168

Table 6

Corrected Item-Total Correlations

Items	EE	SEC	SES	CE	AE
Q1	.716	.679	.679	.640	.655
Q2	.649	.648	.607	.706	.616
Q3	.588	.617	.675	.596	.678
Q4	.685	.661	.692	.648	.729
Q5	.659	.646	.699	.603	.684
Q6	.654		.679	.627	.633
Q7	.677		.650	.675	.631
Q8	.616		.654	.548	.696
Q9	.648				.673
Q10	.654				.671
Q11	.628				.631
Q12					.687

Table 7

Factor Correlation Matrix

Factor	1	2	3	4	5
1	1.000				
2	.186	1.000			
3	.153	.147	1.000		
4	.169	.149	.168	1.000	
5	.157	.146	.163	.111	1.000

Figure 1

Scree Plot for Deciding on the Optimum Number of Factors to Be Extracted
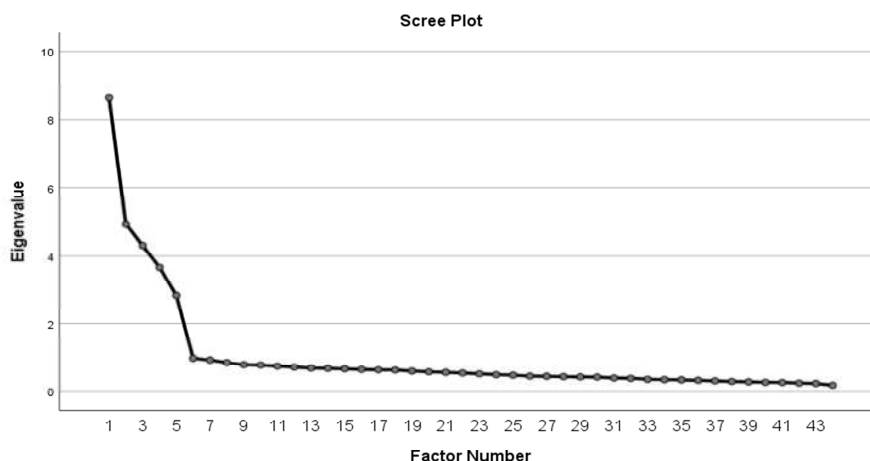
Table 8

Watkin's Parallel Analysis

Factors	Simulated	Eigenvalue	Decision	Factors	Simulated	Eigenvalue	Decision
1	1.958	8.661	KEEP	23	0.923	0.511	DROP
2	1.841	4.914	KEEP	24	0.892	0.485	DROP
3	1.760	4.300	KEEP	25	0.863	0.471	DROP
4	1.693	3.666	KEEP	26	0.836	0.443	DROP
5	1.634	2.832	KEEP	27	0.809	0.439	DROP
6	1.580	0.972	DROP	28	0.781	0.428	DROP
7	1.530	0.920	DROP	29	0.752	0.419	DROP
8	1.476	0.843	DROP	30	0.729	0.415	DROP
9	1.432	0.781	DROP	31	0.703	0.388	DROP
10	1.384	0.771	DROP	32	0.677	0.378	DROP
11	1.343	0.738	DROP	33	0.650	0.350	DROP
12	1.302	0.711	DROP	34	0.625	0.341	DROP
13	1.264	0.681	DROP	35	0.598	0.333	DROP
14	1.221	0.673	DROP	36	0.573	0.319	DROP
15	1.185	0.659	DROP	37	0.547	0.303	DROP
16	1.153	0.641	DROP	38	0.522	0.285	DROP
17	1.117	0.629	DROP	39	0.496	0.274	DROP
18	1.082	0.624	DROP	40	0.468	0.259	DROP
19	1.051	0.593	DROP	41	0.443	0.255	DROP
20	1.019	0.571	DROP	42	0.417	0.236	DROP
21	0.984	0.554	DROP	43	0.387	0.225	DROP
22	0.953	0.536	DROP	44	0.350	0.173	DROP

Figure 2

Plot for Deciding on the Optimum Number of Factors Using R Package "Psych"
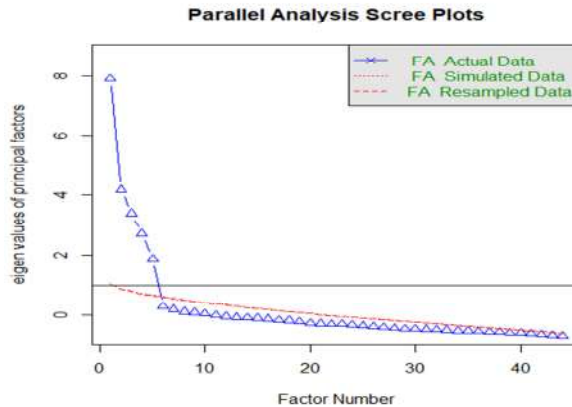
Table 9

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.886
Bartlett's Test of Sphericity	Approx. Chi-Square	4910.910
	df	946
	Sig.	.000

Table 10

Rotated Factor Matrix

	Factors
	Agentic
Q36	.759
Q40	.724
Q42	.708
Q35	.706
Q37	.696
Q41	.691
Q44	.687
Q33	.684
Q43	.669
Q38	.662
Q34	.660
Q39	.641

Table 10

Rotated Factor Matrix

	Factors
Emotional	
Q1	.746
Q4	.729
Q7	.719
Q5	.694
Q10	.691
Q2	.685
Q9	.677
Q6	.667
Q11	.665
Q8	.654
Q3	.606
Social (Students)	
Q21	.736
Q20	.726
Q17	.713
Q22	.713
Q19	.706
Q24	.692
Q23	.682
Q18	.643
Cognitive	
Q26	.766
Q31	.730
Q28	.700
Q25	.693
Q27	.654
Q30	.651
Q29	.644
Q32	.564
Social (Colleagues)	
Q12	.755
Q15	.738
Q13	.713
Q16	.699
Q14	.682

Table 11

Total Variance Explained

Factor	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	8.661	19.684	19.684	8.163	18.552	18.552	5.906	13.423	13.423
2	4.914	11.169	30.853	4.410	10.023	28.575	5.371	12.207	25.630
3	4.300	9.774	40.626	3.801	8.640	37.214	4.105	9.329	34.959
4	3.666	8.331	48.957	3.161	7.185	44.399	3.832	8.710	43.669
5	2.832	6.436	55.393	2.368	5.381	49.780	2.689	6.112	49.780
6	.972	2.209	57.602						
7	.920	2.090	59.693						
8	.843	1.916	61.608						
9	.781	1.775	63.384						
10	.771	1.752	65.135						
11	.738	1.678	66.814						
12	.711	1.616	68.430						
13	.681	1.547	69.978						
14	.673	1.529	71.506						
15	.659	1.498	73.004						
16	.641	1.457	74.461						
17	.629	1.430	75.891						
18	.624	1.418	77.308						
19	.593	1.347	78.655						
20	.571	1.298	79.953						
21	.554	1.259	81.213						
22	.536	1.218	82.431						
23	.511	1.160	83.591						
24	.485	1.103	84.694						
25	.471	1.070	85.764						
26	.443	1.007	86.771						
27	.439	.997	87.768						
28	.428	.974	88.741						
29	.419	.952	89.693						
30	.415	.944	90.637						
31	.388	.883	91.520						
32	.378	.858	92.378						
33	.350	.796	93.174						
34	.341	.774	93.948						
35	.333	.757	94.704						
36	.319	.724	95.429						
37	.303	.689	96.117						
38	.285	.648	96.766						
39	.274	.622	97.388						
40	.259	.590	97.977						
41	.255	.580	98.557						
42	.236	.537	99.094						
43	.225	.512	99.607						
44	.173	.393	100.000						

The TEQ model consists of five measurement models Emotional Engagement (EE), Social Engagement Colleagues (SEC), Social Engagement Students (SEs), Cognitive Engagement (CE), and Agentic Engagement (AE). Before discussing the results, two points should be clarified. First, for each of the measurement models and also for the main TEQ model, five fit indices of chi-square, degree of freedom, NFI, CFI, and RMSEA are reported. These fit indices were suggested by APA manual seventh edition. Second, since structural equation modeling is a sample-demanding analysis; the results of the chi-square test can become significant even if all other fit indices support the fit of the model. As noted by Khine (2013, p. 14), "The χ2 also tends to be greater when the number of observed variables increases. Consequently, a nonsignificant *p*-level is uncommon, although the model may be a close fit to the observed data. For this reason, the χ2 cannot be used as a sole indicator of model fit in SEM". Bowen and Guo (2011) have also significant results of the chi-square being ignored only if other fit indices support the fit of the model. Figure 3 displays the measurement model for emotional engagement. All items had large; i.e., > = .50 contributions to EE. Although the APA manual suggested five fit indices to be reported, i.e., the chi-square test and its degree of freedom, CFI, NFI, and RMSEA, the NFI index was not reported. As noted by Byrne (2010) CFI is the revised version of NFI which has taken into account the sample size; moreover, she suggested CFI be preferred over NFI.

Table 12

Chi-Square, NFI, CFI, and RMSEA Fit Indices of TEQ and its Components

Models	Chi-Square	df	NFI	CFI	RMSEA
EE	49.48	44	.99	1.00	.023
SEC	2.17	5	1.00	1.00	.000
SES	7.85	20	1.00	1.00	.000
AE	75.93	54	.98	1.00	.042
CE	37.45	20	.98	.99	.061
TEQ Model	769.58	896	1.00	1.00	.000

The chi-square badness of fit should be non-significant; i.e., > .05 to support the fit of the model. The NFI and CFI indices should be equal to or higher than .95. The RMSEA fit indices between .05 to.08 support a good fit (Byrne, 2010; Kline, 2016). The results are discussed below for each measurement model.

The EE measurement model enjoyed a good fit (Table 12). The chi-square test of the badness of fit was not significant (χ^2 (44) = 45.48, p > .05). The NFI and CFI indices of .99 and 1.00 were higher than .95, and finally, the RMSEA index of .023 was between .05 and .08. All these indices supported the fit of the EE measurement model.

Figure 3

Measurement Model of Emotional Engagement

Chi-Square=49.48, df=44, P-value=0.26357, RMSEA=0.023
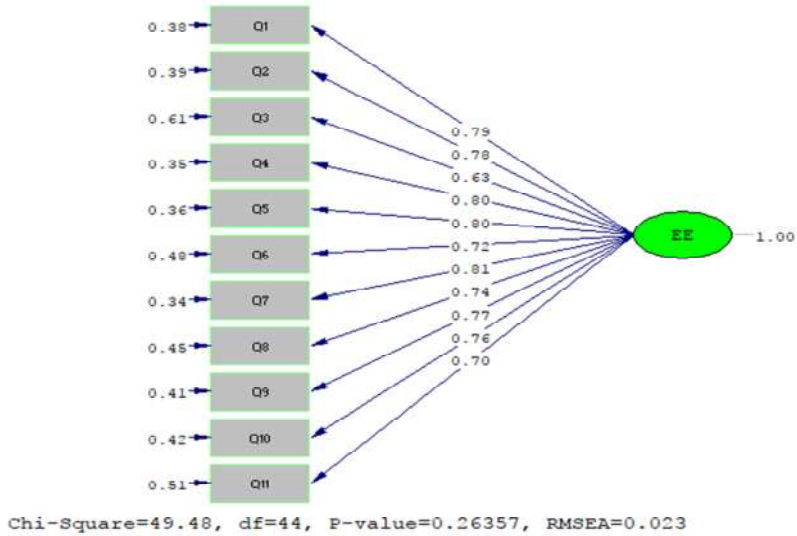
Figure 4 displays the measurement model for social engagement (colleagues). All items had large; i.e., > = .50 contributions to SEC. The model enjoyed a good fit (Table 12). The chi-square test of the badness of fit was not significant (χ^2 (5) = 2.17, p > .05). The NFI and CFI indices of 1.00 were higher than .95; and finally, the RMSEA index of .000 was between .05 and .08. All these indices supported the fit of the SEC measurement model.

Figure 4

Measurement Model of Social Engagement (Colleagues)

Chi-Square=2.17, df=5, P-value=0.82481, RMSEA=0.000

Figure 5 displays the measurement model for students. All items had large; i.e., > = .50 contributions to SES. The model enjoyed a good fit (Table 12). The chi-square test of the badness of fit was not significant (χ^2 (20) = 7.85, p > .05). The NFI and CFI indices of 1.00 were higher than .95; and finally, the RMSEA index of .000 was between .05 and .08. All these indices supported the fit of the SES measurement model.

Figure 5

Measurement Model of Social Engagement (Students)

Chi-Square=7.85, df=20, P-value=0.99284, RMSEA=0.000
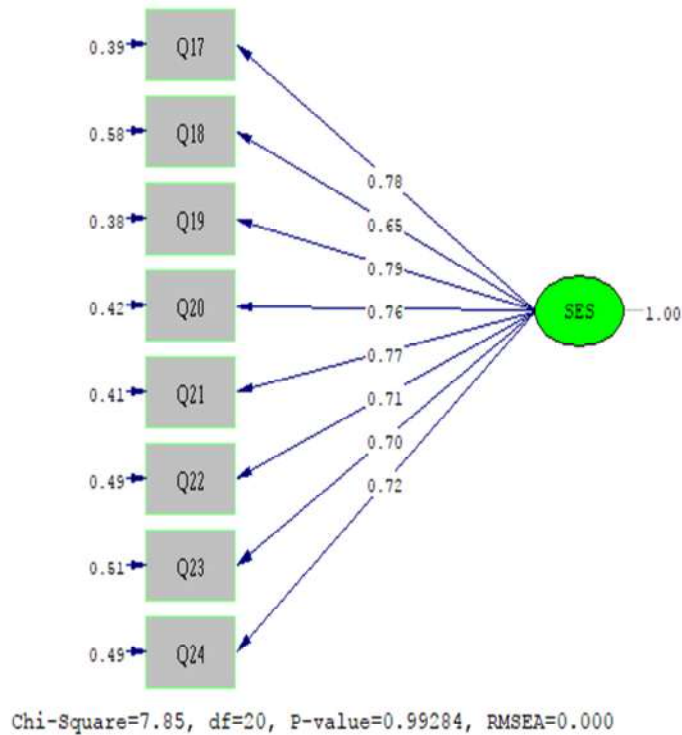
Figure 6 displays the measurement model for agentic engagement. All items had large; i.e., > = .50 contributions to AE. The model enjoyed a good fit (Table 12). The chi-square test of the badness of fit was significant (χ^2 (54) = 75.93, p < .05); these results can be ignored since other fit indices supported the fit of the AE model. The NFI and CFI indices of .98 and 1.00 were higher than .95; and finally, the RMSEA index of .042 was between .05 and .08. All these indices supported the fit of the AE measurement model.

Figure 6

Measurement Model of Agentic Engagement

Chi-Square=75.93, df=54, P-value=0.02619, RMSEA=0.042
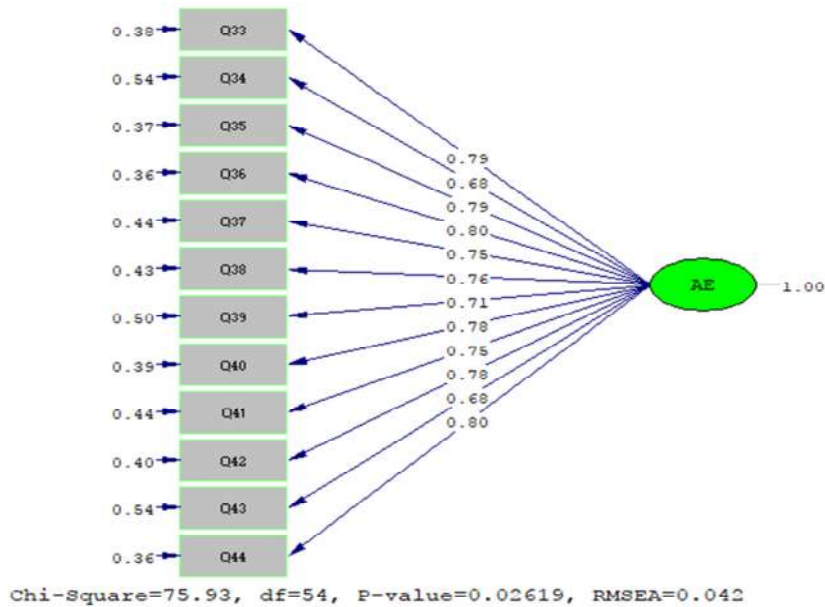
The fit of the cognitive engagement measurement model also proved the chi-square test of the badness of fit was significant (χ^2 (20) = 37.45, p < .05); these results can be ignored since other fit indices supported the fit of the CE model. The NFI and CFI indices of .98 and .99 were higher than .95; and finally, the RMSEA index of .061 was between .05 and .08 (Table 12). All these indices supported the fit of the CE measurement model (Fig. 7)

Figure 7

Measurement Model of Cognitive Engagement

Chi-Square=37.45, df=20, P-value=0.01032, RMSEA=0.061
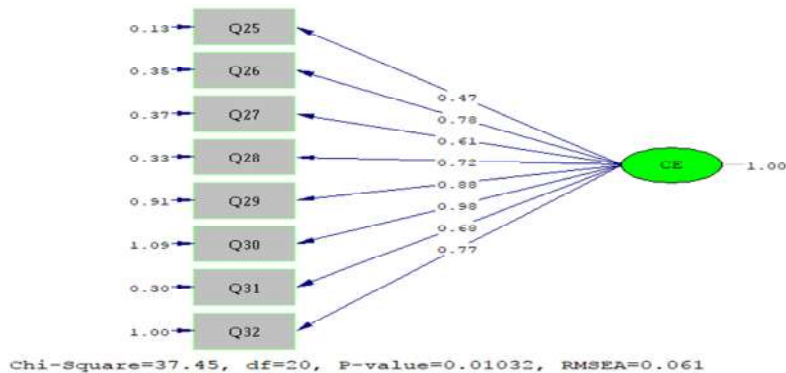
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Cultivating Intercultural Communicative Competence Through Interculturally Laden Tasks: An Iranian Experience

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Abstract

Adopting a qualitative design, the current study explored the usefulness of interculturally-laden tasks and intercultural training in improving the Iranian English learners' intercultural competency in Anzali, Guilan province, Iran. To this objective, a group of 25 intermediate levels whose ages ranged from 21 to 30 participated in the study. The participants were required, initially, to complete seven intercultural tasks to assess their current level of intercultural competence. Then, they attended in eighteen sessions of intercultural training using *Mirror and Window*: an intercultural textbook and then completed the same seven intercultural tasks one again at the end of the course. Anchored in Byram's (1997) ICC theory, five components of the learners' ICC enhancement, namely Savoir Comprendre, Savoire Etre, Savoire S'engager, Savoirs, and Savoire Apprendre / Faire were investigated throughout an intercultural training course. Two major sources of data were intercultural tasks, which were written by the participants per week as part of their assignments, focused-group interviews and self-report evaluation survey conducted at the end of the course to elicit the views they harbor toward the course. Drawing on the qualitative content analysis, findings indicated that interculturally-laden tasks could help the participants enhance their intercultural competence. Meanwhile, the analysis of the focused-group interviews and self-report evaluation survey revealed that learners evaluated most aspects of the tasks and textbook positively. Finally, the implications of the current study and suggestions for further research were discussed.

Keywords: intercultural communicative competence, intercultural training, interculturally-laden tasks, Iranian EFL learners
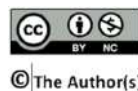
Introduction

In recent years, globalization has accelerated as a consequence of a variety of reasons including business, education, technology, and tourism. Due to this globalization, international interactions have intensified; this has necessitated the development of intercultural interaction, specifically cross-cultural communication (Sevimel-Sahin, 2020). Globalization has significantly changed the objectives of second and foreign language instruction. Numerous researchers have argued that the communicative competence is insufficient to prepare learners of the 21st century with significant global competencies and skills. ESL / EFL learners are expected to acquire and cultivate critical thinking, multicultural skills and intercultural awareness. As a result, the notion of intercultural communicative competence (ICC) has been developed in order to fulfill the global demands of L2 learners in the twenty-first century (Canagarajah, 2016; Kramsch, 2013; Lazar, 2007; Sharifian, 2014). ICC is commonly perceived to have four main dimensions: attitudes, knowledge, skills, and awareness, which may assist learners in meeting cultural challenges (Tran & Duong, 2015). These elements "bring them out of the feelings of frustration in communication across a number of cultural differences" (Alptekin, 2002, p. 63). The Modern Language Association (MLA), the Common European Framework of Reference, and the American Council on the Teaching of Foreign Languages highlight the importance of cross-cultural concepts in English language teaching in various EFL contexts (Ducate & Steckenbiller, 2017; Rezaei & Naghibian, 2018).

Researchers have proposed different ways to apply ICC in foreign language classrooms. Some focalized the role of media like the Internet, films, TV series, blog (Park & Finch, 2016; Gholami Pasand et al., 2021), literary works (Rezaei & Naghibian, 2018), and study-abroad programs (Mu et al., 2022) for fostering ICC. Compared to other instructional method, ICC training with interculturally pedagogical tasks has not gained considerable attention in practice, and only a small number of research studies have explored the utilization of ICC tasks in EFL classroom practice (Ghasemi Meghani et al., 2020; Young & Sachdev, 2011).

Based on Hismanoglu (2011), ICC tasks in EFL contexts involve behavioral and speech patterns like adequate verbal themes, culture shock, prejudice and stereotyping, non-verbal interaction, beginning and ending a conversation, gendered identities, intercultural relationships, and personal space. In a similar vein, Moloney and Harbon (2010) assert that intercultural classroom practice comprises "asking students to think and act appropriately within a growing knowledge of the culture within language" (p. 281). This method entails instructional planning that allows for place and time for exploration, evaluation, reflection, and cross-cultural engagement. The rationale of this teaching focus is that it contributes to an understanding of how the target language is utilized in real interaction affected by the socio-cultural settings and discussing the similarities and contrasts between learners' native language and the target language. Nevertheless, numerous researchers have claimed that foreign language curricula in the EFL environment are primarily exam-focused (Tran & Duong, 2018). To put it another way, instructors focus exclusively on enhancing learners' linguistic competence rather than preparing them with the

intercultural competence (ICC) required for operating effectively and properly in multicultural communities. Instructors' workload, paucity of sensitivity and appropriate experience, inadequate facilities and infrastructures, and time constraints are primary reasons why intercultural concepts are overlooked in English classrooms (Tran & Duong, 2018). Accordingly, many students are incapable of dealing with the cross-cultural hazards posed by inappropriate discussion topics, variations in verbal and non-verbal communication, or overwhelmingly negative stereotyping in their classrooms (Hismanoglu, 2011). In other words, these students may learn about cross-cultural challenges and culture shock through actual traumatic events.

At this juncture, considering intercultural learning and teaching in the Iranian environment, it is reasonable to claim that there are certain unavoidable demands in the EFL syllabus, which entail a transition from a linguistic to an intercultural approach and standpoint. It is essential for Iranian learners to become intercultural speakers who can successfully and appropriately deal with cultural and linguistic complexities in international scenes and also in multicultural and Iran's multi-ethnic society.

A myriad of earlier researches have been conducted to scrutinize intercultural training in spite of the fact that certain efforts have been made to specifically improve the ICC of EFL learners (Esmaeili et al., 2022; Ghasemi Mighani et al., 2020; Mekheimer & Amin, 2019). In this regard, the aim of the current research was to investigate the feasibility of enhancing Iranian learners' ICC through interculturally-laden tasks. Moreover, the study aimed at scrutinizing Byram's ICC theory to examine the applicability of this model.

Accordingly, the study addressed the following research questions (RQ):

RQ1: To what extent does intercultural training through interculturally-laden tasks develop EFL learners' intercultural competence?

RQ2: What are the Iranian EFL learners' perceptions of using interculturally-laden tasks (advantages and disadvantages) in developing ICC?

Literature Review

Intercultural Communicative Competence

In the light of numerous remarkable endeavors that scrutinize the notion of ICC from a variety of angles (Earley & Ang, 2003; Houghton, 2014; Neuliep, 2003; Sakuragi, 2008), the proposition that examines ICC from the perspective of English language instruction is now broadly acknowledged (Canagarajeh, 2016; Deardorff, 2009; Kramsch, 2013; Lazar, 2007; Sharifian, 2013). Intercultural competence is an enlargement of the term communicative competency (CC), which Hymes (1972) established as a criticism and response to Chomskyan linguistic competency (LC) (Chomsky, 1965). ICC is basically defined as the capacity to communicate and interact successfully and respectfully as well as to act flexibly in intercultural interactions in order to retain a common understanding and ground (Byram, 2000; Chen & Die, 2014; Chen & Starosta, 1996; Collier, 1989; Deardorff, 2006; Meyer, 1991). From a foreign language education viewpoint, ICC refers to "activities

related to behavior and speech patterns such as appropriate choices for conversation topics… and non-verbal communication" (Hismanoglu, 2011, p. 805). Therefore, intercultural competence needs possess particular traits and characteristics to deal with intercultural experience and encounter. Sercu (2006) identified the following characteristics that contributed to the development of the ICC:

> The willingness to engage with the foreign culture, self-awareness and the ability to look upon oneself from the outside, the ability to see the world through the others' eyes, the ability to cope with uncertainty, the ability to act as a cultural mediator, the ability to evaluate others' points of view, the ability to consciously use culture learning skills and to read the cultural context, and the understanding that individuals cannot be reduced to their collective identities. (p. 2)

Regarding these features, numerous scholars have explored the ICC contents in the literature (Baker, 2012; Fantini, 2009; Hismanoglu, 2011; Huang, 2014). Byram (2000) has been recognized as the main figure among these researchers, since the others have endorsed her concept of ICC. From Byram's (1997) point of view, intercultural competence consists of the following elements:

1. Intercultural attitudes (or savoir etre): It denotes a propensity to postpone cultural judgments, to be curious and open-minded, and to have beliefs in learners' home culture.

2. Knowledge (or savoirs): of social communities and their cultural artifacts and beliefs, in both the learners' native nation and the countries of their interlocutors.

3. Skills of interpreting and relating (or savoir comprendre): This relates to the ability to recognize, describe, and associate an event or document from other cultures to those from the learner's home culture and value.

4. Skills of discovery and interaction (or savoir apprendre / faire): This entails the capacity to develop a deeper awareness of different cultures and their practices and artifacts, as well as the application of the acquired information, abilities and intercultural attitude in real-world interactions.

5. Critical cultural awareness (or savoir sengager): This dimension includes the capacity to critically appraise and analyze diverse cultures.

In terms of the model and its components, it is considered that ICC has a dynamic nature; that is to say, it is not constant, but rather "a lifelong learning" (Zheng, 2014, p. 76). Thus, intercultural competence could be enhanced by increasing the intercultural awareness, language-related perspectives and behaviors, and all of which are necessary for effective cross-cultural encounters (Ozuorcun, 2014).

As for the data-driven research in enhancing ICC, a large number of studies have been carried out. For instance, Kusumaningputri and Widodo (2018) examined the use of digital photograph intercultural activities and tasks in Indonesian context and discovered the use of intercultural tasks and photographs might boost students' ICC. Chen and Zheng (2019) propose the usage of transformative culture-learning journals to promote the intercultural development of EFL learners. Zhang (2020)

carried out a cross-cultural study to examine the affordances of a contemporary Chinese TV drama in building Chinese EFL learners' ICC. She concludes that the utilization of TV drama would enhance Chinese learners' cross-cultural competence by broadening their knowledge of Chinese norm and culture, promoting attitudes of tolerance and empathy towards diverse cultures, and identifying cultural knowledge, values and beliefs, as it manifests in behavior.

As to shed light onto how to increase intercultural competence in Iran where English language is taught and spoken mainly as a foreign language, several researches have been undertaken. In a study, Ghasemi Mighani et al. (۲۰۲۰) designed and implemented an intercultural course and pedagogical tasks to enhance students' intercultural awareness in the EFL classroom (n = 33 students aged 21-23). The results of their study indicated that the overall ICC level of the learners increased significantly through the intervention of the intercultural course with the most significant rise in behavioral, cognitive, and affective dimensions of the construct, respectively.

Another study by Karimi et al. (2019) investigated how photovoice could promote intercultural sensitivity and reflective thinking of 48 intermediate L2 learners. An Intercultural Sensitivity Scale (ISS) was administered as both pretest and posttest to assess their ICC growth. Their community-based participatory action research reveals that the photovoice group (PG) improved significantly and outperform their counterparts in the control group on all five intercultural questionnaire categories. In addition, the results imply that photovoice method has the ability and potential to foster intercultural awareness by presenting effective insights into the target cultures. Moreover, the research aimed to evaluate the effect of gender on ICC. In order to accomplish this, an equal number of participants were allocated to both the photovoice and control groups. The findings demonstrated that the female participants in the photovoice group did much better than their male counterparts on all three dimensions of the questionnaire: intercultural engagement, interaction enjoyment, and intercultural attention. Gholami Pasand et al. (2021) examined how online interaction among participants of diverse cultural backgrounds promotes Iranian EFL learners ICC development. To do so, cultural subjects were chosen and addressed using an intercultural textbook, *Mirror and Window* (2003). The findings confirmed that learners' engagement in ICC training and online exchange may afford them a chance to increase their intercultural sensitivity. Notwithstanding the research on incorporated ICC in English language classroom settings (Karimi et al., 2019; Zhang, 2020), scholars often struggle to bridge the gap between theory and practice and integrate ICC in actual language classes. Moreover, a considerable plethora of studies concentrating on intercultural development (Ghasemi Mighani et al., 2020; Kusumaningputri & Widodo, 2018) have produced inconsistent and inconclusive findings, suggesting that further research is required in this area. Finally, this research used Byram's (1997) ICC theory as the theoretical foundation since few studies have utilized the said model to promote ICC among Iranian EFL students. The present research was motivated by these significant considerations.

Interculturally-Laden Tasks

While many researchers believe that people can increase the above-mentioned ICC dimensions and intercultural awareness in real intercultural contexts, a large number of scholars have more seriously argued that classrooms have a great potential to foster such competencies. They highlight the role of pedagogical materials, tasks, and training in cultivating ICC in EFL classrooms (Byram, 2008; Nault, 2006). The major objective of interculturally-oriented tasks is to motivate ELT learners to employ some critical thinking, reflection, discovery, and analysis strategies. These strategies help learners boost their intercultural awareness (Byram, 2008; Deardorff, 2009).

Relevant to classroom practices, Lazar (2007) suggested that interculturally-laden tasks including ethnographic tasks and projects, cartons, role-play, and association games can help instructors to increase learners' ICC and openness towards other cultures. Other researchers proposed culture assimilators, comparison methods, cultural capsules, and cultural problem-solving tasks (Garcia & Biscu, 2006; Singhal, 1998) as good classroom practices and activities to provide learners with intercultural knowledge. To put it succinctly, this type of classroom activity assists learners in the acquisition of knowledge of different cultural norms and attitude transformation as well. Moeller and Nugent (2014) proposed what they termed "best practice learning tasks" in the language classroom for French, Spanish, and German students. Additionally, they stress the teachers' role as a facilitator who helps the student gain intercultural ability whilst utilizing the target language. For the purpose of this study, intercultural tasks are geared to foster the enhancement of ICC.

Method

Design and Participants

The study featured a qualitative approach consisting of focus-group interviews and intercultural tasks. Twenty-five Iranian EFL learners (10 male and 15 female learners) with different ethnic backgrounds (e.g., Gilak, Fars, Turk, and Kurd) participated in a nine-week intercultural training course at Tarlak language institution in Anzali, Guilan province, Iran. The participants were selected non-randomly. To be more exact, they were chosen based on what Best and Kahn (2006) labeled convenience sampling (intact class). The Oxford Quick Placement Test was conducted to determine the homogeneity of the learners. All of the participants were at the intermediate level, with scores ranging from 30 to 47 out of 60. The learners whose scores were not in the mentioned range were excluded from the participants. According to the demographic data and information, none had ever attended in an ICC training program and only four of them had traveled abroad. Some 70.6% were university students, studying in various fields such as psychology, civil engineering, law, and business administration. They were young adults, between 21-30 years of age and they had studied general English for more than four years. The participants were studying the Touchstone series, Level 4 (McCarthy et al., 2014) throughout the project at Tarlak language institution in Anzali, Guilan province.

Materials and Instruments

Data were gathered using the followings instruments:

The Demographic Information Form

The demographic form was employed to collect the students' background information, including age, gender, ethnicity, place of birth, any traveling abroad experience (especially the English-speaking countries), or taking part in any intercultural training course.

Intercultural Communication Textbook

An intercultural textbook called *Mirrors and Windows* developed by Huber-Krieger et al. (2003) was used throughout the eighteen sessions of intercultural instruction. The book consists of seven units, all of which were covered in the class. Each unit is divided into four main sections: introduction, reflecting on your own culture section, discovering other cultures, and finally language work. The first section (Introduction) provides an overview of the unit. In the part entitled "Reflecting on Your Own Culture", learners should ponder on their own culture, value and custom which is the starting point for learning about other cultures by different passages, ethnographic activities and project works. The language work section includes tasks centered on expressions and proverbs that promote the learners' linguistic competency for exploring intercultural issues. Teachers' notes section at the end of the textbook contains further information for instructor and also offer some suggestions for arranging awareness-raising discussion, tasks, critical incidents and role-playing (Huber-Krieger et al., 2003; Piasecka, 2011).

The topics included in this book were the significance of time, silence and conversation, drinking and eating in different cultures, verbal and non-verbal communication, gendered identities (men and women), dislocated polygamy, personal space, culture shock, complaining, and criticizing in various cultures. The major reason for selection of the textbook was its diverse intercultural tasks and activities that encourage learners to think about cultural differences in preparation for intercultural encounters. It also assists to reflect and ponder on learners' own culture and then different cultures and relationship between them. On the other hand, it recommended by many scholars (e.g., Hoominian et al., 2021; Piasecka, 2011; Rahimi & Soltani, 2011).

Intercultural Tasks (ICC Tasks)

In order to elicit more specific information regarding the development of learners' affective, cognitive, and behavioral orientations for intercultural communicative competence, seven intercultural production tasks (i.e., What does "tomorrow" mean to you, Organically grown food and different diets, Directness, Gender Discrimination, Dislocated polygamy, Physical punishment, and Teacher) were selected from *Mirrors and Windows* textbook. It is worth mention that before embarking on the real procedure of the study, the tasks were piloted with seven learners to check their effectiveness in creating intercultural judgments and reflections. According to the pilot stage, some tasks were modified to meet the needs

of the current study. These ICC tasks commenced with a reading passage, followed by a series of questions to motivate learners to reflect on their home and target cultures. The learners were required to address the questions in their entry with the average length of 200 words. The tasks were given to the participants both at the outset and at the end of the study. To gather accurate data, those writings which did not meet the expectations of the study were immediately returned to the participants for further revisions.

Afterwards, the researchers tracked the students' likely developments as a consequence of ICC instruction through qualitative content analysis. It is worth noting that the selection process and criteria of the intercultural tasks were their capacity to provide chances to investigate cultural differences and also their potential to provoke a multiplicity of judgments and perspectives. On the other hand, the tasks motivated the learners to employ different strategies like critical thinking and reflection to develop intercultural knowledge, skills, and attitude. According to Lazar (2003), skills and abilities, knowledge, and attitudes for successful intercultural interactions must be observed, addressed, and exercised. The intercultural tasks created these chances for the students and increased their participation in class discussions and intercultural practice.

Focused-Group Interview

Apart from the production tasks, to have an in-depth description of the Iranian EFL learners' experience of intercultural training, their perception and criticism of the course and also to confirm the usefulness of interculturally-laden tasks, semi-structured open-ended focus-group interviews were conducted with 10 participants divided into two groups of five a week after intercultural training. Strong motivation, willingness and readiness were main criteria for choosing the participants to come up with more reliable and comprehensive data.

The interviews with each group lasted for about two hours. The interview sessions were conducted both in English and Persian and under the same conditions and duration.

Procedure

The study was initiated with the administration of the background questionnaire and the placement test. Then, the seven intercultural tasks were administered to realize the learners' current understanding of intercultural issues and their own culture as well.

The participants were asked to attend 18 sessions over nine weeks, with each session lasting for 90 minutes. The main objective was to increase learners' ICC. One of the researchers, who met the class twice each week, instructed the intercultural concepts. The researchers used *Mirrors and Windows* course book and all the twelve units of the book were taught.

The study consisted of educational and supplementary phases. At the beginning of the first phase, the researchers provided some thought-provoking warm-up queries regarding the topic of each unit, aiming to arouse the participants'

awareness of and interest in the topic. The participants read various short passages about other cultures and did ethnographic activities and tasks.

Then, the learners were asked to make a contrast and comparison between their home culture and that of English-speaking countries. Next, the participants were divided into small groups of four, with mixed gender, character, and desire. Each group investigated one of the intercultural themes. For instance, group A probed "the concept of time and delay" in different cultures and its relationship with power and authority. Group B explored "Gendered identities in other cultures". Group C discussed "Bringing up baby", and Group D had a conversation on "eating habits" and "the concept of romantic love" and etc. Each participant in the group undertook a specific task different from other members. For example, one of them investigated dislocated polygamy in different cultures, while another one looked for idioms or sayings, famous couples or love story in dissimilar cultures. Lastly, other participants gathered the viewpoints of "love at first sight" in different cultures.

Through the participatory phase, the participants thought actively, and the collected findings were discussed, compared, and contrasted in a small group. Naturally, such interactions with peers in the group help learners expand their construction of meaning and increase their knowledge, attitude, and skill (Liu & Zhang, 2014).

In the next step, each group was required to present their findings to other groups and finally in a larger learning community (i.e. whole class). During the discussions and debates, the learners employed different strategies such as comparison and contrast, discovery, reflection, noticing, analysis and critical thinking, querying their assumptions, and even suspending their preconceived judgment thinking for performing the tasks. All participants were actively involved in the process, and they were responsible for replying to questions and arguments.

Ultimately, the researchers highlighted the important knowledge areas and skills and specified the participants' production tasks for the week. The objective of the production tasks as a weekly assignment was to enable the participants to use what has been learnt and to track their progress during the program implementation. At the end of each chapter of the book and as a weekly task, the participants were supposed to interview individuals from different cultures and debate the ICC tasks assigned using social media (Facebook). The students were then expected to describe their results through in-class group. In addition, in the language section of the textbook, learners were demanded to focus on topic-related proverbs and idioms and explore the cultural differences between them.

The researchers organized the awareness-raising debates and discussions using pair and group work based on the recommendations in teachers' notes section of Mirror and Window textbook. In each session, the participants were required to role-play a conversation. As an example, a role-play entitled "intercultural encounters" was performed by students. The purpose was to enhance students' awareness of the importance of the differences in non-verbal communication. The role-plays could assist them experience culture shock for a few moments. By the end

of the course, the researchers administered the same production tasks once again to observe the learners' patterns of change.

The second phase of the research consisted of running focused-group interviews one week after the course ended. Throughout the interviews, the researchers as a moderator encouraged the participants to elaborate on certain points, pose questions, and express their viewpoints.

The first primary question inquired about what happened in the class and the learners' responses. Then, the second key question was raised, focusing on the most striking aspects of the interculturally-laden tasks and textbook. The third question addressed the students' reasons for their preferences and criticisms of the intercultural course and tasks. The next question was about participants' attitudes toward different dimensions of the course. Finally, after the interviews ended, the course evaluation survey was completed. A more detailed explanation will be presented in the finding section. Noteworthy to mention is that pretest data to understand learners' current ICC level were gathered through audio-recorded and then transcribed to see the gradual process of the participants' ICC level.

Data Analysis

The collected data from two different sources (i.e., intercultural production tasks and semi-structured focused-group interviews) were analyzed employing a qualitative content analysis technique. Hsieh and Shannon (2005) described qualitative content analysis as "a research method for the subjective interpretation of the content of text data through the systematic classification process of coding and identifying themes or patterns" (p. 1278). In the current study, the collected production tasks data went through mostly deductive and sometimes inductive, identifying the supplementary themes as they emerged from the data. Three major types of qualitative content analysis are directed, summative, and conversational. As Hsieh and Shannon (2005) argued directed content analysis is a deductive approach and draws on a prior and pre-existing theory, which is Byram's ICC theory in the present study. Hsieh and Shannon further highlight that it is a very practical and useful approach for supporting a theory in the literature. Furthermore, the themes were identified, labeled, and linked to the primary categories derived from the literature (Byram's five savoirs). More precisely, five pre-determined categories of themes were classified: Attitudes (savoir etre), Knowledge (saviors), Skills (savoir comprendre), Skills (savoir apprendre / faire), and Critical Cultural Awareness. Then, the summative content analysis as a more quantitative approach was used to count the occurrence frequency of components of ICC in the production tasks. Finally, for the sake of more reliable data, two members of the researching team and one educational expert (Ph.D. holder) checked the participants' production tasks.

Additionally, to make sound decisions, the interviews were digitally recorded and transcribed to extract common patterns of responses and major themes which were then "quantitized" (Dornyei, 2007) and subjected to frequency analysis. To achieve credibility, member checking (Lincoln & Guba, 1985) was employed. Hence, the data transcriptions and interpretations were sent to the learners for a

review. The objective was checking the researchers' interpretation and understanding of the obtained data by giving an active role to the participants of the current study.

Findings and Discussion

Findings

Findings from Production Tasks

As discussed earlier, five themes were classified: Knowledge (saviors), Skills (savoir apprendre), Skills (savoir comprendre), Attitudes (savoir etre), and Critical Cultural Awareness. Table 1 depicts the number and percentage of learners' ICC instances recognized from their production tasks.

Table 1

Themes from Intercultural Production Tasks

Intercultural themes	Number of instances	Percentage
Knowledge	40	14.38%
Attitudes	70	25.18%
Skills of discovery and interaction	68	24.47%
Skills of interpreting and relating	55	19.79%
Critical cultural awareness	45	16.18%

Among the ICC factors, intercultural attitude (savoir etre) had the largest number of instances with 70 occurrences (25.18%), while the modest one was the knowledge dimension with 40 instances (14.38%) recognized (See Table 1). According to Byram's (1997) illustration in ICC Model, the skills of interaction and discovery (savoir apprendre / faire) refer to the capacity to gain new knowledge and information about target cultures and the capacity to utilize this knowledge in real cross-cultural interactions. The reason for the high number of this dimension (68 instances) might be that the participants gain knowledge and information about different cultures through interviews with native interlocutors on social networking media (Facebook). The learners might have broadened their perspective toward other cultures through these interactions.

The instances above also indicate some progress in the participants' skills of interpreting and relating component (19.79%). They could have recognized ethnocentric perspectives in documents or events and compared them with their native culture. Since the learners did not experience direct interaction with foreigners, they realized various cultural perspectives through movies, the Internet, and books.

A large number of instances (16.18%) were related to critical cultural awareness. In this dimension, the learners formed a critical view of other cultures, and they evaluated logically different cultures despite the shortcomings existing in different cultures. Some of the participants reported significant changes in their

viewpoints regarding target cultures. To be more exact, they modified their predetermined stereotypes and biased views through reflection strategy and cultural comparative approach provided by the course. A more detailed description of the findings will be provided in the discussion.

In addition to the instance recognized as the participants' ICC development from the view point of Byram's (1997) savoirs, three major supplementary themes (See Table 2) emerged after the analysis of the participants' tasks.

Table 2

Supplementary Themes from Participants' Production

Themes	Number of instances	Percentage
Neutral self-cultural judgment and of the cultural others	5	33%
Negative judgment of self-culture and of the cultural others	6	40%
Positive judgment of L2 cultures	4	26%

As shown in Table 2, three additional themes emerged. Instances related to the negative judgment of self and other cultures contained the largest proportion (6 instances). Neutral self-cultural judgment and judgment of the other cultures, as well as positive judgment of L2 cultures, had almost the same instances, 5 and 4 instances, respectively. Below are extracts indicating the presence of ICC components in the participants' production tasks.

Attitudes (savoir etre) and Knowledge (Saviors).

Excerpt 1: What does "tomorrow" mean to you? One shared:

The meanings of words are different in various cultures. In Jordan, "Tomorrow" conveys its direct meaning. It is connected with time. In other Arabic-speaking countries, it is a polite response to saying "I don't know" or "never". To eliminate this misunderstanding, people should know more about cultural differences. They should look at things differently and consider different perspectives and values. In fact, I did not know much about cultural differences before. Now I realize it is very important in international communication.

Skills of Discovery and Interaction (savoir apprendre / fair).

Excerpt 2: "Organically grown food and different diets"

Different countries have their own eating habits. For instance, people in a country love something, but in another country all hate it. I respect people to have different diets and preferences. I am interested in knowing about different diets and trying new foods. It is as fascinating as communicating with foreigners and getting to know their lifestyle.

Attitudes (savoir etre).

Excerpt 3: "Directness"

Iranians tend to be indirect. I used to be like that. Now, I want to know more effective ways to criticize and I am interested in knowing how different cultures behave in this regard.

Savoir Comprendre, Critical Cultural Awareness, Knowledge and Attitude.

Excerpt 4: "Gender Discrimination"

Nowadays, women are more conscious of their responsibilities than they were in the past; thus, they do not tolerate disparities in their lives. Gender discrimination still exists in Iran and in other countries of the world. This problem goes back to the past, and it takes a long time to be removed. Women are discriminated against in various domains like in society, the workplace, and family. However, women can be as effective in society as men. Some people do not believe in women's abilities. In Iranian society like in other societies, gender discrimination occurs and sometimes women are ignorant. For instance, we see that more job opportunities are given to men, and women are paid less than men, although this problem is felt all over the world and is not limited to our society.

Critical Cultural Awareness and Skills of Discovery and Interpretation and Relating.

Excerpt 5: "Dislocated polygamy"

In some cultures, polygamy is legal. Others do not accept this concept, and it would be regarded as fornication. Many people take a hard line on this issue. I understand that people have diverse cultural norms. There is a lot of variety in the world. We need to be more tolerant of and to respect cultural diversity. We can see the world from multiple perspectives.

Excerpt 6: "Teacher" Negative judgment of self-culture and positive judgment of L2 cultures

In our country, teachers are poor and are not well-paid. In western cultures, teachers are really patient when parents complain about their teaching methods, and they are very eager to answer students' questions again and again. We do not see such patience in our teachers.

Excerpt 7: "Directness" Neutral self-cultural judgment and of the cultural others

People from other cultures tend to be direct. They express explicitly their thought in conversation, while Iranian people like to be more indirect when giving their views.

Pre-Diagnosis of the Participants' ICC Level

Some excerpts of pre-diagnosis data are given below:

In Iran, women care for children, which is a wonderful thing since it promotes peacefulness for children; other cultures should follow our own ways (Student 7).

Sometimes, it is challenging to get used and adapt to different cultural customs and I prefer my own culture (Student 15).

Gender discrimination is a great problem in Iran. I do not think other countries suffer from this problem (Student 2).

Interview Findings

To accomplish the purposes of the second research question, the researchers conducted focus-group interviews. The stated advantages are shown in Table 3.

Table 3

Participants' Reasons for Preferring Intercultural Tasks

Reasons (Positive Trends)	Response Count	Response Percent
Encourage us to search more about different cultures	20	20.83%
Challenge their biases and stereotypes	9	09.37%
More tolerant toward multiple perspectives and withholding judgment	15	15.62%
Promote the sense of sympathy and understanding towards diverse cultures	9	09.37%
Help to deal with future cultural conflict logically	10	10.41%
The presence of controversial issues	12	12.09%
Help to pay more attention to cultural content while studying English	5	05.25%
Broaden their perspective toward other cultures	16	16.68%

As is evident from Table 3, nearly 21% of the participants interviewed agreed that the course encouraged them to know more about different cultures. Nearly 10% of them believed the course motivated them to handle their hidden bias and made them more conscious of their values system. Nearly 16% stated that their tolerance toward other cultures and withholding judgment increased.

The presence of controversial issues was another reason for the participants' preference for the course (12.09%). Such issues as gendered identities, girls and boys, personal space, complaining and criticizing, dislocated polygamy, and mixed marriages are the controversial issues. Some of them (5.25%) also expressed that they would pay more attention to cultural content while studying general English. Meanwhile, others (9.37%) acknowledged that the ICC training course could assist them to cultivate their sense of sympathy and understanding towards diverse cultures. Some participants (nearly 11%) reported the course helped them in dealing with future cultural conflicts logically. About 17% expressed the course broadened their perspective on different cultures. It should be noted that some students provided more than one reason.

Further, throughout the interview, the participants also expounded upon the disadvantages of interculturally-laden tasks. Their typical remarks are shown in Table 4:

Table 4

Participants' Reasons for Criticizing Intercultural Tasks

Reasons (Negative Trends)	Response Count
lead us toward preferring the value of other cultures	2
We should spread our local culture in the world	1

As shown in Table 4, the participants expressed two main criticisms of the course. The first one was supported by two instances. i.e., "The course leads us toward preferring the value of other cultures, while the second criticism was "We should spread Iranian culture in the world".

Table 5

Descriptive Results of the Evaluation Survey

The extent to which the following tasks are useful	Not at all	Not really	Mostly	Absolutely	I do not remember the item
1. Activities, tasks, interview and class discussions	0	%3	32%	65%	0
2. Rock around the clock: Reading passages – class discussion	0	3%	65%	32%	2%
3.You are what you eat: Role play: intercultural encounters / follow-up questions / critical incidents	0	0	28%	68%	4%
4. Conversation and … silence:	8%	6%	55%	%21	10%
5. Men and women, girls and boys – Gendered identities: Pair work / presentation / Questionnaire for a survey	0	12%	50%	38%	0
6. All you need is love: Watching the video and class discussion / Interview	0	16%	40%	44%	0
7. Bringing up baby: Cultural comparison and discussion	2%	0	20%	78%	0
8. Up in the morning and off to school: Role-play: cheating- schooling age- plenary discussion	0	4%	28%	56%	12%
9. Reflecting on your own culture	0	3%	43%	52%	2%
10. Discovering other cultures	0	3%	43%	52%	2%
11. Language work (phrases, expressions, metaphors, proverbs and saying)	26%	40%	20%	14%	0
12.Teaching methodology	0	4%	20%	76%	0
13. Production Tasks	0	12%	20%	68%	0

The researchers also scrutinized the participants' attitudes towards different parts of the course through an opinion survey (See Table 5). As the descriptive results demonstrate, almost a vast majority of the participants found various facets of the training course useful and effective. Nearly 65% of the participants described the tasks, interview, and in-class discussions "absolutely useful", followed by (32%) "Mostly useful". Regarding different topics in the *Mirrors and Windows* textbook, a large number of the learners asserted the topics were interesting and practical. However, they stated that some tasks and topics were really challenging and required deep learning and needed more time. Examples are "Gendered identities", "Gender Discrimination", and "Conversation and silence", to name but a few.

A high percentage of the participants (76%) found teaching methodology "Absolutely Useful", and (20%) "Mostly useful." With respect to intercultural production tasks as the main instrument for data gathering, 68% of the learners considered it "Absolutely Useful", and (20%) "Mostly Useful". However, around 12% of them believed that intercultural production tasks were not really useful.

Discussion

Regarding RQ1, the results from the participants' intercultural tasks and findings from the focused-group interviews indicated significant progress in Iranian ICC level after eighteen sessions ICC training. Several factors may be related to the efficiency of intercultural tasks and ICC training. First, in the current study, the training materials asked the students to compare, contrast, reflect, and evaluate the similarities and differences across cultures in terms of values, customs, convention, and attitudes. It has been recommended by various scholars, including Pulverness (1995) that the presentation of intercultural content in foreign language resources should include elements such as evaluation, noticing, comparison, and contrast, which is based on the comparative approach proposed by various scholars.

Second, the participants were asked to conduct interviews with individuals of various cultures and discuss and compare the seven ICC activities on social networking sites (Facebook). In this regard, some researchers claim that the students can get a greater appreciation and respect towards different cultures through interviews and research more about people from various cultures (Su, 2011). In a similar vein, other scholars (e.g., Furstenberg, 2010; Kearney, 2010) believe that EFL / ESL learner, in an intercultural viewpoint, is considered as scholars who investigates and analyzes themes and topics in and out of the classroom. Hence, the students discussed the seven tasks in class and then questioned about them with the assistance of individuals from other cultures outside the classroom. In the current study, initial learners' understanding of intercultural concerns revealed little awareness of cultural differences and similarities. For instance, in chapter one "Rock around the clock", they compared the value of time across many cultures. During the ICC training, all of the participants realized that it is acceptable in some cultures to maintain appointments to the hour or even the day and there is really no shame in being late by a couple of hours. Therefore, the majority of them modified their opinions and understood that Iranians are not the only ones who are late.

Third, increasing intercultural competence requires the employ of proper pedagogical resources and materials that encourage interaction, reflection, evaluation, and critical thinking on the part of learners (e.g., Liddicoat & Crozet, 2001; Nault, 2006). The themes of intercultural tasks and the textbook motivated the participants to perfume such qualities. They assisted them to handle their hidden biases, question their stereotypes, and to discourage judgmental thinking.

Regarding ICC components, the findings indicated that the instances related to skills and attitude components were more than the other dimensions. However, the participants' instances which were akin to the knowledge component were the less frequently addressed dimension. The moderate instances of knowledge component may be linked to the participants' lack of openness towards different cultures and lack of interaction with diverse cultures as a result of political and cultural constraints of the country. Furthermore, lack of ambiguity tolerance might be regarded as another major reason for such outcomes. As revealed in demographic information forms, only a very small number of the learners had ever travelled to English-speaking countries. Although in ICC training class students had limited connection with foreigners through Facebook group, understanding cultural conceptions needs a lot of time and effort. With respect to the dimensions of ICC, this finding was similar to what Zhou and Griffiths (2011) found. In her study, she found that the participants indicated the highest level of satisfaction for attitudes and the modest level for knowledge component. Additionally, Similar to the findings of the present study, Hoominian Sharif bad (2020) conducted a longitudinal study to examine male and female ICC level in Iranian context. The results of the current study align with those of Saricoban and Oz (2014), which reported that their students gained more scores in knowledge aspect than in the skill and attitude dimensions.

This study also found that some participants had sometimes neutral, mostly positive, and rarely negative judgments towards the self and L2 cultures. Some participants judged their home culture mostly negatively and other cultures mostly positively. The highest negative instances towards the self-culture and appreciate other cultural values and customs were present in tasks "Gender roles in different cultures" and "Gender Discrimination" and "Teacher". This finding was different from what Snow (2015) found previously, concluding that English-speaking students often considered themselves as positive and other people as negative. However, the ICC enhancement also brought about some problems that impeded further ICC growth. One example is the problem of total attachment to other cultures and alienation from their native culture, i.e., valuing other cultures and criticizing one's own culture. This stage is, based on Development Model of Intercultural Sensitivity (DMIS), called "Defence stage" (Hammer et al., 2003). As Chen and Zheng (2019) have put it, in this stage, "the learner became aware of cultural differences but established a dichotomy between themselves and cultural others, where either their own culture or the other's culture was reckoned as the superior one" (p. 72). In a similar vein, Gyogi (2016) stated that the classification of "self and "other" cultures may result in developing cultural biases and stereotypes rather than viewing culture objectively. In this regard, Karabinar and Guler (2013) underlined

the significance of culture in EFL classrooms. They bemoaned that, despite the significance of incorporating cultural notions into foreign language instruction, their role and place in EFL teaching is unclear. Thus, students may be able to develop a deeper awareness of their own culture and then other cultures if they receive the appropriate intercultural instruction in the classroom.

In this study, students were more interested to talk about the differences and negative dimensions of home culture. The participants hardly touched on the similarities and universal concepts that exist in different cultures. These findings match those of previous studies (e.g., Ghasemi Mighani et al., 2020; Rezaei & Naghibian, 2018).

Furthermore, there were also some neutral judgments about home and other cultures. They did not take sides with any cultures, which indicated a less judgmental thinking and a more objective stance. However, it sometimes shifted from a neutral perspective to cultural differences, particularly in the tasks "Directness" and "Dislocated polygamy. Although, it is always difficult to evaluate the progress following activities due to the fact that the concept in question is very complex and multifaceted, the timeframe for its enhancement was restricted to eighteen sessions, thus drawing definitive conclusions about the extent to which the ICC course could achieve its objectives is not possible based on these comments alone. As Zheng (2014) stated, learning ICC is a lifelong endeavor. When individuals of diverse cultural and linguistic affiliations communicate, initially they rely on their own cultural knowledge and information, but then resort to that of the other interlocutors (Byram, 1997; Kramsch 2013; Saricoban & Oz, 2014). However, the success of such interaction relies heavily on maintaining human relationships and expressing nice attitudes toward other cultures. Moreover, openness to cultural differences, self-cultural awareness, sociolinguistic and sociocultural awareness, and tolerance of ambiguities also play key roles in successful intercultural encounters (Byram, 1997; Deardorff, 2006).

Regarding RQ2, the findings of focus-grouped interviews demonstrated two trends (positive and negative) towards the usefulness of interculturally-laden tasks. The majority of the interviewees acknowledged that the ICC training course led them toward tolerance of multiple perspectives and withholding judgment about otherness. Most of them stated that the course encouraged them to search more about different cultures and find similarities and differences. The participants expressed that the course could assist them to promote a sense of sympathy and understanding and remove their hidden biases about others. The findings also echoed those of Corbett (2012), who maintained intercultural training should meet the differences in attitude and behavior of interlocutors and motivate openness, respect, and sympathetic curiosity.

As indicated by course evaluation results, intercultural tasks might improve ICC aspects and features in Iranian EFL learners. The learners were challenged to discuss, compare, and contrast various cultural themes and concepts with their home culture. A large number of the participants argued that the interculturally-laden tasks, interviews, and group making in-class discussions could assist them to behave

aptly in intercultural settings. This finding also concurs with those of Ghasemi Mighani et al. (2020) and Pruegger and Rogers (1994). They indicated that the students thought the ICC experience to be novel and supportive in helping them extend their ICC horizons.

Conclusion and Implications

The study investigated the potential of increasing Iranian learners' ICC through intercultural tasks in classroom environments. It has also probed into learners' perceptions of using interculturally-laden tasks. The findings indicate that the participants' intercultural understanding underwent significant changes. Moreover, ICC training could facilitate learners ICC development by using appropriate and relevant intercultural and pedagogical resources as well as an effective teaching method. As Byram (1997) states, ICC may be acquired through different types of education and fieldwork or classroom-based experiences. Reading the production tasks and the participants' in-class discussions paved the way for promotion of Attitudes, Savoire Etre, Savoir Comprendre, Savoire Apprendre / Faire, and Savoire S'engager. Based on the interview results, learners expressed the advantages and disadvantages of the intercultural course. The majority of them believed the course could broaden their perspective on other cultures and led them to more tolerance of multiple perspectives. Admittedly, there were some negative judgments on their home and target cultures.

The results of this study may have numerous pedagogical implications for ELT material providers and language instructors. The research indicated that ICC textbooks and activities are valuable tools for fostering intercultural awareness. Hence, more emphasis should be placed on multicultural and intercultural components when developing instructional materials in order to promote learners' intercultural sensitivity, tolerance, and a critical examination of learners' own and different cultures. Thus, more emphasis should be placed on multicultural aspects when constructing instructional and pedagogical materials in order to promote learners' intercultural awareness, tolerance, and a critical examination of one's own and other cultures. The instructors should have a vigorous role in their classes, increase their theoretical and practical knowledge of intercultural sensitivity, and engage their students in the tasks that contrast L1 sociocultural practices with those of L2. If so, the instructors may hope to change learners' sensitivity toward differences and similarities between various cultures (Piasecka, 2011). The inclusion of intercultural aspects into teacher training programs to increase instructors' ICC awareness seems to be a priority. To support this claim, Lazar (2003) claimed that "making intercultural communication training an integral part of teacher education would have a beneficial multiplier effect in the field of education and beyond" (p. 70). Instructors require cross-cultural knowledge, abilities, and attitudes in order to encourage L2 students in acquiring intercultural competency (Byram, 2008; Liddicoat & Scarino, 2013).

The results of the current study call for conducting further research to scrutinize the generalizability of the effectiveness of interculturally-oriented tasks in facilitating intercultural communication in other similar educational contexts. In

addition, while it was beyond the scope of this study to investigate how the participants applied their new intercultural awareness in the context of the target culture, this extension could be examined in future projects with the same students. Going beyond the focus on Byram's (1997) ICC model, further studies utilizing Bennett's Developmental Model of Intercultural Sensitivity (1993) as well as Deardorff's (2006) pyramid model of IC are also needed. Furthermore, more longitudinal studies with a larger sample size could yield a richer data set that could be more diverse and broader in scope. Finally, further analysis of the production tasks is needed to judge which of those tasks might work best for the development of ICC. It should be noted that the current study only focused on intermediate Iranian EFL learners, while learners with lower or higher levels of language proficiency may perform differently. In order to tackle this issue, participants with different language proficiency levels can be investigated in future research projects. Moreover, the number of male and female participants could not be balanced due to accessibility issues. Finally, the lengths of the training process can be increased to further unpack the participants' perceptions of ICC.

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Appendix

Intercultural Training Syllabus

Themes	Production tasks	Aims / objectives	Methods / techniques	Resources
1. Rock around the clock	What does "tomorrow" mean to you	To identify how people from different cultural backgrounds perceive the concept of time	Interview with culturally diverse people- Cross-cultural discussion - Small group work	Reading texts- Internet
2. You are what you eat?	Organically grown food and different diets	To recognize cultural differences in perception of food and eating habits	Role play- Game- Cross-cultural discussion - small group work- Clusters and mind-maps	Role cards- Reading texts-
3. Conversation and Silence	Directness	To learn communication strategies for effective intercultural encounters	Group discussion-Role play- designing an interview about non-verbal communication-	Read some typical dialogues- Internet- Reading texts
4. Gendered identities (Men and women, girls and boys)	Gender Discrimination	Intercultural awareness-raising on cultural differences regarding gender roles- To awaken discussion on taboo issues	Pair work- Cross-cultural discussion - interview schedule- Critical thinking	Reading texts- presentation- Print-outs of pictures- Internet
5. All you need is love (?)	Dislocated polygamy	Intercultural awareness-raising on the concept of romantic love	Cross-cultural discussion - Role play- Writing a love story collectively and individually	Reading texts- Internet- Role cards
6. Bringing up baby	Physical punishment	To recognize cultural differences in raising children	Email partnership with a class or group in another country- Writing an essay- Collect pictures- Drawing- Comparison and discussion- Group work- Critical thinking	Reading texts- presentation- Internet
7. Up in the morning and off to school	Teacher	To raise awareness of cultural differences in the process of education	Discussion and comparison - Role play- Group work- Critical thinking	Reading texts - Role cards- Internet- presentation

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Trauma and Recovery in Jeannette Walls's *The Silver Star*

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Abstract

In the 1990s, the first wave of trauma theories was raised to extend the boundaries of psychological trauma studies into other fields, including literary theories and literature. Jeannette Walls (1960-), an American author and journalist, writes about her characters' resistance to life's adversities in her novels. Despite the existing studies on her most well-known novel *The Glass Castle* (2006), her other novel, *The Silver Star* (2013), has been marginalized since its publication. Thus, this study addresses *The Silver Star* and examines the "trauma and recovery" of the two main characters, Charlotte and Liz. It deploys Judith Herman's trauma theory which focuses on the symptoms, effects, and recovery process of "post-traumatic stress disorder". Following the experienced traumatic moments, Charlotte and Liz bear three main symptoms of post-traumatic stress disorder, including "hyperarousal", "intrusion", and "constriction". As a primary effect of PTSD, they also disconnect themselves from their family and society while desperately seeking help to be recovered. The study argues that Walls represents social support as the most influential element in the "recovery" process of PTSD. The findings show that the recovery process varies according to the support that each character receives; Charlotte is not able to progress in the recovery process without receiving sufficient support from others while Liz recovers by getting enough support to construct a sense of safety.

Keywords: Jeannette Walls, The Silver Star**,** post-traumatic stress disorder, Judith Herman, memories

Introduction

In the 1990s, the scope of trauma studies expanded from psychology to other fields, including literature. Pierre Janet's and Sigmund Freud's theories are central to the first wave of trauma studies scholarship, which focuses on the philosophy of trauma and how trauma affects memory and identity. This theory and subsequent criticisms explore emotional distress in texts, as well as the vocabulary of loss, disruption, and fragmentation (Balaev, 2018). According to the first wave of trauma theory, trauma is defined as "a speechless void, unrepresentable, inherently pathologic, timeless, and repetitious" (Balaev & Satterlee, 2012, p. 3). Similarly, Balaev (2018) mentions that "the field of trauma studies continues to develop and adapt the foundational poststructural approach as well as incorporate new perspectives from postcolonialism, feminist theory, ethnic studies, and ecocriticism in scholarship that examines trauma's significance in literature and society" (p. 369). In fact, later studies increased the domain of psychological trauma into other fields, especially literature, and literary theories. Trauma is now regarded as an interdisciplinary subject dealing with different domains such as psychology, history, and literature.

The American author and journalist, Jeannette Walls (1960-), writes about resistance to the adversities of life in her novels, including her most well-known memoir, *The Glass Castle* (2006), *Half Broke Horses: A True-Life Novel* (2009), and *The Silver Star* (2013), which makes them proper cases for trauma studies. Based on her memoir, Walls's personal life can be considered as a prime example of resistance to the hardships of living in a dysfunctional family. Likewise, *The Silver Star* is about the mastery of a family over distress. This novel is the story of a family trying to achieve stability in their lives and identities. Liz and Jean (known as Bean in the novel) are half-sisters who live with their artistic mother, Charlotte Holladay. After their mother leaves them for a long time, they decide to leave their house in Lost Lake to visit their uncle in Byler. In Byler, they find out the truth about their mother's past and her relationship with her family. They also know the story of their fathers and how their father's separations from Charlotte have affected her life. Later, Liz and Bean realize that they need to find a job to pay for their costs in their mother's absence. Thus, they start working for Maddox, who is the manager of the town's factory. However, their uncle, Tinsley, opposes this idea because he knows that he will make trouble for children one day. As Tinsley expected, this job caused trouble for Liz, which resulted in a rape experience with Maddox. At the end of the novel, Walls reveals that despite the harsh experiences, the family is able to create a sense of healing and sincerity among them.

Even though Walls's novels focus on overcoming personal and social difficulties, there are not many studies looking at their psychological aspects. *The Glass Castle* has been explored by Beste Yigitler in *Quest for the Self in Jeannette Walls' The Glass Castle*. In this dissertation, Yigitler (2021) deploys Freudian trauma theory, Lacanian mirror stage theory, and certain Jungian archetypes to examine the characters' endeavors in finding their identity. She aims to show the impact of traumas, childhood memories, and uncompleted stages of personality on the psyche and the construction of characters' identities. She contends that "Walls'

memoir depicts the problems of the individual lives in the modern world" (p. 69). Moreover, she maintains that Jeannette, who has distanced herself from nature and has delved into the modern world, forgets her true identity and self. The findings reveal that one can have a peaceful life only through the negotiation of conscious and subconscious, which results in finding the self.

The Glass Castle has also received a passing reference in "Trauma and Young Adult Literature: Representing Adolescence and Knowledge in David Small's *Stitches*: A Memoir" by Gilmore and Marshall (2013). They examine the formation of young adults' identity deploying theories of trauma and self-representation. In this article, the authors include Jeannette Walls' *The Glass Castle* as a "counterexample to *Stitche*s" in its representation of traumatic experiences (p. 22). They maintain that Walls aims to represent the traumatic experience of an adolescent who "ends up wiser for the hardship, difficulty is incorporated into a meaningful lesson" (p. 23). Unlike the example provided by Walls, in Small's representation of trauma in *Stiche*s, there is "no moral uplift or principle through which stability can be reasserted" (p. 35). Rather, he highlights "the ongoing work of representing his experience and perspective in the visual and verbal idiom of witness" (p. 35).

As with *The Glass Castle*, Walls's *The Silver Star* also fleshes out the impact of traumatic experiences in the life of characters. The first half of the novel focuses on the past traumatic experiences of Charlotte, while the second half focuses on Liz's experiences with Maddox. These two parts have in common the experienced traumas, the reaction of family members and society, and the effect of social support on each character's psyche. *The Silver Star*, thus, can be considered as a proper case to be examined from a psychological perspective. Yet, as the author's latest novel published in 2013, it has not still received due recognition by researchers. This study, thus, aims to analyze *The Silver Star* to cast light on the traumatic experiences, symptoms of post-traumatic stress disorder, and the role of social support on the PTSD recovery process of two characters in the novel. Herman's theories on "trauma and recovery" address humans' psychological disorders by examining how traumatic experiences can be best dealt with and the ways that help the survivors of trauma to progress on the various stages of recovery in life. By applying Herman's theories on the development of psychological health to scrutinize the traumatic experiences of the chosen characters, we aim to bridge the two fields of literature and psychology; this case study helps showcase the pertinence of such research and the weight of applied literature in fleshing out the psychological problems and the ways to recovery in difficult times in life.

Trauma and Post-Traumatic Stress Disorder

The definition of trauma has changed and developed over time based on the context in which it is being examined. According to many modern trauma theorists, the traumatic encounter leaves a permanent impression on the psyche. These traumatic memories are assumed to be kept separate from the patient's regular schematic memory, in an unchanged state (Piers, 1996). Judith Herman, the American psychiatrist, is most recognized for her contributions to the study of

traumatic stress and its victims (Marzillier, 2017, p. 302). She defines trauma as "an affliction of the powerless" (p. 33). In her prominent book *Trauma and Recovery,* Herman reveals that the horror and powerlessness are the dominant forces for the occurrence of possible post-traumatic disorders in the survivors of the battles, rapes, concentration camps, and domestic abuse (Moran, 1994). Deploying Herman's trauma theory and the concept of "post-traumatic stress disorder", "disconnection", and "recovery" to read *The Silver Star* offers helpful insights about Liz and Charlotte and their traumatic experiences in life. In fact, these concepts can be examined in Walls's all other works, which are dealing with personal and social difficulties in life.

As previously mentioned, the overwhelming traumatic experiences affect individuals' psyche and life, which results in subsequent disorders, including post-traumatic stress disorder. According to Ford (2009), "PTSD is one of the two psychiatric diagnoses that require that the person has experienced stressful events in addition to having distressing symptoms and problems in functioning" (p. 3). Meanwhile, Wilson (2006) argues that "avoidance behaviors, denial, disavowal, amnesia, blocking, forgetting, repression, and mistrust of others are all part of the natural history of PTSD" (p. 60). It is important to note that the existence and intensity of these symptoms are not equal for everyone for the reason that each individual's reaction to threat is complex (Herman, 2015). Therefore, the symptoms also vary based on numerous criteria.

Symptoms of PTSD

Herman introduces three main symptoms of PTSD, including "hyperarousal", "intrusion", and "constriction". The First symptom is a state of persistent alertness against being hurt by another traumatic experience (Krippner et al., 2012). In fact, "hyperarousal reflects the persistent expectation of danger" (Herman, 2015, p. 35). Therefore, the survivor constantly shows strong reactions toward possible stimuli of past traumatic events. These reactions vary according to the individual's resistance and defense mechanism. Similarly, Wolfe et al. (2008) claim that this symptom shows the "alarm" stage after the traumatic experience. Intrusion is the next symptom of PTSD, which "reflects the indelible imprint of the traumatic moment" (Herman, 2015, p. 35). Long after the traumatic event, its memories haunt the survivors and disrupt the normal development of their lives. Herman (2015) explains this symptom as the experience of trauma changes to an unusual type of memory which interrupts the consciousness both as flashback and nightmares while being awake and asleep. These memories demonstrate the endurance of certain thoughts, feelings, and behaviors related to the traumatic experience (Friedman, 2015).

Constriction is introduced as the third symptom of PTSD, which is "the numbing response of surrender" (Herman, 2015, p. 35). The traumatized people may constantly constrict and limit themselves to avoid the traumatic experience. Valdez and Lilly (2012) argue that "emotional constriction has also been associated with PTSD, as emotional inhibition is a key characteristic of this disorder" (p. 87). Even though constriction can be considered some divine mercy that helps the traumatized person overcome the harsh feelings of trauma, it can also narrow down the social

activities of survivors and result in disconnection. Accordingly, Lansky (2000) argues that the defense mechanism of patients, who have experienced rape and violence and bear a sense of shame and guilt, forces them to withdraw from close relationships and constrict their social activities. In what follows, we examine the symptoms of PTSD including hyperarousal, intrusion, and constriction in Charlotte and Liz.

In connection with Charlotte's case, her severe reactions toward her daughters' distrust in her reveal the existence of hyperarousal symptom. After introducing her imaginary perfect partner, Mark Parker, Charlotte states that Mark does not like to meet the girls because he envies their mother's attention toward them. This excuse raises a sense of suspicion in Liz and Bean, as Bean says, "he's too good to be true" (Walls, 2013, p. 13). Bean's expression of a slight sense of distrust in Charlotte evokes an aggressive reaction from her: "Do you think I'm making it all up? … Screw you!" (Walls, 2013, p. 13). She adds: "Mom shouted. She was on her feet and started yelling about everything she'd done for me and Liz, how hard she'd struggled, how much she'd sacrificed, what an ungrateful couple of parasites we were" (Walls, 2013, p. 13). This harsh reaction toward Bean's statement represents Charlotte's hyperarousal symptoms as Krippner et al. (2012) mention that the common responses of hyperarousal are "quick startle responses such as becoming angry, anxious, or fearful" (p. 91). However, this is not the only occasion that shows Charlotte's "hyperarousal".

Charlotte's hyperarousal is also depicted in a conversation between her and her brother Tinsley when she returns to her hometown. Uncle Tinsley, who is aware of the girls' and Charlotte's unstable living condition, asks her sister "to give these girls some stability" (Walls, 2013, p. 82). He criticizes Charlotte, stating, "I do know if Martha and I had been blessed enough to have children, we never would have gone off and left them" (Walls, 2013, p. 82). This criticism makes Charlotte irritated. Bean describes Charlotte thus:

> When anyone criticized Mom, she went on the attack, and that was what she did now. She was raising two daughters completely on her own, she said, and they were turning out darned well … He'd never even had the wherewithal to get the hell out of Byler, and she had not come back to this godforsaken place to answer to him. (Walls, 2013, p. 82)

Zaleski et al. (2016) state, "[the] state of hyperarousal can be witnessed in trauma victims who exhibit a low frustration tolerance, are quick to anger or find themselves waking in the middle of the night at the slightest sound in their environment" (p. 379). Similarly, her brother's advice can be considered as a past traumatic stimulus that provokes an extreme response.

Likewise, the children's distrust in Charlotte after an argument about Mark Parker causes the intrusion of Charlotte's traumatic memories. Bean's description of her mother's reaction is telling in this regard:

> I tried to calm Mom down, but that made her angrier. She never should have had kids, she went on, especially me. I was a mistake. She'd thrown away her

life and her career for us, run through her inheritance for us, and we didn't even appreciate it. (Walls, 2013, p. 13)

Charlotte remembers all her past traumatic experiences as the trivial reminders of trauma can also remind the memories of the traumatic event with all of its forceful feelings and clarity (Herman, 2015). Thus, she blames others as a normal defense mechanism to get out of this intrusion and the sense of inferiority and guilt out of past traumatic experiences.

Moreover, Charlotte's escape from Byler suggests that she constricts herself from her past to reduce the symptoms of PTSD. She has left Byler after Charlie's death to avoid any reminders of the trauma. Therefore, by returning to her hometown, Charlotte relives her memories after twelve years of being away. As she states, "being back here is all too dark and strange" (Walls, 2013, p. 81). Accordingly, Herman (2015) argues that "[the] voluntary suppression of thoughts related to the traumatic event is characteristic of traumatized people, as are the less conscious forms of dissociation" (p. 46). This remembrance intrudes upon her and causes intense feelings and breakdowns. Thus, she tries to escape from memories and constrict herself by leaving the town and pretending that nothing has happened. She tries to overcome her sense of inferiority by escaping from her memories and condition and also by constricting herself.

Regarding Liz's psychological condition, she also bears the symptoms of PTSD. However, the intensity of these symptoms is less than Charlotte's case. The fear of the returning of the traumatic moment results in the intrusion of the past memories and an overwhelming feeling in Liz. After the traumatic event, Liz and Bean decide to sue Maddox despite Uncle Tinsley's disapproval. While talking with a lawyer about the Maddox case, Bean suggests the possibility of the reoccurrence of the traumatic event, saying: "he might do it again" (Walls, 2013, p. 198). This raises a sense of fear in Liz and she speaks for the first time about the experience, asking whether it can happen again or not. Accordingly, Herman (2015), while describing the first symptom of PTSD, claims that "after a traumatic experience, the human system of self-preservation seems to go onto permanent alert, as if the danger might return at any moment" (p. 35). This idea constructs the baseline for the symptom of intrusion. Similarly, Liz becomes nervous about the return of the traumatic moment as she asks, "Do you think he'd try it again?" (Walls, 2013, p. 198). She thinks that the traumatic event will happen again, and she just wants to be sure that she will not be in that condition once again. Bean mentions that the possibility of the event's reoccurrence is the only thing that attracts Liz's attention in the lawyer's office. It shows how the return of trauma affects the survivor after the occurrence of the traumatic event.

Similarly, Liz's reluctance to be examined by the doctor after the event reveals that she is trying to constrict herself and escape from the memories of trauma. As mentioned previously, Liz and Bean are working for Maddox to earn money for their costs. Maddox, who has created a bank account for Liz, deposits all her money there. When Liz asks for her money to buy a guitar, Maddox does not return the money. Liz faces violence and rape in a struggle to get her money back.

For sure, it is not a normal event happening to a fifteen year old girl. As a result of this traumatic experience, she is shocked and does not want to return to the moment of violence with Maddox. Accordingly, Herman (2015) mentions that "reliving a traumatic experience, whether in the form of intrusive memories, dreams, or actions, carries with it the emotional intensity of the original event" (p. 42). Thus, the traumatized person avoids reliving the traumatic memory. Similarly, Liz does not want to talk about or relive the event, saying, "I don't want to talk about it" and "I don't want anyone examining me" (Walls, 2013, p. 190). Indeed, it is not easy for Liz to overcome the intense feelings of fear and helplessness of the traumatic experience.

In a similar vein, Liz's escape from social activities suggests that she does not want to face any reminders of trauma in the town. After the traumatic experience with Maddox, Liz tries to avoid showing up at school or anywhere and prefers to stay home. She is escaping from any kind of reminder of trauma in society. She just wants to stay home to delete the entire event from her life even though it is not a proper way to deal with the issue. Herman (2015) well elaborates on this aspect of constriction as this symptom affects thought, consciousness and memory, it can also limit the actions and life of survivors in their attempt to create safety. Likewise, Liz tries to create a sense of safety and control her situation by avoiding society's reaction toward the event. Therefore, she cannot simply participate in social activities as a result of traumatic memory.

Disconnection

The primary effect of trauma that comes after the event is "disconnection", which can be considered as a result of constriction. Wilson et al. (2006) correctly point out that the survivors of trauma usually feel disconnected from others and cannot create a sense of trust; so they cannot live a controllable life either. Similarly, Herman (2015) explains the concept of disconnection thus:

> Traumatized people feel utterly abandoned, utterly alone, cast out of the human and divine systems of care and protection that sustain life. Thereafter, a sense of alienation, of disconnection, pervades every relationship, from the most intimate familial bonds to the most abstract affiliations of community and religion. (p. 35)

Therefore, trauma has the power to disconnect individuals from society and their close relationships as it is evident in Charlotte's and Liz's disconnections from others. It is important to note that the constriction is one of the primary reasons for people's disconnection from society.

For instance, Charlotte's absence for a long time after the argument with her daughters about Mark Parker suggests that she disconnects herself from them to gain her lost autonomy. After the argument, Charlotte leaves the house for a long time. Charlotte writes a letter for her daughters before leaving them which reads as follows:

> It's 3 a.m. and I'm writing from a hotel in San Diego. I knew I have not been at the top of my game recently, and to finish my songs—and be the mother I

want to be—I need to make some time and space for myself. I need to find the magic again. I also pray for balance. (Walls, 2013, p. 18)

Writing to "be the mother I want to be" represents Charlotte's guilty feelings toward herself and her daughters. Accordingly, Herman (2015) states that "trauma forces the survivor to relive all her earlier struggles over autonomy, initiative, competence, identity, and intimacy" (p. 52). Thus, the mentioned argument forces Charlotte to live the past experiences again and remember her failure in gaining autonomy.

Moreover, the lack of enough support from family members results in Charlotte's disconnection. When Charlotte separates from Liz's father, she "expect[s] to be supported" (Walls, 2013, p. 74). Tinsley knows that Charlotte needs support after her separation, but neither he nor other family members assist her the way she needs. This lack of enough support from family members intensifies Charlotte's feeling of helplessness. Herman (2015) is right to argue that "supportive responses from those closest to the survivor can detoxify her sense of shame, stigma, and defilement" (pp. 67-68). So, Charlotte, who does not receive this support, continues her life with the hope of finding it somewhere else. She disconnects herself from family and all the other people in Byler to find real hope and support.

Interestingly, despite Charlotte's disconnecting herself from her children, she desperately looks for a supportive response to overcome her PTSD symptoms. In the hotel, a doctor comes to visit Charlotte. She describes her situation to the doctor thus: "No one understands how hard it is to be me" (Walls, 2013, p. 95); this sentence shows how lonely she is and how desperately she seeks help from others. After the doctor's examination, Charlotte "closed her eyes and squeezed the doctor's hand" (Walls, 2013, p. 95). Herman (2015) elaborates on this contradictory response from those suffering from traumatic experiences stating that "trauma impels people both to withdraw from close relationships and to seek them desperately ... The traumatized person therefore frequently alternates between isolation and anxious clinging to others" (p. 56). Accordingly, Charlotte, who has separated herself from her parents and brother before, separates herself from her children as well. She does not want to return to her traumatic moments and the feelings of inferiority and loss. However, she desperately looks for supportive people and relationships.

Similarly, people's reaction toward Liz's traumatic experience with Maddox shows that she has not been able to receive support from society immediately after the event. The lack of enough social support results in her disconnection from society and others. After suing Maddox, some people, especially those who are working for him, do not accept Liz's experience of Maddox's, assault out of the fear of losing their jobs. Similarly, Herman (2015) explains that the offender's and victim's position in a shared society has an important impact on receiving support from others:

In most instances of rape, for example, the offender is known to the victim: he is an acquaintance, a work associate, a family friend, a husband, or a lover. Moreover, the rapist often enjoys higher status than his victim within their shared community. The people closest to the victim will not necessarily

rally to her aid; in fact, her community may be more supportive to the offender than to her. To escape the rapist, the victim may have to withdraw from some part of her social world. She may find herself driven out of a school, a job, or a peer group. (p. 62)

Herman's explanation holds true for Liz's case; in Byler, everyone knows Maddox and many people work for him. Therefore, some people testify untruthfully against the victim to keep their job like Wayne Clemmons, the car driver, who witnessed the event. Even some girls at school humiliate and blame Liz for the untrue story. This kind of social reaction is against the victim and causes her to find the world untrustworthy. As a result of distrust in the safety of the world and the members of society, Liz deprives herself from social activities and disconnects herself from others.

Recovery Process and the Role of Social Support

Herman (2015) introduces three main stages for recovery process, which are "establishing safety", "remembrance and mourning", and "reconnection" with the normal course of life (p. 155). Traumatized people do not feel a sense of safety in their bodies, because "trauma robs the victim of a sense of power and control" (Herman, 2015, pp. 159-160). Therefore, establishing safety can be considered as the most important stage as Joan A. Turkus (1994) argues that there is a remarkable attention on the stage of establishing safety and its maintenance during the recovery process. Similarly, the second stage, which is remembrance and mourning should occur by reconstructing the trauma story in detail and mourning the traumatic loss. Finally, reconnection will happen when the traumatized person learns to fight and get reconciled with herself and reconnect with others.

Following the mentioned explanation regarding the concept of recovery, Charlotte and Liz both try to progress in the recovery process after their traumatic experiences. However, their developments in these stages vary; Herman (2015) explains, "the course of recovery does not follow a simple progression but often detours and doubles back, reviewing issues that have already been addressed many times in order to deepen and expand the survivor's integration of the meaning of her experience" (p. 213). To start the recovery process, the traumatized people should regain their trust in the safety of the world. Herman (2015) highlights the significance of establishing safety as the progress in the other stages of recovery will not succeed in its absence. The second stage of recovery process is remembrance and mourning, where "the survivor tells the story of the trauma. She tells it completely, in-depth and in detail" (Herman, 2015, p.175). The survivor can progress in this stage through reconstructing the story, transforming traumatic memory, and mourning the traumatic loss. Jirek (2016) is right to argue that the narration of the traumatic experience seems to be a significant part of recovery process; however, for the reconstruction of a trauma story to be effective, the narration should be accompanied by the overwhelming feelings caused by trauma (Herman, 2015, p. 177).

The last stage is reconnection. Herman (2015) argues that after finishing the second stage of recovery,

[the survivor] is ready to incorporate the lessons of her traumatic experience into her life. She is ready to take concrete steps to increase her sense of power and control, to protect herself against future danger, and to deepen her alliances with those whom she has learned to trust. (p. 197)

She also states that as the survivors must overcome their fears, they should also master the possible social difficulties in their lives; otherwise, they may reexperience the traumatic experience in other symbolic forms. This idea emphasizes the significance of social connections in the recovery process. The following part discusses Charlotte's and Liz's attempts in establishing safety and their progress in the recovery process of PTSD.

Charlotte's departure from her hometown reveals that she escapes from the traumatic events of her life to establish safety. Charlotte, who is under the influence of her past traumatic memories, including separating from her husband and Charlie's death, leaves Byler to establish a safe environment. Bean narrates that "after a fight with her family, Mom decided to leave home in the middle of the night, taking us with her" (Walls, 2013, p. 1). However, despite escaping from the reminders of the traumatic events in Byler, Charlotte cannot establish a safe environment because, according to Herman (2015), "establishing a safe environment requires not only the mobilization of caring people but also the development of a plan for future protection" (p. 164). Therefore, it can be understood from the passage that Charlotte cannot establish a safe environment as she does not have any prepared plan for her future. Moreover, she cannot progress in the first stage as she is alone in the process of recovery.

The lack of social support also intensifies Charlotte's intrusive symptoms, which disrupts her from developing in the very first stages of recovery. After all the time Charlotte spends in Byler and the memories she recalls during her stay, she still cannot restore the sense of safety. Accordingly, Charlotte, who feels unsafe in Byler refuses to accept living there despite the children's decisions about staying, stating, "I can't stay here" (Walls, 2013, p. 281). When Charlotte refuses to stay in Byler with the girls, Bean becomes furious and says: "we wouldn't be in this whole mess if you had been acting like a mom all along" (Walls, 2013, p. 272). Bean's reaction to Charlotte's refusal to stay in Byler intensifies her guilty feeling as she states that "she tried to be a good mother … but it was so hard. She didn't know what to do or where to go" (Walls, 2013, p. 272). In this respect, Haglund et al. (2007) argue that "social support can reduce risk taking behavior, encourage active coping, decrease loneliness, increase feelings of self-worth, and help a person put problems into perspective. A lack of social support correlates with depression, stress, and increased morbidity and mortality" (p. 29). Thus, Charlotte, who is dealing with her overwhelming past experiences cannot advance in recovery process without others' assistance. Ultimately, considering Charlotte's intrusive symptoms, it can be understood that she is unable to progress in the first stage of recovery and establish safety. Thus, her attempts to progress in the next stages will be futile.

Charlotte's reluctance to narrate memories of her past suggests that she is not capable of moving forward in the second stage of recovery, which is remembrance

and mourning the traumatic loss. While in Byler, Uncle Tinsley asks the girls whether Charlotte has ever talked about her family and past to which Liz responds: "It wasn't Mom's favorite subject" (Walls, 2013, p. 53). This indicates Charlotte does not want to remember and mourn her past traumatic experiences in Byler. As mentioned before, reconstructing and narrating the story of trauma is necessary for the process of recovery. Moreover, it is worth mentioning that a narration without feeling and imagination of the traumatic experience is not a practical way to proceed in recovery process (Herman, 2015). Therefore, the narration of traumatic memories should be detailed with all the sensations during the event. In Charlotte's case, she refuses to narrate all the details as Bean reports: "Mom didn't talk much about either Liz's dad or my dad" (Walls, 2013, p. 60). Sometimes, she even lies about her past; for example, she lies about Charlie's death saying: "He died in a mill accident before [Bean] was born" (Walls, 2013, p. 61). Thus, Charlotte cannot also progress in the second stage, because she is reluctant about remembering and mourning her traumatic memories.

Similarly, Charlotte's harsh reaction toward Tinsley's criticism about her motherhood suggests that she is not successful in reconciling with herself in the last stage of recovery. When Tinsley criticizes Charlotte, saying: "How could you go off and leave these kids alone?", she tries to defend herself by asking him not to pass judgment on her to avoid facing her traumatic memories (Walls, 2013, p. 80). Despite Charlotte's endeavors to overcome her PTSD, including staying away from the source of her disorder, following her dreams, joining Buddhist sessions, and returning to Byler, she is unable to progress in the recovery process. The symptoms of the traumatic past show themselves in a way that Charlotte cannot reconcile with herself to progress in the last stage. In this regard, Herman (2015) mentions that "gaining possession of oneself often requires repudiating those aspects of the self that were imposed by the trauma" (p. 203). Thus, Charlotte, who has not developed in the first stages of recovery, is unable to progress in reconciling with herself in the third stage as well.

In contrast to Charlotte's case, Liz's stay in the house for a short time after the event reveals that she has established a safe environment at home with her supportive family. Bean narrates, "Liz stayed home all winter with Mom" (Walls, 2013, p. 242), and did not go to school. Charlotte is also a great support for Liz as Bean says, "Liz clung to Mom and to her words, and Mom clearly enjoyed being clung to. They composed poetry together and finished each other's sentences" (Walls, 2013, p. 238). Likewise, when Liz is hearing some voices in her head, mom supports her saying: "Don't be afraid of your dark places," and "if you can shine a light on them, you'll find treasure there" (Walls, 2013, p. 239). Staying home with her mother and receiving support allow Liz to construct her sense of trust once again and establish a safe environment at home. After finding her safe environment at home, Liz feels ready to join bigger communities and society. As Herman (2015) mentions, once the survivor establishes safety, she can gradually increase her range of activities and participate in society. Therefore, it can be understood that Liz has been successful in the process of establishing safety with the support she receives from her family.

In a similar vein, Bean's aunt helping Liz to establish safety suggests that the survivor can progress in this stage by receiving help not only from the family members but also from society. For example, Aunt Al's telling Liz that she believes "every word of [her] story" strengthens Liz's sense of trust in others (Walls, 2013, p. 212). Aunt Al also clarifies the reason that some people in town are unfair about Liz's traumatic experience with Maddox, stating that "they were scared. They had jobs they couldn't afford to lose, and they didn't want to take sides against Jerry Maddox. But they were all too happy to see someone else stand up to him" (Walls, 2013, pp. 211-212). This utterance also develops a sense of trust in the safety of people and the world. Accordingly, Ruch and Leon (1986) mention that the "social support from personal networks or from treatment center personnel should be especially critical for rape victims to buffer the stress" (p. 144). Thus, all the support from relatives and friends enables Liz to establish safety and move forward in the other stages of recovery.

In addition, Liz's grief for Maddox's death reveals that she has mourned her past traumatic experience and even feels compassion for his children. After hearing about Maddox's death at the end of the story, Liz becomes sad and worries for her children: "What about Doris and the kids? What about the new baby?" and "those kids don't have a dad anymore" (Walls, 2013, p. 301). Accordingly, Herman (2015) explains the way the survivor heals and mourns her traumatic experience, stating that:

> The survivor's healing depends on the discovery of restorative love in her own life; it does not require that this love be extended to the perpetrator. Once the survivor has mourned the traumatic event, she may be surprised to discover how uninteresting the perpetrator has become to her and how little concern she feels for his fate. She may even feel sorrow and compassion for him, but this disengaged feeling is not the same as forgiveness. (p. 190)

As is said, once the survivor has solved the issues with the event, she can show compassion toward the perpetrator. This represents that Liz has coped with the past traumatic event with Maddox, moved forward in the recovery process, and now she is capable of showing sorrow toward his children, who have to live without their father.

Furthermore, Liz's getting out of home after the event implies that she has managed to reconcile with herself and can progress in the last stage of recovery. She becomes able to return to school and continue the activities that she likes. Bean describes Liz's mental condition after returning to school thus:

> When Liz returned to school, it had been a week since the trial, and I hoped the other kids would stop teasing her and move on to something else. They didn't completely, but Liz developed a way of dealing with it. She drifted through the hallways in her own world, as if no one else existed, and after school she played her guitar and worked late into the evening on her emu poetry. She also drew illustrations—emus reading newspapers, emus blowing their noses, emus playing saxophones. (Walls, 2013, p. 283)

Liz, who has established safety, now is able to reconcile with herself through the assistance she receives from her family. Her mental condition after the event

shows that she is capable of recreating her ideal self and life by "active exercise of imagination and fantasy, capacities that have now been liberated" (Herman, 2015, p. 202). In this regard, Herman (2015) also states that "[the survivor] has some understanding of the person she used to be and of the damage done to that person by the traumatic event. Her task now is to become the person she wants to be" (p. 202). Similarly, it can be understood that Liz has managed to reconcile with herself and progress in the last stage of recovery as well.

Liz's participation in poetry writing classes reveals that she has managed to reconcile with herself and connect to others. Liz, who is interested in reading and writing poems, composes some poetry. However, "Liz was terrified to show her poetry to anyone except family. If someone criticized her writing, she'd be crushed" (Walls, 2013, p. 283). Therefore, Bean takes a copy of the poems to present to Miss Jarvis's poetry classroom. Bean's action causes Liz to participate in other communities at school and start to plan for her future. As Bean narrates, "Liz had felt like such a scorned outsider at Byler that she hadn't realized the school had other outsiders as well. Discovering them was a real revelation" (Walls, 2013, p. 284). Accordingly, Jirek (2016) argues that to progress in the last stage of recovery, social support and connection to the supportive people are significant, because "most traumas are social problems, are the result of social inequalities, are experienced in socially patterned ways, and must be addressed at the level of social structures, institutions, and policies" (p. 18). This stage constructs an important part of traumatized person's personality after the traumatic past. Thus, it can be concluded that Liz is also able to participate in larger communities, without fearing the intrusive memories of her traumatic experience.

Bean gives Charlie's Silver Star medal to Liz at the end of the novel to highlight the significance of having supportive people in the difficult moments of life to progress in the recovery process after traumatic experiences. According to *Merriam-Webster Dictionary*, the Silver Star is "a U.S. military decoration awarded for gallantry in action". Similarly, Bean wants to support and appreciate her family, especially Liz, by giving her the medal:

> Liz certainly had [the right to put on the medal], not just for everything she'd gone through but for protecting her kid sister from their mother's wackiness until I was old enough to handle it. So had Uncle Clarence, not just for shooting Maddox but for taking on the work of a man when he was only a boy so that my dad would have a home. So had Aunt Al, for breathing in lint every night at the mill and then going home to care for her sick husband and her special little Earl. So had Uncle Tinsley, for taking in his two wayward nieces, and Mom, for coming back to a place she hated, to be there for Liz. All I'd done was get into a fight with Lisa Saunders and backtalk Miss Clay. (Walls, 2013, p.302)

The Silver Star highlights the importance of having a supportive family and community in overcoming the hardship of life and one's traumatic past. In this respect, Baxter and Diehl (1998) argue that even though the survivors may still have their symptoms, they have managed to overcome the symptoms with others'

assistance and they are capable of continuing their social lives. This reminds one of Herman's emphasizing the significant role of social support in the recovery process of traumatic disorders.

Conclusion

The application of Judith Herman's psychological trauma theory to *The Silver Star* highlights its psychological aspects. The findings reveal that Charlotte and Liz both bear the symptoms of PTSD despite the differences in the type of their experienced trauma. Following the traumatic experiences and the aftermath symptoms, Charlotte and Liz, show the introduced symptoms of PTSD. They also disconnect themselves from their close relationships and society to reduce the post-traumatic effects on their psyche. In addition, Herman introduces three stages of the recovery process, where establishing safety is considered the most important stage. Accordingly, Charlotte, who fails to establish a safe environment in the absence of others' support, cannot progress in the stages of recovery. In contrast, Liz can receive enough support from family members and friends to establish a safe environment. Therefore, she can mourn and overcome her losses after the event and reconnect with others to have a normal course of life. Therefore, Liz becomes able to progress in the recovery process. Indeed, social support is represented as the most influential element in the recovery process of post-traumatic stress disorder in *The Silver Star*.

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"The Salmon's Spring Out of the Water":
A Deleuzean Reading of Freedom in Iris Murdoch's *The Unicorn*

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Abstract

The issue of "freedom" has been one of the core concepts in the history of literature and philosophy since classical times. This concept considerably contributes to the ongoing discussions of Iris Murdoch's *The Unicorn* (first published in 1963). Unlike most of the previous studies of the novel, whose central focus is on the transcendent, moral, or biographical readings of the text, the present study draws on Gilles Deleuze's Poststructuralist philosophy to address the immanent aspect of freedom, as the main thematic concept in the novel, as well as such related notions as power, love, desire, and becoming to determine the degrees of freedom achieved by the major characters, Hannah Crean-Smith and Effingham Cooper. The main objective of the study, therefore, is to see whether or not the two main characters can ultimately find proper lines of flight. The findings suggest that although Hannah is encoded and territorialized in the Gaze castle, she ultimately turns into a body without organs (BwO). However, Effingham fails to become an active body in his interaction with Hannah. While Hannah undergoes an absolute positive deterritorialization through her death, Effingham obtains only a relative negative deterritorialization because returning to the "real" life constantly threatens a body's force and renders an absolute form of freedom impossible.

Keywords: freedom, Deleuzean criticism, *The Unicorn*, body without organs (BwO), deterritorialization, ethics

Introduction

Freedom, will, action, power, and happiness together form a key concern in the history of Western thought. In the second half of the twentieth century, Gilles Deleuze (1925-95), the Poststructuralist French philosopher, opened up new horizons to freedom in his works, a number of which were written in collaboration with the French thinker Félix Guattari (1930-92). Deleuze and Guattari (2009) believe that real freedom remains inaccessible in a capitalist society since the system imitates decoding "bodies" to produce a new form of social repression. A body's movement to eliminate its static identity and fixed organization exposes it to experience a kind of desire free from Oedipal and coded investments. Potentially creative and flowing bodies that seek new machinic constructs turn into a "body without organs" (BwO), which opposes the organization of coded organs. Indeed, for Deleuze and Guattari (2004), it is by attempting to become a BwO that one can experience pure "becoming." In addition, having been influenced by Baruch Spinoza and Friedrich Nietzsche, Deleuze moves beyond the limiting, traditional "moral" ideas of good and evil toward "ethics," which in a broad and positive sense refers to how one might live (Ghaffary & Anushiravani, 2016), that is to say, to eliminate the concepts of prescription, law, and transcendent frameworks that are not within the immanent plane of life.

Freedom, suffering, and the will to power are among the dominant thematic concepts of *The Unicorn* (first published in 1963), the quasi-Gothic novel by the British writer Iris Murdoch (1919-99). The narrative revolves around Hannah Crean-Smith, a lady who, like a fairytale princess, lives in a grand, ancient castle named Gaze and spends her days sipping alcoholic beverages in her room. She is the character around whom the other characters develop, the center that the others define their identity by setting themselves off against it. Effingham Cooper, one of Hannah's lovers, considers freedom as a shallow idea better not to be discussed with Hannah, while Max Lejour, a neighboring philosopher, believes that morally everyone is a prisoner. These viewpoints considered, which definition of freedom best applies to Hannah, and how does her freedom affect the others who keep confirming or rejecting her right to be free?

Apart from the characters, the Gothic and fairytale atmosphere of the text raises philosophical, ethical, and political concerns about the nature of the challenging concepts mentioned above. What is interesting is that although the temporal setting is the twentieth century, one feels that the story is taking place in a Victorian or pre-modern context. Except for the means of transportation (cars, trains, and planes), there are no significant modern or contemporary elements in this fictional universe. This raises the question of whether human beings' concerns or problems have changed in the modern period or not, whether human beings have changed with the advancement of science and technology—and even philosophy in a sense—or not. The answer appears to be negative because although human beings have progressed horizontally, they have not taken a step forward vertically, remaining unable to resolve their spiritual or mental problems without reaching any definite or concrete answer. A proper way to tackle these issues can be assuming the

Deleuzean critical approach, which among other things addresses the new ethico-political possibilities freedom can open up in one's life.

To date, the concept of freedom in *The Unicorn* has been interpreted allegorically, morally, mythically, and symbolically. Among them, the account closest to Deleuzean thought is the one proposed by Byatt (1994), who briefly posits that "who has most restricted the freedom of the others is not clear; it is a *network*" (p. 204; emphasis added). It meets the initial criterion that bodies form a network of desiring-machines to become a BwO, even though Byatt (1994) does not mention anything positive about the network. Thus, the objective of this study is to examine how Hannah moves toward becoming a BwO, how she makes connections with other bodies, and how multiple degrees of freedom are achieved by Effingham in relation to Hannah in Gaze's territory. Besides, rather than studying Hannah symbolically, the present research attempts to "ethically" analyze how she takes her own life despite her religious and moral beliefs and examine whether she dives into chaos and ends up as an empty BwO or becomes a full BwO.

Considering the above discussion, the present study deals with the following questions:

1. In what ways does Hannah achieve freedom and become a BwO, according to Deleuze and Guattari's definition?

2. In what ways does Hannah's becoming a BwO affect Effingham's freedom in the Deleuzean sense?

Literature Review

Deleuzean Criticism and Deleuze's Concept of Freedom

Deleuze and Guattari (2009) consider "schizo(phrenic)" desire positively since it is revolutionary and progressive. Consequently, in this state a chaotic arrangement replaces an organization of coded organs, which in turn deconstructs the subject. In view of this, Deleuzean criticism "immanently" attends to difference and "rhizomatic" multiplicities instead of hierarchically "arborescent" structures. Indeed, Deleuze's philosophy dismantles the transcendent illusory image of a presupposed subject. In literary theory, this idea would weaken the priority of having "a" theory because texts, like life, constantly differ and are open to new possibilities. This is why Colebrook (2015) believes that "[t]o read in a Deleuzean manner is to reread" (p. 209); therefore, a significant question to Deleuzean critics would be what the text "does as an event of becoming," not what it "means" (Colebrook, 2015, p. 201).

The Deleuzean understanding of freedom is a break with the previous subjective will of liberation, meaning that for Deleuze freedom is "a condition of the new" (Smith, 2012, p. 350) when one's understanding of oneself alters. Thus, freedom can be defined as becoming; in other words, freedom is leaving a confining, fixed "territory" to find a "line of flight" or escape route when the individual turns into a BwO and loses the previously imposed organization. As it turns out, breaking up with all territories and going through an "absolute deterritorialization" eventually

results in an apocalyptic situation where a new plane of immanence is constructed, and no "reterritorialization" is expected (Deleuze & Guattari, 2004). However, in contrast with this positive aspect, there is a possibility of closure, a deterritorialization into a "black hole," a trap out of which there is no line of flight (Deleuze & Guattari, 2004). This latter situation is in line with one's being obsessed with one's own subjectivity.

Nail (2017) offers a practical classification of different types of deterritorialization in Deleuze's thought, dividing them into four main categories: 1) "relative negative deterritorialization," 2) "relative positive deterritorialization," 3) "absolute negative deterritorialization," and 4) "absolute positive deterritorialization" (pp. 34-36). The first one occurs when deterritorialization is followed by a reterritorialization that succeeds in imposing the "majoritarian" codes in the end and a line of flight remains unachieved. In this case, "these desires become normalized as part of the state itself" (Nail, 2017, p. 35), and the capitalist-established ideology is reproduced. The second one produces new "desiring machines," and certain revolutionary forces are freed; however, the dominant organization, that is, the state, does not radically change. The importance of this type is that it triggers the appearance of a new people (Deleuze & Guattari, 2004). The third one leads to the formation of an "empty BwO," a black hole where the body is destroyed instead of becoming disorganized. Finally, the fourth one, which is the ideal type, overcomes any form of reterritorialization, finds a line of flight, and brings about a new kind of people; thus, it is "capable of creating and sustaining a revolutionary movement" (Nail, 2017, p. 36). This classification system provides a basis for the present study so far as the degrees of freedom in the two characters selected from Murdoch's novel are concerned.

Studies on *The Unicorn*

So far, no Deleuzean reading of this novel has been recorded. Previous researchers have either sought to examine the author's intention or the text's allegorical, mythological, and symbolic meanings. For instance, in his foreword to the Spanish version of *The Unicorn*, Echevarría (2014) suggests the religious symbolization of the unicorn as Jesus Christ in order to justify Hannah as a sacrificial figure who would play the role of a "scapegoat" (p. 9). However, Hannah is more complex a character than what Echevarría (2014) attempts to present, as will be discussed in the present study. Later, Andor (2016) explores "unicornhood" in the novel and, thus, studies Hannah and Denis Nolan as the two representative unicorns based on medieval and Christian images. Contrary to such readings, the present study does not aim at analyzing the symbolic and mythological references to find the proper meaning. Rather, a Deleuzean approach toward minor literature studies how language sets the ground for "the *creation* of identity rather than the *expression* of identity" (Colebrook, 2002, p. 104; emphasis in the original).

Byatt (1994) studies Hannah's character based on Sigmund Freud's account of the king who desires others' protection. On this reading, Hannah enslaves and bounds the others, making them all dependent on herself. Byatt (1994) maintains that "Hannah's loss of innocence has *reduced* them all to animals" (p. 195; emphasis

added), which is not dissimilar to Deleuze's notion of "becoming-animal." Nonetheless, Byatt regards such a metamorphosis negatively, whereas in Deleuzean philosophy becoming-animal is a path to break out of subjectivity toward "virtual" reality, that is, to be freed of boundaries. The present study's main concern is to explore how Hannah's desire leads the other characters toward various degrees of freedom.

Besides, Effingham, as a courtly lover, is extensively discussed in many studies. Farhani Nejad (2017; 2018) interprets Effingham's courtly love to be egoistic. This claim would be paradoxical by Deleuzean standards since he believes that courtly love is opposed to pleasure. Deleuze and Guattari (2004) associate the former with unselfing and the latter with subjectification; therefore, it will not be possible for Effingham to be at the same time a courtly lover and an egoist. Moreover, Deleuze and Guattari (2004) denounce Lacan's assertion (2006) that courtly love signifies lack, on the grounds that courtly love is neither a lack nor a law toward "an ideal of transcendence" or any kind of "external pleasure"; rather, courtly love "constructs its own field of immanence" (p. 173). In this regard, a courtly lover constantly seeks absolute deterritorializations, awaiting chivalric quests during which he would fall in black holes (Deleuze & Guattari, 2004)—a situation remindful of Effingham's fall into the bog. Taken together, it seems that Effingham should either be an egoist or a courtly lover from a Deleuzean viewpoint, a case which is examined below.

Method

This research adopts the Deleuzean literary-critical approach to conduct a qualitative library research based on content analysis. Adopting this critical approach sheds new light on the concept of freedom in *The Unicorn*. Moreover, among other Poststructuralist literary theories, Deleuzean criticism is chosen since its positive approach opens up new possibilities for the text, goes beyond traditional concerns, and analyzes the text from an "ethical" rather than a "moral" perspective. This theoretical framework does away with the dominant biographical, "transcendent" readings of Murdoch's fiction in which her novelistic works are interpreted in light of the themes discussed in her own philosophical writings (such a "resistant" reading has been practiced in the case of Murdoch's other novels by Ghaffary, 2019; 2021). Besides, Deleuze and Guattari (2009) believe that Freudo-Lacanian psychoanalysis fails to critique the psycho-political power that channels subjects. Instead, Deleuze and Guattari (2009) propose "schizoanalysis," a reading strategy that values the creation of new concepts and freedom and also recognizes schizo minds that constantly desire new connections and "machinic assemblages."

Results

The Unicorn's narrative revolves around Hannah, a lady who, like a fairytale princess, lives in a grand, ancient castle. She spends her days sipping alcoholic beverages in her room. The novel begins with the arrival of a governess, Marian Taylor, at the mysterious Gaze castle. There, she finds that the wealthy Hannah is locked up by her husband, Peter Crean-Smith, because seven years ago, she was

caught having an affair with the neighbor's son, Philip Lejour. Hannah was then imprisoned and watched over by a small number of "jailers" after a bitter struggle with Peter. Things are set to change now, toward the end of the seventh year, with the rumor of Peter's return to Gaze.

The Overcoding Territory at Gaze

Prior to any becoming and deterritorialization, there is a state of being and territorialization from which a body departs. On this account, it is important to discuss the features of the territory in which Hannah is placed before addressing her becoming. Life at Gaze is quite encoded, as expected in an enclosed organism. In hierarchical systems, axiomatic codification allows the dominant system to fixate flows in favor of the majoritarian benefits, disconnect forces from desiring productions, and prevent any formation of a full BwO (Deleuze & Guattari, 2009). Accordingly, at Gaze, every movement or flow inside the organism is restricted or structured as a social means of coding.

Hannah is initially bound "to the domain" via her marriage, according to Denis, she is later restricted "to the garden" following the first rumor of her husband's return (Murdoch, 2000, pp. 62, 63). At the time of Marian's arrival, Hannah is confined to the castle and near the end of the novel, when there is another rumor of Peter's coming back, she will be imprisoned in her "room for ever," Marian assumes (Murdoch, 2000, p. 242). In this situation, the flows of the state power intend to reterritorialize Hannah's constant deterritorializations, which results in developing a new kind of reactive and axiomatic assemblage each time Hannah is on the verge of displacement, leading to the most extreme form of reterritorialization. As Deleuze and Guattari (2004) warn, a line of flight—the point where forces are free of codes and organisms—might become futile, lead to the worst, sink into a black hole, take "the path of greatest regression," and reconstruct "the most rigid of segments," which is "worse than not escaping at all" (p. 227). Figure 1 depicts the process of Hannah's gradual, multilayer restriction over seven years:

Figure 3.

Hannah's Gradual Reterritorializations
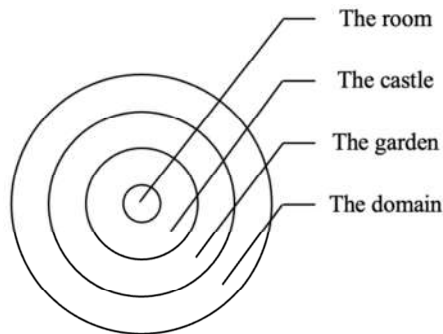
Among the four kinds of deterritorializations previously explained, these confinements are the consequence of relative negative deterritorializations, immediately followed by forms of reterritorialization that have effectively confined or hindered Hannah's possible lines of flight. In figure 1, each of the concentric circles stands for a line of flight turned into a line of destruction. As the narrator states, a "legend" has spread among the locals that if Hannah "comes outside the garden she will die" (Murdoch, 2000, p. 64). This usage of the term legend can be taken as a euphemism for superstition, which seeks to establish Hannah's fixed identity. Forging a unifying identity means to "repudiate the will itself" (Deleuze, 1983, p. 7); thus, through superstition, the dominant ideology at Gaze intends to stop Hannah's will to power as a desiring machine. In point of reality, the symbolic stone wall of the centralized, organizational, moral convictions is far more challenging to break down than the physical walls of the Gothic castle engulfing her.

Decoding Hannah

Categorizing, classifying, possessing, interpreting, or "overcoding" Hannah is what people around her are constantly doing to make sense of her (in)action. For instance, Hannah has achieved a tremendous and deep peace of mind, according to Denis, since "she has made her peace with God" (Murdoch, 2000, p. 66). There is a "reactive triumph," an "ascetic ideal," or a "will to nothingness" (Deleuze, 1983, p. 57) in such a belief that will end in a body's becoming nihilist. Deleuze's philosophy is in conflict with Denis's assertion since it results in a denial of life, for such a narrow perspective undervalues the diversity and originality of Hannah's life experiences and abandons the concept of immanent experimentation in favor of ideal salvation. Hannah is, therefore, plunged into a "familialist" vision by Denis (see Deleuze & Guattari, 2009, p. 117).

Of all the characters, it is only Max who does not take away any power that Hannah might hold. Besides, he is the only one who does not strive to jump to a hasty conclusion on what / who Hannah is, feeling that she cannot be dogmatically classified. Effingham depicts Max's study as facing "inland with a view of stony nibbled grass" from where Gaze is not visible (Murdoch, 2000, p. 79). This description is relevant to Max's nonjudgmental attitude on the grounds that he is most probably the only one who does not "gaze" at Hannah since he also never leaves his room.

Max's attitude runs counter to Stewart's (2002) claim that Max misjudges Hannah and keeps staring at Gaze. Even when Max witnesses the others' attempts to make sense of Hannah, he believes that they have all "turned towards her to discover a significance in their sufferings, to load their own evil on to her to be burnt up" (Murdoch, 2000, p. 268). For example, when discussing Hannah with Effingham, the latter feels that "one mustn't think of her as a legendary creature, a beautiful unicorn" (Murdoch, 2000, p. 98), but Max comes up with an alternative connotation for the word "unicorn," i.e., its relationship with the figure of Jesus Christ. Despite Brandabur's (2016) claim that both Effingham and Max regard Hannah as a scapegoat, one can argue that Max dismantles Effingham's effort to essentialize Hannah by bringing up other instances of what the concept of unicorn may imply.

Therefore, the implication of Max's alternative understanding is to deconstruct Effingham's entrenched, limited view of a unicorn. In fact, Max's anti-essentialist view of what a unicorn signifies is analogous to Deleuze's anti-foundationalist, non-hierarchical thoughts that make it possible for machines to form new assemblages, connections, and momentary functions.

In the same line of argument, a unicorn is a "supernormal" and "unclassifiable" entity that transcends traditional realms between humans and animals like a phenomenon of bordering and forming multiplicities, comparable to what is known as the "anomalous" (Gardner & MacCormack, 2017, p. 10) or "hybrid" (Suhr, 1964, p. 91). In Deleuze and Guattari's (2004) terms, the anomalous "has only affects, it has neither familiar or subjectified feelings, nor specific or significant characteristics" (p. 270). Being anomalous, Hannah constantly moves between the two extremes of the binary opposition of human and non-human, while Max plans to challenge the distinct categories into which she may be classified. In his philosophical dialogue with Effingham, Max further states that Hannah would be much better off if she did not feel guilty for her actions throughout her marital life since guilt "keeps people imprisoned in themselves" (Murdoch, 2000, p. 98). According to his ethical stance, good and desire are interchangeable terms, in accordance with Deleuzean ethics. This section has attempted to provide an analysis of how, unlike the other characters who try to interpret Hannah and understand what she possibly "symbolizes," Max reads Hannah in a way that disembodies her and constantly deterritorializes what she can signify so as to free her from imposed codes.

Hannah's Becoming a BwO

In this section, the question of Hannah's becoming a BwO is examined, which is crucial in answering the first question of the current research. To this end, the first subsection begins by postulating that although Hannah is physically silenced in the narrative, her becoming-active impacts on the narrative's becoming rhizomatic. The second subsection explains how becoming non-human (bat, vampire, and salmon) opens up new possibilities of developing a body's potential to shatter the boundaries of a human body's organism and then moves to seeing how these are applied to Hannah's case. The third subsection discusses how suicide can be Hannah's ultimate way of affirming her will to power.

Hannah's Silenced Voice

Hannah was a reactive force from an early age, governed by her family, who had planned her arranged marriage. Hannah's later personal transformation is affected by her relationship with her father, who serves as a social, psychological, and moral judge. Hannah's father has her trapped in a cycle of repeats, just as an image of the authoritarian system, or a "suspicious agent of anti-production" (Deleuze & Guattari, 2009, p. 298), who represses machinic assemblages. Hannah's father wants her to have a peaceful existence, one in which she is only a passive participant in her experiences rather than one in which she is actively involved.

Not only Hannah but also the novel's language and plot structure come under this ideological domination. Hannah's voice is never heard in the text. The reader never finds the chance to enter her consciousness; instead, either Marian or Effingham, as the internal focalizers of the narrative, takes the lead in developing the story and fragmentarily represents Hannah's putative discourse. Marian is cast in the role of the internal focalizer in twenty chapters (1-7, 15-19, 25-29, 31-32, 34) and Effingham in fifteen chapters (8-14, 17, 20-24, 30, 33, 35). As the narrative draws closer to its end, one can see that the shifts between these two internal focalizers rapidly change. There is no conventional narrative authority. As the text nears its end, Hannah is seen from an increasing number of changing viewpoints that build a network without a center since a network, according to Deleuze, serves to both oppose and generate other networks (see Stivale, 2008).

Interestingly, as the story unfolds, the shifts between the focalizing characters become increasingly noticeable. The narrative becomes more destabilized, starting with the thirtieth chapter, the section in which Hannah's progress toward becoming a BwO accelerates. According to Deleuze and Guattari (2004), a BwO seeks to produce a less unified basis for mechanical encounters, thereby speeding up the movements of desire. This is the effect of Hannah's becoming on the novel's narrative structure. Furthermore, another argument must be made concerning Chapter Seventeen, the only chapter where both Marian's and Effingham's thoughts are accessible to the reader. The importance of this narrative style is that in this chapter Marian and Effingham are united to lead and define a life project together to release another body from constraining bounds. As a result of the interconnection of the discontinued, multiple voices participating in this chapter, the narrative "becomes rhizovocal": When experiences and bodies are connected through their voices, a noncoherent "rhizovocality" occurs in which "conflict, confusion, and possibility proliferate" (Jackson, 2003, pp. 706-707), such that the decentralized focalization allows for new differentiating fields of possibility at the same time that the narrative is evolving in unrestrained, different ways. This is also comparable to a polyphonous discourse, for polyphony, as Deleuze (1998) argues, "is not a totality but an assembly" (p. 59). Therefore, becoming-rhizovocal is a means of finding a line of flight in the narrative and a way of overcoming an authoritarian, arborescent, coherent voice in describing Hannah, in such a way that although her inner voice is not heard, her becoming a BwO makes it difficult for the narrative to describe her from one single focalizer's viewpoint. Having defined what is meant by overcoming the power of ideological dominance in silencing a force, the following sub-section moves on to discuss the importance of Hannah's experience of becoming-animal by giving up on a fixed human identity.

Hannah's Becoming-Nonhuman

Becoming-animal is crucial and significant in leading Hannah toward forming a BwO. In Chapter Four of the novel, when Denis brings a bat into Hannah's room, Marian feels like "she could hardly bear Mrs. Crean-Smith and the bat together as if they were suddenly the same grotesque helpless thing" (Murdoch, 2000, p. 40). In fact, Hannah and the bat are not identical; rather, they just express the same "affects," i.e., pre-subjective nonpersonal intensities of life expressed by a body as a

way of establishing desiring-production (Deleuze & Guattari, 2004). This narrative situation is in line with Deleuze's (2003) argument about Francis Bacon's paintings in which the artist constitutes "a *zone of indiscernibility or undecidability* between man and animal. Man becomes animal, but not without the animal becoming a spirit at the same time, the spirit of men, the physical spirit of man" (p. 21; emphasis in the original). Deleuze (2003) goes on to say that the sense of becoming-animal is not the sentimental identification between a human being and an animal, but it forms a "deep identity" since "the man who suffers is a beast, the beast that suffers is a man" (p. 25). Interestingly, Hannah addresses the bat as a "nice beast" (Murdoch, 2000, p. 40), while it remains a bat to Marian. Now, one might wonder what it is that renders this interaction between Hannah and the bat unique. Hannah's room is as dark and lonely as a cave, and bats generally reside in caves. Perhaps, this is why Hannah empathizes with the injured bat. On this view, the bat's death foreshadows Hannah's death at the end of the narrative. Additionally, part of what Hannah virtually experiences as a bat is not about their shared perceptions but rather is the bat's way of connecting to and interacting with the world. Hannah's becoming-bat is the outcome of her alliance with the world as well as the affects she and the bat have in common.

Becoming-animal is fulfilled in bats in a mythical way. In the Book of Leviticus, the bat is considered to be "both bird and mammal" (MacCormack, 2009, p. 142). When Marian perceives the bat, she notices its "little toothy mouth" (Murdoch, 2000, p. 40). Most probably, it is a vampire bat, in which case it resembles the human vampire. Furthermore, vampire bats and human vampires are both nocturnal creatures (Pisters, 2003). Throughout the novel, there are several instances when Hannah's room is mentioned as being dark and curtained. During Marian's first visit to Gaze, she is surprised to discover that there is no electricity in the "three-storey eighteenth-century" castle (Murdoch, 2000, p. 13). Torches and oil lamps are the sole sources of light. To be more exact, Hannah undergoes becoming-vampire-bat. Put another way, if becoming-vampire is the deterritorialization of a being-man, then becoming-bat leads to what Deleuze and Guattari (2004) call a "double deterritorialization" (p. 338) of the same process. The path of Hannah's transition from her fixed state of being to the process of becoming-different is represented below in Figure 2:

Figure 2.

Hannah's Becoming-Vampire-Bat
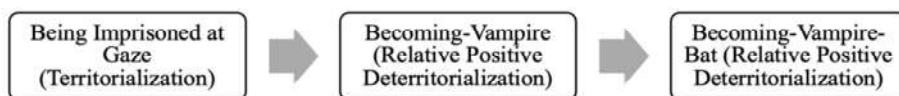
It should be stressed that Hannah's becoming a vampire or bat does not suggest that she is a vampire or a bat because to make such a claim would reduce this reading to a molar understanding and a false representation; rather, it demonstrates how she interacts with multiplicities, which leads her to explore lines of flight that stretch without any particular beginning or ending.

Addressing Hannah's growth does not stop here since how she feels about the salmon fish is just as important as her feelings for the bat. Hannah has always had a desire to flee, though it is never explicitly expressed. Her feelings for salmons jumping out of a pool conjure a fantastic vision. In Hannah's words, "[i]t's a most moving sight. They spring right out of the water and struggle up the rocks. Such fantastic bravery, to enter another element like that. Like souls approaching God" (Murdoch, 2000, p. 43). In truth, thinking of salmons as brave because they dare to leap out of the water suggests Hannah's desire to experience such a leap out of the water in which she has been drowning. Furthermore, she experiences herself as a shoal of fish that exist basically as a pack or multiplicity, rather than a specific or solitary salmon, just as becoming-animal does not mean becoming a specific animal but a pack or band of animals (see Deleuze & Guattari, 2004). One may feel that Hannah is experiencing the salmons as if she were becoming indistinguishable from the image she beholds. At this moment, her perceptions begin to enter the impersonal realm of sense.

As Denis once notes, salmons dare to fly high out of the water despite the possibility that they would hit a rock and perish instead of falling back into the water. Interestingly, Marian observes a dead fish the night Hannah takes her own life. There is no clear textual evidence that would indicate that the salmon reminds Marian of Hannah, but it is a sign of Hannah's becoming courageous, active, and a fish-like animal that dares to breach the established layers of its existence. In the end, Hannah proves to be a "minoritarian" body that seeks to deterritorialize the fixed subjectivity enforced on her throughout her life.

By her death, Hannah becomes one with her surroundings, an integral part of the scene as if she were becoming a living organ in the natural world. Here, it is worth noting not just the picture of the dead salmon but also the raging and probably impassable river on the night of her death. Denis relates Peter's death as follows: When the automobile drove into the sea, Peter started to pull himself out of the car, and it was at that point that the water, in a personified way and endowed with agency, "kept the door shut" (Murdoch, 2000, p. 261), as if the sea had swallowed Peter. Here, the language attributes a consciousness to the sea, portraying a "surrealistic landscape" (Trench, 2000, p. 10).

Thus, together with Denis, nature—with whom Hannah has become one—takes part in killing Peter, and it is no more certain to claim that Denis alone killed Peter, as Cosenza (1992) does, for the personified sea has an undeniably active role in killing him. This is important in understanding Hannah's becoming and the significance of her death. In sooth, Hannah's connection with nature forms a powerful force to diminish Peter's dominating power and protect the land against an uncertain future. To summarize, Hannah eternally returns to Peter, though differently. The effect of Hannah's becoming "*la mer, la mer, toujours recommencée* [the sea, the sea, the ever rebegun]" (Murdoch, 2000, p. 43) is similar to Tomazic's (2005) report on how Paul Valéry's poem foreshadows the deaths that are to come.

Hannah's Suicide as Action

Before proceeding to examine Hannah's suicide, it is important to note that Deleuze does not offer a rigid definition of suicide. As a Nietzschean thinker, Deleuze (1983) believes that life is to be praised and one is to affirm the will to power actively; however, elsewhere he claims that death "refers to the state of free differences when they are no longer subject to the form imposed upon them by an I or an ego" (Deleuze, 1994, p. 113). According to his second statement, one can argue that sometimes a force can affirm its ultimate becoming by taking its own life. It is almost certain that Hannah has been suffocating under the weight of the others' sympathies. It is as if a reactive life had gripped her throat. However, Hannah's will takes over the negative, reactive force. It instills in her a new desire to harm herself, but this time actively. Suicide, in Deleuze's (1994) words, can be "a protest by the individual which has never recognized itself within the limits of the Self and the I" (p. 259). Thus, Hannah can recognize the will to power as the will to affirmation and to escape "passive nihilism" due to her earlier painful experiences of resentment and the reactive spirit of retribution she had endured.

As Hannah embraces her destiny, she demonstrates a kind of "active nihilism," the "joy of destruction" (see Deleuze, 1983, p. 191), unlike a passive nihilist who is rendered powerless. When the moral system tries to force her into a fixed identity or order that she does not desire, she uses her creative destruction ethics to resist it. Had she chosen to tolerate being trapped in a static territory like being confined in her room (or, even worse, the rear room), she would have stupidly forfeited any other chance of escape (see fig. 1).

What is more, in writing her will, Hannah once again affirms her will to power, meaning that she will not allow the others to make choices about her and further possess her even when she dies. This is a powerful statement of her self-determination. Hannah, as a masochist body in the sense conceived of by Deleuze (1991), is aware of Effingham's inaction and the pleasure he derives from just watching her suffer. In this situation, she allows them to develop their sadistic ideas and gives them the impression that they are still strong when, in reality, she has already picked Max to be the recipient of her gratification. Furthermore, she does not let these other bodies inflict misery upon her; instead, she herself picks her successor. Hannah does not seek to appease the sadists but rather the one who does not take joy in her pain. This is reminiscent of what Deleuze (1991) dubs the "masochistic contract," which is a personal act of will on the part of the masochist that "excludes the father" and transfers "the task of exercising and applying paternal law" to the mother (p. 93). In doing so, Hannah is once again actualizing her potential power through her death. Death, in her case, is a component of the becoming process.

Hannah's attempt to form a strong body is stifled by one dogmatic point to which she repeatedly returns, namely the second rumor of Peter's return, as the stronger, dominant body, in Chapter Thirty. Hannah begins to realize it when she first learns of Peter's homecoming. At this moment, she asks for some tea for the first time instead of an alcoholic drink, indicating that she has stopped making her

body inefficient, empty, or cold, which would lead to no positive totality with empty BwOs. Hannah has always been able to endure that which is overwhelming or even frightening in her life due to her habit of drinking alcoholic beverages. Drinking tea heats her body, causes a kind of rupture in her being, and prepares it to be tied with an external BwO, and it does not destroy or fool her as alcohol does. An alcoholic body seems to be comparable to what Deleuze and Guattari (2004) refer to as a "drugged body," which forms an empty BwO. Alcoholic drinks, like drugs, lead the body into black holes because although alcohol and "drugs are linked to this immanent, molecular perspective" (Deleuze & Guattari, 2004, p. 313), they impose a limit on the body's activeness, making it satisfied with an imitative, illusory image of a plane of consistency. Moreover, drugged bodies "continually fall back into what they wanted to escape" (Deleuze & Guattari, 2004, p. 315). In Hannah's case, giving up alcohol to drink tea signals her tendency to overcome further reterritorializations and the "eternal return" of the same.

As was pointed out in this sub-section, Hannah does not end up as an inactive force who passively waits for Peter to come back and unlawfully / immorally imprison her in the castle; she resists becoming an empty BwO and undergoing an absolute negative deterritorialization through the following acts: first, deciding her own death; second, writing her will; third, avoiding alcoholic drinks and, finally, actualizing this virtual power by taking action and killing herself. Moving on now to consider one of the other central characters, the following section examines Effingham's journey of becoming at Gaze.

Effingham's Desire for Hannah

Effingham visits Riders only in summers, a time conventionally remindful of happiness, freedom, youth, joy, and adventure. He is cast in the role of internal focalizer in the narrative discourse only after the eighth chapter, when he is on a train to the village after six months. As he describes it, Effingham's feeling for Hannah is more of an "outrageous passion" (Murdoch, 2000, p. 71), a way to reassert his self-control. The key problem with his utterance is if this passion is identical to pleasure or desire, the difference between which is noticeable in Deleuze's philosophy.

Effingham's passion for Hannah should not be mistaken for schizo (phrenizing) love. His passion is for the sake of pleasure, a repressive desire driven by lack and outside the plane of immanence. Pleasure is an "interruption in the process of desire," and it discharges the body of immanent desire because pleasure contains "a lot of hatred, or fear, of desire" (Deleuze & Parnet, 2007, p. 99). Accordingly, pleasure only leads to reterritorialization (Deleuze & Guattari, 2004).

Effingham's desire for Hannah is Oedipal, paranoid, and a sick form of love, as opposed to schizophrenizing or schizophrenic love. He believes that Hannah had always been "the chaste mother-goddess, the Virgin mother" and that her sin "had been the sin of his own mother's betrayal of him with his own father"; thus, he had always attributed to Hannah "his unconscious resentment of his own mother's sin of sex" in the form of "Courtly Love" (Murdoch, 2000, pp. 232-233). The point is that his desire for Hannah has been sedentary. He is just interested in enslaving Hannah in another type of dependency, not in emancipating her from enslavement.

The difference between courtly love and chivalric love is that in the former the lover is a sentimental hero "internal" to love, whereas in the latter the lover is a war valor "external" to love (Deleuze & Parnet, 2007, p. 101). Effingham is not interested in assisting Hannah for her own sake; instead, he has an external or transcendent purpose in mind: achieving his own honor and overcoming his castration anxiety. Effingham wants to have Hannah domesticated, under control, blocked, and coded so that he can restrict her freedom. This is contrary to what schizo love does to a body for, as Hardt (2007) states, one transforms and loses oneself when one falls in love and becomes different.

True love, or schizo love, is a practice toward "depersonalization on a body without organs yet to be formed" (Deleuze & Guattari, 2004, p. 40). Put differently, schizo love is absolute positive deterritorialization. It disrupts organism and identity, so that the body can experiment with new flows, percepts, and affects. As Protevi (2003) explains, according to Deleuze and Guattari, schizo love is "anti-Oedipality itself" (p. 187). This is why Effingham prefers his recurrent dream about rescuing Hannah—wherein he can be the chivalrous knight—to trying to make it come true. Like an Oedipal subject, he wants to see Hannah enclosed within her bedroom, not in a wide-open space where new flows would circulate. Following Ghaffary (2021), if one considers an Oedipal body as a static image of a "being-man," as opposed to "becoming-woman" (p. 234), then one can argue that Effingham remains emblematic of a majority for whom becoming will be impossible. From a Deleuzean-ethical standpoint, Effingham is a "bad" individual who "felt his guilt merge with resentment, and with the sheer fear" (Murdoch, 2000, p. 235) of Hannah. Effingham has always wanted Hannah's capacity to act curtailed so that she would have to depend on him. He continues to be an Oedipal figure who does not transcend his restricted sense of himself since he can never transcend the Oedipal triangle. He ends up being a fixed figure who is narcissistic, apathetic, and incapable of becoming different.

The last epiphanic moment occurs to him when Hannah's selection of Max as her heir is disclosed, shattering Effingham's delusions: "she is taken from me entirely. Max will scatter the earth upon her. Max will speak her funeral speech. Max will tell the world what she was" (Murdoch, 2000, p. 254). Effingham imagines Hannah preferring a body over him, and hence he envies Max. Effingham is, in truth, a weak and reactive body, in the Nietzschean-Deleuzean sense, that is bitter and jealous of the active force. On this reading, Effingham has a negative perspective on Max, about which he resentfully reflects and as a result of which he characterizes himself as "good" and Max as "evil."

Now that Effingham realizes Hannah has appointed Max as her heir, he directs his rage and hatred toward Max as if he were the father in the Oedipal triangle. Deleuze (1994) maintains that "[t]he passive ego becomes narcissistic," and the narcissistic ego repeats itself in the guise of a lack (p. 110), and this is exactly what Effingham does in this narrative as his libido is not ultimately liberated. Effingham had long believed that "Max had lived for him, had lived his other life [...] *on each return*" to Riders before this happened (Murdoch, 2000, p. 79; emphasis added). This is an indication of "the eternal recurrence of Oedipus" conflict (see Ghaffary, 2021) in him since the Oedipal overtones remain with him all the way to the end. Thus, from this point, instead of becoming a schizo body, Effingham

preserves a paranoid, pitiful subjectivity that eternally recurs within "the daddy-mommy-me triangle" (Deleuze & Guattari, 2004, p. 25). He even expresses his admiration for Freud. Therefore, it seems that Freudian psychoanalysis has had a profound influence on him. He is consumed with Oedipus and only Oedipus, staying a subject who is—to use Deleuze and Guattari's (2004) words—"eternally psychoanalyzed" (p. 144). Therefore, as explained above, Effingham is not an active force capable of making a connection with Hannah, thereby liberating her schizo flows toward a line of flight.

Hannah's vs. Effingham's BwOs

Before comparing the kind of BwO Hannah and Effingham become, it should be mentioned that deterritorialization can be "physical," "mental," or "spiritual" (Deleuze & Guattari, 1994, p. 68). As for Effingham, it is physical because in the end he physically leaves the territory without any mental or spiritual changes. In fact, he is filled with jealousy and anger toward Hannah and Max. Hannah, however, undergoes an absolute positive deterritorialization when she dies, leaving the territory physically, mentally, and spiritually.

Finally, it is crucial to note that the narrative begins and ends at Greytown Junction, the nearest railroad station to Gaze. Also, the novel is divided into seven parts. Seven is a significant number in the narrative since Hannah's mystery commenced seven years prior to the novel's narration time. As Marian points out, in fairytales a dramatic event occurs at the end of the seventh year. The narrative's circular structure and the significance of its seven parts allude to the Nietzschean-Deleuzean notion of the eternal recurrence of difference. Decentered circles rather than circles of nihilism are what these returns address, which is to say that life is a constant flux, becoming, or recurrence of changes. This indicates that rather than a final state, identity, or idea of being, the novel's ending is concerned with a differential structure capable of forming relationships with other bodies, shattering and parodying conventional notions of the fairytale genre, if one defines parody as a different repetition. Therefore, just as the eternal recurrence causes forces to become-active, there remains a chance to become-active for Effingham, who is relatively deterritorialized. Nonetheless, capitalism makes it impossible to think of an absolute positive deterritorialization, as is the case with Effingham, who is destined to return to where he came from.

Conclusion

The current study attempted to study active and passive forces in *The Unicorn*, focusing on the concept of freedom with a consistent Deleuzean-ethical approach and a consistent explanation of how the two central characters become entangled with it. In this respect, the results of the above analysis showed that avoiding a predetermined identity helps Hannah to become an active force and experience an absolute positive deterritorialization through her ultimate becoming, that is, her suicide, which answers the first research question. On the contrary, the Oedipal-narcissistic Effingham experiences a relative negative deterritorialization. First, it was explained how moral codifications limit Hannah's capability to act and that it is only Max's ethical reading of Hannah that can decode her, which is significant in realizing why he eventually becomes her heir. Then, it was

demonstrated that becoming-rhizovocal is a means of finding a line of flight in the narrative and a way of overcoming an authoritative, coherent voice in representing Hannah, in such a way that although her inner voice is not heard, her becoming a BwO makes it difficult for the narrative to describe her from one single focal point of view. This argument was supported by the discussion about the importance of Hannah's experience of becoming-animal and giving up on a fixed human identity.

Furthermore, to answer the second research question, it was argued that Effingham remains an egoistic figure unable to de-Oedipalize himself as he leaves the village full of bitterness. His desire for Hannah was also proven to be sick and chivalric, not courtly. It was finally concluded that so far as one returns to a capitalist society, finding absolute freedom remains inaccessible.

Acknowledgments

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Notes:

Inspired by Nietzsche's "becoming," which is both in flux and infinite, Deleuze argues that becoming is always in-between and in a constant, dynamic, and productive process of getting different, not an intermediary phase between two states. His definition subverts the Platonic notion of an essential and stable "being"; instead, he sees bodies constantly becoming different in assemblage with other body organs (Stagoll, 2010).

For the negative account of love and desire in Lacanian psychoanalysis, see Ghaffary & Alizadeh (2021).

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Investigating the "Infinite Real" in Egan's *A Visit From The Goon Squad*: A Metamodernist Approach

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Abstract

The 21st-century literature has experienced a shift of ideas reflected in metamodernism, introduced by Vermeulen and Akker in 2010. Although metamodernism is a critical approach in its naissance, it is observable in a large body of the 21st-century literature through certain narrative and thematic features which have proven to move in line with contemporary socio-cultural issues. Although metamodernism plays with and modifies specific elements of modernism and postmodernism, it is exclusive to the artworks of the last two decades in which certain terminologies such as the "infinite Real," an aversion of the "Real" in former philosophical and psychological disciplines, suggest that truth and reality are infinite and that the past and the future are connected through a plastic connection. *A Visit from the Goon Squad* (2010) by Jennifer Egan makes a good example of the metamodernist novel regarding the author's network of characters in their approaches toward the reality of their lives as it is constantly redefined in association with their past. In this light, the novel is to thematically embed the concept of the "infinite Real" in the first decade of the third millennium.

Keywords: A Visit from the Goon Squad, infinite Real, historioplastic metafiction, Jennifer Egan, metamodernism

Introduction

Since 1990s, a new critical, artistic, and literary taste has been developing among writers and scholars as numerous critics and theorists formerly involved with postmodernism have begun to turn their gaze toward a new horizon that better suits the 21st-century condition. Out of the various suggested terms to grasp the spirit of the age, "metamodernism," a term introduced by Vermeulen and Akker in 2010, has had the upper hand to reflect the dominant artistic and literary tendencies of the era. Metamodernism offers a new perspective on the apprehension of belief systems, critical theories, and literary styles, applying certain modifications to preceding and / or current philosophical and theoretical concepts when necessary.

Central to metamodernism is the concept of the "infinite Real," as Vermeulen and Akker (2010) put it, which is an overturning of the concept of the "Real" as a metanarrative before the rise of modernism, toward multiple perspectives on reality in modernism, toward the ontological rendering of reality in postmodernism, and toward the presentation of reality as a plethora of viewpoints on life in metamodernism. However, what makes metamodernism distinct from its predecessors is its sense of closure and realism which differs from those of modernism and postmodernism. Metamodernists, although they have mostly built upon postmodernists, never give up on the Real as closure and do not wander in an oscillating state of life once encountering the infinity of *possible approaches* to the Real. In this regard, history itself becomes an object of inquiry in so far as all approaches in re-reading history highlight each other. 21st-century authors like Johnathan Franzen, David Foster Wallace, and Jennifer Egan no longer turn their back to history nor treat it violently. Their modification of older historiographic fiction now transcends what Waugh (1984) once called "historiographic metafiction" toward what Toth (2017) calls "historioplastic metafiction" in order to depict a limitless array of comprehensions within narrative forms.

"Historioplastic metafiction," introduced and developed by Toth (2017), builds upon "metafiction" and "historiographic metafiction" in postmodernism as well as the concept of "plasticity" – as the bridge between the temporal dimensions of the past, present, and the future are blurred – to accommodate a large body of contemporary fiction. "Historioplastic metafiction" is thus an attempt to eradicate the duality working through fictions which are "historically charged" by reviewing and even reprehending history (p. 76). Meanwhile, "historioplastic metafiction" makes readers aware of the linguistic restrictions and historical modifications in recounting truth or versions of truth. In this regard, the concept of the "infinite Real" plays a key role in rendering "historioplastic metafiction" in so far as it begets a vast array of perspectives on a single action or even a historical event.

The effectiveness of "historioplastic metafiction" in conveying the "infinite Real" in life can be demonstrated by analyzing Egan's *A Visit from the Goon Squad*, henceforward *VGS*. The novel, a Pulitzer Prize winner, contains various issues concerning the contemporary generation such as the rise and culmination of terrorism and its effect on society, social media and its influence, global warming, and digitization. *VGS* can be labeled as a metamodern novel due to the range of the

21st-century issues it explores and the diversity of metamodern techniques it contains. Accordingly, this metamodern novel offers a variety of realities to temper and sympathize with while being a case in point regarding Toth's theory of "historioplastic metafiction."

Literature Review

A few studies, due to the short life of metamodernism, are available on it and the related fiction, and critical essays and books on the subject are thus developing. Regarding Egan's *VGS*, few studies have explored its innovations in narrative and subject matter concerning its potential as a post-postmodernist or metamodern fiction in the contemporary era, or "1990s onward" (Hutcheon, 2002, p. 165). Meanwhile, some studies have investigated the novel regarding certain themes and narrative strategies that can be considered as metamodernist.

Cowart (2015) examines the way Egan has embraced postmodernists' "formal and ideational deconstructions of vestigial metanarratives," evident in language, history, and the human unconscious, while extending some aspects of modernism in *VGS*. Egan's rather late situation in the history of literature turns her into a rebel against modernists while she oscillates between modernism and postmodernism in *VGS*. Thus, Egan is somehow obsessed with such major aspects of *high* modernism as "time and consciousness," "temporality and sentience as features of language," as well as Proust and Eliot's insights at the beginning of a new century (p. 241).

Moling (2016) investigates the rock songs mentioned in *VGS* regarding their effects on time, either slowing it down or pausing it, to deepen the musical experience. He believes that Egan uses punk rock as a time modulator to evolve her literary form, thus introducing her novel with "punk time". This development helps Egan to provide fiction writing with "new possibilities" and "a future" which is simultaneously hopeful and hopeless (p. 74).

Helmy (2017) seeks to explore the problem of the genre in *VGS* in light of Dunn and Morris in *The Composite Novel* (1995). He attempts to prove that *VGS* is a "composite novel" as it involves "fragmented individual stories." However, for Helmy, these stories possess "unifying ties" that make a "narrative wholeness" out of them (p. 33).

Highlighting temporal twists in *VGS*, Strong (2018) believes that Egan attempts to show time as a ravaging and dazzling force in *VGS* concerning "the nonlinear way" she narrates *VGS* in thirteen chapters with "alternating perspectives." However, Strong argues that the use of time as a fragmenting tool is not always nonlinear. Considering the "Kairos time" introduced by Paul Tillich "for the possibility of the eternal," Strong concludes that certain occasions for mending and completion reveal themselves in "a work formerly characterized as near dystopian." As such, "the concept of Kairos" nurtures human beings' connections by linking younger and older generations and "offers possibility to characters who fear time is running out" (p. 471).

Focusing on character analysis, Plaksin (2019) believes that "punk aesthetics and technological communication" in *VGS* affect the characters' perception of their "identities," "sense of belonging within a community," and opinions on "personal and artistic integrity." Characters from older and younger generations in *VGS* have "differing interpretations of punk ideology," a fact causing "contrasting views of authenticity among them," hence their different versions of reality. However, what they share is "a desire for a meaningful connection to those around them" and "a sense of belonging" to their community (p. 2).

In terms of genre, Toth (2019) believes that while *VGS* maintains many postmodern elements and historiographic conceits, it directs our attention to the concept of the "infinite Real" which evades any symbolization (p. 60). That is due to the fact that Egan "sublates the symbolic tendencies that have paralyzed postmodernism" (p. 64). Toth argues that Egan is romantically renewing a classical mode of the symbolic while retaining something of postmodernism. Thus, for Toth, *VGS* acts as a post-postmodern metafiction and is called an example of "historioplastic metafiction" (p. 61). In this regard, *VGS* insists on an "aesthetic responsibility" to reveal how the "infinite thingness of experience" is merely expressed at the "mediating point that differentiates the finite form from its always *in*finite truth" (p. 70). In the same token, Scherr and Nünning (2019) believe that the new wave of Anglophone novels since the end of the 20th century includes a "'documentary' and/or 'fragmentary' aesthetics" as the "common denominator" working through them. Drawing on David Shields' *Reality Hunger* (2010) that touches upon questions about the place of literature in the 21st-century media societies, where "reality" and "fiction" have experienced considerable changes, Scherr and Nünning consider Egan's *VGS* as a novel about the crisis of reality (p. 79). However, reality as such in *VGS* can be argued not to be critical but neutral to embed an infinity of realities, all working together to give us the Real.

Method

The present paper attempts to apply a content-based analysis of *VGS* through the theoretical approach of metamodernism. The research method, due to the nature of the field, is thus a library-based one. The authors will read Egan's novel to highlight its thematic and structural elements that contribute to metamodernism, considering Vermeulen and Akker's critical arguments and Toth's the "infinite Real".

Discussion

In order to fully analyze the problem of the "infinite Real" in *VGS*, a critical overview of the concept, as it unfolds through metamodernism, is essential to make sense of it in theory and practice. The analysis will be thus narrowed down to investigate how the "infinite Real" in Egan's hands can lucidly depict the contemporary generation's attitude toward the increasing pace of change in our global village.

The "Infinite Real" in *A Visit from the Goon Squad*

Metamodernism has transformed many 20th-century critical concepts to better express the 21st-century atmosphere and artistic works. One of these changes befell the concept of the Real that has been considered either as a metaphysical and an unchangeable fact or a relative concept in accordance with humanity's limited knowledge throughout the history of ideas. However, in terms of philosophy, to be precise, we may not just limit the Real to such division. From Plato's "theory of Ideas," to Aristotle's "law of non-contradiction," to Judeo-Christian doctrines, to Medieval Scholasticism, to Descartes's "mind-body dualism," to the Enlightenment, to German Idealism and Hermeneutics, to Deism and Transcendentalism, and to Derrida's Deconstruction, among the plethora of philosophical schools, the Real has taken many shapes. Lacan, for example, differentiates the Real from the symbolic world, considering the Real as that which is impossible: "since the opposite of the possible is certainly the Real, we would be led to define the Real as the impossible" (1978, p. 167). Such impossibility of the Real might arise from the impossibility of imagining or expressing it; as the Real escapes the system of the signifier and the signified it results in a traumatic expression of it in a Derridean way. This traumatic apprehension of the Real left its imprint on postmodernism, resulting in its ontological behavior under that movement. This *crisis* of representation, as it may be called, exposed the historical events to mockery and left everything to open interpretations in postmodern artworks, regardless of how far-fetched from facts those renditions might have been. Toth (2017), investigating the devastating effects of postmodernism on the sense of responsibility toward history and reality, holds that many contemporary authors and critics such as Johnathan Franzen and David Foster Wallace attempt to distance themselves from postmodernism since "postmodernism's tendency to fixate on the signifier's game running its course" has risked "sanctioning the affectation of a certain problematic irresponsibility, pervert[ing] playing at pointless games." As such, the postmodernist representations of the Real are distortions of the truth, mostly based on individual desires (p. 75). In order to redeem this effect, Toth (2019) points out that "the representation of the Real" is better to maintain its loyalty to the borders of undeniable truths and should clarify that what is being represented "necessarily exceeds the formative moment of its expression" (p. 58).

To present the contemporary challenge with a defining term, Toth applies the concept of "plasticity" to the notion of the Real, transforming it into the "infinite Real". "Plasticity" has its roots in Hegel, as discussed by Malabou in *The Future of Hegel*. According to Malabou, the concept of "plasticity" comes from the Greek *plassein* (πλσσειν), meaning "to model" or even "to mould". In this regard, a plastic thing possesses the "capacity to receive form and a capacity to produce form" (2005, pp. 8-9). It is noteworthy to add that Hegel's concept of plasticity resided in Greek mythological and historical heroes: "in the beautiful days of Greece," Hegel says, "men of action, like poets and thinkers, had this same plastic and universal yet individual character both inwardly and outwardly." For Hegel, gods made humankind on the model of their own figures and left all the other creatures to human "freedom and self-will". And such exemplary men like Pericles, Phidias,

Plato, and Sophocles formed their own life and destiny as "ideal artists," giving shape to their lives, their artworks resembling "immortal and deathless images of the gods" (1815 / 1975, p. 719). On the other hand, such heroes and their actions shaped the face of gods and gave form to what the ideal should be in the human eye.

It is in the light of Hegel's notion of plasticity that Malabou claims that the plastic can simultaneously "receive" and "produce" form (2005, p. 9). For example, not only the conversers or readers are affected by the form to which they are subjected, but also they "construct and form what they hear or read" (p. 10). When the reader / listener is concerned, "a plastic discourse" requires "a plastic sense of receptivity and understanding" on the listener's part. Thus, "plasticity" can be the "process where the universal and the particular mutually inform one another" (p. 11); it is the course during which one is simultaneously influencing and being influenced by a concept. The other formulating concept, the "infinite Real," drawing upon "plasticity," thus helps us with the new rendering of the Real: "The Real – history itself," Toth says, "is necessarily and essentially 'plastic'" (2017, p. 74). Toth suggests that not only the past molds the future but also the future has a significant effect on the way history is interpreted, hence "plasticity" and the infinite loop of the Real.

Egan in *VGS* provides us with characters in different points of their lives in a way that their present outlook on life affects what has transpired in their past, reflecting the plastic quality of history discussed above. Such an approach in characterization and plot making on Egan's side helps with understanding the concept of the "infinite Real" at work in *VGS* as its characters' various and sometimes conflicting perspectives on the same events unfold. Each chapter is completely dedicated to a character and revolves around a certain time or event in his / her life which is later, in other chapters, given a new light and perspective through other characters' worldviews.

Chapter 1 recounts the life of Sasha**,** a woman in her 30s with a rough past of parents' divorce, her father's sudden absence from her life, her drug addiction, and a time of homelessness in Nepal far away from her home in New York. She has managed to recover from most of her difficulties thanks to her mother and step-father's efforts. However, when we are introduced to her in Chapter 1, she is suffering from kleptomania and seeking psychological help against it. She is the first and mostly mentioned character in *VGS* in so far as she leads a multiversal life based on who is judging her past and present lives. In this chapter, we see her from her own eyes as a kleptomaniac with a troubled past and no certain direction to follow, as the environment around her suggests:

> The whole apartment, which six years ago had seemed like a way station to some better place, had ended up solidifying around Sasha, gathering mass and weight, until she felt both mired in it and lucky to have it—as if she not only couldn't move on but didn't want to. (Egan, 2010, p. 19)

Sasha's stagnancy is caused by her reluctance to solve her past problems and let go of her burdens, represented by "a heap of objects" she has stolen: "To Sasha's eye, it almost shook under its load of embarrassments and close shaves and little

triumphs and moments of pure exhilaration. It contained years of her life compressed" (Egan, 2010, p. 20). Her outlook toward her collection is an equivocal feeling of shame / guilt and triumph / excitement. To explain Sasha's mental state, it is crucial to note that kleptomania is an impulsive control disorder which arouses an "unavoidable urge to steal" (Adamec, 2008, p. 45). Adamec continues that this disorder carries with it a strong feeling of shame to the individual committing theft while igniting the momentary pleasure that triggers him / her to repeat the action (pp. 47-49). This dual nature of kleptomania has symbolized Sasha's stagnancy in the novel: the items she steals keep her memories and past vivid, marked by a load of excuses to account for her misdeeds, yet she takes pride in those stolen objects, revealing "a tenderness that was only heightened by the shame of their acquisition." The result of all her risks is "the raw, warped core of her life" (Egan, 2010, p. 20). Against this "core" of memories and emotions Sasha is seeking to cure her kleptomania by consulting a psychologist, Coz, who tries to convince her to put aside her stealing habit by bolding out its shameful aspect. Coz reminds her how she feels by thievery and how it improves her mood but he warns her against others' feelings and reactions when she steals something from them.

Furthermore, Adamec (2008) holds that kleptomania is not very responsive to psychotherapy, and this ineffectiveness is depicted in the futility of Coz's methods. Sasha understands Coz completely and hopes to recover. The morality solidification that Coz attempts to apply to Sasha's action and his expectation of her behavioral change come without comprehending the possible reason behind her kleptomania. She takes nothing from stores any longer, as "their cold, inert goods didn't tempt her." However, she steals on personal grounds to punish the owners. For example, when she steals a screwdriver from a plumber who is to fix her tub, that is because she hates his demeanor for no apparent reason. Taking the screwdriver gives her an "instant relief from the pain of having an old soft-backed man snuffling under her tub." However, after the plumber is gone, his screwdriver is insignificant and looks like "any screwdriver." On a second occasion, Sasha takes a woman's wallet, carelessly left somewhere in a public bathroom out of "blind trust" in people while urinating to teach her a good lesson: "you leave your stuff lying in plain sight and expect it to be waiting for you when you come back?" Besides the punishing aspect of her act, Sasha introduces her action as a challenge: "It seemed so dull, so life-as-usual to just leave it there rather than seize the moment, accept the challenge, … and *take* the fucking thing" (Egan, 2010, p. 9).

Moreover, in Chapter 11, narrated from Sasha's uncle Ted Hollander's perspective, Ted presents us with his own version of reality about Sasha's childhood and teens. His account of Sasha's parents' conflicts and memories, that he "would take Sasha outside" when they had a fight (p. 207), highlights the hardship she has gone through throughout her life, including a strong sense of loss due to her father's absence. This sense of abandonment by itself can prove to be a cause of kleptomania, as "psychological issues" and "unhappy childhood full of turmoil" are considered as strong initiators of this impulsive disorder (Adamec, 2008, pp. 2-3). Ted also reveals that once he had traveled to Nepal in search of Sasha when she was a 19-year-old runaway from home, living a hard time through pick-pocketing, even

being sexually abused. However, according to another version of Sasha's reality, that of her college friend Rob in Chapter 10, her spiritual damages begin to manifest themselves mostly at college, as she cries breathlessly in her sleep, only to become normal again by a roommate's hug. Living an established life in Chapter 12, free from kleptomania, Sasha keeps the apparition of her past alive, although it may refresh her spiritual scars. However, it is crucial to note that every time Sasha steals something she decides not to steal anymore, a fact which "confirms the text's overriding ethics" that there is an "infinite pliability of a single moment." In other words, a single decision must happen even if it cannot "justify" itself. This process inevitably forces the reader to make "an impossible judgement, or interpretive casting, about that decision," a judgment difficult for readers who are not "in possession of all the facts" but necessary for them to make one way or another. Therefore, every interpretation must be "informed by yet imposed upon the infinitely pliable" (Toth, 2017, p. 81). Sasha's behavior might thus suggest that she needs a replacement for her kleptomania and the hoarding pieces of the past; if she were to completely erase her memories, which are symbolized by the stolen objects, she would solidify her plastic past and break the promise of change.

Moving on to Chapter 12, Sasha is in her 40s, happily married, still refusing to discuss her past, but equipped with a unique skill developed throughout years. She uses "found objects," items that other household members have thrown away, to make sculptures (Egan, 2010, p. 9). She resorts to art for expressing her deepest desires, including the possibility to change the shape of the past by molding the trash in a shape she desires. She has realized that everything which is built upon the old ultimately falls apart and eventually fades away. Burdened with past regrets but blessed with future hopes of change, Sasha represents a metamodern character in constantly keeping the past alive while never allowing it to be solidified and spoil the promise of a better future.

Chapter 2 of *VGS* provides us with a case in point for the concept of the "infinite Real." Bennie, a successful music producer but a failed husband, is struggling to maintain a positive presence in his son's life after his own extra-marital affair and divorce. At the time we meet Bennie in his early 40s, Sasha is working as his assistant. Bennie, simultaneously struggling with his recently broken marriage, working problems, and fatherly duties, gradually forms a relationship with Sasha. As such, two different realities cross one another in two instances of apparent misunderstanding. While in Chapter 1 the readers witness Sasha and her kleptomania, in Chapter 2 they can speculate that she constantly steals from Bennie, as he is always looking for his lost objects. However, Chapter 2 turns the thief into a benevolent helpmate who constantly helps Bennie with *finding* his lost possessions, "sometimes before Bennie even knew they were missing," making him feel dependent on her (Egan, 2010, p. 38). Although we come upon Sasha's confession that she has a sense of resentment regarding her kleptomania, for Bennie she is helpful and trustworthy, even inspirational. Where Bennie sees loss and frustration, Sasha finds a source of inspiration and injects it to Bennie, making him feel "love" and "safety" while she herself feels like "hanging on by a thread" (p. 16), carrying a constant sense of staleness. Although Bennie's and Sasha's realities are different

from each other, their musical collaboration and occasional intimacy make their realities collide to form a *plastic* reality. Sasha touches the Real, positive side of her life which Bennie seeks but cannot achieve while this brighter side of life is sterile for Sasha's gloomy world.

Chapter 3 offers a character who struggles to find what is the Real in her life. Rhea, a friend of Bennie back in their teens, lacks self-confidence due to her freckled face and has several insecurities in life. Her major question in life regarding what the Real is includes the identity of the authority: "[w]ho decides" what the Real is (Egan, 2010, p. 49). Rhea is perplexed by the search for the "universal truth" which is roughly negated and mocked by Lulu, her junior, in Chapter 13 when Rhea is in her forties: "There are so many ways to go wrong," Lulu holds, "All we've got are metaphors, and they're never exactly right. You can't ever just say *The Thing*" (p. 270). At first glance, this statement candidates Lulu as a champion of postmodernism, for in "postmodernism there is no such thing as truth" (Lucy, 2016, p. 190). However, further analysis of her character gives a subtler role to her.

Lulu, a young woman in her early 20s and a representative of the Generation Z, is one of the iconic figures in *VGS*. Being the daughter of a formerly famous publicist in Hollywood, she is a confident young woman who has a contradictory moral and philosophical compass compared with the older characters. She belongs to the digital age when many former beliefs have been scrutinized or completely rejected. First met in Chapter 8 as a self-assured and bold child, she is working as Bennie's assistant in her adolescence later in the novel. Her words reject Rhea's hopes throughout years for something definitive, as Lulu states how no one has the authority to "judge" another human being and that every ethical rule is a "calcified morality," bound to be broken sooner or later with the new generation (Egan, 2010, p. 269). However, there is a contradiction in her philosophy, as the reader learns that her generation has a clear-cut border of actions that are wrong in their opinions. Such distinctions of what can be considered right or wrong contradict postmodernism's "impossibility of truth" (Lucy, 2016, p. 190). Meanwhile, Lulu's refusal to acknowledge a universal truth goes against modernist concepts. Therefore, her alliances are best placed with metamodernism and its specific concept of the infinite Real as her motives bring the "infinite yet bound pliability" of the truth to the attention of contemporary readers (Toth, 2017, p. 76). Therefore, in representing the Generation Z and its ideologies, Lulu's beliefs can be considered as metamodernist in perspective with its multiplicity of approaches to the Real. She is assured of what she desires and what she despises, while Rhea is generally lost in her decision about the truth.

The metamodernist aspect of the "infinite Real" in contemporary poetics is Hegel's "negative ideology," which, according to Toth (2019), is to apprehend the "infinite Real" paradoxically by embracing the will to tolerate the failure of doing so. In other words, the essence of infinity can be realized only when human beings' perceptive ability reaches its cognitive limit. It then follows that the impossibility of infinity becomes possible since "its necessary negation (in the finite limitation of sensory experience or expression) is itself negated." Thus, understanding infinity is only possible when its "finitude" is denied. Investigating the infinity of the Real

through "plasticity" as such, Toth attributes the "impossibility of ossification" to "the Real," bereaving it from absolutism in so far as it constantly creates various forms of self-expressions (pp. 60-61). For Toth, "The Real, plastic-like, can yield (to) an infinite number of symbolic formulations;" however, "some formulations are simply incorrect, simply irresponsible, self-serving" (p. 58). This aspect of the "infinite Real" is best presented in Chapter 9 in *VGS*. The radical Jules Jones, a tabloid reporter and journalist who is roughly dealing with his broken engagement and job insecurity, is to have a 40-minute launch with Kitty Jackson, a 19-year-old famous movie star, and save his career by making it a successful event. However, he ends up attempting to assault and rape Kitty in Central Park, ending up prosecuted and imprisoned. During his sentence he writes a sort of confessional writing, in the form of a metafiction, in which he stands adamant in defending his treatment / abuse of Kitty, arguing that:

> Why do I keep mentioning—"inserting," as it may seem—myself into this story? Because I'm trying to wrest readable material from a nineteen-year-old girl who is very, very nice; I'm trying to build a story that not only unlocks the velveteen secrets of her teenager's heart, but also contains action, development, along with … some intimation of meaning. ... Janet Green, my girlfriend of three years and my fiancée for one month and thirteen days, dumped me two weeks ago for a male memoirist whose recent book details his adolescent penchant for masturbating into the family fish tank. (2010, p. 165)

Jules is narrating his tale so smoothly and convincingly that the reader, unaware of his heinous action until the end of the chapter, falls into his shoe and even sympathizes with him. Jules even goes so far as to say how his assault has helped Kitty with popularity. Furthermore, it can be argued that Jules's reality is a self-serving window from which he projects whatever he desires onto what is taking place. For example, Kitty's fingering a bowl of salad dressing and sucking off the dressing is nothing but a sexual invitation: as Jules wanders, "can it possibly be that this ravishing young girl is coming on to me?" Additionally, Jules' sadistic desire to use Kitty for utmost sexual gratification is justified not as "crazy" but an outburst of "rage" against Kitty's early fame in contrast to his failure: "longing … to break her in half and plunge my arms into whatever pure, perfumed liquid swirls within her." Jules wants to rub that liquid onto his "parched skin in hopes that it will finally be healed" (p. 171), metaphorically to sooth his anguish against personal failure. Jules' "negative ideology" to compensate for his personal and social failures turns reality for him into a radical one, compared to the rest of the world, which he sincerely believes and persuasively shares with the audience. However, sacrificing another's life to fulfill one's own version of reality is not tolerated in light of civil and human rights, because one's so-called *subjective* decisions might negatively affect those who do not consent to them. That is why Jules is imprisoned because of his rape attempt and no absolute freedom of action is granted him in the story, which points to the fact that actions bring about responsibilities in so far as the community is concerned.

Another character with an interesting view about the Real in *VGS* appears at length in Chapter 6. Scotty Hausman, a friend of Bennie's in Chapter 2, begins as a

vibrating and talented guitarist in his teenage years only to fail later in life. He is now profoundly buried in a simplistic life; he is working as a school janitor and living alone in a small apartment, obsessed with watching TV to get to know what others have experienced in life. His philosophy of life is that all people are equal, and concepts like luxury are merely mental fabrications and illusions. Scotty's concept of reality is quite radical as all human actions and interactions are of equal value for him:

> there was only an infinitesimal difference, a difference so small that it barely existed except as a figment of the human imagination, between working in a tall green glass building on Park Avenue and collecting litter in a park. In fact, there may have been no difference at all. (Egan, 2010, p. 92)

Furthermore, Scotty's theory of knowledge is to know all human experiences by either reading about them or watching them on TV:

> it had been a while since I'd spent much time in public. But was such a fact even relevant in our "information age," when you could scour planet Earth and the universe without ever leaving the green velvet couch you'd pulled from a garbage dump and made the focal point of your East Sixth Street apartment? (p. 93)

Scotty sees no difference between himself as a man in the lower strata of the society and those standing on higher grounds. Meanwhile, being antisocial, he seems to be digital phobic: "real computers scared me; if you can find them, then they can find you, and I didn't want to be found" (p. 96). He keeps his distance from computers and the Internet to the point that, in the age of social media, "Scotty has disappeared. No computer can find him" (p. 84). His reality is thus unaffected by the politics of the world although he believes that he can know about them through the media. His philosophy of "X's and O's" can hence stand as a representation of what the Real or the truth is for him:

> If we human beings are information processing machines, reading X's and O's and translating that information into what people oh so breathlessly call "experience," and if I had access to all that same information via cable TV and any number of magazines that I browsed through at Hudson News … if I had not only the information but the artistry to shape that information using the computer inside my brain … then, technically speaking, was I not having all the same experiences those other people were having? (p. 96)

Scotty's explanation is close to what the "infinite Real" means in metamodernism in so far as there are as many ways to approach the Real as there are human beings: the Real is "X's and O's" that can be comprehended in various ways (p. 96). Scotty represents what Vermeulen et al. label as the "structure of feeling," originally proposed by Raymond Williams in 1954, pointing to a "sentiment, or rather still a sensibility that everyone shares, that everyone is aware of, but which cannot easily, if at all, be pinned down" (2017, p. 28). Essentially, each generation adopts the former cultural atmosphere and revises it to match its demands, and each historical period generates an exclusive structure of feeling which can be witnessed

through its culture and art. According to Williams, "it is in art, primarily, that the effect of the totality, the dominant structure of feeling, is expressed and embodied" (2001, p. 33). In other words, the artist can feel the atmosphere of an era completely and produce a work to fully embody it.

In this regard, when we meet Scotty again in Chapter 13, several years have passed and he is surprisingly set up to perform in a concert arranged by Bennie, only to back out at the last minute. However, after Lulu convinces Scotty to go onstage, he astonishes the audience by a superb performance of songs he wrote in his isolation back in Chapter 6. Scotty's isolation from the world and his unique philosophy of life go hand in hand in creating songs that move people of various social groups all at the same time. What takes place in the epical scene of Chapter 13 is the union of Lulu and Scotty's ideologies, as "Lulu twined her arm through Scotty's, and they moved straight into the crowd" (Egan, 2010, p. 283). It is the moment when the subjective freewill of interpretation and creation along with the hope for something authentic and real come together to create a myth for others. In the end, Scotty is the only one who can project an authentic and all-moving Real as he tries to observe matters from every possible viewpoint.

Observing life events from every possible viewpoint, as presented in *VGS*, provides for the concept of the "infinite Real" working at the background – chapters 2, 3, 6, 9, and 13 in the novel mostly bear this mark. In this regard, Egan's characters, each with a different view on the same event, do not end up with a labyrinth of paths to follow in the future of their lives but the right path of success at the end, such as what happens to Sasha in Chapter 2. Some characters reflect on the reality of the life of a character who is selfish and self-absorbed, like Jules in Chapter 9, while trying to legitimize him for the audience. Chapter 6 contains a possible description of what Egan believes to be the "infinite Real," as Scotty explains how the world is just X's and O's while there is an infinite number of ways to reach them. In Chapter 13, Lulu's strict ideology that no one has the right to judge others goes hand in hand with Scotty's philosophy and suggests the metamodern concept of the "infinite Real." And ultimately, the last chapter puts *VGS* on the "historiographic metafiction" pedestal. Mostly represented by Sasha's life in chapters 1, 10, 11, and 12 from four different viewpoints, the plasticity at work in Sasha's tendency and desire to constantly hold unto some memories serves to keep her past as present which can be shaped and reshaped as she desires. She is aware that everything eventually ends and that she may never be able to fix the problems in the past while keeping fragments of the past helps her to hope for better changes.

Conclusion

Metamodernism attempts to describe a world where all humanely possible realities are given a voice. The oscillation between various perspectives in metamodern novels creates the ground for the transaction between different views on the same event, whether it is a specific character's view in different timelines of his / her life or multiple views simultaneously considering the same event. A metamodern novel as such offers the chance to not only see but to understand and even sympathize with various opposing realities. However, it is important to

emphasize that regardless of how many approaches to reality are deemed available in metamodern fiction, they will not violate the boundaries of the reality offered in *VGS*, meaning that not all versions of reality may be accepted or respected. Furthermore, metamodern fiction has found a way to return the urge to be responsible for reality and take the limitation of language as a tool to consider the Real as infinite and pliable. To display and understand this "infinite Real," critics like Josh Toth apply it to the template of metafiction. Facing the same inability of language to articulate the Real as it is, Toth's "historioplastic metafiction" thus bases reality on "plasticity" in the course of time, allowing the freedom of thought and expression in different realities and the flexibility of the past to be.

Egan's *VGS*, in light of the argument above, is a collection of associated short stories which embed different versions of the Real to the same set of events, each story or approach to reality being an installment or issue of the journal of the world which has infinite pages. As a metamodern novel, Egan gives her readers multiple perspectives on the same set of events and allows them to take each approach to reality in consideration. However, she remains aware that some interpretations might be simply incorrect. Moreover, Egan applies the concept of plasticity to her novel, specifically to her characters in their reconsiderations of their past lives, to challenge any solidified version of reality at the cost of others. Such outlining helps Egan to try her hand in "historioplastic metafiction" with its emphasis on the plasticity and pliability of historical events. However, it must be emphasized that while metamodernist authors and their readers should embody as many diversities as possible, they must remain vigilant of realities tainted with colors of hate, selfishness, pessimism, and chaos as Egan did.

Acknowledgments

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Politics of Dasein and the Tragedy of Dasein in Martin's *A Song of Ice and Fire*

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Abstract

The aim of this essay is to provide a political reading of Dasein that might result into tragedy of Dasein in *A Song of Ice and Fire*. Politics can be regarded as an element to reach existence and Dasein. The phenomenological methodology that Heidegger introduces rejects all the history of western philosophical tradition. Heidegger believes that the metaphysical thinking that has dominated western philosophy since Plato to Nietzsche is insufficient for the study of being. The western history is depicted in the story of *A Song of Fire and Ice*. Applying these assumptions to the context of Westeros, it becomes clear that ruling and domination over is the only way to appoint the matter of existence. In a realm where every lord and lady nurtures his or her own dream of sitting on the Iron Throne, the nation's notion of unity and democracy degenerates into a sort of oligarchic dogma that treats the lives of ordinary people as dispensable means to the ultimate end: total power. In such a state, an idealistic politician would find little to no room for advocating purely positive values like equality or justice. Indeed, as he often finds out soon enough, the profits of the elite often rely directly on the losses of the public.

Keywords: Heidegger, politics, Dasein, sentimentality, *A Song of Fire and Ice* novels

Introduction

A Song of Ice and Fire is a continuous series of epic dream books by American author and screenwriter George R. R. Martin. Martin started composing the series in 1991 and the primary volume was distributed in 1996. Initially arranged as a set of three, the series presently comprises of five distributed volumes; a further two are arranged. Likewise, there are three prequel novellas presently accessible, with a few more being arranged, and a progression of novella-length extracts from the fundamental Ice and Fire books (Flood, 2015).

The narrative of *A Song of Ice and Fir*e happens in a fictional world, basically on a mainland called Westeros yet in addition on an enormous landmass toward the east, known as Essos. Most of the characters are human yet as the series advances others are presented, for example, the cold and threatening otherworldly Others from the far North and fire-breathing winged serpents from the East, both ideas to be wiped out by the people of the story. There are three head story lines in the series: the chronicling of a dynastic common battle for control of Westeros among a few contending families; the rising danger of the Others, who abide past an enormous mass of ice that frames Westeros' northern line; and the desire of Daenerys Targaryen, the ousted girl of a killed in another common ruler war fifteen years prior, to get back to Westeros and guarantee her legitimate seat. As the series advances, the three-story lines become progressively intertwined and subject to one another. The series is told as an outsider looking in through the eyes of various perspective characters. Before the end of the fourth volume, there have been seventeen such characters with various sections and eight who just have one part each. A few new perspective characters are presented by the finish of the fifth volume, making way for the significant occasions of the 6th book (Taite, 2018). The whole series is filled with tragic scene and the characters who become the victims of fate or brutality of the world. As such characters attempt to prove their Dasein to the world or the society, they fail and their being or Dasein ends up futile. One of these characters who attempts to depict his Dasein is Ned Stark who can be realized as the most tragic character of the series which becomes the focus of this study.

Tragic characters attain self-recognition when they are posed into situations which explicate their existential structures, and relations to the surrounding world (Poole, 2005). The world of Westeros tragedy is bizarre and serious towards its inhabitants, yet they contain an aesthetic harmony in themselves. Sometimes, the tragic world merges the character in itself, carries him into a new world, then ambiguously distances from him, and dispatches his cultural and historical ground, as with Ned Stark who is confronted with a new realism unknown to his past. The tragic world would merge into the character driving him into rebellion and mental struggle, yet suddenly segregates itself from him to drown him into new sorrows that he has caused himself with the new Kingdom.

Dasein's "natural historicality" (Heidegger, 2010, p. 171) directs that the conventional approaches to deciphering should be de-organized to permit the legitimate remarkable substance to arise. The strategic meaning of Dasein's historicality is that this substance essentially winds up associated with a universe of importance organized by

the custom from which it cannot remove itself freely. This is planned to appear differently in relation to Husserl's detached supernatural inner self. As Heidegger asserts, "all exploration and not least that which works inside the scope of the focal inquiry of Being-is an ontical plausibility of Dasein" (Heidegger, 2010, p. 45); or, in other words, phenomenological research should begin from the manner by which peculiarities are now perceived. The "roots" of the existential insightful of Dasein are ontical and phenomenology is something that must be "jumped all over in an existentiell way as a chance of the Being of each current Dasein" (Heidegger, 2010, p. 45). Dasein's historicality is to such an extent that is should essentially get itself as far as the practice, yet there stays an opportunity for Dasein to deal with this legacy and set up the ground for definite work (Groth, 2002).

Crowell frames the apparent tension historically in terms of the "dispute between Husserl and Heidegger over the nature of philosophy and the character of the philosophising subject" (Malpas, 2003, p. 100). Lafont's transcendentalized reading denies the existential logical of Dasein of its power since it is grounded in historicality and "nothing 'basically factical' ought to have a flat out power over us" (Lafont, 2015, p. 279). Lafont's reading is included two hermeneutic circumstances that are conclusive for understanding her study of Being and Time as a work of supernatural way of thinking in the conventional sense. The main condition is that "significance decides reference" by which "how we might interpret the being of elements should decide ahead of time the thing we are alluding to". The subsequent condition is the "comprehensive construction" of the comprehension by which without a "projection of importance [of the whole] no movement of understanding can make headway" (Lafont, 2015, p. 279).

The whole series of *A Song of Ice and Fire* is a fantasy genre, but it is associated with history as, in this regard, Selling also points out the correlation between fantasy literature and medievalism, which she calls "fantastic neo-medievalism…a very selective and positive image of the Middle Ages" (Selling, 2004, p. 214). As a result, political aspects of the novel which are related to Stark's Dasein can be studied in the books.

Review of Literature

"Politics, Hidden Agendas and *A Game of Thrones*: An Intersectional Analysis of Women's Sexuality in George R. R. Martin's A Game of Thrones" by Elin Sandqvist offers an examination of George R. R. Martin's novel. The novel is dissected according to a diverse point of view; it spotlights on ladies' situations in the power order and in what ways they utilize their sexuality to get to drive. The investigation, moreover, examines the family idea, and how ladies safeguard their families to keep up with natural ties. The diverse hypothesis utilized in this paper mostly comprises of the definitions given by Kimberlé Williams Crenshaw, and the idea of family structure is grounded in the perspectives on Patricia Hill Collins. In mix with the investigation, an interconnected model, which comprises of eight unique social and social classes, is introduced to mirror the clear pecking order inside the society depicted in the book. The model shows that orders inside this general public exist, and that the male orientation, straight sexuality, and fruitfulness are profoundly special variables (Sandqvist, 2012).

Since this work reflects the structures of the families and the role of the society, it could be a useful source to use some parts of the essay in this research.

"Narrative structure of *A Song of Ice and Fire* creates a fictional world with realistic measures of social complexity" by Gessey-Jones et al. shows that regardless of its vast scope, *A Song of Ice and Fire* is organized so as not to surpass the regular mental limits of a wide readership. Notwithstanding its dynamic expanded transient premise, the construction of its social world mirrors that of normal interpersonal organizations in manners liable to limit the mental weight on the reader. Simultaneously, the narrator has controlled the course of events of the story in such a way as to make it constantly more engaging by making huge occasions appear to be arbitrary to elevate the reader's commitment. The distinguishing proof of examples of verisimilitude, cognizance, and, unusualness through computational techniques may motivate more extensive quantitative ways to deal with different areas of abstract study, including show, TV, film, periodicity, type, canonicity, writing, history, and fantasy. Since this work deals with social complexity, it can be used in the present essay to analyze Ned Stark's subjectivity (Gessey-Jones et al., 2020).

"Archetypes in Contemporary Anglophone Literature: *A Song of Ice and Fire*" by Petra Leštinská manages paradigms in George R. R. Martin's books from series *A Song of Ice and Fire*. In particular, it is centered around original investigation of a picked character. The investigation depends on creators who are connected with legends and paradigms in dream writing, yet additionally it depends on C. G. Jung's work, who depicted paradigms rather according to a mental perspective. After the examination, there was the synopsis of found prime examples and the person improvement. It was found, that the personality of Jon Snow satisfied the legend paradigm and the chivalrous excursion prime example. Moreover, his personality tracked down components of different originals, like fighter, darling, and traveler. The concept of archetype might be helpful to conduct this research and analyze tragedy and Dasein (Leštinská, 2017).

"Forgive me for all I have done and all I must do – Portrayals of Negative Motherhood in George R. R. Martin's *A Game of Thrones*, *A Clash of Kings* and *A Storm of Swords*" by Aino Tegelman is going to concentrate on the initial three volumes of American creator George R. R. Martin's *A Song of Ice and Fire* series with respect to their depiction of mother characters who utilize power on political and private circles, as well as the negative repercussions in that. The analyst contends that Martin both violates conventional high dream stories yet additionally utilizes different generalizations as overall writing with respect to parenthood and female power, frequently negative in tone. The work deals with political power which can be found influential in this present research (Tegelman, 2013).

Charles Guignon discusses the authentic Dasein and the possibility of such modification of Dasein from inauthenticity. Dasein as "event or happening" is "beyond immediate givenness" which is its projective being. Projectively existing, Dasein is toward the inevitable impossibility of itself--its death. The anxiety of death shatters the ambiguous Dasein and wakes it in the midst of its being as always and already thrown to the possibility of its death. In this procession Dasein wins itself back from the They.

Guignon discusses the shortcomings of epistemological interpretation from Heidegger's philosophy. He argues that the knowing of the world is not separate from the being of Dasein. In fact, Dasein is explicated as being-in-the-world by Heidegger. Heidegger argues that Dasein is not absolutely ignorant of being, but that to some extent it has an understanding of the world, itself, and being in general. Guignon proposes that the possibilities of interpreting the world and being are part of the "heritage" of Dasein. Being is not completely closed off from Dasein. Guignon discusses the mode of being of authentic Dasein. He suggests that authentic Dasein in temporalization of itself locates itself in "primordial truth". Only as temporal and being-toward-death can Dasein authenticate itself and disclose the world in the truth of its existence (Guignon, 2004). The idea of Dasein in this work helps the researcher to understand a general overview of the concept and apply it to this research.

Discussion

As Heidegger believes, the proper ground upon which our being (sein) has to be seen is phenomenology; and that phenomenology must make available to us the ontology of that being; in other words, what it is for a being to be (Heidegger, 2010). Therefore, the first task is to explicate this phenomenology as the approaching method to the being which is called Dasein. Dasein is always mine; the life that it must lead, the possibilities that it must face, and the death that it must finally take into itself are determinatives of Dasein's own self. Its essence is its existence (Heidegger, 1993); in its being, it is concerned to its own being, the being that only through existence can win or lose itself. It is distinctive in a way that to things objectively present their being is neither a matter of indifference nor non-indifference. Dasein's essentiality lies in its possibilities, Dasein is its possibilities; through its possibilities, it can win its authenticity or fall prey to inauthenticity; for Dasein possibility is higher than actualization of reality or even actuality. Authenticity and inauthenticity are two kinds of being of Dasein and do not show value judgment in any way about the being of Dasein. Dasein is initially and for the most part inauthentic; it must choose itself through possibilities that face it. Since Dasein understands itself based on its possibilities and possibilities lie before in its existence, the explication of the essential structures of its being must be gained through existentiality of its existence.

The same mechanism and features of Dasein that has been mentioned can be found in Ned Stark's life. Dasein is for Stark as his life leads his possibilities and eventually it leads to his tragic death. In fact, based on Heidegger's theory, Stark intends to obtain his authenticity by fulfilling his role in the politics (Gall, 2003). When Eddard Stark is appointed by Robert Baratheon as the Hand of the King, he knows well that he has been cast into a pit of vipers. Corrupted and ridden with sycophants and opportunists as the king's court is, Eddard must carry the heavy burden of ruling the Seven Kingdoms through the Small Council, an office of appointed agents who are tasked with handling the governance of the realm through the power of the king. As the King's Hand, who is the second most powerful man in all Westeros, Eddard obviously holds the strongest voice in the council, and therefore, every decision made by him is laden with serious consequences. This all demands from Eddard exceptional political skills in order to both secure the realm and his head which, considering the corrupted nature of Westeros' political world, would require him to

frequently make important decisions that fall into a grey moral zone. But, being a Stark down to the core, whose famed virtues are honor, justice, and integrity, Eddard fails to operate properly as the Hand of the King, and is therefore executed as a traitor near the end of *A Game of Thrones*. Stark acquires the authenticity of his Dasein through Robert's decision, and he attempts to face it as Martin writes:

> Robert looked at him. "I think you do. If so, you are the only one, my old friend." He smiled. "Lord Eddard Stark, I would name you the Hand of the King." Ned dropped to one knee. The offer did not surprise him; what other reason could Robert have had for coming so far? The Hand of the King was the second-most powerful man in the Seven Kingdoms. He spoke with the king's voice, commanded the king's armies, drafted the king's laws. At times he even sat upon the Iron Throne to dispense king's justice, when the king was absent, or sick, or otherwise indisposed. Robert was offering him a responsibility as large as the realm itself. (Martin, 1997, p. 59)

At the beginning of the novel, Eddard Stark is appointed by Robert Baratheon as the Hand of the King, an office that prompts him to travel to King's Landing, the capital city of the Seven Kingdoms, in order to rule in the King's name. Upon his arrival, however, Eddard soon comes to the realization that the political system of Robert's court is corrupted beyond repairs as each and every member of the Small Council pursues his own goals and interests. Eddard also begins investigating the suspicious death of the former Hand Jon Arryn, who used to serve Robert faithfully for fifteen years before his sudden death. During his role as the King's Hand, Eddard struggles with Robert's exceeding lavishness and his constant refusal to heed to any counsel. Before long, Eddard is approached by the spymaster Lord Varys, who informs him of the Lannisters' plot to kill Robert and usurp the throne, a conspiracy which, he believes, can be countered by the joint efforts of the King's Hand and the Master of Whisperers. When news of Daenerys' pregnancy reaches the court, Robert mentions the assassination of the young Targaryen, much to Eddard's dismay, who strongly speaks against this act. The discussion soon turns into a heated dispute, during which Eddard officially resigns from his office. Before he can head back for Winterfell, however, Eddard is attacked by Jaime Lannister in the streets of King's Landing, who demands Tyrion's release from Catelyn Stark's custody. During the fight that ensues, Eddard's guards are all massacred, with his own leg severely injured. Upon being taken back to the Red Keep, Robert makes amends with Eddard and asks him to act as his Hand once again, before going on a long hunting trip (Taite, 2018). The authenticity that he has within his own Dasein is tied to the political relations, and this might prepare the grounds for Stark's tragic downfall. Martin narrates:

> Luwin plucked at his chain collar where it had chafed the soft skin of his throat. "The Hand of the King has great power, my lord. Power to find the truth of Lord Arryn's death, to bring his killers to the king's justice. Power to protect Lady Arryn and her son, if the worst be true." (Martin, 1997, p. 78)

In the King's absence, Eddard is left to rule in Robert's stead, during which time he also discovers the truth behind Cersei's children's parentage, all being the product of incest with Jaime Lannister. Knowing full well that this knowledge would bring down

the queen and the rest of the Lannisters residing in King's Landing, Eddard instead confronts Cersei directly with the intention of forcing her into exile. His plan backfires, however, when Cersei instead arranges for one of Robert's escorts to poison him during the hunt, after which a boar fatally wounds him. On his deathbed, King Robert asks Eddard to write down his will, declaring Joffrey as his heir (Taite, 2018). The tragic fate of Stark is backboned here once Joffrey is appointed as the heir to Robert and Stark does not stop him as the hand of the king. In fact, here he has failed to fulfill his role which is advising the king and protecting the kingdom. This is how tragedy escalates for Stark.

Heidegger believes that "tragedy always begins with the Untergang of the hero" (Heidegger, 2010). One of the general meanings of Untergang is decline and going down. Heidegger believes that metaphysic does not end by going beyond it but by a going down in a tragic world which is nearest to Dasein. This resonates which Nietzsche's Zarathustra who declines from his mountain solitude, and his madman who carrying a lantern in the daylight announcing the death of God. Another meaning of Untergang is happening between the world, as an event, to be thrown in the midst of the world. This is a going between in time: "Tragedy shows us a passage, a going-between and falling-between past and future that nonetheless holds together ('intimates', i.e., announces) past and future in and through the present" (Gall, 2013, p. 34). The tragic Dasein happens into its there as having a past that is continuous is its present which determines and get determined by a future. Heidegger states that an authentic Dasein in temporalizeng itself always has a past (have-been) which arises out of a future in presenting in the present. The structure of tragedies is such that a present is seen while the past is already in action toward a future which gives meaning to the totality of past, present, and future. The future as the upon-which of meaning determines and is determined by a given past.

The same mechanism of Heidegger's tragedy can be applied to Stark as his own tragedy begins with his Untergang in which he goes to the tragic world which is nearest to his Dasein. Moreover, this tragedy is rooted in the past, continues in the present, and continues to the future. In fact, Stark is between the worlds and between the times. Going between the worlds refers to the struggle between politics and family that Stark experiences and between the times is related to Starks' tie with Robert in the past as they used to be close friends and his concern for the future of Westeros since Robert is unstable. The world of politics defines Stark's tragic path to his own downfall.

In the world of politics, every single opportunity counts and an ambitious mind should never miss the chance of using them. And while over-ambition is a dangerous trait in political games (as was the case with Viserys Targaryen), lack of ambition is likewise an equal disadvantage. It is shown quite clearly from the beginning that Eddard Stark hates the game of thrones. When he is appointed as the Hand of the King, the first thing that crosses his mind is: "Robert was offering him a responsibility as large as the realm itself. It was the last thing in the world he wanted" (Martin, 1997, p. 60). Eddard also despises the constant witticism exchanged between the members of the Small Council: "He had no patience with this game they played, this dueling with words" (Martin, 1997, p. 228). And there are also other instances where Eddard is shown to have apathetic feelings towards his office. At one point, when comparing

himself to Petyr "Littelfinger" Baelish, Eddard reflects that: "He had no taste for these intrigues, but he was beginning to realize that they were meat and mead to a man like Littlefinger" (Martin, 1997, p. 228).

A game in which the principal rule says "you win or you die," lack of ambition serves very ill for a man who happens to play the second most powerful role in the game (Martin, 1997, p. 580). The court of Westeros is ridden with two-faced sycophants and scheming, ambitious agents bent on obtaining the most profit out of everything, which in turn makes the role of the King's Hand all the more crucial in creating a balance in the power struggle. One way to accomplish this objective is for the Hand himself to exercise such high ambitions in order to prevent the other members of the court from obtaining everything for their own. Indeed, an apathetic politician surrounded by ambitious colleagues is soon wiped out from the face of the game, an event which eventually happens to Eddard Stark when he is executed as a traitor.

Joffrey orders Eddard to be executed notwithstanding Eddard's admission. Sansa thinks back on the awful trial and reviews that "he'd grinned and she'd had a good sense of reassurance" (Martin, 1997, p. 280). It is from this second onwards, that Sansa understands that Joffrey is an awful individual rather than the courageous sovereign she expected and saw right away (Verweij, 2017). She gives careful consideration to what at no point in the future has a similar naïveté:

> Whenever she had cherished Prince Joffrey with everything that is in her, and respected and confided in his mom, the sovereign. They had reimbursed that adoration and entrust with her dad's head. Sansa could at absolutely no point commit that error in the future. (Martin, 1999, p. 50)

Hence, her dad's execution has caused her to understand that Joffrey and Cersei are not reliable, and that she should be more careful in the future as opposed to gullibly clutching heartfelt convictions. That she has completely given up her affections for Joffrey additionally becomes obvious when she honestly depicts him to Margaery and Olenna Tyrell after Sansa's pledge to Joffrey is finished:

> Joffrey is a beast. He lied with regards to the butcher's kid and made Father kill my wolf. Whenever I disappoint him, he has the Kingsguard beat me. He's detestable and savage, my woman, it's so. Furthermore, the sovereign also. (Martin, 2002)

Sansa's words obviously show that she currently completely gets Joffrey's temperament.

The tragedy of Dasein, for Eddard takes place for Eddard as the world plays uncanny tricks on him. Eddard's engagement in his own codes, however, sometimes blinds him to outer signs and events and their implications. In her first point-of-view chapter in *A Game of Thrones*, Catelyn Stark describes her husband Eddard as a "man who put no faith in signs" (Martin, 1997, p. 34).

Eddard's cases of simplicity start boiling to the surface after his appointment as the Hand of the King, which required him to leave his homeland and travel into the treacherous world of the South. Instead of adapting himself to the Machiavellian world

of the South, however, Eddard opts to uphold his firm beliefs in the old ways while disregarding the danger of pure honesty and trust in a political world. Petyr Baelish constantly warns and derides Eddard about his naiveté throughout the novel. At one point, Baelish directly asks Eddard about his degree of trust in his own men: "Is there a man in your service that you trust utterly and completely?" "Yes," said Ned. "The wiser answer was no, my lord, but be that as it may" (Martin, 1997, p. 305). And in the same chapter, after Baelish discloses for Eddard the identity of a number of spies employed by Varys and the queen, the Lord of Winterfell ironically sways his trust towards the man who until just now "struck him as too clever by half.": "Perhaps I was wrong to distrust you." "You are slow to learn, Lord Eddard. Distrusting me was the wisest thing you've done since you climbed down off your horse" (Martin, 1997, p. 306). Thus, a disillusioned Eddard soon finds himself missing his homeland where intrigue is considered an uncommon coin: "for a moment Eddard Stark wanted nothing so much as to return to Winterfell, to the clean simplicity of the north, where the enemies were winter and the wildlings beyond the Wall" (Martin, 1997, p. 382).

Eventually, Baelish seems to have been right about Eddard being a "slow learner" because the truth and consequences of his mistakes dawn upon him only in the depths of the dungeons of the Red Keep, where he is imprisoned for having challenged the legitimacy of King Joffrey, who had illicitly succeeded Robert. His epiphany, however, could not have been more ill-timed as at this point, there is absolutely nothing Eddard can do to undo the errors of his way. In the end he blamed himself. "Fool," he cried to the darkness, "thrice-damned blind fool" (Martin, 1997, p. 746). Little by little, he keeps remembering his mistakes and the prices others had to pay for them: "Ned had played and lost, and his men had paid the price of his folly with their life's blood" (Martin, 1997, p. 746). And, in the end, when Eddard finally decides to swallow his pride and restore the outcomes of his mistakes by falsely confessing to crimes he did not commit, it seems that he is too late after all as he is ironically executed in front of a large crowd at the Sept of Baelor near the end of *A Game of Thrones*.

Eddard Stark's policies and decisions in *A Game of Thrones* are a perfect example of how pure idealism fails to operate properly in a corrupted world and leads into tragedy. The Lord of Winterfell is known worldwide for his honor, pride and integrity, a paragon of virtue that, according to Maester Aemon, is found only once in every ten thousand men. And yet, despite the fact that such traits are definitely admired in a person, a strict adherence to these qualities can be detrimental as a good politician should be open to corruption at times of need in order to avoid vulnerability to intrigues and deception. Referring to Eddard, Jaime Lannister once stated: "Give me honorable enemies rather than ambitious ones, and I'll sleep more easily by night" (Martin, 1997, p. 100).

Curiously, Eddard's idealistic views on compassion closely resemble those of Daenerys, the very girl he refuses to assassinate, when he declares that "Mercy is never a mistake" (Martin, 1997, p. 418). Eventually, his persistent refusal in killing Daenerys pushes Eddard to a very tricky forked way: either he participates in the action by giving his consent, or he steps down as the Hand of the King. After Eddard chooses the latter (much to Robert's fury) Petyr Baelish openly confronts him about his lack of skill in politics: "You rule like a man dancing on rotten ice. I daresay you will make a noble splash. I believe I heard the first crack this morning" (Martin, 1997, p. 426). This

disobedience by Eddard and moving between different worlds define his tragedy and downfall to his self-destruction which has been discussed by Heidegger. In fact, Eddard experiences two types of Dasein in his life including authentic and inauthentic. Regarding these two types, Heidegger points out that the two kinds of being of Dasein as authentic and inauthentic relate to the different modes of being of this being. Dasein is initially and for the most part in the mode of its average everydayness fallen prey to the identification with worldly objects. The everydayness of Dasein is not a lower degree of existence, but the initial state of the being of Dasein which is decided upon by the thrownness of Dasein. Only through existing its existence and projecting upon the own most possibilities of Dasein can it choose itself as an authentic self. Both kinds of Dasein would bring tragedy for Stark as he is a political man that is invested in him by Robert as his authentic Dasein; also, his inauthentic Dasein is characterized by his situation to the worldly objects such as being a father, a husband, brother, and a friend. These relations mean ordinariness for Stark that expose him to identification with the initial stage of Dasein (Heidegger, 1993).

Within his own Dasein, Stark faces multiple possibilities to have his own self as a mediator between different worlds. Upon discovering Joffrey's true parentage − being the product of an incestuous relationship between Cersei and Jaime − Eddard finds it his duty to inform the king of this knowledge, but hesitation clutches at his heart once more as he realizes that Robert would immediately kill Cersei and her children: "Ned could not let that happen again. The realm could not withstand a second mad king, another dance of blood and vengeance. He must find some way to save the children" (Martin, 1997, p. 574). This is yet another instance of a purely idealistic view on life: instead of letting the queen pay for her incestuous liaisons with her brother at the cost of only three extra lives, Eddard fruitlessly strives to find another way which involves no loss of blood at all. What is worse, Eddard actually decides to confront none other than Cersei herself about the truth in an attempt to blackmail the queen and force her into exile, which is eventually failed: Cersei:

> "You should have taken the realm for yourself. It was there for the taking. Jaime told me how you found him on the Iron Throne the day King's Landing fell, and made him yield it up. That was your moment. All you needed to do was climb those steps, and sit. Such a sad mistake." Eddard: "I have made more mistakes than you can possibly imagine," Ned said, "but that was not one of them." Cersei: "Oh, but it was, my lord," Cersei insisted. "When you play the game of thrones, you win or you die. There is no middle ground" (Martin, 1997, p. 580).

Dasein is being-in-the-world. Its being-in does not follow the spatiality which defines objectively present beings as being in another thing. The being-in as a constitution of Dasein relates to its familiarity with, and dwelling in the world. Dasein does not just occur in the world like objects present within the world, "…it is a site of the understanding of being". Being-in is an existential of Dasein, its inness differs from objectively present entities in that Dasein is open to the world, being-in is not a property of Dasein but a determinative of its being (Heidegger, 1993). Stark did not know the dwelling in the world after Robert's and his rebellion against the mad king. He failed to constitute his own authentic self and Dasein as he could become the king himself. He let Robert become the king which shows he was the victim of his

inauthentic Dasein as a friend. His failure at this action defines his tragedy that is reminded to him when he becomes the Hand of the King.

In fact, another negative outcome of Eddard's action is that, by informing the queen about his knowledge and threatening to share this secret with her husband, he actually helps Cersei arrange Robert's fatal "accident" in his hunting, leading to the death of the king. Thus, not only does Eddard fail to inform Robert about the true origin of his children (which was his primarily intention) but he also fails to subdue the queen and her children into his own will. With the eventual death of Robert, his younger brother Renly approaches Eddard with a new offer: with the joint power of Renly's and Eddard's household guards, the two men can lead a surprise attack on the Lannisters and hold the queen and her children as hostages so that Renly himself can succeed Robert as the next king. Viewing this as an act of treason and dishonor, Eddard strongly refuses to assist Renly, stating that "I will not dishonor his last hours on earth by shedding blood in his halls and dragging frightened children from their beds" (Martin, 1997, p. 604). His reason behind his refusal is simply that "he had no taste for these intrigues, and there was no honor in threatening children" (Martin, 1997, p. 605).

It is rather strange that, by this time, Eddard had not realized that Cersei Lannister, being a queen, is not a woman who would merely bow down to rules so long as there is a way to bend or break them. The fact that Eddard relies on the power of a dead king's will to bring down those who ironically brought the king's downfall explicitly shows how naively idealistic Eddard's notion of justice and law really is. It is only in the depths of the dungeons of the Red Keep that Eddard finally realizes and admits to his blind idealism, which is too late: "You stiff-necked fool," he muttered, "too proud to listen. Can you eat pride, Stark? Will honor shield your children?" (Martin, 1997, p. 748). As a reminder, Varys too tells Eddard about his mistake when visiting him in the dungeon: "You have been foolish, my lord. You ought to have heeded Littlefinger when he urged you to support Joffrey's succession" (Martin, 1997, p. 753). Viewing this as an act of both treason and dishonor, Eddard insists on informing Stannis Baratheon, who is second in line to power, to come to King's Landing to rule. By this, Eddard is ignoring the fact that such opportunities will not last forever, as the Lannisters' infidelity to the crown is a well-proven fact. Therefore, by delaying to act in the right time, Eddard soon finds the crown occupied by Joffrey and Cersei, who ironically arrest him as a traitor.

Obsession with rules Games is made and shaped by rules. Without a set of clear, defining principles to determine right from wrong, a game would fall into a chaotic rat race. The level of difficulty in a game's rules determines the competence of the players. However, the same principles that help shape a game can also act as mere hindrances to lead unwary players to defeat. This is where cheating frequently occurs as a partial reaction to the excessive difficulty of the rules. In such an environment, the ones who play with the rules fare far better than those who play by them.

Eddard Stark, according to Pareto's division of elites, falls into the group of "lions," who are marked for their insistence on abiding by the laws and involving themselves in affairs that pose minimum amount of risks. This characteristic, coupled with his inborn honesty and sentimentality, makes Eddard Stark an extremely

predictable player in the game of thrones. When Eddard confronts Cersei about the true origin of her children, he warns her of his plans to inform Robert of the same truth, viewing it as his duty: Eddard: "You know what I must do." Cersei: "Must? A true man does what he will, not what he must" (Martin, 1997, p. 579).

This sense of duty and conformity to the rules is in fact one of the most driving forces behind some of Eddard's most vital actions. He makes the same mistake again after Robert's death. While Petyr Baelish urges him to support Joffrey as Robert's heir to prevent another war, Eddard instead opts to abide by the rules and insists on proclaiming Stannis Baratheon, Robert's next in line, as the next king. Again, his motivation is purely defined by his obsession with the laws rather than the actual consequences that follow them. Even Baelish's long speech about the negative ramifications of Stannis' ascent to power against the ultimate beneficial outcomes of Joffrey's succession fails to change Eddard's mind:

> Baelish: "Stannis cannot take the throne without your help. If you're wise, you'll make certain Joffrey succeeds." Eddard: "Have you no shred of honor?" Baelish: "Oh, a shred, surely. Hear me out. Stannis is no friend of yours, nor of mine. Even his brothers can scarcely stomach him. The man is iron, hard and unyielding. He'll give us a new Hand and a new council, for a certainty. No doubt he'll thank you for handing him the crown, but he won't love you for it. And his ascent will mean war... Joffrey is but twelve, and Robert gave you the regency, my lord. You are the Hand of the King and Protector of the Realm. The power is yours, Lord Stark. All you need do is reach out and take it. Make your peace with the Lannisters. Release the Imp. Wed Joffrey to your Sansa. Wed your younger girl to Prince Tommen, and your heir to Myrcella. It will be four years before Joffrey comes of age. By then he will look to you as a second father, and if not, well... four years is a good long while, my lord. Long enough to dispose of Lord Stannis. Then, should Joffrey prove troublesome, we can reveal his little secret and put Lord Renly on the throne." (Martin, 1997, p. 609)

In keeping with this vague promise, Eddard steps way out of the line of sanity when he decides to conceal the truth of Cersei's children from Robert out of sympathy for the dying man as well as staying true to his promise. This is another instance of Eddard's preference for sentimentality rather than logical reasoning in political affairs. Dearman writes that "Juxtaposing his knowledge of how the game is played to his actions, it is clear Robert metaphorically gave up his seat of power somewhere along the line. His death comes right at the moment" (Dearman, 2016, p. 42). Ned Stark was ready to reveal Cersei's betrayal and the illegitimacy of Robert's heir and other children. This timing symbolizes Robert's final departure from the game of thrones as his death frees him from the casualties of the game.

After weeks of searching, Eddard finally finds out the truth behind the origin of Cersei's children, who turn out to be the product of incest. The sheer monstrosity of this truth is enough to overthrow Cersei from her position of queen. Here, logic would urge any sane man to tell the fact to the king and put an end to all threats of usurping the throne. Eddard, however, decides to confront the queen herself with this knowledge.

His motivation behind this act was that Robert would order the execution of all Lannisters at the Red Keep if he discovered such a shocking truth.

"This [Robert] could never forgive, no more than he had forgiven Rhaegar. He will kill them all, Ned realized" (Martin, 1997, p. 574). Dearman notes that "Robert's marriage to Cersei Lannister was a move made not out of love, but out of strategy to ensure his power in Westeros shows his awareness that it takes more than honor to maintain power" (Dearman, 2016, p. 42). While an admirable choice in theory, grave consequences follow this single decision, starting with the orchestration of Robert's hunting "accident" which leads to his suffering a mortal wound. When Robert's fatally injured body is carried back to King's Landing, it is made absolutely clear that he would not last much longer. Before the king passes away, however, Eddard still has time to bring the matter of Cersei's children to his king and eliminate the threat of usurping the throne in its early stages. And yet, wrong mercy finds its way into Eddard's heart again and prevents him from telling the truth: "Robert Joffrey is not your son, he wanted to say, but the words would not come. The agony was written too plainly across Robert's face; he could not hurt him more" (Martin, 1997, p. 599).

Since the world is the homely and unhomely for Dasein, this conflict gives rise to the concept of truth in tragedy as aletheia. For Heidegger, being reveals and conceals itself as aletheia. In revealing itself in one mode of its presencing, being conceals its other manifestations; the homely covers over the unhomely of the world. Gods, as being itself, represent this conflictual character of being. Apollo as the god of prophecy determines the possibility of a tragic Dasein in his future and his past, Dionysus as the god of wine and ecstasy brings also frenzy dances of Bacchanal which causes death and destruction.

After Sansa Stark pleads for her father's life in front of the court, Cersei decides to give Eddard a chance to confess to his "crimes" so he can evade execution and join the Night's Watch. When Varys brings the words of the queen to him, however, Eddard once again retracts to his old idealistic self, refusing to confess to his false crimes, saying that "If I did, my word would be as hollow as an empty suit of armor. My life is not so precious to me as that" (Martin, 1997, p. 756). Eventually, he does confess to his crimes after he is told that his daughter's life rests on his choice, but in a cruel act of irony, Joffrey does not fulfill his end of the bargain and calls for Eddard's head. In the end, Eddard dies as a traitor he never was. Stark's last confession depicts the fact he has desire towards life and his inauthentic Dasein. However, Stark is not able to get over his own tragedy and fate and he falls into the prey of his inauthentic self and political relations in Westeros. In other words, it is Stark's past that leads him into his destruction.

Conclusion

Tragic characters are analyzed through Dasein's existential structures and the general mode of temporalization belonging to them is cleared. In every step of our analysis the existing Dasein is the sole guidance to our phenomenological methodology. Our phenomenological methodology requires that Dasein must be approached in a way that it shows itself as the being it is; that it, as existing. Since in this phenomenological view Dasein reveals its being in existing, our methodology also

covers ontology. Being is evasive. In order to illuminate what being is, one must propose the proper mode of questioning through which being itself becomes available. To this end, the discussion cannot begin by saying being is such and such, because the very structure of subject / predicate presupposes that being is already determined in some ways. This predication of being has its root in tradition of western philosophy-metaphysics. Being as the subject of this predication is a noun which essentially must refer to beings to be intelligible. Martin's *A Song of Ice and Fire* is an account of the beginning of a transformation from individual to polis and political. Eddard Stark, a prominent example of an idealistic politician, is cast deep into a dangerous power circle which crushes idealism. Heidegger believes destiny and fate are always grounded in a heritage which is part of Dasein's thrown ground.

While examining Jon Arryn's advantage in Robert's illegitimate youngsters, Eddard finds regrettably that Robert's three genuine kids are the result of interbreeding between Queen Cersei and her sibling, Jaime. Eddard chooses to defy Cersei, allowing her an opportunity to escape with her youngsters while she still can. However, Cersei has coordinated Robert's death. Ned's tragedy originates from his trust that others are noteworthy as he seems to be. Ned has tried many times over, and his choices are justifiable given what he knows, or thinks he knows, about honor and obligation. He starts his excursion to King's Landing, figuring he can believe that Robert is as yet a decent man. Eventually, Robert leaves Ned without looking for equity against Jaime Lannister, and Ned's catch is effectively achieved after Robert's death. Ned believes that Littefinger will respect his assertion and assist him with deposing Joffrey and Cersei, and, typically, Littlefinger sells him out. Ned might try and believe that Joffrey will save him assuming he admits. Ned's lost confidence in the distinction of others is firmly connected the normal blemish of overlooking troublesome bits of insight. Ned will not see that Robert has changed before he leaves for King's Landing,

Moreover, despite his coveted political position, Eddard's many character flaws and mistakes bring about his downfall towards the end of *A Game of Thrones*. Despite wielding tremendous amount of power, rivaled only by that of the king, Eddard's apathy towards politics and his reluctance to exploit his power to make some grand changes in the state greatly neuters his potentials. His aversion to involve himself in the darker sides of politics also makes Eddard an extremely predictable player, giving his rivals and enemies a great advantage in challenging him. While this trait is devastating enough for any politician, when considering Eddard's rank, it greatly undermines his position and makes him vulnerable to his rivals. Eddard's honorable nature and good rapport with the king, and his favorable relationship with his subordinates make him an especially promising politician, but what cripples all those potentials is his simplistic attitude towards politics. Eventually, his inauthentic self makes him the victim and brings about his tragedy.

Acknowledgments

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Explicitation as a Translation Universal: Some Controversial Issues

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Abstract

The historical trajectory of the field of translation studies has demonstrated the rapid expansion of this field in research methodology as well as in incorporating ideas from other disciplines in order to gain a deeper understanding of the phenomena of translation. Early studies in the field have limited themselves to comparing translated texts with their source texts. Even Zohar's (1979) poly-system theory as well as Toury's (1995) idea of the centrality of the translated texts opened new horizons in the field, one of which is to find specific features of translated texts or 'universals of translation' as Baker (1992) puts it. Recent developments in linguistics as well as the introduction of corpus linguistics have helped translation scholars to study translated texts independent from their source texts in order to find unique features of translation language. This study intends to review the idea of explicitation as a translation universal and propose some controversial issues regarding its nature and definition.

Key words: Explicitation, Universals of translation, Translated texts, Language of translation

Introduction

Many studies have been conducted so far on the features of a good translation. Early theories of translation took prescriptive approaches to translation practice; however, with the advent of Descriptive Translation Studies (DTS) translation scholars have begun to study translated texts independent from their source texts and regarded translation as a norm-governed human activity. As Baker (1993) puts it, the availability of corpus linguistics in translation studies helped translation scholars study translated texts apart from their source texts in an attempt to find features that are specific to translated texts.

Corpus studies fed translation studies in many different aspects one of which is to help translation scholars to find translation universals or 'features of translation' in Olohan's word (Olohan, 2004). Thanks to the corpus-based translation studies, a great volume of research has been conducted to identify unique features of translated texts. The following, according to Steiner (2005), are some of the studies that have been conducted to find the unique features of translated texts: 1. Levy (1963) sees the result of translation a text that suffers from lexical impoverishment 2. Berman (1984/ 2000) considers translation as a process of rationalization, clarification, expansion, ennoblement, and popularization. 3. Blum-Kulka (1986) focuses on explicitation in translation. 4. Toury (1995) considers growing standardization as a product of translation. 5. Baker (1996), Laviosa-Braithwaite (1998), and Olohan (2001) regard translation as simplification, normalization, explicitation, and sanitization. 6. Englund Dimitrova (2005) sees a relationship between expertise and explicitation.

Klaudy (1993) believes that explicitation occurs when translators choose to be more explicit and elaborate in the process of translation while other less explicit choices are available. According to explicitation hypothesis originally proposed by Blum-Kulka (1986), explicitation is a translation universal. Blum-Kulka believes that "all translated texts exhibit a higher degree of explicitness than non-translated target language texts of a comparable type" (1986: 19). Explicitation is claimed to be a characteristics of translated texts regardless of the source and target languages, and the direction of translation. One often cited piece of evidence is that translations tend to be longer than non-translated source texts. Corpus studies such as Olohan and Baker (2000), Papai (2004), and Puurtinen (2004) have found proof for explicitation. On the other hand, some studies raised doubts about the universal nature of explicitation (Puurtinen, 2004). In this study, the researchers will dig deeper into the phenomenon of explicitation in order to gain a deeper understanding of its nature.

The idea of explicitation as a translation universal

The idea of explicitation was first introduced by Vinay and Darbelnet in 1958. They defined explicitation "as the process of introducing information into the target language which is present only implicitly in the source language but which can be derived from the context or situation" (1658:8). They point out that explicitation strategy is usually seen as addition strategy. That is to say, in the process of translation the translator always loses or gains something. For example, Persian pronoun system is

not marked for gender so in translating English pronoun "she" into Persian some parts of meaning will be lost. Explicitation was regarded as a method, technique or procedure in Vinay and Darbelnet's opinion.

The concept of explicitation was further developed by Nida in 1964. Nida believes that explicitation should be regarded as the subcategory of the general concept of 'addition'. In his endeavor to explain the techniques used in translation, Nida came up with three main strategies of adjustment: addition, subtraction and alteration. Additions are of 9 types in Nida's view one of which is the concept of explicitation "which was referred to as amplification from implicit to explicit in the process of translation" (1964: 227). Nida provides some examples from Bible translation for this type of addition. For example, "the queen of the south" was translated to "the woman who was ruling in the south country" to receivers who are not familiar with queen and the south (1964: 229). However, Nida did not use the term 'explicitation' in his studies. It should be pointed out that throughout the 1970s and 1980s most studies in translation studies followed Nida's example. They regard explicitation and implicitation choices as addition and omission strategies. In another attempt to identify different types of shifts that occur in translation, Barkhudarov (1975, cited in Baker, 1998) came up with four different types of changes that may occur in translation. These changes are omission, transposition, substitution and addition.

In a like manner, Vaseva (1980, cited in Baker 1998) studies the syntactic additions in Bulgarian-Russian translations. In Vaseva's view, 'missing categories' are one of the important reasons for addition.

Apart from previous studies, Blum-Kulka conducted the first systematic study on explicitation in 1986, which is also known as 'explicitation hypotheses'. Blum-Kulka draws attention to the explicitation of cohesive markers in translation. These items are discourse markers such as conjunctions and ellipsis that are rendered explicit in translation. According to Blum-Kulka (1986), changes in cohesive markers can be explained due to different grammatical structures or it may be attributed to different stylistic preferences for specific kinds of cohesive markers. However, according to Blum-Kulka (1986), it is the very process of translation that can explain the reason behind explicitation. As she puts it, the reason for explicitation can be the process of interpretation done on the source text by the translator. This process may lead to a redundant text that manifests itself in the increased level of cohesive explicitness in the target language. Blum-Kulka calls this process 'explicitation hypotheses'. According to her, one of the features of translated texts is the rise in the frequency of cohesive markers.

According to Blum-Kulka, explicitation is inherent in the translation process. Vehmaslehto (1989, cited in Baker 1998) supports explicitation hypothesis in her study of translations from Russian into Finnish and vice versa. In her study, she compared the recurrence of connective markers in Finnish journalistic translated texts with their recurrence in writings initially composed in Finnish. She concluded that connective markers are more explicit in translations than originally written texts.

Shuttleworth and Cowie (1997) see explicitation as a technique that is used by translators to produce a text that is easy to process and comprehend. In order to achieve this, according to Shuttleworth and Cowie, translators add explanatory notes and make connectives more explicit to increase readability. Delisle, Lee-Jahnke and Cormier (1999, cited in Englund Dimitrova 2005: 34) view explicitation as a translation process where "the translator introduces precise semantic details into the target text, either for clarification or because of the constraints of the TL."

Englund Dimitrova (2005), in her study, examines explicitation of different kinds of connectives in Russian-Swedish translation. She concludes that the strengthening of logical links in the text, for instance by explicitation of implicit contrasts, is a norm-governed activity favored by the language community of Sweden since the majority of professionals do indeed explicitate.

In another study, Papai (2004) maintained that explicitation is a technique that intends to produce a less ambiguous text that enjoys increased cohesiveness by including extra linguistics clues in the translation. Therefore, according to Papai, translation involves shifts of cohesive markers in the process of translating. Puurtinen (2004), in another study, compared translated and originally written texts in Finnish in an attempt to find out how clause connectives are rendered in children literature. The results revealed no clear overall tendency to explicitate clause connectives in translated texts. Therefore, the study could not support explicitation hypothesis.

Overas (1998), in another study, attempted to find out how cohesive markers are treated in English-Norwegian translation. He found that cohesive markers are rendered explicit in translation and the translators used more explicit cohesive markers, and added different conjunctions into the translations. The translators also replaced cohesive markers with more explicit ones in translation. Overas also found that numerous cases of additions and metaphorical neutralizations are found in translated texts. Changes of metaphors to similes are also witnessed in English-Norwegian translation. In another effort to test explicitation hypothesis, Mauranen compares translated and non-translated Finnish texts in a corpus based study (Mauranen 2000, cited in Puurtinen 2004). The results reveal that the number of cohesive markers and connectives are more or less the same in Finnish-English translation and the connectors' recurrence rates are approximately equal in translations and originals.

In another attempt to find out whether explicitation is inherent to the process of translation, Baumgarten et al. (2008) investigated the parallel corpus of German-English popular scientific texts. They concluded that explicitness is not intrinsic to the process of translation and other factors such as communicative preferences and conventional differences between English and German need to be taken into account.

In his article, Dosa (2009), discusses explicitation techniques in the translation of accounting texts from Hungarian into English. As opposed to the common assumption that translations are more explicit that original texts, Dosa's analysis proved just the contrary in the case of Hungarian to English translation. She argued that the reason for

this can be the specific requirements of accounting texts and the particularities of the two languages involved.

Different types of explicitation

There has not been full agreement about the exact definitions and kinds of explicitation. Frankenberg-Garcia (2004), divides explicitation into two types: obligatory and optional. Obligatory explicitation occurs when the grammar of the target language necessitates the addition of information that is not present in the ST. Optional explicitation occurs when the translator distances himself from the source to make the target text intelligible and comprehensible. Other scholars such as Pym (2005) and Klaudy & Karoly (2005) distinguish between symmetric and asymmetric explicitation. In symmetric explicitation, there exists one case of implicitation for every case of explicitation. While in asymmetric explicitation, the explicitation occurred in translation does not necessarily correspond with the implicitation in the original text.

Klaudy (1998) distinguishes between different kinds of explicitation in translation. According to her, when the changes in the source text are required by the grammatical and syntactic structures of a language, it is called obligatory explicitation. However, if these changes are not derived from the structural differences between languages, it is called optional explicitation. Optional explicitation is needed by differences in the textual make up and stylistics preferences between languages. She also identities pragmatic explicitation which becomes necessary when cultural concepts in two languages do not correspond with each other and explicitation is needed to make these concepts intelligible to the readers.

Papai (2004), identifies 16 types of explicitation in his analysis of English-Hungarian translations. These types range from logical-visual level explicitation to textual and extra textual levels. He considers changes in punctuation markers as shifts at logical visual level. These changes include addition of punctuation markers to translated texts and replacing punctuation marks with more explicit ones. For textual-level explicitations, using lexical repetitions instead of substitutions is an example to consider. At extra textual level, making source texts' cultural references explicit is an instance of explicitation.

Similarly, Seguinot (1988) explains that explicitation can take three types. The first type happens when the information inserted into the target text does not exist in the source text. The second type is the explicitation of implied information or presuppositions in the target text. The third type happens when through focus, emphasis, or lexical choice an element in the source text is given more weight in the translation.

Generally, in discussions about the concept of explicitation, two approaches can be identified. First, linguistically-oriented approaches to explicitation (e.g. Steiner 2005; Fabricius-Hansen 1996, 1999, cited in Baumgarten et al. 2008), which usually view explicitation as a linguistic activity which involves some modifications in the translated texts to make the text more explicit. Second, translation-theory and

translation-practice-oriented approaches (e.g. Weissbrod 1992; Olohan & Baker 2000), which tend to consider explicitation as a cognitive activity that is carried out to make the text more intelligible and comprehensible to the readers.

Explaining explicitation

In an attempt to explain the reasons behind explicitation, Papai (2004) conducted a study on English-Hungarian parallel and comparative corpus of translated and non-translated texts. He argues that factors such as conscious and unconscious strategies of translators, styles of translators or language communities, genre conventions and translation norms are among those factors. Papai argues that at every point in history there was a translation norm in action, in which translators tend to conform to the standards of the target text and readership. In other words, he believes that the ultimate function of explicitation is to produce a text that conforms to the standards of a particular reading community.

In another study to grasp why translators resort to explicitation, House (House 2004, cited in Saldanha 2008) maintained that communication preferences between languages are one of the factors to consider. By analyzing German-English discourse structures, she argues that German speakers and writers tend to be more explicit than English speakers do. Therefore, it can be concluded that communicative preferences of German is a determining factor in resorting to explicitation.

In her study of translations, Saldanha (2008) put a great emphasis on the translators' different stylistic preferences in the process of translation. To her, some translators provide excessive textual information to facilitate readers understanding of the text. This may be an indicative of a tendency to facilitate readability. Some translators on the other hand show their willingness to challenge their readers. In their study, Baumgarten et al. (2008) demonstrated that explicitness does not necessarily result from the very act of translation and other factors such as conventional differences between languages should be taken into account. Therefore, explicitation occurs if it is in line with the communicative preferences of languages.

Weissbrod (1992:155) showed that explicitation and implicitation strategies result from an interaction of several factors: "the universal tendency to accompany translation by explicitation, the position of the languages involved in the act of translation on an orality/literacy scale, and the translational norms operating in a certain section of a given culture at a given time." In a study to find explicitation markers in English to Hebrew translation, Weissbrod refutes that explicitation, as Blum-Kulka suggests, is an inherent feature of translation process. He contended, "explicitation is not solely a universal tendency or a function of translation on a literacy/ orality scale. It is norm dependent and thus changed with historical circumstances and according to the position of the translated literature"(Weissbrod 1992:153).

Overas (1998) argued that translators, as mediators between languages are readers and writers at the same time. Therefore, in mediating between languages they try to be as informative as possible so as not to damage or reduce the transfer of information to the readers. According to Overas, translators try to make sure that sufficient information is conveyed to the readers and it seems that it is better to end up

with some redundancy than major losses in the translated text. Similarly, Pym (2005) argued that risk management is an important factor that encourages translators to be more explicit. To avoid being noncooperation and unintelligible in communication, translators tend to be risk–averse and render explicit the information that can be understood implicitly in the source text.

Controversial issues

Blum-Kulka's definition that explicitation is inherent in the process of translation goes under some criticism. Seguinot (1988) believes that Blum-Kulka's understanding of explicitation is too narrow. Explicitation does not necessarily express redundancy. Seguinot (1988) argues that translations are usually considered longer than source texts; however, not every case of this kind can be regarded as true explicitation. True explicitation occurs when the greater number of words in translations are not attributed to the structural and stylistic differences between languages. Therefore, when additions to texts are caused by structural, stylistics or rhetorical differences between languages, these texts cannot be called truly explicit. Seguinot believes that increase in explicitness can be also explained by editing strategies of the revisers as well.

In an attempt to redefine the notion of explicitation in translation, Kamenicka (2007) brings about some discussions about the notion of explicitation proposed by Blum-Kulka. According to him, Blum-Kulka was not concerned with the definition of explicitation in her statement in 1986. At that point, in the history of translation studies, explicitation seemed to be a deep-rooted concept. Pym (2005) puts that what is problematic with Blum-Kulka's definition of explicitation is that she narrows down her discussions on explicitation to the explicitation of cohesive markers. The reason for this can be the visible and detectable nature of cohesive markers, which lends them to quantitative study.

Heltai (2005) asks the question that if target texts manifest higher levels of explicitness than non-translated texts why it is often difficult to read translations. In her study, Heltai answers this contradiction. In Heltai's view, many translators are difficult to understand simply because they are translated by untrained translators. If translators fail to carry out explicitation where it would be required, the resulting texts are not likely to be either explicit or easy to comprehend. According to Englund Dimitrova (2005), professional translators are better at carrying out explicitation than novice translators. Translations are difficult to read also because explicitation and explicitness is to a large extend indifferent for ease of processing, or may even be counterproductive.

It should have emerged from the above discussion that linguistic explicitness is not identical with true explicitness, which implies easier processing; in this way, TTs may be more explicit but still difficult to process. Least processing effort does not always come from highest explicitness. In addition, increased explicitness may be a sign of cognitive complexity in the co-text, involving increased processing effort.

According to Heltai (2005), enhanced explicitness of TTs may conflict with the stylistic and linguistic norms of the target language. Divergence from the usual level of explicitness, in whichever direction, may increase processing costs. According to Sanz

(2003, cited in Heltai 2005), English tourist brochures use fewer connectors and discourse markers than Spanish tourist brochures; since, there are culture bound differences in marking textual organization by explicit means. Frequency and habituality are important factors in this regard. The processing of less frequent words is cognitively more demanding, and they are also associated with unfamiliar topics. Although research findings to date do not suggest that TTs contain more infrequent words than non TTs, it seems likely that they contain fewer habitual collocations and more unusual collocations than non TTs.

Discussion

It is a common belief in the field of translation studies that explicitation is a translation universal. Many studies that have been carried out in the field confirm this opinion. In other words, the assumption that translated texts are more explicit than non-translated texts has become a dogmatic opinion in translation studies. However, it should be noted that translated texts may not always be more explicit than original ones. The explicitation of textual elements in translation depends on other important factors such as the preferences and structures of each language, without considering them, no explicitation will occur in the translated texts.

Early research in translation studies viewed explicitation almost as adding an element to the original text. These studies hold a very stereotypical definition of explicitation and regard it as almost equal to 'addition'. The authors of the present article argue that explicitation occurs when it is in line with the norms and stylistic preferences of each language, without considering them, no explicitations will occur in the translated texts. Explicitation as one of the characteristics of translated texts should be exercised to the extent that it does not deviate from the stylistic and communicative preferences of each language. For instance, making the cohesive elements of deletion and substitution explicit should be done to the extent that it does not conflict with the preferences and writing styles of each language; in other words, explicitation happens only when the target language allows it.

The readers' expectations and the acceptability of the translated text are other reasons that require explicitation. If in the process of translation, all the cases of deletions and substitutions are made explicit, the text will eventually become an unusual one, in which case the translated text will not be acceptable among the readers of the target language. In order to produce a text that is natural and acceptable to the readers of the target language, other factors, apart from what Blum-Kulka considers as the main reasons for explicitation, should be considered. These factors are stylistic and textual preferences of the target text, readers' expectations and acceptability amongst others. Moreover, true explicitation does not necessarily result in a lengthy text, an idea that early translation theories insisted on.

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While traditionally applied linguistics centralized language and language users, posthumanist approaches towards education suggest revisiting the interplay between the environment and the objects in it (Pennycook, 2018). Given that out environment is surrounded by materials, focusing on what humans do would mask a vast part of reality including the fact that materials also play an agentive role (Toohey, 2019). From *sociomaterialist* perspective, people, objects, and discourses are in constant relation and in continuous change together. This perspective rejects the traditional dual and hierarchical relation between human and non-human artifacts, a tradition in which human agency was emphasized. The new materialism views "languaging as evanescent assemblage of speakers, listeners and environments" (Toohey, 2018).

New Materialist Explorations into Language Education explicates the influential role of social constructionist and new materialism in challenging equity in language education. The book reflects a critical and transformative perspective and fosters ontological-ethical grounding that implicates repositioning researchers for decentralizing them as human agents and focusing on materialities that often play a central role but under covered one. Post humanism encourages researchers to view the society as an ethical interplay between human and non-human assemblages that explore socio-materialities of language education. The book is organized in five parts and ten chapters: an acceptable account of three concerns: a) the emerging and influential role of *material agencies in* language teaching contexts, b) the relation between materialities and educational choices we make, and c) human and non-human assemblages in language education contexts. Each chapter explores how agents other than humans enlighten agency in language education context.

The first chapter introduces the book mentioning that the book dissects language education in a society and acknowledges the interplay in which humans socially construct reality and its dynamic connection to the material world. The approach of posthumanism is what the authors of this book adapted to explain the ways in which anthropocentric thinking postulates how humans relate their materials and mediated environment and the ways in which logocentrism implicates language as a superior means of meaning making. All in all, it investigates how humans ethically entangled and implicated with their material environment.

The second chapter reflects the role of material agency by examining intra actions from a language classroom with a telepresence robot. The first chapter reflects the complexity of the interplay between human and machine agency in remote classroom participation which triggers a demand for intricate mediation of social and material realities. Interactional data analyzed by conversation analytics from synchronous hybrid foreign language classrooms in higher education in which participants can move the robot and reorient the space indicates how telepresence technology configures a kind of "stand-in" for a human that creates a create environment maximizing agency for teachers and students.

Chapter three represents how understating the materiality of modern language test and the way students interact with them can help configure the mediating role of material objects such as papers, desks, etc. and can force the students to act in a specific way. The most significant change in recent assessments has been the digitization of paper-based assessments since the 2000s. Danish National test and the Finnish Matriculation examination were compared focusing on the interplay between human participants and computerized systems and human-machine agency in these large-scale tests. The chapter continues with the implications for test takers and their agency. The interaction that computerized systems of test-taking offer, the familiarity with the testing process, and the possibility of being aware of the failure and success in digital testing are among the factors affecting agency in students.

In chapter four, the community-engaged service-learning context as a blended learning context in which foreign language learners are meaningfully and relevantly engaged in society is examined form materialist perspective. It can be described as a course-based, "credit-bearing educational experience in which students participate in an organized service activity that meets identified community needs". In this chapter, long-term ethnographic field work analysis of Finish language learners in Canada visiting Finish senior citizens shows how the entangled agency profoundly builds the assemblage and highlights important possibilities for the analysis of time, space, and belonging. From post humanism perspective, humans are not the only agents in controlling the environment; rather, they interact with materials and the assemblage emerges as the mediating agent. "New materialism investigates what happens if materialities were actors alongside and within us, and further what is the significance when trajectories and powers irreducible to the meanings, intentions, or symbolic values humans can invest in them" (p.70).

Chapter 5 discusses the application of personal repertoire in language learning. It elaborates on how personal repertoire built on students' agentive activity in socially structured environment and the related materials drives learner

development. The repertoire is therefore not a language rather a skilled linguistic action. Instead of looking at language learning as interplay between social and cognitive orientation, from ecological point of view, learning a language is being involved in languaging. Rather than denying what is called social, human language has been approached as an ecology of events that connects it to the embodiment of human agents and the materiality of the environment and its various tools. The chapter ends with a call for research on how materiality plays a role in the development of student repertoire.

Chapter 6 discusses the integral and material role of languages in the spatial repertoire of learning environments. Well-documented research indicates how school actions and pedagogical designs are affected by facilitative and restrictive materials conditions and school premises. The investigation of school separation based on language, in this case, Finnish and Danish languages undermines the co-located schools: the schools that use Multilanguage. In co-located schools, language learning is promoted more than structured, planned forms of multilingual education. The co-located schools can help teachers recognize an assemblage resource for pedagogical change. From materialist perspective, repertoires enacted are best understood in terms of "spatial distribution, social practices and material embodiment rather than individual competence of the sociolinguistic actor". The chapters conclude by referring to evidence that indicates changing physical learning context can effectively result in more language variety than structured, curriculum-based forms of designed multilingualism.

Chapter 7 argues that research in language education indicates that the choice of language no matter whether it is made by parents, students or policies reflects social and material realities. In this chapter, the interview data from two contexts of Finland and Mozambique indicated that materiality affects parental choices with respect to language learning. Whereas Finland parental choices are related to the physical space, materiality in the form of income and educational outcome were the determinants of parental choices in Mozambique. The (non-) negotiability of choice becomes more pronounced when we think of choice as an assemblage of social materials. So, it can no longer be considered as genuinely flexible. Rather, choices should be viewed in response to their negotiability with choice makers in the learning environment.

Chapter 8 explores ways to empirically investigate the intertwined relationships between matter and society in teachers' perceptions of change. Adopting a rhizomatic assemblage technique, teachers' interviews were studied to specify multiplicity of various factors that interferingly, hierarchically, and linearly affect change in teachers. A rhizomatic assemblage technique is not considering teacher interview data as exact representation of teacher perceptions. This shift in method of data analysis implies shifting from human to an assemblage of human and non-human agents to show the vital role of interaction between them. From Materialist perspective, the rhizomatic approach in data collection questions the role of power and signifies the role in assemblages. This implies that power and control are not stable agents. But they play affective social, temporal, and special roles in assemblages. This chapter signifies the interaction between societal factors such as

professional identity, educational materials such as peer work, and the way materiality can limit or compete in assemblage and affect educational practices and policies.

In Chapter 9, textbooks were also viewed as material and non-human agents that play facilitative and debilitative in classrooms. Textbooks promote ideal learner behavior, conceptualize, and operationalize and facilitate self-assessment. Discursive analysis of self-assessment of textbooks which includes not only its analysis of what to learn but also social aspects that highlights how, where, and with whom we learn and materials in learning environment such as handouts and school spaces was utilized in the analysis of agency of textbooks. Besides, using self-assessment as the unit of analysis, we can identify how the key tasks, exercises, activities, and tests suggested in the textbook represent learners' expected agency. The results indicated pedagogical ergonomic role of textbooks in shaping human-object engagement in classroom.

Chapter 10 concludes the key findings on the whole chapters suggesting that materialism in post humanism is understanding human in an ethical relationship with the material environment which goes hand in hand with a process of improving equity among humans. Critical posthumanist realism can be seen as an anti-oppressive frame in that it both encourages and enables researchers to commit to ethically grounded relations in their research.

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Persian Abstracts:

ساخت پرسشنامه سواد سنجش: مطالعهٔ موردی معلمان زبان انگلیسی در ایران

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چکیده

تحقیقات زیادی در مورد سواد سنجش به صورت کلی و پرسشنامه سواد سنجش به صورت خاص انجام شده است. با این حال، تحقیقات کمی در مورد ارائه پرسشنامه جامع در حیطه سواد سنجش انجام شده است. برای پر کردن این شکاف، پژوهشگران در این مطالعه سعی در تهیه پرسشنامه سواد سنجشی دارند که نه تنها حوزه‌های شناسایی شده در پژوهشهای پیشین، بلکه مواردی را که توسط آنان در ارزشیابی سواد سنجش معلمان زبان دوم شناسایی نشده را در بر گیرد. به منظور تحقق بخشیدن به این هدف، ابتدا پرسشنامه‌های قبلی در حیطه سواد سنجش مورد بررسی قرار گرفت و آیتم‌های اصلی آنان شناسایی شد. سپس تعدادی آیتم توسط محققان به آیتم‌های موجود اضافه گردید. همچنین با افراد متخصص در این زمینه نیز مصاحبه شد. سپس ۳۸۶ مدرس بان انگلیسی ایرانی انتخاب شدند تا اولین پیش نویس پرسشنامه‌ای که جنبه‌های مختلف سواد سنجش را مورد ارزیابی قرار میداد را به منظور اعتبار سنجی پرسشنامه تکمیل کنند. تجزیه و تحلیل مولفه اصلی با بکارگیری تحلیل عاملی انجام شد و پرسشنامه‌ای با ۳۵ آیتم که ۹ مولفه اصلی سواد سنجش را ارزیابی میکرد تهیه شد. در مرحله دوم مطالعه، نسخه نهایی و اعتبار سنجی شده از پرسشنامه سواد سنجش بین ۱۴۶ مدرس زبان انگلیسی ایرانی توزیع شد تا مولفه‌های پیش بینی کننده‌ی سواد سنجش معلمان زبان انگلیسی ایرانی شناسایی شود. در نهایت تحلیل رگرسیون چندگانه نشان داد که "برگزاری و نمره دهی و تعبیر نتایج آزمون" بهترین مولفه پیش بینی کننده سواد سنجش معلمان در مقایسه با سایر مولفه‌های سواد سنجش بود. کاربردهای این یافته‌ها نیز در مطالعه مورد بحث قرار گرفته است.

واژگان کلیدی: پرسشنامه، سواد سنجش، زبان انگلیسی، معلمان زبان

بررسی تلاقی اشتیاق درک شده معلم و مشغولیت فراگیران در کلاس زبان

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چکیده

اشتیاق معلم و مشغولیت فراگیران اخیراً مورد توجه محققان آموزشی قرار گرفته است. با این وجود، ارتباط و تأثیرات بالقوه آنها به اندازه کافی در زمینه تحقیقات زبان دوم مورد بررسی واقع نشده است. مطالعه حاضر با رویکرد آمیخته به دنبال کنکاش در محل تلاقی اشتیاق درک شده معلم و مشغولیت زبان آموزان در کلاس آموزش زبان بوده است. برای این منظور، ۸۷ دانش‌آموز ایرانی سطح متوسط، پرسشنامه‌ای را در مورد اشتیاق درک شده معلم و مشغولیت خود تکمیل کردند. سپس، دو مصاحبه گروهی متمرکز با مجموع ۱۲ پاسخ دهنده انجام شد. داده‌های کمی در یک تحلیل همبستگی برای بررسی اینکه آیا رابطه‌ای بین اشتیاق درک شده معلم و مشغولیت فراگیران وجود دارد استفاده شد. داده‌های مصاحبه کیفی از طریق تجزیه و تحلیل کدگذاری مضمونی برای استخراج مضامین مهم در مورد اینکه چگونه اشتیاق درک شده معلم ممکن است بر مشغولیت زبان آموزان تأثیر بگذارد، تجزیه و تحلیل شد. نتایج نشان داد که این دو متغیر به طور معناداری همبستگی دارند. علاوه بر این، داده‌های کیفی سه موضوع اصلی را به دست دادند که نشان می‌دهد اشتیاق درک شده معلم منجر به لذت و هیجان زبان‌آموزان، ارزیابی مثبت کیفیت معلم و احساس امنیت و اطمینان می‌شود. بنابراین، به نظر می‌رسد پیامدهای عاطفی پیوند دهنده غالب بین دو متغیر باشند. علاوه بر این، مشخص شد که چشم انداز شخصی و اهداف خود تعیین شده، زمینه مهمی از مشارکت هستند که حتی ممکن است از اشتیاق درک شده معلم نیز پیشی بگیرند.

واژگان کلیدی: اشتیاق معلم، مشغولیت فراگیر، عواطف، اشتیاق درک شدهٔ معلم

نقش روش خواندن هدایت شده در بهبود درک مطلب
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چکیده

یکی از ضروریات یادگیری زبان‌های خارجی، درک مطلب به خصوص برای زبان آموزان بزرگسال است. همچنین، افزایش علاقه‌مندی زبان‌آموزان به خواندن با در نظر گرفتن زمان صرف شده برای یادگیری دانش‌های مختلف خواهد بود. پژوهش حاضر با هدف بررسی درک مطلب به عنوان یک عامل کمک کننده در زمانی که زبان آموزان درگیر درک و خواندن هستند انجام پذیرفته است. کار تجربی حاضر با هدف توصیف تأثیر علاقه به خواندن و روش خواندن هدایت شده بر درک مطلب زبان آموزان انجام شد. این مطالعه در استان بوشهر در کشور ایران برگزار شد. در این پژوهش ۸ مدرس و ۱۴۰ زبان آموز زبان انگلیسی صنعت نفت و گاز حضور داشتند. زبان‌آموزان از طریق آزمون قرارگیری سریع در کلاس‌ها قرار گرفتند. طرح تحقیق به روش ترکیبی بود. روش تحقیق کمی و کیفی اعمال شده است. برای تجزیه و تحلیل داده‌ها از نرم افزار و آزمون تی مستقل استفاده شد. بهبود نمرات پس‌آزمون گروه مورد مطالعه، اثربخشی روش خواندن هدایت شده را در مقایسه با روش صریح مشخص کرد. مصاحبه بدون ساختار تجربیات، اکتشافات و احساسات مربیان و زبان‌آموزان را در استفاده از روش خواندن هدایت شده بیان کرد. این یافته‌ها می‌تواند به مربیان زبان انگلیسی در انتخاب روشی که درک مطلب زبان‌آموزان بزرگسال را تسهیل بخشند کمک کند.

واژگان کلیدی: خواندن هدایت‌شده، درک مطلب، روش خواندن

هوش سیال و خودکارآمدی در فرسودگی شغلی معلمان زبان انگلیسی زن و مرد ایرانی: روابط و تفاوت‌های احتمالی

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چکیده

وضعیت روانی- عاطفی معلمان زبان خارجی در کیفیت عملکرد کلاسی آنها بسیار موثر است. خودکارآمدی و هوش سیال می‌توانند به عنوان عوامل محافظت کننده در شرایط نامطلوب عمل کنند. هدف این مطالعه بررسی رابطه بین خودکارآمدی، هوش سیال و فرسودگی شغلی معلمان ایرانی زبان انگلیسی با توجه به جنسیت آنها است. به این منظور، ۱۴۰ معلم زبان انگلیسی در محدوده سنی ۲۰ تا ۴۰ سال در مشهد به روش نمونه‌گیری قابل دسترس انتخاب شدند. آنها سه پرسشنامه RAPM (ماتریس‌های پیشرفته پیشرونده ریون)، OSTES (مقیاس اثربخشی معلمان ایالت اوهایو) و MBI-ES (میزان فرسودگی شغلی معلمان) را به ترتیب برای هوش سیال، خودکارآمدی و فرسودگی شغلی تکمیل کردند. برای تجزیه و تحلیل داده‌ها از ضریب همبستگی پیرسون، رگرسیون چندگانه وتحلیل واریانس چندمتغیره استفاده شد. نتایج نشان داد که بین خودکارآمدی معلمان زن و مرد و هوش سیال رابطه مثبت و معناداری وجود دارد. یافته‌ها نشان داد که بین خودکارآمدی معلمان زن و مرد و فرسودگی شغلی همبستگی منفی معناداری وجود دارد. همچنین، همبستگی بین هوش سیال و فرسودگی شغلی برای معلمان زن و مرد منفی بود. علاوه بر این مشخص شد که جنسیت عامل تعیین کننده‌ای در فرسودگی شغلی معلمان زبان انگلیسی زبان ایرانی نیست. این مطالعه دارای تلویحات آموزشی برای سیاستگذاران آموزشی در ایران است.

واژگان کلیدی: فرسودگی شغلی، خودکارایی، هوش سیال، جنسیت، معلمان زبان انگلیسی

سطوح فرسودگی شغلی معلمان زبان انگلیسی و تعهد آنها
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چکیده

معلمان نقش مهمی در ارائه خدمات آموزشی و پرورشی برای جامعه آموزشی دارند. با این حال، فرسودگی شغلی در بین معلمان در زمینه‌های حرفه‌ای بیداد می‌کند. بنابراین، شناسایی عواملی که منجر به فرسودگی شغلی می‌شوند و رویکردهای کاهش تأثیر این عوامل بر سطوح فرسودگی شغلی معلمان ضروری است. هدف این پژوهش بررسی رابطه بین فرسودگی شغلی و تعهد معلمان زبان خارجی به خدمت تدریس در مؤسسات زبان ایران بود. در این پژوهش از مشاهده، مصاحبه نیمه ساختاریافته و پرسشنامه فرسودگی شغلی ماسلاخ (MBI) و پرسشنامه تعهد سازمانی و شغلی مایر و آلن (OOC) برای ارزیابی واریانس فرسودگی شغلی معلمان و ارتباط آن با تعهد معلمان استفاده شد. در این پژوهش از معلمان زبان انگلیسی (۱۰۰ نفر) در استان مازندران دعوت به عمل آمد. تجزیه و تحلیل داده ها نشان داد که بین فرسودگی شغلی معلمان و تعهد آنها به تدریس زبان انگلیسی رابطه منفی وجود دارد. آمار توصیفی نشان می‌دهد که معلمان مرد نسبت به معلمان زن فرسودگی شغلی بیشتری دارند. مدلسازی معادلات ساختاری (SEM) برای تحلیل علی انجام شد. مفاهیم تعهد سازمانی و شغلی و سیاست آموزشی و پژوهش فرسودگی شغلی مورد بحث قرار گرفت. بر این اساس، به سیاستگذاران آموزشی پیشنهاد می‌شود برنامه‌هایی را برای آشنایی معلمان با این سندرم و کمک به کاهش فرسودگی شغلی ارائه دهند که این امر عملکرد آنها را در کلاس به حداکثر می‌رساند.

واژگان کلیدی: فرسودگی شغلی، معلم زبان انگلیسی، تعهد معلمان، نقش معلم

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چکیده

به نظر می‌رسد آگاهی از فرایندهای یادگیری، بدون تداخل رفتاری، احساسی، شناختی و فراشناختی و محیطی زبان‌آموزان در فرایند یادگیری که منجر به یادگیری و برنامه‌ریزی با کیفیت بالا می‌شود، امکان‌پذیر نیست (کروس و گوتز، ۲۰۰۸). بنابراین روش ترکیبی این مطالعه جهت بررسی تاثیر مدل‌های یادگیری خودتنظیمی (مدل چرخه‌ای به انضمام تنظیم احساس) بر آگاهی فراشناختی استراتژی‌های گرامر زبان انگلیسی به عنوان زبان خارجی و مقایسه آن با روش آموزشی غیر خود تنظیمی، بکار گرفته شد. لذا در راستای این هدف، ۱۲۲ زبان آموز همگن شده در سطح متوسط به صورت تصادفی جهت شرکت در گروه‌های آزمایشی و کنترل انتخاب شدند. برای جمع‌آوری داده‌ها، همه گروه‌ها در معرض سه نوع آموزش متفاوت قرار گرفتند. تحلیل آماری غیر پارامتریک کروسکال والیس نشان داد که آموزش استراتژی‌های یادگیری خودتنظیمی (چرخشی و تنظیم احساس) تاثیر معناداری بر آگاهی فراشناختی استراتژی‌های گرامر زبان‌آموزان دارد. همچنین مدل چرخشی یادگیری خود تنظیمی تاثیر مثبتی بر آگاهی فراشناختی داشت، که کمترین عملکرد در روش تمرکز بر فرم دیده شد. برای کسب شواهد بیشتر از تداخل زبان‌آموزان در استراتژی‌های یادگیری خودتنظیمی در فرآیند یادگیری، پرسشنامه یادگیری خودتنظیمی گرامر در مرحله پیش‌آزمون و پس‌آزمون به یادگیرندگان زبان خارجی داده شد. نتیجه آزمون تی زوجی عملکرد بالایی در بکارگیری استراتژی‌های یادگیری خودتنظیمی به ترتیب نشان داد. نتایج آزمون تی زوجی تنظیم احساس همچنین ضریب تاثیر بالایی را نشان داد و نیز درصد فراوانی از زبان آموزان به طور معناداری نگرش مثبتی را نسبت به این نوع از مدل‌های آموزشی نشان دادند. بنابراین، این مطالعه برای معلمان و طراحان درسی جهت طراحی کار آموزشی که منجر به افزایش آگاهی فراشناختی در زبان آموزان خارجی می‌شود، کاربرد دارد.

واژگان کلیدی: آگاهی فراشناختی، مدل چرخه‌ای، خودتنظیمی زبان، تداخل رفتاری، احساسی

ساخت و اعتبار سنجی یک پرسشنامه بالقوه جهت ارزیابی
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چکیده

تعامل معلم در تحقیقات مختلفی مورد بررسی قرار گرفته است، اگرچه بیشتر این تحقیقات کمبود چارچوب عملی جهت ارزیابی تعامل معلمان در تدریس زبان انگلیسی به عنوان زبان خارجی را نادیده گرفته اند. از این رو، محققان مقاله حاضر پرسشنامه‌ای جهت ارزیابی تعامل معلمان زبان انگلیسی طراحی و اعتبارسنجی کرده‌اند. جهت بررسی پایایی و روایی نسخه نهایی پرسشنامه، ۲۳۴ معلم ایرانی که زبان انگلیسی تدریس می‌کردند از طریق نمونه‌گیری سهل‌الوصول غیر احتمالی انتخاب شده و به پرسشنامه پاسخ دادند. بررسی پایایی و روایی پرسشنامه از طریق اجرای الفای کرونباخ ، تحلیل عاملی اکتشافی و تحلیل عاملی تاییدی انجام شد. نتایج تحلیل عاملی اکتشافی نشان داد که تمامی سوالات پرسشنامه با ۵ فاکتور شامل: ۱) احساسی، ۲) اجتماعی (همکاران)، ۳) اجتماعی (دانش آموزان)، ۴) شناختی، و ۵) عاملی مطابقت داشتند. علاوه بر این، نتایج مدل سازی معادلات ساختاری تایید کرد که این مدل از ویژگی‌های روان سنجی خوبی برخوردار است که نشان می‌دهد این پرسشنامه قابلیت استفاده جهت ارزیابی تعامل معلمان زبان انگلیسی را دارد.

واژگان کلیدی: تعامل عاملی، تعامل شناختی، تعامل احساسی، تعامل اجتماعی، تعامل معلم

پرورش توانش بینافرهنگی از طریق فعالیتهای بینافرهنگی: یک تحقیق کیفی

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چکیده

مطالعه حاضر با اتخاذ روش تحقیق کیفی، سودمندی فعالیتهای بین فرهنگی و آموزش بین فرهنگی را در بهبود مهارتهای بین فرهنگی زبان‌آموزان ایرانی انگلیسی در انزلی، استان گیلان، بررسی کرد. بدین منظور یک گروه ۲۵ نفری با سطح مهارت متوسط که محدوده سنی آنها بین ۲۱ تا ۳۰ سال بود، دراین مطالعه شرکت کردند. شرکت کنندگان در ابتدا ملزم به انجام هفت فعالیت بینفرهنگی برای ارزیابی سطح فعلی مهارت بینفرهنگی خود بودند. سپس آنها در هجده جلسه آموزش بینفرهنگی با استفاده از کتاب «آیینه و پنجره» (یک کتاب درسی بین فرهنگی) شرکت کردند و بعد از آن همان هفت فعالیت بینفرهنگی را یک بار دیگر در پایان دوره تکمیل کردند. پنج مولفه اصلی تئوری توانش ارتباطی بینافرهنگی بایرام (۱۹۹۷)، در طول دوره آموزشی میانفرهنگی مورد بررسی قرار گرفت. دو منبع اصلی جمع آوری داده‌ها، فعالیتهای نوشتاری که هر هفته توسط شاگردان نوشته می-شد و مصاحبه گروهی در پایان دوره جهت اخذ نظرات شرکت‌کنندگان پیرامون دوره آموزشی بود. تحلیل محتوای متنی فعالیتهای نوشتاری این تحقیق بیانگر سودمندی فعالیتها و تمرینها بود که ممکن است به ارتقاء توانش میانفرهنگی کمک کند. شایان ذکر است نتایج مصاحبه گروهی متمرکز و گزارش فردی نظرسنجی ارزیابی دوره آموزشی نشان داد که فراگیران بیشتر جنبه‌های فعالیتها و کتاب آموزشی میانفرهنگی را مثبت ارزیابی کردند. کاربردها و پیشنهادات برای تحقیقات بیشتر مورد بحث قرار گرفت.

واژگان کلیدی: توانش ارتباطی بینفرهنگی، آموزش بینفرهنگی، فعالیتهای بینفرهنگی، زبان‌آموزان ایرانی انگلیسی به عنوان زبان خارجه

تروما و بهبودی در رمان ستاره‌ی نقرهای اثر ژانت والز

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چکیده

در دهه ی ۱۹۹۰ اولین موج نظریات تروما با هدف گسترش مرزهای مطالعاتی از روانشناسی به دیگر زمینه‌ها، از جمله نظریه‌های ادبی و ادبیات، ایجاد شد. ژانت والز (۱۹۶۰–)، نویسنده و روزنامه نگار آمریکایی، در رمان‌های خود درباره‌ی مقاومت در برابر ناملایمات زندگی می‌نویسد. علی‌رغم بررسی‌های متعددی که بر روی رمان شناخته شده‌ی او، «قصر شیشه‌ای» (۲۰۰۵) صورت گرفته، دیگر رمان وی، «ستاره ی نقره‌ای» (۲۰۱۳)، از زمان انتشار خود در پژوهش‌ها نادیده گرفته شده است. از این رو این مطالعه، آسیب‌های روحی و فرایند بهبودی دو شخصیت اصلی «ستاره‌ی نقره‌ای» را مورد بررسی قرار می‌دهد. بدین منظور نظریه ترومای جودیث هرمن که بر روی علائم، تاثیرات و فرایند بهبود اختلال فشار روانی پس‌آسیبی متمرکز است، مورد استفاده قرار گرفته است. شارلوت و لیز به دنبال لحظات تروماتیکی که تجربه کرده اند سه علائم اصلی اختلال فشار روانی پس‌آسیبی را در خود نمایان می‌سازند. آنها همچنین به عنوان اولین تاثیر اختلال فشار روانی پس‌آسیبی، درحالیکه نیازمند حمایت از طرف دیگران برای بهبودی خود هستند، باعث گسستگی خود از دیگران و جامعه می‌شوند. بنابراین این مطالعه استدلال می‌کند که والز وجود حمایت اجتماعی را به عنوان تاثیرگذارترین عنصر در فرایند بهبود اختلال فشار روانی پس‌آسیبی نشان می‌دهد. نتایج نشان می‌دهند که فرایند بهبود با توجه به حمایتی که هر یک از شخصیت‌ها دریافت می‌کنند متفاوت است. شارلوت بدون دریافت حمایت کافی از دیگران قادر به پیشرفت در فرایند بهبود نیست. درحالیکه لیز با دریافت حمایت کافی برای ایجاد حس امنیت در این فرایند پیشروی می‌کند.

واژگان کلیدی: اختلال فشار روانی پس‌آسیبی، جودیث هرمن، خاطرات، «ستاره‌ی نقره‌ای»، ژانت والز

«بیرون جهیدن ماهی از آب»:
خوانشی دولوزی از مفهوم آزادی در رمان «تک‌شاخ» اثر آیریس مرداک

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چکیده

از دوران کلاسیک تا کنون، مسئلهٔ آزادی یکی از مفهوم‌های اساسی در تاریخ ادبیات و فلسفه بوده است. این مفهوم همواره در بحث‌های گوناگون دربارهٔ رمان «تک‌شاخ» اثر آیریس مرداک (۱۹۶۳) مطرح بوده است. بر خلاف بسیاری از بررسی‌های پیشین این رمان ── که بر خوانش‌های استعلایی، «اخلاقیاتی»، و زندگی‌نامه‌ای متمرکز بوده‌اند ── پژوهش کیفیِ حاضر، با تکیه بر تفکر ژیل دولوز (۱۹۲۵-۱۹۹۵)، فیلسوف پساساختارنگرِ فرانسوی، از لحاظِ «اخلاقی» جنبهٔ درون‌ذاتِ مفهوم آزادی را، که مضمون اصلی رمان است، وامی‌کاود. افزون بر آزادی، مفهوم‌های مرتبطی چون قدرت، عشق، تمنا، و شدن (= صَیرورت) نیز بررسی و میزان آزادی شخصیت‌های اصلی رمان، هانا کرین‌اسمیت و افینگم کوپر، تعیین می‌شوند. هدف اصلی این پژوهش پاسخ یافتن این پرسش است که آیا این دو شخصیت، در نهایت، گریزگاهی برای نیل به قلمروزدایی مطلق می‌یابند یا خیر. یافته‌های پژوهش نشان می‌دهند که هانا در قلعهٔ گِیز رمزگذاری و قلمروگذاری شده است اما در نهایت بدنی بی‌اندام می‌شود. سپس، به این پرسش پرداخته می‌شود که آیا افینگم تا پایانِ روایت در اثرِ پیوند با هانا به بدنِ کنش‌گر تبدیل می‌شود یا نه. سرانجام، پژوهش حاضر نتیجه می‌گیرد که مرگ هانا به قلمروزداییِ مطلقِ مثبت او منجر می‌شود، حال آنکه افینگم قلمروزدایی نسبیِ منفی را تجربه می‌کند، زیرا بازگشت به زندگیِ «واقعی» مدام نیروی «بدن» را تهدید و آزادی مطلق را ناممکن می‌سازد.

واژگان کلیدی: آزادی، نقد دولوزی، «تک‌شاخ»، بدن بی‌اندام، قلمروزدایی، اخلاق

بررسی «واقعیت نامتناهی» در رمان *رویارویی با جوخۀ اوباش* بر اساس رویکرد فرامدرنیستی

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چکیده

ادبیات در قرن بیست و یکم دگرگونی قابل توجهی را در طبع نویسندگان و خوانندگان و نیز روش‌های بیان دیدگاه‌ها شاهد بوده است و این مساله به طور آشکار در ادبیات فرامدرن، یا فرانوگرا، که نخستین بار توسط رابین وَن دِن آکِر و تیموتیوس وِرمولِن معرفی شد مشهود است. فرامدرنیسم نسخۀ تعدیل‌یافتۀ مکاتب پیشین به ویژه مدرنیسم و پسامدرنیسم است که با نیازها و طبع مخاطب قرن بیست و یکم و مسائل مربوطه متناسب‌سازی شده است. بر این اساس، اصطلاحات خاصی همچون «واقعیت نامتناهی» و «فراداستان انعطاف‌پذیر تاریخی»، که به ترتیب به معنی تعدیل مفهوم «واقعیت» یا «حقیقت» در مکاتب فلسفی و ادبی پیشین و ساختار تعدیل‌شده‌ای از «فراداستان تاریخنگارانه» می‌باشند، بیانگر این مساله هستند که از طرفی حقیقت و واقعیت یا امر واقع بینهایت بوده و از طرف دیگر گذشته و آینده به طور ارتجاعی به زمان حال مربوط هستند. از این دیدگاه، داستان بلند «دیداری از طرف جوخه‌ی اوباش» (۲۰۱۰) از جِنیفر ایگان با دارا بودن چندین ویژگی فرامدرن به عنوان نمونه‌ای بارز از این نوع از ادبیات، محصول ذهن نویسنده در تبلور «فراداستان انعطاف‌پذیر تاریخی» و مساله «واقعیت نامتناهی» در کنار دیگر ویژگی‌های این مکتب است. مطالعۀ حاضر با رویکردی بین‌رشته‌ای و تحلیلی تلاش دارد داستان مذکور را با توجه به اصول فرامدرنیسم بررسی نموده و مخاطبان قرن بیست و یکم را با نمونه‌ای از این دست آثار و نحوه خوانش و تفسیر آن‌ها آشنا سازد.

واژگان کلیدی: «دیداری از طرف جوخه‌ی اوباش»، جِنیفر ایگان، فراداستان انعطاف‌پذیر تاریخی، فرامدرنیت، واقعیت نامتناهی

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چکیده

هدف این مقاله ارائه خوانشی سیاسی از دازاین است که ممکن است به تراژدی دازاین در اثر «ترانه‌ی یخ و آتش» منجر شود. سیاست را می‌توان عنصری برای رسیدن به هستی و دازاین دانست. روش‌شناسی پدیدارشناختی که هایدگر معرفی می‌کند تمام تاریخ سنت فلسفی غرب را رد می‌کند. هایدگر معتقد است که تفکر متافیزیکی که از زمان افلاطون تا نیچه بر فلسفه غرب مسلط بوده برای مطالعه هستی کافی نیست. تاریخ غرب در داستان «ترانه‌ی آتش و یخ» به تصویر کشیده شده است. با تطبیق این مفروضات در زمینه وستروس، روشن می‌شود که حکمرانی و تسلط بر آن تنها راه انتصاب امر وجود است. در قلمرویی که هر ارباب و بانویی رویای خود را برای نشستن بر تخت آهنین می‌پروراند، مفهوم ملت از وحدت و دموکراسی به نوعی جزم‌اندیشی الیگارشی انحطاط می‌یابد که زندگی مردم عادی را به عنوان ابزاری ضروری برای رسیدن به هدف نهایی در نظر می‌گیرد، و آن هدف چیزی نیست جز حداکثر قدرت. در چنین حالتی، یک سیاستمدار آرمان‌گرا جایی برای دفاع از ارزش‌های کاملاً مثبت مانند برابری یا عدالت نمی‌یابد. در واقع، همانطور که او اغلب به زودی متوجه می‌شود، سود نخبگان اغلب مستقیماً به زیان دیدن مردم بستگی دارد.

واژگان کلیدی: هایدیگر، سیاست، دازاین، احساسات، «ترانه آتش و یخ»

شفاف سازی به عنوان جهانی ترجمه: برخی از مسایل مورد اختلاف

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چکیده

سیر تاریخی مطالعات ترجمه موید گسترش سریع این حوزه در روش شناسی تحقیق و نیز در استفاده از نظریات سایر رشته ها به منظور درک عمیق تر پدیده ی ترجمه است. مطالعات اولیه در این زمینه خود را به مقایسه متون ترجمه شده با متون زبان اصلی محدود کرده اند. حتی نظریه سیستم‌های چندگانه زوهر (۱۹۷۵) و همچنین ایده توری (۱۹۹۵) در مورد مرکزیت متون ترجمه شده، افق‌های جدیدی را در این زمینه گشود که یکی از آنها یافتن ویژگی‌های خاص متون ترجمه شده یا «جهانی‌های ترجمه» بود. پیشرفت‌های اخیر در زبان‌شناسی و معرفی زبان‌شناسی پیکره‌ای به پژوهشگران ترجمه کمک کرده است تا متون ترجمه‌شده را مستقل از متون منبع خود مطالعه کنند تا ویژگی‌های منحصر به فرد زبان ترجمه را بیابند. این پژوهش بر آن است تا ایده شفاف سازی را به عنوان یکی از مباحث تئوریک ترجمه مرور کند و موضوعات بحث برانگیزی را در مورد تلقی آن به عنوان یک جهانی ترجمه مطرح سازد.

واژگان کلیدی: شفاف سازی- جهانی‌های ترجمه- متون ترجمه شده- زبان ترجمه