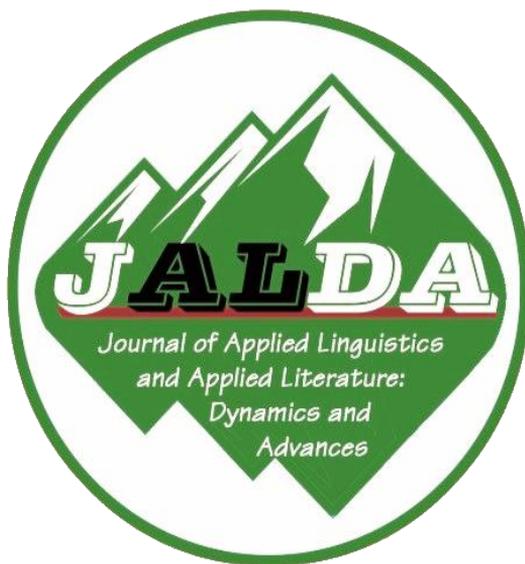


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Dynamics and Advances*



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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 world 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 world, 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 encourages 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.

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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.

JALDA'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, affiliations, 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

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Teaching Style Preferences as a Function of Self-Efficacy, Emotion Regulation, Reflective Teaching, and Mindfulness in Teaching: A Voice from an EFL Context

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Abstract

The mental health of teachers is an important issue in education. However, few studies have examined how self-efficacy (S-E), emotion regulation (ER), reflective teaching (RT), and mindfulness in teaching (MT) affect teachers' teaching style (TS). This study aimed to explore the correlation between S-E, ER, RT, and MT with TS in EFL teachers in Iran. The Teaching Style Inventory (TSI), the Teacher Sense of Efficacy Scale (TSES), the Language Teacher Emotion Regulation Inventory (LTERI), the English Language Teacher Reflective Inventory (ELTRI), and the Mindfulness in Teaching Scale (MTS) were used to measure S-E, ER, RT, MT, and TS. The results showed that S-E, ER, RT, and MT were positively correlated with TS. The findings indicated that EFL teachers who had high S-E, high ER skills, high RT practices, and high MT awareness were able to use more effective TS strategies to facilitate students' learning. The study suggests that enhancing S-E, ER skills, RT practices, and MT awareness among EFL teachers can improve their TS preferences and outcomes. The study also provides some pedagogical implications for relevant stakeholders and opens up new avenues for further research.

Keywords: self-efficacy, emotion regulation, reflective teaching, mindfulness in teaching, teaching style, EFL teachers

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Introduction

In the English as a Foreign Language (EFL) context of Iran, teaching style assumes a crucial role within the dynamic educational landscape (Richards, 2020). EFL teachers' teaching style (TS), according to Zhang et al. (2020), encompasses their instructional approaches, strategies, and overall demeanor in the classroom, exerting a profound impact on students' language learning experiences and outcomes. Essentially, teaching style (TS) represents the perspective of L2 instructors and their practical approach (Abdar & Shafaei, 2022; Kazemi & Soleimani, 2013). As teachers strive to create effective and engaging learning environments, understanding the importance of TS in this context becomes essential.

One significant psychological construct that has garnered substantial attention in educational research is teacher self-efficacy (S-E). Teacher S-E refers to teachers' beliefs in their own abilities to positively influence students' learning and attainment (Tompson & Dass, 2000). L2 teachers' S-E is a fundamental concept that expresses an instructor's ability to assess their potential in creating an effective L2 learning environment (Putwain & von der Embse, 2019). As highlighted by Martin and Mulvihill (2019), S-E is closely related to the strategies and procedures employed by instructors in their professional work. S-E beliefs shape the way L2 teachers set objectives and design classroom activities (Ma, 2022). When exploring TS, teacher S-E emerges as a significant aspect to consider, as it directly influences the instructional choices and behaviors that teachers incorporate into their teaching practices. By understanding the correlation between TS and teacher S-E, valuable insights can be gained regarding how specific TSs contribute to increased confidence and efficacy among EFL teachers in Iran.

Another salient aspect of teacher psychology with implications for TS is emotion regulation (ER). According to Taylor et al. (2020), ER encompasses teachers' ability to effectively manage and control their emotions during classroom interactions. The emotional states of teachers can significantly impact their TS, influencing their instructional approaches, classroom management strategies, and the overall dynamics of teacher-student relationships (Chang & Taxer, 2020; Namaziandost et al., 2023). By delving into the correlation between TS and ER, it becomes possible to shed light on how different TSs might be associated with the emotional experiences encountered by EFL teachers in Iran and how these emotional experiences, in turn, shape their instructional choices.

Reflective teaching (RT), characterized by teachers' contemplation and evaluation of their instructional practices (Aslan et al., 2022; Farrell, 2015), holds great importance as a pedagogical practice. As noted by Kharlay et al. (2022), it involves reflecting upon classroom experiences, analyzing teaching strategies, and making informed adjustments to enhance learning outcomes. Investigating the correlation between TS and RT offers valuable insights into how specific TSs contribute to heightened levels of self-reflection, subsequent professional growth, and overall improvements in instructional practices among EFL teachers in Iran.

Within the field of EFL education, mindfulness has gained recognition as a transformative approach. Mindfulness, defined as the intentional focus on the present moment without judgment (Emerson et al., 2017), holds potential for enhancing teacher-student relationships, instructional effectiveness, and overall well-being. Simply put, mindfulness refers to the awareness that arises from deliberate reflection (Kabat-Zinn, 2003). Mindfulness in teachers (MT) can be defined as an awareness that allows individuals to recognize both internal and external experiences as they occur (Brown et al., 2007). By understanding how TM correlates with TS, valuable insights can be obtained regarding the impact of incorporating mindfulness practices on the selection, execution, and adaptation of TSs by EFL teachers in Iran.

Given the points above, this study explored the correlation between TS with S-E, ER, RT, and MT in the EFL context of Iran. This study holds significant value as it is the first of its kind conducted within the EFL context of Iran. By addressing the correlation among the constructs, it pioneers the investigation of these relationships specifically in the Iranian EFL setting. The novelty of this study contributes to filling a gap in the existing research and expands the literature on TSs in the context of Iran. By examining these relationships, the findings of this research have the potential to contribute to the existing body of knowledge in EFL education and provide practical implications for EFL teachers seeking to enhance their teaching practices and overall effectiveness.

Literature Review

Self-Efficacy

The concept of S-E relates to individuals' beliefs in their ability to perform a specific behavior that will lead to desired outcomes (Bandura, 1997). This construct influences both affective and cognitive factors, including self-perception and the ability to regulate behavior accordingly (Bong & Clark, 1999). Within the field of education, teacher S-E specifically refers to an instructor's confidence in their competence to make decisions and take actions necessary for effective teaching (Schunk & Pajares, 2002). It has been found that teacher S-E impacts various aspects of teachers' personal and professional lives (Martin & Mulvihill, 2019) and is a significant predictor of teachers' self-determination, commitment, enjoyment, and overall professional well-being (Amirian et al., 2022).

Teacher S-E can be traced back to Bandura's (1997) self-efficacy theory, which emphasizes educators' confidence in their ability to engage in instructional processes and effectively handle challenges (Tompson & Dass, 2000). According to Bandura (1997), the development of S-E is influenced by multiple factors, including experiences of competence, emotional arousal, interpersonal or linguistic encouragement, biological or emotional states, and social or verbal reinforcement. Among these factors, experiences of competence have the highest predictive potential for S-E (Bandura, 1997). Helsin (1997) suggested that to achieve mastery, individuals should first break down complex problems into simpler components, which can increase their likelihood of success. The second influential factor contributing to the development of S-E is emotional arousal, which suggests that observing the

successful performance of others can impact an individual's S-E (Tompson & Dass, 2000). Another influential factor is interpersonal or linguistic encouragement, which depends on an individual's interpersonal relationships (Schunk & Pajares, 2002). Additionally, physiological or affective states can either facilitate or hinder an individual's S-E tendencies, and achieving emotional balance can affect S-E levels. All sources of efficacy are subject to automatic and cognitive evaluation (Bandura, 1997).

Reviewing the literature reveals the positive impact of S-E on teachers. For example, Amirian et al. (2022) discovered that the combination of S-E and higher-order thinking skills predicted university teachers' inclination to apply various TSs. Similarly, Buric' and Kim (2020) demonstrated that S-E influenced teachers' management of classroom and cognitive activities. Besides, the findings of Fathi et al. (2020) suggest that teacher S-E can predict their psychological health and professional satisfaction. Likewise, Namaziandost et al. (2023) disclosed that university teachers with healthy emotional regulation states possessed higher levels of S-E beliefs and were more engaged in job duties. Additionally, Barni et al. (2019) found that motivation significantly predicted teacher S-E and openness to change. What is clear from these studies is that the correlation between teacher S-E and TS has not been explored in the Iranian EFL context. Thus, this study aims to address this gap.

Emotion Regulation

In teaching, emotions play an essential role as both positive and negative emotional experiences can either facilitate or hinder teachers' daily activities (Namaziandost et al., 2023). Attribution theory and appraisal theory have been proposed to elucidate the role of emotions in individuals' daily lives (Frenzel, 2014). Attribution theory focuses on the specific causal evaluations of events, whereas appraisal theory takes a broader perspective and examines people's mental appraisals of events to determine if they are consistent with or conflict with stated objectives (Jacob et al., 2017). Frenzel et al. (2020) have identified several major appraisals for teacher emotions, including teachers' goals, coping potential, motivation, and the interrelationships between teachers and students. Emotions can be conceptualized in two ways: the first conceptualization characterizes emotions as transitory and relatively intense experiences, while the second conceptualization characterizes emotions as continuous states, in contrast to the first conceptualization of emotions as transitory experiences. Additionally, emotions can be viewed in a more trait-like manner where they are considered almost fixed in time (Gross & Barrett, 2011). To have a deeper understanding of ER process in teachers, the trait-like perspective of emotions is often adopted, with a concentration on the emotions that are typical of teachers in the workplace (Wood et al., 2008).

In order to manage and adjust experienced emotions, the concept of ER has been defined as the result of biological, psychological, and cognitive mechanisms that educators utilize to modify their emotions in various situations (Frenzel, 2014). These processes give rise to ER, which can be viewed as a dynamic process that allows instructors to regulate their emotions as they become more apparent over time

(Gross, 1998a). As part of this process, the duration, onset, and intensity of teachers' emotional experiences may change (Taxer & Gross, 2018). To provide a clearer understanding of the meaning of ER, it has been further defined into two types: intrinsic ER and extrinsic ER (Gross & Barrett, 2011). Intrinsic ER occurs when teachers feel a sense of responsibility to manipulate and modify their emotions, while extrinsic ER relates to circumstances where teachers attempt to manage the emotions of others (ER in others).

Over time, various theories have been proposed to explain the processes involved in ER. The Hot / Cool System, developed by Mischel and Ayduk (2004), draws a parallel between ER and willpower. The cool system is thought to operate in adulthood and helps regulate strong emotional reactions (Sutton et al., 2009). The Strength Model, proposed by Schmeichel and Baumeister (2004), defines ER from the perspective of self-regulation theory. Gross (1998a, 1998b) presented a process model of ER that introduces five temporal steps involved in emotion modification. The process model of ER comprises five stages, namely situation selection (SS), situation modification (SM), attentional deployment (AD), cognitive transformation (CT), and response modulation (RM). Antecedent-focused behavior is believed to take place during SS, SM, AD, and CT stages, while RM involves making changes to the emotional response generated (Gross & Thompson, 2007).

Heydarnejad et al. (2021b) have proposed a model for L2 teacher ER that includes six facets: SS, SM, AD, reappraisal, suppression, and seeking social support (SSS). This model is built upon Gross' (1998a, 2014) process model of ER and the literature on ER (e.g., Gross & Thompson, 2007; Gross, 2014; Taxer & Gross, 2018) and teacher ER (e.g., Richards, 2020; Chen & Cheng, 2021). The basis for SS, SM, and AD in this model is derived from Gross' (1998b, 2014) process model for ER, while the concepts of reappraisal and suppression were developed following the research of Gross and John (2003). The final factor, SSS, which analyzes the social aspects of teachers' work lives in balancing their emotional experiences, was based on the output of Jennings and Greenberg (2009).

The proliferation of scholarly investigations into the topic of teacher ER has yielded novel insights into its potential benefits for teachers' well-being. Morris and King (2018) inspected the traces of ER in enhancing teachers' confidence. Their research findings suggest that a healthy state of ER can mitigate feelings of frustration and stress among university teachers. Furthermore, Chang and Taxer (2020) demonstrated that equipping teachers with effective ER techniques can reduce the likelihood of losing one's composure when faced with disruptive behavior from students. In addition, Fathi et al. (2021) unraveled that ER could mediate the association between teacher S-E and burnout. Following a similar research trajectory, Namaziandost et al. (2022) honed in on the interplay between ER and immunity within the context of L2 education at the tertiary level. Their study results disclosed that the cultivation of higher-order thinking skills and ER can bolster effective immune function. These findings underscore the importance of maintaining a healthy state of ER in balancing the demands of teaching activities. However, the

aforementioned studies revealed that it is essential to explore the association between ER and TS in the EFL context. This gap is addressed in this study.

Reflective Teaching

John Dewey (1933) established reflection as a more complex thought process that requires one to carefully examine a piece of information or knowledge in the context of its reasons. Reflective teaching (RT) comprises two distinct components: reflection-in-action and reflection-on-action (Schon, 1983). Reflection-in-action pertains to the reflective process that occurs during instructional activities, whereas reflection-on-action occurs either prior to or following instructional activities (Akbari et al., 2010). The practice of RT serves to counteract impulsive and habitual behaviors (Farrell, 2015) and affords instructors the opportunity to reflect upon and evaluate their progress.

Farrell (2015) asserts that RT can alleviate instructors' indecisiveness and facilitate improved instruction. To this end, Akbari et al. (2010) put forth a five-dimensional model of RT encompassing pragmatism, cognition, learner (affect), metacognition, and critical thinking. The practice of RT involves a progression from theory to application, with reflection serving to activate instructional competence and foster professional autonomy (Lawrence-Wilkes & Ashmore, 2014). Through the practice of RT, teachers gain enlightenment and ensure their professional advancement (Malmir & Mohammadi, 2018). Aliakbari et al. (2020) arrived at a similar conclusion, noting a strong association between RT, job satisfaction, and autonomy. The teachers who engage in higher levels of RT experience burnout and demotivation less frequently (Rashtchi & Sanayi Mashhour, 2019). Furthermore, Shirazizadeh et al. (2019) demonstrated that RT is positively correlated with teacher resilience. Besides, Ayoobiyan et al. (2021) uncovered that Iranian EFL teacher resilience was affected by their RT. Recently, Namaziandost et al. (2023) uncovered that RT was a strong predictor of the EFL teachers' ER and an immunity in Iran. The review of the literature discloses that the connection between EFL teachers' RT and TS has received scant attention in Iran. Accordingly, this lacuna was a major impetus to conduct this study.

Mindfulness in Teaching

The roots of the notion of mindfulness lie in Eastern religions, such as Hinduism and Buddhism (Baer et al., 2012). Mindfulness is the deliberate and unbiased monitoring of current moment occurrences (Kabat-Zinn, 2003). Davis and Hayes (2011) further describe mindfulness as an ongoing process, while Brown et al. (2007) view it as a means of attending to various aspects of experiences. The cultivation of mindfulness is linked to a healthy state of self-awareness and self-understanding, as people with a significant amount of mindfulness are capable of successfully managing their affections and thoughts (Iani et al., 2019). The mechanisms involved in mindfulness can be classified into two categories: self-regulation of attention and a consciousness that is not closed off but rather open and receptive to the here and now (Bishop et al., 2004).

Given its educational significance, mindfulness has been increasingly incorporated into teaching practices, including L2 teaching. For example, the study by Flook et al. (2013) found that MT had positive effects. Participants experienced reduced psychological symptoms and burnout, improved classroom organization and performance on a computer task related to emotional attention, and increased self-compassion. Moreover, in a systematic review, Emerson et al. (2017) found that TM was a strong predictor of ER among teachers. Additionally, Kuru Gönen (2022) investigates practical methods for developing MT within the L2 teaching context. The study findings suggest that teachers should acquire and implement strategies that foster MT, such as engaging in meditation and breathing exercises. These studies indicated that the association between MT and TS has not been well explored in the EFL context of Iran. Given this gap, the present study aims to fill in this lacuna.

Teaching Style

TS preferences are indicative of an instructor's philosophy, thoughts, and respect toward the many components that are involved in the process of education and instruction (Jarvis, 2004). In essence, TS encompasses all pedagogical activities and strategies employed by teachers in their classrooms (Cooper, 2001). Various classification schemes have been proposed to explicate the concept of TS, with the most comprehensive and well-known being that of Grasha (1996). Grasha's categorization places TS between the extremes of teacher-centered and student-centered styles and introduces five distinct TSs: 1) expert, 2) formal authority (FA), 3) personal model (PM), 4) facilitator, and 5) delegator. Expert, FA, and PM are considered teacher-centered TS, while facilitator and delegator are indicative of student-centered TS.

Teachers who perceive themselves as experts and structure class activities with comprehensive information tend to adopt an expert style of teaching. In contrast, the formal authority (FA) style of teaching involves teachers assuming the role of authority figures who supervise their students, with less attention paid to students' emotional factors. Personal model (PM) teachers expect their students to emulate their strategies and approaches. In the facilitator style of teaching, educators prioritize self-learning, self-assessment, and self-discovery, and assign tasks that promote learner autonomy. Teachers with a delegator style of teaching design tasks that promote group collaboration and instill self-confidence in their students (Grasha, 1996).

Teacher-student interaction (TS) has been shown to be highly correlated with teacher personalities, according to studies. For example, Cooper (2001) argued that introverted teachers tend to assign individual tasks and written assignments to their students, while extroverts prefer group and oral activities in their classrooms. Moreover, Karimnia and Mohammadi (2019) found that TS is influenced by teachers' gender, teaching experience, and brain dominance, while Mousapour and Khorram (2015) reported that emotional intelligence impacts teachers' TS. In studies focused on TS, the effect of self-regulatory constructs in guiding student-centered TS was evident (e.g., Evans et al., 2008; Heidari et al., 2012).

Aims of the Study

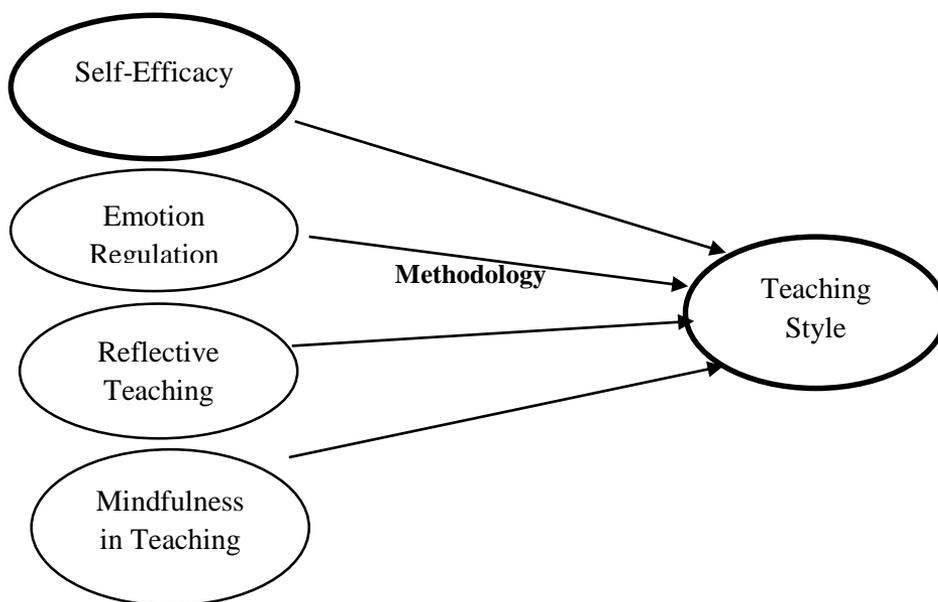
In light of the crucial role played by the aforementioned constructs in enhancing L2 instruction and the dearth of research investigating their interrelationships, this investigation endeavored to inspect the contributions of S-E, ER, RT, and MT to TS in the Iranian EFL context. Drawing on relevant literature and theoretical frameworks, a conceptual model was developed to depict the dynamic interplay between S-E, ER, RT, MT, and TS. The proposed model was then subjected to a confirmatory factor analysis (CFA) and a structural equation modeling (SEM), two powerful statistical techniques commonly employed to examine the structural validity of latent variables and relationships among multiple variables, respectively. SEM, in particular, is an increasingly popular multivariate approach for analyzing causal connections in scientific research (Riazi, 2016) and was employed in this study to assess the proposed model's validity. The followings are the research questions (RQs) that were formulated to achieve the aims of this study:

- RQ1. Does EFL teachers' self-efficacy influence their teaching style?
- RQ2. Does EFL teachers' emotion regulation influence their teaching style?
- RQ3. Does EFL teachers' reflective teaching influence their teaching style?
- RQ4. Does EFL teachers' mindfulness in teaching influence their teaching style?

To present a clear illustration of the aforementioned concepts, Figure 1 portrays the interrelationships among S-E, ER, RT, MT, with TS. The diagram postulates that the TS of EFL teachers can be significantly influenced by their S-E, ER, RT, and MT.

Figure 1

The Suggested Model



Participants

The study involved the recruitment of 492 EFL teachers from private language institutes ($n = 24$) in Mashhad, Iran, using purposive sampling to select participants with a minimum of three years of teaching experience in EFL contexts. Participants who did not meet this criterion or did not teach EFL were excluded. The teachers taught English to students at different levels, including intermediate 1, intermediate 2, advanced 1, advanced 2, and advanced 3, with various academic backgrounds, including TEFL, English Literature, English Translation, Linguistics, Ph.D., M.A., or B.A. The authors administered a self-report questionnaire adapted from previous studies on EFL teachers' perceptions and practices, which measured demographic characteristics, teaching experience, academic qualifications, teaching methods, teaching materials, teaching challenges, teaching satisfaction, and teaching motivation. The questionnaire was administered online using Google Forms. The sample size was calculated using a power analysis based on a previous study, with a significance level of .05 and a desired effect size of $d = .3$ for our correlation analysis, resulting in a sample size of 492 participants with a power of .8 at $\alpha = .05$ and $d = .3$. Ethical approval was obtained from the Ferdowsi University, and informed consent was obtained from all participants, who were provided with detailed information on the purpose, procedures, risks, benefits, confidentiality, anonymity, voluntary participation, withdrawal rights, data protection policies, and contact information. Participants were also given copies of their responses before submitting them.

Instruments

The Teaching Style Inventory

In order to gauge the participants' TS preferences, the authors used the Teaching Style Inventory (TSI) which was designed and validated by Gasha (1996). TSI comprises 40 Likert-type scale items rated on a seven-point scale. The inventory encompasses the following sub-components: expert, FA, PM, facilitator, and delegator TSs. The TSI has been shown to possess an acceptable level of reliability coefficient, including a coefficient range from 0.841 to 0.887. The validity of the TSI was evaluated by two experts through a review of the instrument's face and content validity. After their evaluation, they confirmed that the scale was valid in terms of both face and content.

The Teacher Self-Efficacy Scale

In 2001, Tschannen-Moran et al. (1998) designed and validated the Teacher Self-Efficacy Scale (TSES) for measuring teachers' S-E. This instrument was used to assess the participants' S-E. TSES comprises 24 questions in three subscales, each rated on a 9-point Likert scale: instructional tactics, classroom management, and student involvement. The individual components of the TSES demonstrated acceptable levels of reliability, as confirmed by Cronbach's alpha values (ranging between 0.839 to 0.879). Two experts evaluated the face and content validity of the TSES to establish its validity. Following their assessment, they confirmed that the scale was valid in terms of both face and content.

The Language Teacher Emotion Regulation Inventory

The authors employed the Language Teacher Emotion Regulation Inventory (LTERI) to examine the ER strategies of the participants. Heydarnejad et al. (2021) developed this scale, which consists of 27 items and six sub-factors: SS, SM, AD, reappraisal, suppression, and SSS. The items of the LTERI are rated on a five-point Likert scale, ranging from 1 (never) to 5 (always). The internal consistency of the LTERI was deemed satisfactory for this study, as determined by Cronbach's alpha (ranging from 0.846 to 0.901). To assess the validity of the LTERI, two experts reviewed the instrument's face and content validity. After their assessment, they confirmed that the scale was valid in terms of both face and content.

The English Language Teacher Reflective Inventory

The English Language Teacher Reflective Inventory (ELTRI) by Akbari et al. (2010) was utilized to measure the participants' RT. LTRI consists of 29 likert-scale questions, with responses ranging from 1 (strongly disagree) to 5 (strongly agree). The sub-factors of the LTRI include practical, cognitive, learner (affective), metacognitive, and crucial elements. The evaluation of LTRI's internal consistency revealed that the instrument was reliable (ranging from 0.861 to 0.894). To establish the validity of the LTRI, two experts conducted a review of the instrument's face and content validity. After their evaluation, they confirmed that the scale was valid in terms of both face and content.

The Mindfulness in Teaching Scale

In this study, the MTS was used to assess MT. The Mindfulness in Teaching Scale (MTS) was developed and validated by Frank et al. (2016) and consisted of 14 items; each rated on a Likert scale from one to five points. The MTS is composed of two sub-components: the intrapersonal mindfulness component (9 items) and the interpersonal mindfulness component (5 items). The reliability of the MTS was deemed satisfactory, as indicated by the Cronbach's alpha reliability coefficient (ranging from 0.845 to 0.897). To establish the validity of the MTS, two experts conducted a review of the instrument's face and content validity. After evaluation, they confirmed the validity of the scale in terms of both face and content.

Data Collection Procedures

The research study was conducted from February 2023 to April 2023 using an online platform. The participants were given an electronic survey through Google Forms. The authors decided to conduct the survey in English because all the EFL teachers were proficient in the language, and it helped avoid any unrelated factors. The electronic survey allowed the authors to collect data from different age groups, cultural backgrounds, and locations resulting in 492 forms received, which resulted in an 87.4% response rate. The survey's structure ensured that no data was excluded.

Data Analysis Procedures

To analyze the data, the authors utilized LISREL 8.80 software to conduct CFA and SEM. SEM is a robust statistical method that allows for the evaluation of

confirmatory hypotheses related to the proposed structural theory (Schreiber et al., 2006). An SEM model comprises two key elements: the measurement model which investigates the connections between observed and latent variables (Weston, R., & Gore Jr, 2006), and the structural model which identifies the relationships between the latent variables.

Results

In this section, the results of the study are presented. The descriptive results are presented in Table 1.

Table 1

The Results of the Descriptive Statistics

Instruments	Sub-Scales	N	Min	Max	M	S. D
TS	Expert	492	8	52	31.770	10.809
	FA	492	8	54	29.970	9.590
	PM	492	8	56	30.152	9.970
	Facilitator	492	8	56	31.805	11.496
	Delegator	492	8	52	31.833	8.630
S-E	Instructional Strategies	492	8	48	32.659	7.106
	Classroom Management	492	8	52	30.547	8.614
	Student Engagement	492	8	48	33.313	6.973
ER	SS	492	5	25	17.0624	4.742
	SM	492	5	25	15.923	4.748
	AD	492	4	20	12.734	4.366
	Reappraisal	492	5	25	17.065	4.687
	Suppression	492	4	20	13.112	3.733
	SSS	492	4	20	13.659	3.730
RT	Practical	492	11	30	21.455	4.006
	Cognitive	492	8	25	18.461	3.812
	Learner (affective)	492	13	29	22.242	3.816
	Metacognitive	492	12	30	21.701	5.085
	Critical Elements	492	7	30	21.577	5.174
MT	Intrapersonal Mindfulness	492	12	45	32.465	7.323
	Interpersonal Mindfulness	492	10	25	18.419	3.551

The results indicate that among the sub-components of TS, the delegator TS ($M = 31.833$, $SD = 8.630$) and the facilitator ($M = 31.805$, $SD = 11.496$) had the highest average ratings overall. Within the S-E factors, the student engagement ($M =$

33.313, $SD = 6.973$) was selected most frequently by the participants. In relation to the LTERI, the reappraisal was the most commonly utilized ER strategy among the EFL teachers ($M = 17.065$, $SD = 4.687$). Furthermore, among the sub-components of the LTRI, the metacognitive strategies ($M = 21.701$, $SD = 5.085$) were the most endorsed strategies. Lastly, regarding the sub-scales of the MTS, the intrapersonal mindfulness ($M = 32.465$, $SD = 7.323$) emerged as the predominant strategy.

After that, to determine the normality of the collected data, the Kolmogorov-Smirnov test was utilized.

Table 2

The Results of Kolmogorov-Smirnov Test

Scales	Sub-Scales	Kolmogorov-Smirnov Z	Asymp. Sig. (2-tailed)
TS	Expert	0.679	0.746
	FA	0.814	0.521
	PM	1.341	0.055
	Facilitator	0.498	0.965
	Delegator	1.091	0.185
S-E	Instructional Strategies	0.944	0.335
	Classroom Management	0.635	0.814
	Student Engagement	0.604	0.859
ER	SS	0.815	0.520
	SM	0.945	0.333
	AD	0.875	0.428
	Reappraisal	0.732	0.658
	Suppression	0.977	0.296
	SSS	1.159	0.136
RT	Practical	0.678	0.747
	Cognitive	1.031	0.238
	Learner (affective)	1.017	0.252
	Metacognitive	0.873	0.432
	Critical Elements	0.954	0.322
MT	Intrapersonal Mindfulness	0.693	0.724
	Interpersonal Mindfulness	1.160	0.136

Table 2 displays the significance levels greater than 0.05. The results of Table 2 revealed that the collected data were normally distributed, suggesting the suitability of using parametric statistical methods. Consequently, CAF and SEM were employed to examine the structural relationships among TS, TSE, LTER, ELTR, and MT. To conclude this section, various model fit indices were assessed, including the chi-square statistic, the Root Mean Squared Error of Approximation (RMSEA), the normed fit index (NFI), the goodness-of-fit index (GFI), and the comparative fit index (CFI). Jöreskog and Sörbom (1990) recommends that the chi-square / df ratio should be below three and that the chi-square should not be significant. Additionally, it is suggested that the RMSEA value should be less than 0.1, and the NFI, GFI, and CFI should all exceed 0.90 (Jöreskog & Sörbom, 1990).

Table 3

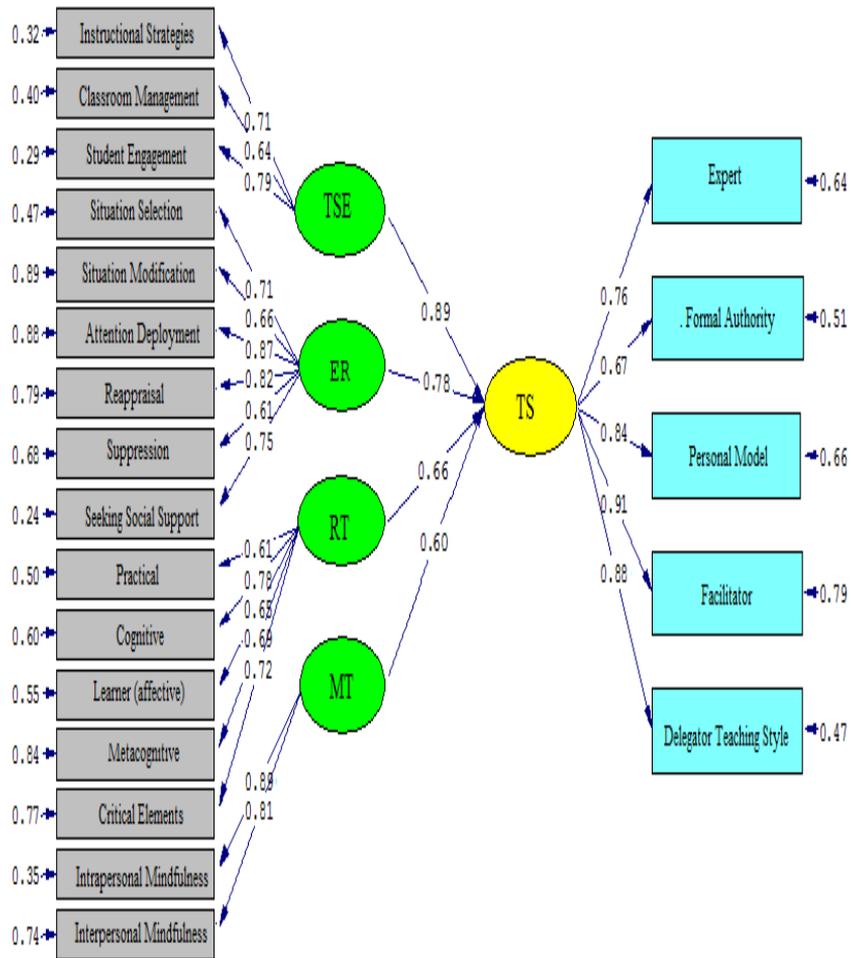
Model Fit Indices

Fitting Indexes	χ^2	df	χ^2/df	RMSEA	GFI	NFI	CFI
Cut Value			< 3	< 0.1	> 0.9	> 0.9	> 0.9
Model 1	527.39	179	2.946	0.063	0.940	0.921	0.938
Model 2	4241.88	1457	2.860	0.062	0.931	0.910	0.925

Based on Table 3, the chi-square / df ratio (2.946), RMSEA (0.063), GFI (0.940), NFI (0.921), and CFI (0.938) in Model 1 all satisfy the recommended fit criteria. Considering Model 2, the chi-square / df ratio (2.86) and RMSEA (0.062) meet the acceptable fit standards. Furthermore, the GFI (0.931), NFI (0.910), and CFI (0.925) values are considered satisfactory.

Figure 2

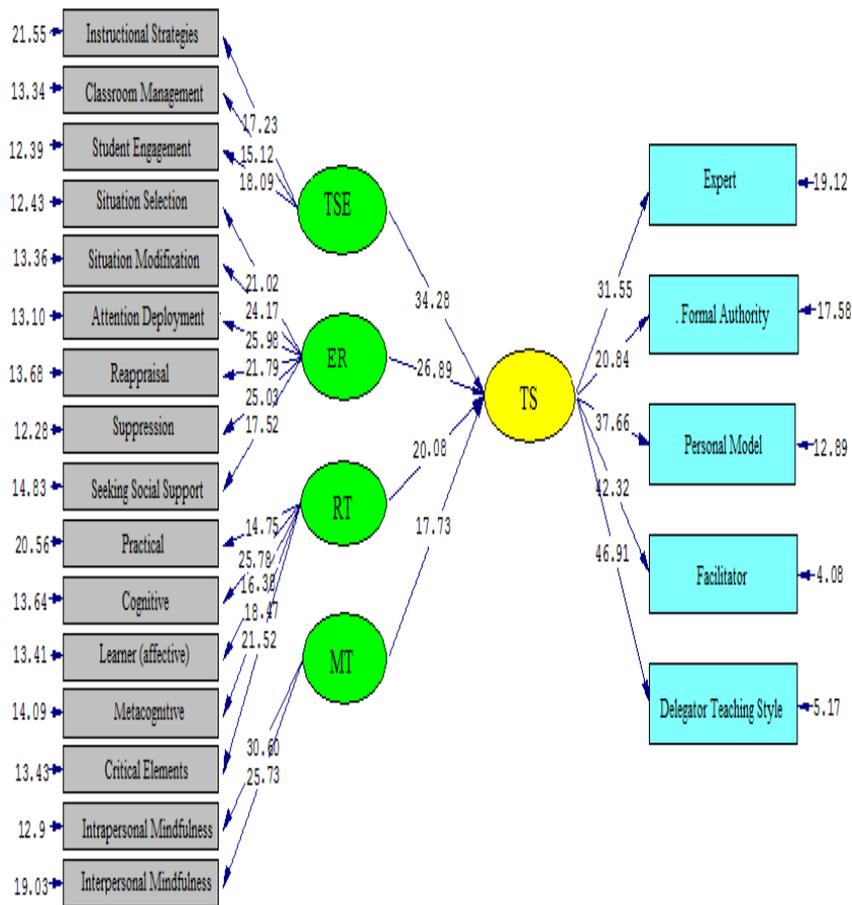
A Symbolic Representation of the Path Coefficients Values for the Interplay Among S-E, ER, RT, MT, and TS (Model 1)



Chi-Square=527.39, df=179, P-value=0.00000, RMSEA=0.063

Figure 3

T Significance Values for Path Coefficients (Model 1)

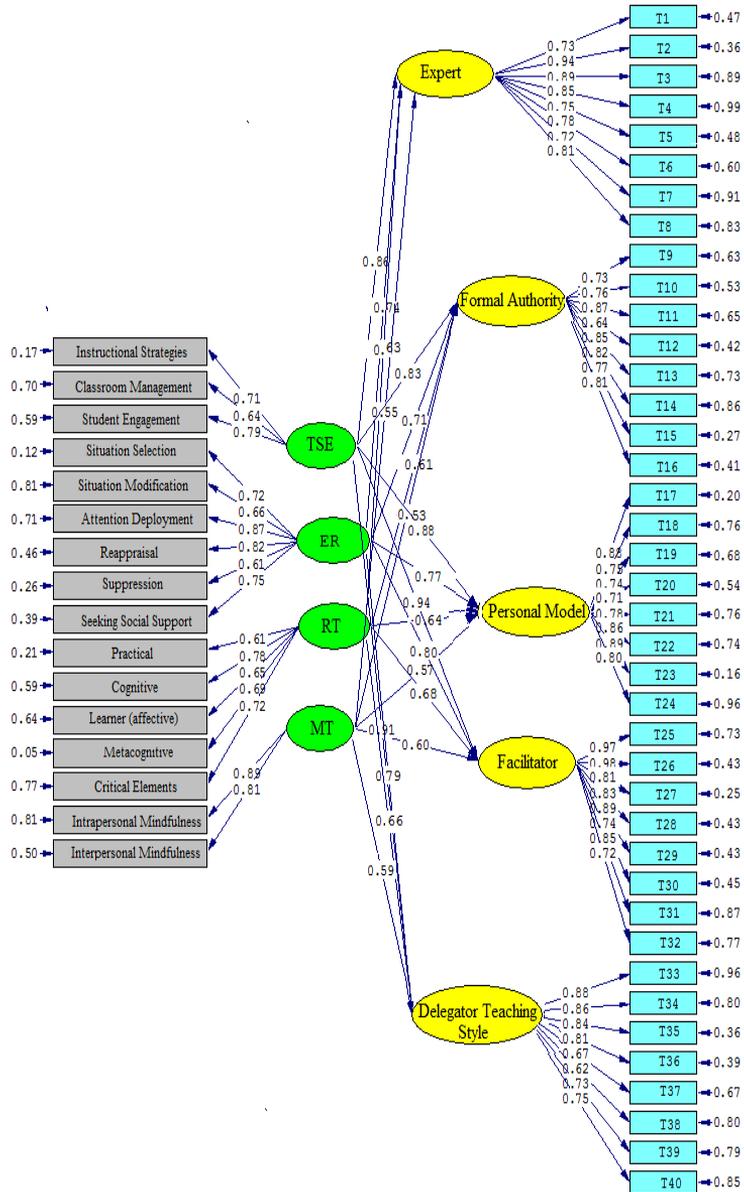


Chi-Square=527.39, df=179, P-value=0.00000, RMSEA=0.063

The standardized estimates and t-values reported in Figures 3 and 4 suggest that TSE, LTER, ELTR, and MT may predict TS preferences. Specifically, the positive influence of TSE ($\beta = 0.89, t = 34.28$), ER ($\beta = 0.78, t = 26.89$), RT ($\beta = 0.66, t = 20.08$), and MT ($\beta = 0.60, t = 17.73$) on TS was found to be statistically significant.

Figure 4

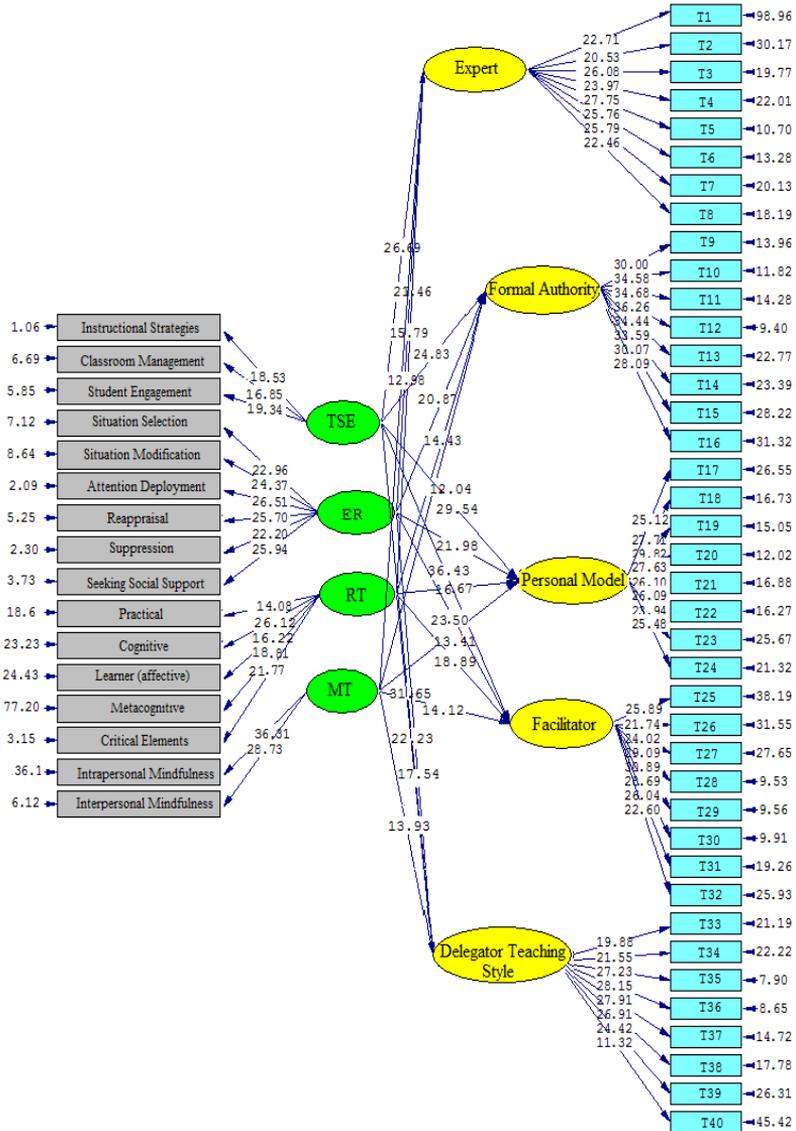
A Symbolic Description of the Path Coefficients Values for the Relationship Between S-E, ER, RT, MT, and TS Sub-Factors (Model 2)



Chi-Square=4241.88, df=1457, P-value=0.00000, RMSEA=0.062

Figure 5

T Significance Values for Path Coefficients (Model 2)



Chi-Square=4241.88, df=1457, P-value=0.00000, RMSEA=0.062

Figures 4 and 5 display a diagrammatic description of the path coefficient values depicting the interaction between S-E, ER, RT, MT, and TS sub-factors. The outcomes suggest a significant interplay among SE and the following TS sub-factors:

the expert ($\beta = 0.86, t = 26.69$), FA ($\beta = 0.83, t = 24.83$), PM ($\beta = 0.88, t = 29.54$), the facilitator ($\beta = 0.94, t = 36.43$), and the delegator ($\beta = 0.91, t = 31.65$). Similarly, between ER and TS sub-factors, the association was significant: the expert ($\beta = 0.74, t = 21.46$), FA ($\beta = 0.71, t = 20.87$), PM ($\beta = 0.77, t = 21.98$), the facilitator ($\beta = 0.80, t = 23.50$), and the delegator ($\beta = 0.79, t = 22.23$). Positive and significant relationships were also evident between RT and TS sub-factors: the expert ($\beta = 0.63, t = 15.79$), FA ($\beta = 0.61, t = 14.43$), PM ($\beta = 0.64, t = 16.67$), the facilitator ($\beta = 0.68, t = 18.89$), and the delegator ($\beta = 0.66, t = 15.67$).

A Pearson product-moment correlation was conducted to explore the magnitude of the interplay among the S-E, ER, RT, MT, and TS sub-factors.

Table 4

Measures of Agreement Among the S-E, ER, RT, MT, and TS Sub-Factors

	Expert	FA	PM	Facilitator	Delegator	S-E	ER	RT	MT
Expert	1.000								
FA	0.550**	1.000							
PM	0.589**	0.608**	1.000						
Facilitator	0.603**	0.654**	0.589**	1.000					
Delegator	0.621**	0.598**	0.574**	0.562*	1.000				
TSE	0.884**	0.858**	0.904**	0.960*	0.931*	1.000			
ER	0.768**	0.736**	0.796**	0.828*	0.815*	0.566**	1.000		
RT	0.659**	0.639**	0.661**	0.706*	0.684*	0.548**	0.627**	1.000	
MT	0.574**	0.552**	0.591**	0.625*	0.613*	0.601**	0.668**	0.655**	1.000

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

As Table 4 displays, a strong positive association was found between TSE and TS sub-components: the expert ($r = 0.884$), FA ($r = 0.858$), PM ($r = 0.904$), the facilitator ($r = 0.960$), and the delegator ($r = 0.931$). Similarly, there was a substantial

positive association between ER and TS sub-components: the expert ($r = 0.768$), FA ($r = 0.736$), PM ($r = 0.796$), Facilitator ($r = 0.828$), and the delegator ($r = 0.815$). Additionally, RT and TS sub-components are closely connected: the expert ($r = 0.659$), FA ($r = 0.639$), PM ($r = 0.661$), the facilitator ($r = 0.706$), and the delegator ($r = 0.684$). The results also suggest a positive correlation between MT and TS sub-components: Expert ($r = 0.574$), FA ($r = 0.552$), PM ($r = 0.591$), the facilitator ($r = 0.625$), and the delegator ($r = 0.613$).

Discussion

The current research sought to determine the degree to which S-E, ER, RT, and MT were significantly associated with TS. The findings of this research documented that S-E, ER, RT, and MT were all positively and significantly linked with the TS that the EFL teachers opted for. In exact terms, the first research inquiry gauged if the EFL teachers' S-E could offer any useful insights into their TS. The findings obtained from the study unveiled that the proficient teachers tend to prefer TS that prioritize learner satisfaction, such as the facilitator and delegator styles. The outcomes mirrored that the S-E was positively associated with their inclination to adopt teaching methods. In other words, the EFL teachers who exhibited dominant TS such as expert, FA, and PM, scored lower on S-E. The outcomes of the current investigation support prior findings found by Heidari et al. (2012), Kozikoglu and Babacan (2019), and Zarrinabadi et al. (2022), indicating that teacher S-E was a strong predictor of their job performance. Additionally, Zangenehvandi et al. (2014) and Barni et al. (2019) have also discussed that creating a fair learning atmosphere, particularly in classroom interactions and interpersonal associations, can promote teachers' mental and pedagogical well-being.

In tune with the literature, two possible reasons for the gained findings may be offered. First, the EFL teachers with higher S-E might tend to have greater confidence in their abilities to effectively teach English as a foreign language (Kozikoglu & Babacan, 2019). This confidence might influence their TS, leading them to adopt more innovative and student-centered approaches. Such EFL teachers may be more inclined to use interactive teaching methods, offer constructive feedback, and create an engaging classroom environment (Namaziandost et al., 2022; Zangenehvandi et al., 2014). These teaching practices were likely to positively impact the learning outcomes of EFL students. Second, the teachers' belief in their own efficacy might impact student engagement and motivation. When the EFL teachers display confidence and use effective instructional techniques, it might inspire students to feel more motivated and involved in their learning (Barni et al., 2019; Fathi et al., 2020). Students may perceive their teachers as competent and skilled, which could enhance their self-beliefs regarding their own language learning abilities (Buric´ & Kim (2020). This positive relationship between S-E and TS may contribute to a supportive and stimulating learning environment for Iranian EFL learners.

The second research question aimed to determine if the EFL teachers' ER could predict their TS. The present outcome evidenced that the EFL teachers who

demonstrated effective regulation of their emotions had a tendency to implement student-centered pedagogical strategies in their classrooms. These teachers did not position themselves as the sole authority in the classroom but instead preferred to involve their students in the learning process. Accordingly, Model 2 demonstrated that ER was positively correlated with the facilitator, delegator, PM, expert, and FA styles, respectively. The outcomes are congruent with the study performed by Frenzel et al. (2021) who demonstrated that instructors' emotions, in general, and their quality, in particular, could serve as significant obstacles or inspirations for their teaching practices. This implies that the EFL teachers who possessed a healthy state of ER might create a classroom learning environment that fostered the intellectual and emotional development of all students.

The gained results can be justified from two perspectives. First, the effective ER by the EFL teachers might contribute to creating a positive and supportive classroom atmosphere. When the teachers were able to regulate their emotions and maintain a calm and composed demeanor, it could enhance rapport and cooperation with students (Frenzel et al., 2021). This positive emotional climate might have a direct impact on the TS employed by the EFL teachers. In other words, the EFL teachers who were emotionally regulated were more likely to adopt student-centered approaches, might show empathy, and adjust their teaching strategies according to the individual needs and emotional states of the learners (Frenzel, 2014; Mischel & Ayduk, 2004). This alignment between ER and TS could positively influence the learning experience and outcomes of Iranian EFL learners. Second, the ER skills might facilitate effective teacher-student interaction and communication. When the EFL teachers were skilled at managing their emotions, they were more likely to respond to student's needs and challenges in a calm and patient manner (Chang & Taxer, 2020; Namaziandost et al., 2022a). This might result in improved communication, understanding, and mutual respect between the EFL teachers and students (Frenzel et al., 2021). As a consequence, the EFL teachers with better ER abilities may be more open to feedback, display effective problem-solving skills, and create a safe and inclusive classroom environment. These factors might shape the TS by promoting interactive and collaborative teaching methods, active listening, and supportive feedback practices among Iranian EFL learners.

The next research question aimed to inspect whether the EFL teachers' RT could provide any useful insights into their TS. The study's findings documented that the EFL teachers' RT can indeed influence their TS. It can be inferred that deep thinking and metacognition can enable the EFL teachers to effectively implement efficient TS. Furthermore, there is a higher probability of teacher-centered classes in situations where there is limited reflection experience. Reflective teachers evaluate their TS by carefully considering their strengths and limitations. These findings are not surprising, as previous literature has evidenced that teachers who engage in reflective thinking are more inclined to create autonomous L2 learning situations that foster student engagement and participation (Shirazizadeh et al. 2019; Rashtchi & Sanayi Mashhour, 2019).

Two probable reasons may be presented for the findings of the study. Initially, RT practices might encourage the EFL teachers to engage in a systematic

and purposeful process of self-reflection, self-evaluation, and continuous professional development (Malmir & Mohammadi, 2018). The EFL teachers who actively engaged in reflective thinking and analysis of their teaching practices were more likely to critically examine their instructional methods, content delivery, and classroom management strategies (Shirazizadeh et al., 2019). This deliberate self-reflection could allow the EFL teachers to identify areas of improvement, adapt teaching techniques, and implement effective instructional methods that align with the specific needs and learning styles of Iranian EFL learners (Rashtchi & Sanayi Mashhour, 2019). Consequently, a positive correlation between RT and TS may suggest that the EFL teachers who engaged in reflective practices tend to adopt more student-centered, innovative, and adaptable TSs, which could enhance the learning experience for EFL learners. Secondly, RT might encourage the EFL teachers to consider the individual needs, interests, and progress of their students. Through reflection, the EFL teachers could gain insights into the learning preferences, strengths, and weaknesses of Iranian EFL learners (Rashtchi & Sanayi Mashhour, 2019). As argued by Lawrence-Wilkes and Ashmore (2014), this knowledge might allow the EFL teachers to adopt learner-centered approaches such as differentiated instruction, personalized learning, and task-based activities. By tailoring their TS to the unique characteristics of their students, reflective teachers could create a more engaging and inclusive classroom environment (Shirazizadeh et al., 2019). This correlation between RT and TS might suggest that the EFL teachers who prioritized student-centeredness and individualization were more likely to engage in reflective practices, aligning their TS with the specific requirements and aspirations of Iranian EFL learners.

The final research objective was concerned with examining whether the EFL teachers' MT could impact their choice of TS. The study's results disclosed that teachers' MT and awareness could increase the likelihood of implementing student-centered teaching methods among the EFL teachers. Model 2 indicated that the EFL instructors with a strong awareness of MT were more likely to favor the facilitator and delegator teaching approaches, which prioritize student-centered learning, as opposed to the PM, expert, and FA styles, which prioritize teacher-centered learning. These outcomes are in accord with those of Meyer and Eklund (2020) who demonstrated that university teachers who developed MT tended to implement efficient teaching strategies in their classes to optimize learning. These strategies emphasize the importance of students' affective factors and classroom participation.

Drawing from the relevant literature, one potential reason for this is that MT practices, such as meditation and self-reflection, might enhance the EFL teachers' ability to be present in the classroom and attuned to their students' needs. By developing a mindful awareness of their thoughts, emotions, and sensations, the EFL teachers could cultivate empathy and a deeper understanding of their students' experiences (Davis & Hayes, 2011; Kuru Gönen, 2022). This heightened empathy might influence the EFL teachers to adopt a more compassionate and student-centered TS that takes into account the diverse backgrounds, preferences, and learning needs of Iranian EFL learners. Furthermore, the MT practices support ER, enabling the EFL teachers to manage stress, frustration, and other negative emotions

that may arise during teaching (Baer et al., 2012; Iani et al., 2019). By having better emotional control, the EFL teachers could maintain a calm and supportive classroom atmosphere, promoting effective communication, and facilitating a positive learning environment.

Conclusion and Implications

As discussed earlier, this study intended to inspect whether the Iranian EFL teachers' S-E, ER, RT, and MT serve as strong predictors of their TS preferences. The results disclosed that EFL teachers' S-E, ER, RT, and MT all provided valuable insights into their TS preferences. Specifically, the results demonstrated that the EFL instructors with higher levels of S-E tended to adopt more effective TS. Similarly, the EFL teachers who demonstrated effective regulation of their emotions tended to employ student-centered pedagogical strategies in their classrooms. Furthermore, reflective thinking and metacognition enabled the EFL teachers to effectively implement efficient TS. Finally, the results suggested that MT could increase the likelihood of implementing student-centered teaching methods among the EFL teachers. Additionally, it is implied that the EFL instructors with higher levels of S-E, ER, RT, and MT tended to exhibit more successful TS preferences.

Considering the crucial influence of psychological factors on TS preferences, the study findings offer some implications for policymakers, educators, and L2 teachers. Specifically, the results underscored the predictive capacity of S-E, ER, RT, and MT in determining the quality of instruction. L2 teachers must recognize the importance of improving their physical and mental well-being to facilitate effective and productive teaching practices. Additionally, L2 teachers should develop psychological strategies and techniques to promote a calm and supportive classroom environment. Therefore, the study recommends the inclusion of psychological training courses in the form of training classes for instructors.

Despite the significance of the findings, this research is subject to several limitations that must be acknowledged. Firstly, all the data gathered in this study were self-reported, which could have introduced potential errors. Future research could address this limitation by employing experimental manipulation or intervention training to further explore the relationships between these constructs. Secondly, this research failed to account for participants' demographic information, such as age or gender. Prospective studies in the future could examine whether EFL teachers' demographic characteristics influence S-E, ER, RT, MT, and TS. Thirdly, this research utilized a convenience sampling method, and thus, further testing and verification are required to generalize the research findings. Additionally, more studies are needed to triangulate the findings of this research. Therefore, it is recommended that prospective research addresses these limitations to enhance the validity and generalizability of the results.

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Authors' Biographies



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The Intervention of Criteria-Referenced Self-Assessment in Developing the Accuracy, Lexical Resource, and Coherence of Advanced Iranian EFL Learners' Writing: Shared vs. Independent Tasks

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Abstract

A controversial issue in language teaching is the extent to which engaging learners in the learning process may enhance various aspects of learners' writing. The current study set out to examine the impact of employing evaluation rubrics as self-assessment devices on advanced EFL learners' writing features. The current study probed the interactive effect of criteria-referenced self-assessment and task type on the accuracy, lexical resources, and coherence. The participants included 60 advanced EFL learners distributed into two experimental groups (30 male and female learners each). The instruments were two writing tasks as pre-test and post-test, assessed based on IDP rubrics evaluating lexical resources, task response, grammatical range and accuracy, and cohesion and coherence. Two-way ANCOVA was administered to analyze the data. The findings revealed significantly more accurate and coherent writing of the criteria-referenced self-assessment group compared to the teacher-assessment group with no significant difference in lexical resources. Moreover, the findings indicated that the participants performed significantly better on shared tasks compared to independent tasks. However, task and assessment types were found to have no significant interactive effect on the writing features in question. The findings emphasize the practical benefits of criteria-referenced self-assessment and shared tasks in promoting Iranian advanced EFL learners' writing accuracy and coherence. The implications will be discussed.

Keywords: Accuracy, Criteria-Referenced Self-Assessment, Coherence, Lexical Resource, Shared tasks, Independent tasks, writing

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Introduction

Writing seems to be a formidable task for numerous EFL learners owing to the intricate nature of this skill and the deficiencies in learners' linguistic, organizational, and conceptual resources. Although some courses that aim to prepare applicants for standardized proficiency tests may address various features of writing, the experience of numerous learners suggests that the teaching of writing is usually focused on learning the subcomponents of writing such as grammar and vocabulary with very little or no emphasis on organizational skills that learners need to develop and link ideas coherently (Richards, 2002). One practical approach to enhance learners' writing might be to introduce evaluation rubrics and engage them in the process of scoring so that they can realize what is expected from them and how they can fulfill these expectations. According to Andrade (2008), this might be accomplished if English teachers establish writing capability obviously before developing other test-connected features like tasks and grading/scoring outlines for the validity of the testing and test qualifications. Involving learners in the rubric-based evaluation of their own and their peer's writing is still the principal concern of writing teachers. The importance of engaging learners in the process of evaluation of writing, via introducing rubrics to enhance learners' ability to communicate their ideas effectively, especially in writing, is stressed by Jaidev (2011). He stated that acquaintance with writing skill rubrics similarly aids students become more responsible for their writing, and it permits them to receive a superior sense of possession of what they have written.

According to Zahrotun (2018), one of the best methods of teaching writing to EFL learners, which has been broadly discussed, is collaborative writing. She viewed shared writing as one of the considered methods to be implemented at any level of education. She declared that shared and collaborative writing maximizes learners' engagement and participation in language-learning practices adding that this technique has changed into a valuable, focused, and communicative aim. Dyke (2006) claimed that shared and scaffolded writing tasks, which are performed in pairs and groups, allow reflective interactive and scaffolded assessment. Dyke added that reflection has been a key concern that many philosophers have dealt with, and because of this, it is argued that a more reflective approach to learning helps learners respond and cope better in different situations in life.

Another way, suggested by many EFL scholars and practitioners to assist learners augment their writing skills, is by engaging them in the process of evaluating their written products. Experts in applied linguistics such as O'Malley and Valdez (1996), Mueller (2003), and Jonsson and Svingby (2007) advocated learner engagement in the process of teaching and evaluation. This engagement had previously been referred to as "formative assessment" by Bloom (1968). Bloom took up the term to underscore the efficiency of formative assessment as an instrument for enlightening the teaching-learning procedure for learners. Of course, the formative assessment might be justifiable concerning sociocultural theory and the priority that is given to learning as a mediated undertaking that is best fulfilled with the help of a more knowledgeable person who can identify the inner limits of an individual's Zone of Proximal Development (ZPD) and design appropriate supportive activities that

serve to help him fulfill his potential at the outer limit of the ZPD (Johnson, 2009). Rubric-based self/peer assessment is the artifact that might accelerate learners' achievement of educational goals, and thereby, boost learning outcomes.

Based on the above-mentioned points it can be stated that despite the importance of the English language worldwide and the need to learn this language for personal, academic, and professional reason, most of the EFL learners lack the expected capability to use productive skills, especially writing skill. Moreover, a great deal of EFL learners try to prepare themselves for international proficiency tests such as the IELTS and TOEFL every year, and writing tasks are always a great obstacle for them. Thus, learners have to develop their writing skill to perform accurately and fluently in different domains that require writing proficiency. Accordingly, the major problem tackled in the present study is the tough experience that advanced Iranian EFL learners have in learning how to use their learned knowledge, especially in writing. They mostly find the task challenging and can hardly achieve the minimum proficiency in this productive skill. This problem can partly be attributed to the complexity of the writing skill, as a fundamental skill in any English proficiency test as well as in the fulfillment of educational or everyday needs. Additionally, writing deficiencies experienced by many learners originate from restrictions in lexical resources, incomplete knowledge of English grammar, and lack of knowledge of the organization that leads to failure in generating ideas in an accurate and fluent manner.

One way to resolve such problems can be using rubric-based self/peer assessment. Learners can apply rubrics in their writing while they grow into more experienced learners by examining the quality of their work and improvement. Reviewing the related literature revealed that there are numerous studies that have inspected the role of self-assessment in developing writing skill such as Heidarian (2016), Comert and Kutlu (2018), Fathi, Afzali and Parsa (2021), Bommanaboina and Guduru (2022), and Zhang and Zhang (2022). Moreover, previous research studies have delved into various aspects of writing and evaluation. Writing has been investigated with respect to the use of rubrics as instructional feedback (Butler & Winne, 1995; Bangert-Drowns Kulik, Kulik, & Morgan, 1991), the effects of instructional rubrics (Andrade, 2000), the role of peer interaction in young children (Dyson, 2003; Larson, 1997), and the role of instructional interaction in the classroom (Greenfield, 1994). They all have advocated that involving learners in the assessment procedure by encouraging them to take part in making a rubric facilitates a more profound realization of envisioned results and connected assessment principles.

However, there is a lack of research on investigating the effect of a criteria-referenced self-assessment process that inspects detailed components of accuracy, lexical resource, and coherence along with considering the influence of shared and independent tasks. Thus, the drive of the current study was to examine the interactive effects of criteria-referenced self-assessment on the accuracy, lexical resources, and coherence of advanced Iranian EFL learners' shared versus independent written tasks. It was based on the hypothesis that learners can use rubrics to direct their learning. The criteria designated in a rubric assist learners to reflect on their writing and simplify assigning learning objectives in a specific performance assessment. Through

self-assessment or peer-assessment, learners could apply a rubric in assessing completed works and administer it to guide their planning in learning.

Primarily, the present study is significant in terms of the insights that will be obtained concerning the effectiveness of criteria-referenced self-assessment as a practical device in promoting EFL learners' writing. This can open up a world of possibilities for learners. The findings can help to ameliorate the problems that many advanced EFL learners face in their writing performance. Writing allows a controlled, deliberate, and consequently powerful type of communication, and equipping the learners with the possible criteria for assessing and scoring leads them to gain the required knowledge to create a piece of writing.

To serve the purpose of the study, the following research questions and hypotheses were formulated:

RQ1: Do criteria-referenced self-assessment and task type have any significant interactive effect on the accuracy of advanced Iranian EFL learners' writing performance?

RQ2: Do criteria-referenced self-assessment and task type have any significant interactive effect on the lexical resources of advanced Iranian EFL learners' writing performance?

RQ3: Do criteria-referenced self-assessment and task type have any significant interactive effect on the coherence of advanced Iranian EFL learners' writing performance?

Correspondingly, the following hypotheses for questions were put forward:

H1: Criteria-referenced self-assessment and task type have a significant interactive effect on the accuracy of advanced Iranian EFL learners' writing performance.

H2: Criteria-referenced self-assessment and task type have a significant interactive effect on the lexical resources of advanced Iranian EFL learners' writing performance.

H3: Criteria-referenced self-assessment and task type have a significant interactive effect on the coherence of advanced Iranian EFL learners' writing performance.

Literature Review

Writing empowers learners to construct their own writing fragments in dissimilar genre manuscripts. It is a procedure of discovering, delivering, accumulating, reforming, and revising designs on text (Meyers, 2003). The teacher's mission throughout or at the end of every course is to implement assessment with the intention of estimating the students' success on the way to achieving the objective of the lesson. As a process of formative assessment, Self-assessment is a technique during which the learners appraise the excellence of their works, redirect their learning, identify assets and flaws in their writing, judge reflection about the

obviously specified objectives or criteria, and revise consequently (Andrade & Du, 2007).

With the rise of the assessment paradigm as an alternative to the long-entrenched positivist test paradigm, educators and researchers introduced dissimilar learner-centered assessment types (Pope, 2005). Assessment has been considered an integral element of learning and is argued to positively affect the learning process by enhancing the learning quality and fostering the learners' responsibility and sense of reflection (Orsmond, Merry & Reiling, 2000). In line with this new interest given to assessment, alternative assessment categories, such as self-assessment, peer-assessment, portfolio assessment, and conferencing were widely introduced and occasionally employed by L2 researchers and instructors (Brown & Hudson, 1998; Fathi, Derakhshan & Safdari 2020). Peer-assessment and self-assessment are the most dominant forms of alternative assessment. Theoretically, the present study conforms to Andrade's (2008) criteria-referenced self-assessment orientation. With a sociocognitive approach behind it, he claimed that informing the learners of various features of writing including accuracy, lexical density, and coherence as well as involving them in assessing their own work, equips them to raise more reflective learning and they can explicitly notice and be aware of the essential scoring elements. It enables students to think and recognize the quality of their work based on clearly stated criteria.

Accordingly, learners would be able to assess their own writing using certain rubrics; however, they are expected to develop their language skills, which can be facilitated through different task types. Like all language skills, writing can be enhanced if learners are engaged in performing a wide range of task types. Nation (2009) identified four types of writing tasks that can be employed to improve learners' writing. They include experience, guided, shared, and independent task types. Experience tasks have been described as tasks or activities which encourage learning to write by being done. Guided tasks are the tasks in which the teacher plays only the role of a guide to assist the learners write better. Shared tasks according to Routman (1994), is a collaborative technique teachers use to help students develop ways to improve their writing. It gives students a model of what they are expected to write. In addition, independent tasks, according to Davidson (2007, as cited in Housen & Kuiken, 2009), are tasks that students do by themselves. During independent writing, students are thought to produce their own written texts by drawing on knowledge and skills that have been taught to them.

Writing has been assumed to display a number of features that can be employed both for teaching and for evaluating the written product. According to Polio (1997), major features of writing include accuracy, fluency, complexity, cohesion, coherence, lexical density, and mechanics. These features are normally represented in various rubrics used to evaluate the written product. Cohesion, as another feature of writing, refers to the grammatical and lexical linking within a text or sentence that holds a text together and gives it meaning (Halliday & Hasan, 1976). Moreover, coherence, according to De Beaugrande and Dressier (1981) is a state or situation in which all the parts or ideas fit together well so that they form a united whole. Lexical density, as Johansson (2008) mentioned, is defined as the number of lexical words (or content

words) divided by the total number of words. The following part is related to the empirical background of the study.

Ratminingsih, Marhaeni, and Vigayanti (2018) investigated the effect of self-assessment on students' independence and writing competence. In the present study, two groups of junior secondary school students in Indonesia were investigated in their learning of English due to the use of self-assessment towards their independence and writing competence of three genre texts. The research used a post-test-only control group design in which one group was given an experimental treatment using self-assessment, while the other received a conventional assessment utilizing a teacher's assessment. There were two types of instruments used, a questionnaire of students' independence and a writing competence test, which underwent validity and reliability testing beforehand. The data were analyzed using a one-way ANOVA and MANOVA. Before the inferential statistical analyses were conducted, the data were pre-requisitely tested in terms of normality, homogeneity, and multi-co-linearity. The results prove that self-assessment has an effect on the students' independence and writing competence.

Babaii and Adeh (2019) examined the effect of paired peer-assessment, teacher feedback, and group peer-assessment on EFL learners' writing ability. In so doing, sixty-nine university students of the English major were assigned to three experimental classes. Class one received regular teacher feedback, class two was taught to work in pairs and assess each other's writing tasks, and participants of class three were divided into groups of four members and a group leader was assigned to each group by the instructor. Group leaders' responsibility was evaluating and giving feedback on their group members' writing tasks. The findings revealed progress in the writing performance of the participants in the paired peer-assessment group compared with the other two groups. Furthermore, it was found that the in-group peer-assessment class, the leaders of the groups outperformed their peers. Nevertheless, the general performance of the class was lower than paired peer-assessment class.

Kim (2019) proposed training using a rubric-referenced self-assessment for a collection of nineteen Korean students to investigate if this worked in her class and how they thought about the rubric. The learners were asked to draft their essay several times founded on the provided rubric and the progress was seen in the consecutive drafts. With this strong impact on their essay quality, the learners found it interesting in using the rubric and presented their positive attitudes towards using this as a learning strategy to improve their essays. Therefore, this group of high school students is similarly able to enhance the use of rubrics to simplify their learning procedure.

Fathi and Khodabakhsh (2019) examined the effectiveness of alternative assessment in second language (L2) learning; they evaluated the effect of peer-assessment and self-assessment on writing performance. Forty-six English major learners at an Islamic Azad University were employed and divided into two intact groups. They were randomly assigned to a self-assessment group (N=22) who were trained to self-assess their writing tasks and a peer-assessment group (N=24) who were taught to assess the writings of their peers. The treatment took a period of one university semester. The data were collected through two timed-writing essays

managed as the pre-test and post-test of the study. The results exposed that both self-assessment and peer-assessment were effective in developing the writing skills of the participants. Nevertheless, it was established that the learners in the peer-assessment group had better performance than the learners in the self-assessment group concerning writing skill, signifying that peer-assessment was more efficient than self-assessment.

Farooq, Ahmed, and Farooq (2020) shared a single essay written rubric for both the teacher and students with criteria like language, organization, and vocabulary and they used a questionnaire trying to provoke the learners' attitudes for self-assessment. They used the same cycle to assess an essay in class flowing like this: Writing an essay- students' self-assessment - backwash effect - teacher assessment in three weeks. The outcome exposed that the students could evaluate their essays with guidance and instructions. They tended to use the rubric with little help afterward. They gave more marks for their essays in the first time assessment than the second time. When looking into inter-rater reliability between the students' assessment and the teacher's assessment, for the first time, they exposed an enormous statistical difference. The second time, both assessments were still statistically different, but the gap was smaller due to the students' familiarity with the rubric. In terms of teachers' ratings, the first time and the second time, it was found that the consequences were no statistical difference in assessment.

Fathi, Afzali, and Parsa (2021) explored the effect of implementing self-assessment and peer-assessment practices on writing performance and writing self-efficacy of EFL learners in Iran. Accordingly, 36 homogeneous learners at intermediate proficiency levels were designated and assigned to a self-assessment group (N= 17) and a peer-assessment group (N= 19), randomly. As for the treatment of the current study, the participants of the self-assessment group were taught to self-assess their writing tasks, while the participants of the peer-assessment group were taught to assess the writings of their peers. Two timed-writing essays and the Writing Self-Efficacy Scale (WSES) were administered to collect the data. The results obtained from performing paired samples t-tests and ANCOVA indicated that both self- and peer-assessment activities significantly contributed to improving the writing performance and writing self-efficacy of the participants. It was revealed that the participants in the peer-assessment group performed better than those in the self-assessment group in terms of both writing performance and writing self-efficacy, showing that peer-assessment activities were more effective than self-assessment activities in increasing the writing competencies and self-efficacy of the participants.

Zhang and Zhang (2022) conducted a quasi-experimental method to implement an intervention based on self-assessment in EFL writing classes in China. The results designated that compared with the comparison group, the intervention group showed greater growth in holistic writing tasks and accuracy in rating. Moreover, the qualitative conclusions exposed learners' improved accuracy in rating. The results contribute to the study of self-assessment within the EFL writing field, and it offers considerable empirical confirmation for the probable price of student-centered maintainable evaluation methods like self-assessment.

Method

Participants

The original population of the current study included 90 male and female advanced EFL learners whose proficiency level was determined based on the Oxford Placement Test (OPT). They were selected via a stratified sampling method. This study was done in the classes at *Goldis Language Institute*. The classes were held two days per week for 90 minutes each session. The choice of advanced proficiency level was for making the purpose of the study achievable as well as gaining more authentic data. To this end, 90 graduate advanced learners were selected and after giving the Oxford Placement Test in order to certify the learners' homogeneity, the researcher excluded 30 of them whose score was below or above 1 standard deviation. The researcher later divided them into two experimental groups (consisting of 30 male/female learners each). All the available advanced learners were taken as the focus of this study and the researcher did not assign an active role to the 'gender' or 'age' variables in this study.

Materials and Instruments

The first instrument of the current study included Oxford Placement Test (OPT) used for ensuring homogeneity. This test had 60 multiple-choice items that assessed the learners' knowledge of grammar and vocabulary.

The main instruments were two writing tasks written by the learners as the pre-test and post-test of the study. The participants' writing performance was measured through essay writing in the form of argumentative writing. The researcher selected the topics based on learners' proficiency level. The topics for the pre- and post-test were designed by the researcher who had taken great care of their development. During the pre-test, the learners were asked to write about "The advantages and disadvantages of working away from their family". The topic that the learners were asked to write in the post-test was "The advantages and disadvantages of the early education of the children (at the age of 4)". These writings were assessed by the researcher in accordance with idp rubrics evaluating task response, lexical resources, grammatical range and accuracy, and coherence and cohesion. The participants were allocated thirty minutes to write a 150-250-word essay.

The main material of the study was a pamphlet implemented by the researcher to teach writing skill. This pamphlet was developed by the researcher and extracted from the book entitled *A Comprehensive Guide to IELTS Academic Writing Task 2* by Daniel Shmarz, which was validated by the supervisor and advisor of the study.

Design

The purpose of this quasi-experimental pre-test post-test study was to investigate the effect of employing criteria-referenced self-assessment on shared

versus independent task performance of advanced Iranian EFL learners to see whether making the EFL learners aware of the criteria listed in the rubrics proposed by idp, British Council, and the University of Cambridge enhances their writing composition.

Procedure

To meet the purpose of this study, the researcher chose the sample of the study via stratified sampling method. They were both male and female graduates aged 18-40. In order to ensure that they are homogeneous, the Oxford placement test was administered and 30 people whose scores were ± 1 Standard Deviation were excluded. Then a test of English composition was administered to the 60 remaining participants as their pretest. Two teachers, one being the researcher and the other being a teacher (rater), scored the compositions. The two raters scored the compositions according to the criteria mentioned in the IELTS writing task 2 descriptors by idp to ensure inter-rater reliability by Pearson Correlation Coefficient. The correlation between the two raters was found to be 0.81.

Succeeding the administration of the pretest, writing classes started and the first three sessions were held for all of them. The 60 remaining participants were randomly assigned to two experimental groups (30 people each). Both groups were taught 12 sessions. The first three sessions started with teaching theoretical knowledge about the elements of writing. Each session lasted 90 minutes.

After the three preliminary sessions, the participants of the main experimental group were divided into two groups, which were later re-divided into two sub-groups that were asked to participate in independent and shared writing tasks. The first sub-group in the first main experimental group included the participants that wrote tasks independently and assessed their own writings. The second sub-group in the first main experimental group included the participants who wrote tasks with their peers (shared tasks) and assessed their own writings. The first sub-group in the second main experimental group included the participants who wrote tasks independently and were not asked to apply the self-assessment practice. The second sub-group in the second main experimental group included the participants who wrote tasks with their peers (shared tasks) and were not asked to apply the self-assessment process.

For the remaining 9 sessions, the researcher asked experimental group 1 to attend the class on Saturdays and Tuesdays, while the participants in experimental group 2 were asked to attend the class on Sundays and Wednesdays. The researcher then re-divided the participants in both experimental groups into two subgroups of independent and shared writing task groups namely 1i, 1s, 2i, and 2s (15 people each). It is worth noting that in this study criteria-referenced self-assessment concept is considered in terms of grammatical accuracy, lexical resources, and coherence, which are presented to the participants during treatment sessions. All nine sessions for both

groups consisted of three stages. In the first stage, the rubrics, which are considered in the IELTS compositions, were fully described to both groups, and some sample low-scored and high-scored compositions were shown to them by being projected on the wall. In the second stage, the participants were exposed to a low-scored and a high-scored sample composition. In the third stage, participants in groups 1i and 2i were asked to write an independent composition at the end of each session for twenty minutes, while participants in groups 1s and 2s were asked to write a shared composition at the end of sessions for twenty minutes. In addition, there was a fourth (last) stage, which was only done for the participants in experimental group 1 (subgroups of 1i and 1s). The participants in the groups 1i and 1s received an extra treatment which was operationalized as employing the idp designed rubrics and scoring criteria for the IELTS writing task 2. They were asked to self-assess their own/peers' compositions based on the idp band descriptors. Their drafts were also graded by the teacher at the end of each session. The teacher controlled the self-assessment that learners made. The scoring in both groups was completed based on a similar scoring rubric. Participants in all groups were asked to write a composition as their homework as well and the participants in groups 1i and 1s had to self-assess their compositions while the participants in groups 2i and 2s had to write compositions and their teacher assessed their compositions.

After the treatment, all the participants in all groups were asked to write a composition as their posttest. They were assessed and scored by their teacher (researcher) as well as another experienced rater to ensure inter-rater reliability. Pearson Correlation Coefficient was used to calculate the inter-rater reliability in this phase. The correlation between the two raters was found to be 0.81.

Data Analysis

Pearson Correlation Coefficient was applied to evaluate inter-rater reliability. The collected data were analyzed by SPSS version 24. To address the research questions two-way covariance analysis (two-way ANCOVA) was administered.

Results

Descriptive Statistics

The following table shows the results related to the correlation between the scores of the first and second raters to test the reliability of the accuracy, lexical resources, and coherence in the pre-test and post-test.

Table 1

Reliability of the Accuracy, Lexical Resources, and the Coherence in the Pre-Test and Post-Test

		Accuracy Score of Teacher 1	Accuracy Score of Teacher 2
Accuracy Score of Teacher 1 (pre-test)	Pearson Correlation	1	0.81
	Sig. (2-tailed)	.	0.000
	N	60	60
Accuracy Score of Teacher 2 (post-test)	Pearson Correlation	0.84	1
	Sig. (2-tailed)	0.000	.
	N	60	60
		Lexical Resources Score of Teacher 1	Lexical Resources Score of Teacher 2
Lexical Resources Score of Teacher 1 (pre-test)	Pearson Correlation	1	0.82
	Sig. (2-tailed)	.	0.000
	N	60	60
Lexical Resources of Teacher 2 (post-test)	Pearson Correlation	0.88	1
	Sig. (2-tailed)	0.000	.
	N	60	60
		Coherence Score of Teacher 1	Coherence Score of Teacher 2
Coherence Score of Teacher 1 (pre-test)	Pearson Correlation	1	0.81
	Sig. (2-tailed)	.	0.000
	N	60	60
Coherence Score of Teacher 2 (post-test)	Pearson Correlation	0.86	1
	Sig. (2-tailed)	0.000	.
	N	60	60

As illustrated in Table 1, there is a strong significant relationship between the first and second raters' scores in the pre-test and post-test. Therefore, the scores of grammatical accuracy, lexical resources, and coherence of the learners' writings have relatively high reliability ($r > 0.8$, $P < 0.05$).

Table 2 shows the results related to the distribution of grammatical accuracy, lexical resources, and coherence among language learners in two groups of criteria-referenced self-assessment and teacher-assessment with independent and shared tasks in pre-test and post-test.

Table 2

The Distribution of Grammatical Accuracy, Lexical Resources, and Coherence among the Learners in Two Groups of Criteria-Referenced Self-Assessment and Teacher-Assessment with Independent and Shared Tasks in Pre-Test and Post-Test

Variables	Activity	Groups		N	Mean	Std. Deviation	
Accuracy	Independent	Experimental 1	Pre-test	15	4.8	0.28	
			Post-test	15	5.78	0.33	
		Experimental 2	Pre-test	15	4.83	0.39	
			Post-test	15	5.26	0.29	
		Shared	Experimental 1	Pre-test	15	4.78	0.39
				Post-test	15	6.01	0.6
	Experimental 2		Pre-test	15	4.91	0.57	
			Post-test	15	5.38	0.46	
	Lexical Resources	Independent	Experimental 1	Pre-test	15	4.61	0.35
				Post-test	15	5.15	0.33
			Experimental 2	Pre-test	15	4.53	0.41
				Post-test	15	4.95	0.33
Shared			Experimental 1	Pre-test	15	4.76	0.3
				Post-test	15	5.61	0.42
		Experimental 2	Pre-test	15	4.4	0.36	
			Post-test	15	5.31	0.35	
Coherence		Independent	Experimental 1	Pre-test	15	4.71	0.32
				Post-test	15	5.43	0.38
			Experimental 2	Pre-test	15	4.86	0.28
				Post-test	15	5.33	0.33
	Shared		Experimental 1	Pre-test	15	5.03	0.28
				Post-test	15	6.1	0.24
		Experimental 2	Pre-test	15	4.96	0.24	
			Post-test	15	5.91	0.27	

According to Table 2, the mean score and standard deviation grammatical accuracy, lexical resources, and coherence among language learners in two groups of criteria-referenced self-assessment and teacher-assessment with independent and shared tasks in pre-test and post-test are illustrated. The following table illustrates the

findings related to the presumption of normality of the data using the Shapiro-Wilk test.

Table 3

Shapiro-Wilk Test Results

Variables	Activity	Groups		df	Statistics	Sig
Accuracy	Independent	Experimental 1	Pre-test	15	0.87	0.063
			Post-test	15	0.86	0.056
		Experimental 2	Pre-test	15	0.89	0.08
			Post-test	15	0.8	0.065
	Shared	Experimental 1	Pre-test	15	0.94	0.41
			Post-test	15	0.95	0.56
		Experimental 2	Pre-test	15	0.93	0.27
			Post-test	15	0.94	0.43
Lexical Resources	Independent	Experimental 1	Pre-test	15	0.87	0.063
			Post-test	15	0.7	0.054
		Experimental 2	Pre-test	15	0.83	0.062
			Post-test	15	0.89	0.06
	Shared	Experimental 1	Pre-test	15	0.84	0.061
			Post-test	15	0.89	0.07
		Experimental 2	Pre-test	15	0.84	0.063
			Post-test	15	0.92	0.25
Coherence	Independent	Experimental 1	Pre-test	15	0.76	0.061
			Post-test	15	0.92	0.2
		Experimental 2	Pre-test	15	0.71	0.059
			Post-test	15	0.84	0.061
	Shared	Experimental 1	Pre-test	15	0.81	0.06
			Post-test	15	0.83	0.059
		Experimental 2	Pre-test	15	0.84	0.061
			Post-test	15	0.81	0.064

As illustrated in Table 3, it can be seen that the assumption of the normality test of the variables is confirmed ($p>0.05$). As a result, parametric tests have been used to answer the research questions.

Testing Research Questions

RQ1: Do criteria-referenced self-assessment and task type have any significant interactive effect on the accuracy of advanced Iranian EFL learners' writing performance?

First, the assumption of Levene's test was performed. Table 4.4 illustrates the results of Levene's test that was used to assess the equality of variances.

Table 4

Levene's Test Results

F	df1	df2	Sig
3.33	3	56	0.02

As it is demonstrated in Table 4 the pre-assumption of Levene's test based on the equality of the groups' variances is confirmed ($p>0.01$).

Table 5

Two-Way Covariance Analysis Comparing the Effect of Criteria-Referenced Self-Assessment and Teacher-Assessment on the Accuracy of the Learners' Writing based on the Type of Independent and Shared Tasks

Variables	Sum squares	of df	Mean square	F	Sig	Eta
Group	6.11	1	6.11	76.65	0.000	0.58
Activity	0.32	1	0.32	4.12	0.04	0.07
Group* Activity	0.14	1	0.14	1.81	0.18	0.03

Table 5 illustrates the results of a two-way covariance analysis comparing the effect of criteria-referenced self-assessment and teacher-assessment on the accuracy of the learners' writing ($F=76.65$, $p<0.05$, $Eta=0.58$). That is, there is a significant difference in improving the grammatical accuracy of the learners' writing performance based on criteria-referenced self-assessment and teacher-assessment methods.

According to the results in Table 5, to compare the grammatical accuracy of the learners' writings based on the type of their independent and shared activity, the main effect is significant ($F=4.12$, $P<0.05$, $Eta=0.07$). That is, there is a significant difference in improving the grammatical accuracy of the learners' writing based on the type of their independent and shared task.

However, when the interactive effect of the type of assessment (self-assessment and teacher-assessment) and the type of task (independent and shared) on the improvement of learners' writing accuracy was considered, as illustrated in Table 5, no significant difference is observed ($P>0.05$, $F=1.81$). This indicates that there is no significant difference in the effect of the type of assessment (self-assessment and teacher-assessment) and the type of task (independent and shared) on the improvement of the learners' writing accuracy.

Table 6

The Mean Score and Standard Deviation of the Scores of Criteria-Referenced Self-Assessment and Teacher-Assessment on the Accuracy of the Learners' Writings

Group	Mean	Std Error	95% confidence interval	
			Lower Bound	Upper Bound
Self-assessment	5.93	0.05	5.83	6.03
Teacher-assessment	5.29	0.05	5.18	5.39

Table 6 displays that the grammatical accuracy score of the writing performance in the criteria-referenced self-assessment group with a mean score of 5.93 is higher than the criteria-referenced teacher-assessment group with a mean score of 5.29. As a result, the criteria-referenced self-assessment method has been effective by 58% in improving the grammatical accuracy of the learners' writing performance.

Table 7

The Mean Score and Standard Deviation of the Scores of Writing Accuracy of the Learners in Independent and Shared Tasks

Activity	Mean	Std Error	95% confidence interval	
			Lower Bound	Upper Bound
Independent	5.53	0.05	5.43	5.64
Shared	5.68	0.05	5.58	5.79

The information in Table 7 shows that the grammar accuracy score of the writing performance in the group with the shared task is higher with a mean score of 5.68 than the group with the independent task with a mean score of 5.53. As a result, the shared task has been effective by 7% in improving the grammatical accuracy of the EFL learners' writing performance.

Table 8

The Mean Score and Standard Deviation of the Interactive Effect of Criteria-Referenced Self-Assessment and Teacher-Assessment and Independent and Shared Tasks on the Improvement of Writing Accuracy

Group	Activity	Mean	Std Error	95% confidence interval	
				Lower Bound	Upper Bound
Self-assessment	Independent	5.81	0.07	5.66	5.95
	Shared	6.05	0.07	5.91	6.2
Teacher-assessment	Independent	5.26	0.07	5.12	5.41
	Shared	5.31	0.07	5.16	5.46

According to the information in Table 8, it can be seen that the learners' writing accuracy score in the criteria-referenced self-assessment group with the independent task has a mean score of 5.81, the criteria-referenced self-assessment group with the shared task has a mean score of 6.05, the criteria-referenced teacher-assessment group with the independent task with the mean score of 5.26, and the criteria-referenced teacher-assessment group with the shared task with the mean score of 5.31 are close to each other. As a result, no significant difference is observed between the learners' writing accuracy scores based on criteria-referenced self-assessment and teacher-assessment with independent and shared tasks.

RQ2: Do criteria-referenced self-assessment and task type have any significant interactive effect on the lexical resources of advanced Iranian EFL learners' writing performance?

First, the assumption of Levene's test was performed. Table 4.9 illustrates the results of Levene's test that was used to assess the equality of variances.

Table 9

Levene's Test Results

F	df1	df2	Sig
0.53	3	56	0.65

As it is demonstrated in Table 9 the pre-assumption of Levene's test based on the equality of the groups' variances is confirmed ($p > 0.01$).

Table 10

Two-Way Covariance Analysis Comparing the Effect of Criteria-Referenced Self-Assessment and Teacher-Assessment on the Lexical Resources of the Learners' Writing based on the Type of Independent and Shared Tasks

Variables	Sum squares	of df	Mean square	F	Sig	Eta
Group	0.18	1	0.18	2.1	0.15	0.03
Activity	2.54	1	2.54	28.53	0.000	0.34
Group* Activity	0.01	1	0.01	0.18	0.67	0.003

Table 10 illustrates the results of a two-way covariance analysis comparing the effect of criteria-referenced self-assessment and teacher-assessment on the lexical resources of the learners' writing (F=2.1, p>0.05). That is, there is no significant difference in improving the lexical resources of the learners' writing performance based on criteria-referenced self-assessment and teacher-assessment methods.

According to the results in Table 10, to compare the lexical resources of the learners' writings based on the type of their independent and shared activity, the main effect is significant (F=28.53, P<0.05, Eta=0.34). That is, there is a significant difference in improving the lexical resources of the learners' writing based on the type of their independent and shared task.

However, when the interactive effect of the type of assessment (self-assessment and teacher-assessment) and the type of task (independent and shared) on the improvement of learners' lexical resources was considered, as illustrated in Table 10, no significant difference is observed (P>0.05, F=0.18). This designates that there is no significant difference in the effect of the type of assessment (self-assessment and teacher-assessment) and the type of task (independent and shared) on the improvement of the learners' lexical resources.

Table 11

The Mean Score and Standard Deviation of the Scores of Criteria-Referenced Self-Assessment and Teacher-Assessment on the Lexical Resources of the Learners' Writings

Group	Mean	Std Error	95% confidence interval	
			Lower Bound	Upper Bound
Self-assessment	5.31	0.05	5.2	5.42
Teacher-assessment	5.2	0.05	5.08	5.31

Table 11 displays that the lexical resources score of the writing performance in the criteria-referenced self-assessment group with a mean score of 5.31 is close to

the criteria-referenced teacher-assessment group with a mean score of 5.2. As a result, the criteria-referenced self-assessment method has no significant effect on improving the lexical resources of the learners' writing performance.

Table 12

The Mean Score and Standard Deviation of the Scores of Lexical Resources of the Learners in Independent and Shared Tasks

Activity	Mean	Std Error	95% confidence interval	
			Lower Bound	Upper Bound
Independent	5.05	0.05	4.94	5.16
Shared	5.46	0.05	5.35	5.57

The information in Table 12 shows that the lexical resources score of the writing performance in the group with the shared task is higher with a mean score of 5.46 than the group with the independent task with a mean score of 5.05. As a result, the shared task has been effective by 34% in improving lexical resources of the EFL learners' writing performance.

Table 13

The Mean Score and Standard Deviation of the Interactive Effect of Criteria-Referenced Self-Assessment and Teacher-Assessment and Independent and Shared Tasks on the Improvement of Lexical Resources

Group	Activity	Mean	Std Error	95% confidence interval	
				Lower Bound	Upper Bound
Self-assessment	Independent	5.12	0.07	4.97	5.28
	Shared	5.5	0.08	5.34	5.66
Teacher-assessment	Independent	4.97	0.07	4.82	5.13
	Shared	5.42	0.08	5.26	5.58

According to Table 13, it can be seen that the learners' lexical resources score in the criteria-referenced self-assessment group with the independent task has a mean score of 5.12, the criteria-referenced self-assessment group with the shared task has a mean score of 5.5, the criteria-referenced teacher-assessment group with the independent task with the mean score of 4.97, and the criteria-referenced teacher-assessment group with the shared task with the mean score of 5.42 are close to each other. Thus, no significant difference is observed between the learners' lexical resources scores based on criteria-referenced self-assessment and teacher-assessment with independent and shared tasks.

RQ3: Do criteria-referenced self-assessment and task type have any significant interactive effect on the coherence of advanced Iranian EFL learners' writing performance?

First, the assumption of Levene's test was performed. Table 4.9 illustrates the results of Levene's test that was used to assess the equality of variances.

Table 14

Levene's Test Results

F	df1	df2	Sig
0.81	3	56	0.49

As it is demonstrated in Table 4.14 the pre-assumption of Levene's test based on the equality of the groups' variances is confirmed ($p > 0.01$).

Table 15

Two-Way Covariance Analysis Comparing the Effect of Criteria-Referenced Self-Assessment and Teacher-Assessment on the Coherence of the Learners' Writing based on the Type of Independent and Shared Tasks

Variables	Sum of squares	df	Mean square	F	Sig	Eta
Group	0.42	1	0.42	6.45	0.014	0.105
Activity	3.13	1	3.13	47.55	0.000	0.46
Group* Activity	0.01	1	0.01	0.18	0.66	0.003

Table 15 illustrates the results of a two-way covariance analysis comparing the effect of criteria-referenced self-assessment and teacher-assessment on the coherence of the learners' writing ($F=6.45$, $p < 0.05$, $Eta=0.105$). That is, there is a significant difference in improving the coherence of the learners' writing performance based on criteria-referenced self-assessment and teacher-assessment methods.

According to Table 15, to compare the coherence of the learners' writings based on the type of their independent and shared activity, the main effect is significant ($F=47.55$, $P < 0.05$, $Eta=0.46$). That is, there is a significant difference in improving the coherence of the learners' writing based on the type of their independent and shared task.

However, when the interactive effect of the type of assessment (self-assessment and teacher-assessment) and the type of task (independent and shared) on the improvement of learners' coherence was considered, as illustrated in Table 15, no significant difference is observed ($P > 0.05$, $F=0.18$). This designates that there is no significant difference in the effect of the type of assessment (self-assessment and

teacher-assessment) and the type of task (independent and shared) on the improvement of the learners' coherence.

Table 16

The Mean Score and Standard Deviation of the Scores of Criteria-Referenced Self-Assessment and Teacher-Assessment on the Coherence of the Learners' Writings

Group	Mean	Std Error	95% confidence interval	
			Lower Bound	Upper Bound
Self-assessment	5.78	0.04	5.68	5.87
Teacher-assessment	5.61	0.04	5.51	5.7

Table 16 displays that the coherence score of the writing performance in the criteria-referenced self-assessment group with a mean score of 5.78 is higher than the criteria-referenced teacher-assessment group with a mean score of 5.61. As a result, the criteria-referenced self-assessment method has been effective by 10% in improving the coherence of the learners' writing performance.

Table 17

The Mean Score and Standard Deviation of the Scores of Coherence of the Learners in Independent and Shared Tasks

Activity	Mean	Std Error	95% confidence interval	
			Lower Bound	Upper Bound
Independent	5.45	0.04	5.35	5.54
Shared	5.94	0.04	5.84	6.03

The information in Table 17 shows that the coherence score of the writing performance in the group with the shared task is higher with a mean score of 5.94 than in the group with the independent task with a mean score of 5.45. As a result, the shared task has been effective by 46% in improving the coherence of the EFL learners' writing performance.

Table 18

The Mean Score and Standard Deviation of the Interactive Effect of Criteria-Referenced Self-Assessment and Teacher-Assessment and Independent and Shared Tasks on the Improvement of Coherence

Group	Activity	Mean	Std Error	95% confidence interval	
				Lower Bound	Upper Bound
Self-assessment	Independent	5.55	0.07	5.41	5.69
	Shared	6.01	0.06	5.87	6.14
Teacher-assessment	Independent	5.35	0.06	5.21	5.48
	Shared	5.87	0.06	5.73	6.004

According to the information in Table 18, it can be seen that the learners' coherence score in the criteria-referenced self-assessment group with the independent task has a mean score of 5.55, the criteria-referenced self-assessment group with the shared task has a mean score of 6.01, the criteria-referenced teacher-assessment group with the independent task with the mean score of 5.35, and the criteria-referenced teacher-assessment group with the shared task with the mean score of 5.87 are close to each other. As a result, no significant difference is observed between the learners' coherence scores based on criteria-referenced self-assessment and teacher-assessment with independent and shared tasks.

Discussion

The current research is an effort to explore the interactive effect of criteria-referenced self-assessment and task type on the accuracy, lexical resources, and coherence of advanced EFL learners' writing performance.

The first research hypothesis examined the interactive effect of criteria-referenced self-assessment and task type on the accuracy of advanced EFL learners' writing performance. The outcomes obtained from the first research hypothesis exposed that there is a significant difference between criteria-referenced teacher-assessment and self-assessment, in which criteria-referenced self-assessment shows a higher mean score. Moreover, the results showed a significant difference between independent and shared tasks in which the shared task type had a higher mean score. Finally, considering the interactive effect of task type and assessment type, the results revealed no significant difference.

The second research hypothesis investigated the interactive effect of criteria-referenced self-assessment and task type on the lexical resources of advanced EFL learners' writing performance. The outcomes attained from the second research hypothesis revealed that there is no significant difference between criteria-referenced teacher-assessment and self-assessment. Moreover, the results showed a significant difference between independent and shared tasks in which the shared task type had a

higher mean score. Finally, considering the interactive effect of task type and assessment type, the results revealed no significant difference.

The third research hypothesis investigated the interactive effect of criteria-referenced self-assessment and task type on the coherence of advanced EFL learners' writing performance. The outcomes obtained from the last research hypothesis exposed that there is a significant difference between criteria-referenced self-assessment and teacher-assessment, in which criteria-referenced self-assessment shows a higher mean score. Moreover, the results showed a significant difference between independent and shared tasks in which the shared task type had a higher mean score. Finally, considering the interactive effect of task type and assessment type, the results revealed no significant difference.

Grounded on the outcomes obtained from the study, it can be maintained that being aware of the grammatical and linguistic criteria implemented in writing assessment can help EFL learners to create more accurate and coherent texts. Moreover, working cooperatively in producing and assessing a text can expand the lexical capacity of the learners. However, it is an undeniable fact that learners need a perfect role model in their learning process to receive corrective feedback for their language use; besides, despite being able and knowledgeable in self-assessment, on most occasions, receiving effective comments from the teacher can flourish learners' progression and ensure their learning. Conversely, as the findings revealed learners had acted better in improving their grammatical accuracy and coherence when self-assessing their essays. This can be due to the exclusive concentration of the learners on the assessment criteria provided for them, which is also evident in accomplishing shared tasks. That is to say, when learners are left responsible for evaluating their own products, they will pay more attention to the linguistic and grammatical aspects, and working with their peers augment their consciousness in assisting their peers and receiving information from them to create and assess the essays. This point affirms the ideas of Andrade (2008), which claimed that self-assessment enables students to think and identify the quality of their work founded on clear and specified criteria. Additionally, the findings revealed that learners have better performance in expanding their lexical resources when working in pairs. This can be related to the point that learners need a superior figure in their learning process to develop their knowledge; this figure might be their teacher or their peer at a higher proficiency level.

In general, the findings of the study can be best clarified by Vygotsky's zone of proximal development (ZPD) and scaffolding concept. Since ZPD concentrates on what a learner can do by themselves versus what they can do with the help of someone else. That is to say, the role of teachers and others in supporting the learner's progress and providing support structures to get to subsequent phases or levels are rudimentary notions in learning contexts. To help learners realize learning independence, Vygotsky (1962) stated that scaffolding is a tool for progression. This can be accomplished by completing minor, manageable stages for the learner in order to reach a specific goal. In this regard, working in cooperation with more knowledgeable peers or skilled instructor aid learners make links among different concepts, here specifically, grammatical accuracy, lexical resources, and writing coherence. In the current study, criteria-based self/peer-assessment is in fact the artifact that might boost

learners' writing performance. This improvement can be justified with reference to sociocultural theory and the help of a more knowledgeable person who can identify the weaknesses and strengths of an individual by focusing on their ZPD and providing applicable support.

Moreover, in terms of grammatical accuracy and writing coherence learners in the self-assessment group showed better performance in their writing than the learners in the teacher-assessment group. Thus, based on the findings self-assessment technique was effective in developing learners' writing skill. This finding can be elucidated under the shadow of the self-regulation concept; that is to say, through self-regulation, learners attempted to understand how they can take control of the factors and issues intervening in their learning process. Self-regulation has been associated with the manifestations of the control learners apply over their behavior, cognition, and motivation in terms of learning progression (Zimmerman & Schunk, 2011).

The findings confirmed the efficiency of criteria-referenced self-assessment in developing learners' writing skill. Self-assessment as one of the authentic assessment techniques has been presently executed in EFL pedagogy to contribute further vision to the learners to contemplate their own learning and improvement. It can make the learners aware of their mistakes in grammatical structures supported by the checklist and rubric designed for them. Normally, the learners frequently get a score lacking a sufficient understanding of what mistakes they have made and what errors they have had in their written products; thus, being aware of the assessment criteria can expand the learners' consciousness toward certain syntactic and semantic features. This finding is in line with the study directed by Ratminingsih, Marhaeni, and Vigayanti (2018), which demonstrated that self-assessment affects the learners' writing competence.

Furthermore, the self-assessment process develops a sense of responsibility among EFL learners. Through self-evaluation, they will be able to judge their own works based on the task requirements considering the criteria provided for them. They can comprehend the standards of performance anticipated from them, control their own performance and search the ways to improve their linguistic and communicative skills. When learners are responsible for their performance and have the required criteria to assess their work, they will instinctively try to expand the superiority of their work and recognize the ways to achieve high performance with less supervision specified by the teacher or peers. Subsequently, they will find it stress-free to undertake their tasks promptly. This result is in line with Wang and Wang's finding (as cited in Ratminingsih et al., 2018), showing that the learners had a positive reaction on the way to the use of self-assessment during the entire progression of writing, and it was significantly supportive of self-editing and revising. Furthermore, the learners in the experimental group disclosed dynamic participation through their contribution in the course of learning to write and practicing assessment on their own writing. Consequently, they become more responsible and independent in their own learning.

The results of this current study support the previous research by Farooq, Ahmed and Farooq (2020) and Fathi, Afzali, and Parsa (2020), in terms of proving the effect of self-assessment on the learners' writing performance. Furthermore, the

outcomes are slightly consonant with the outcomes of previous investigations that specified that peer-assessment is better than self-assessment, significantly, in refining EFL writing results (e.g., Fathi & Khodabakhsh, 2019). When they were given the opportunity to self-assess their work, good writing was produced since the learners attend the criteria provided for them. Learners also have the opportunity for feedback. That is to say, the learners conducting self-assessment acquired regular feedback from self-awareness of grammatical and linguistic rules after scrutinizing their own writing by means of the analytical scoring rubric and checklist. This process is also reinforced with the peer's feedback and teacher's feedback during the writing process, consequently, the learners can diagnose their powers and faults that require improvement from numerous ways of instruction. This will finally help them to be more active, participative, and motivated to learn and write accurately (Nedzinskaite, et al., 2006).

Conclusion

The present study was an attempt to investigate the interactive effect of criteria-referenced self-assessment and task type on the accuracy, lexical resources, and coherence of the advanced EFL learners' writing performance. The findings exposed that employing criteria-referenced self-assessment and shared tasks significantly contributed to augmenting the writing performance of Iranian EFL learners at advanced proficiency level.

Considering the accuracy and cohesion components, the findings exposed that there is a significant difference between criteria-referenced self-assessment and teacher-assessment, in which criteria-referenced self-assessment shows a higher mean score. However, there is no significant difference between criteria-referenced self-assessment and teacher-assessment regarding the lexical resources component. Moreover, in terms of task type, the results of accuracy, lexical resources, and coherence components showed a significant difference between independent and shared tasks in which the shared task type had a higher mean score. Finally, considering the interactive effect of task type and assessment type, the results revealed no significant difference regarding the accuracy, lexical resources, and coherence components of the learners' writing.

Grounded on the findings it can be concluded that EFL learners at advanced proficiency level typically possess sufficient linguistic and metalinguistic knowledge that can assist them to precisely evaluate their language learning. Thus, they do not have to be contingent completely on their teachers to provide them with feedback and instruction. Conversely, they can enlighten their peers, improve each other's performance during class activities, and be more conscious of their own individual learning problems and needs. This process can be more effective by noticing certain components and criteria that are applied in the assessment of language skills. Concerning the influence of self-assessment on writing performance, it is perceptible that the writing standards provided for the self-assessment process can enhance accurate writing. By having a group of fixed criteria, learners will know how their works are judged based on certain elements, checklists, and rubrics, which can be ultimately used by the learners. Self-assessment helps the learners to internalize the

criteria by which their performances are judged and assessed. In this case, learners can write well by comparing their writing contrary to the criteria, reflecting, and doing the necessary revisions. These criteria can act as role models in the place of teachers and they can manage and assess their own performance.

Considering the pedagogical implication of the study, it can be argued that EFL teachers have to know to what extent learners can assess their own work and performance in different skills and subskills. Additionally, EFL stakeholders, curriculum developers, teacher education courses, and methodologists give thoughtful consideration to alternate assessment forms and their sub-categories comprising peer- and self-assessment in EFL educational contexts. Informing learners about the required criteria in assessment and empowering them to employ self-assessment procedures in their writing performance can expressively contribute to writing development.

Further empirical studies can simply explore and compare criteria-referenced peer- and self-assessment among EFL learners at different proficiency levels. In this regard, certain variables like gender can be inspected. Moreover, the role of particular individual differences and personality traits can be added in future studies. Such studies can provide us with an inclusive understanding of EFL learners' feelings, thoughts, and perceptions in approaching self-assessment.

Like any other study, the current study suffered from several limitations, the most noteworthy of which included the limited size of the participant sample and the impracticality of selecting a random sample.

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The Effect of Global Digital Citizenship Education on Intercultural Communicative Competence and Learners' Perceptions

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Abstract

Misuse of technology and lack of enough skill and knowledge about using technological devices may lead to several complications; thus, it could appear mandatory to offer citizenship education and digital knowledge. Hence, individuals are expected to gain the knowledge about their position in the world as global citizens and be able to understand intercultural issues. The aim of the current study is to inspect the effect of global digital citizenship on EFL learner's intercultural communicative competence and examine their perceptions toward the applicability of global digital citizenship. The participants of the quantitative phase comprised 60 female EFL learners classified randomly into one experimental group and one control group. For the qualitative phase, 20 learners were interviewed. The instruments included the Oxford Quick Placement Test to ensure the homogeneity, Intercultural Communicative Competence questionnaire, and a researcher-made questionnaire to provide qualitative data. Cronbach's alpha was used to ensure the reliability. The validity of the questionnaires was ensured through content validity. The quantitative data was analyzed through MANCOVA test. The results revealed that global digital citizenship has a significant effect on EFL learner's intercultural communicative competence. The results of semi-structured interviews revealed five main themes including the most important qualities of global digital citizenship, the general advantages and disadvantages of global digital citizenship, the benefits and shortcomings of digital literacy, strategies to stay safe in social media environments, and the popular applications used for learning English. The findings have significant theoretical and practical significance for teachers, teacher educators, curriculum designers and researchers.

Keywords: global digital citizenship education, intercultural communicative competence, perceptions

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Introduction

As the generally used language universally and an obligation to the acquisition of a wealth of information and knowledge, English has developed as an essential theme in the educational organizations of countries across the world. The English-speaking population has constantly augmented all through the globe, and the quantity of non-native fluent EFL talkers has passed the quantity of native speakers (Graddol, 2006). Recently, the process of language learning is not restricted to the coursebooks and computer technology has been included in the teaching/learning process that can develop the quality of education and foreign language learning. The emergence of Computer Assisted Language Learning (CALL) empowered the teachers to encounter traditional teaching/learning approaches and incorporate computer technology in the language/teaching procedure (Hasan & Hoon, 2013).

In a globalized society with a wealth of multicultural perspectives, it is essential to develop both communication and intercultural competence and apply them in the learning process through a process of recognizing, enquiring, and evaluating our deeply-held assumptions. In the new world of the digital age, intercultural communicative competence (ICC) and intercultural skills have become crucial and necessary aspects for effective learning, living, and communication. Many digital citizenship empirical studies revealed the necessity of digital citizenship and its role in language learning process (e.g., Cates, 2022; Lutge & Merse, 2022; Alazemi, Sa'di & Al-Jamal, 2019; Oxley, 2010; Winn, 2012). Several studies on ICC development ways have been directed in professional settings for vocational aims (e.g., Spencer-Oatey & Franklin, 2009), and the effect of ICC in language development (Rezaei & Naghibian, 2018; Lee, Ho & Chen, 2023; Ghasemi Mighani, Yazdani Moghaddam & Mohseni, 2020; Sevimeh-Sahin, 2020). However, review of the related literature showed lack of research that have examined the effect of global digital citizenship on developing learners' intercultural communicative competence and assess their perceptions; thus, to fill this gap the present study attempts to inspect the effect of global digital citizenship on EFL learner's intercultural communicative competence.

The foremost problem of the present study lies in the point that despite the prominence of intercultural competence in our technological world, there are learners who are dependent on their teachers at different points in their learning process in terms of linguistic, structural and communicative elements. It is an undeniable fact that despite spending several years in language learning courses, most of the learners are unable to analyze, identify, and deeply comprehend the linguistic and cultural content provided to them. They are also incapable of applying the learnt material in real contexts and dealing with cultural misunderstandings. For that reason, learners may not possess the required level of intercultural skills in their learning and their accomplishments as digital citizens. Moreover, as declared by Mudra (2020), lack of digital awareness may hinder learners' consciousness about technological advances and their prominence in their lives. In the main, learners with deficiency in digital education and intercultural competence will be unable to realize their own opinions,

performances, and emotions along with occurrences, concerns, and cultural variations in their private and social lives.

In this regard, Balistreri, Di Giacomo, Noisette, and Ptak (2012) stated that reports showed that many students, who go in workplace or the university deprived of an adequate amount of understanding about global matters, need supplementary trainings. Regardless of these concerns and studies, certain phases have been taken to advance the objectives of global citizenship education and the associated study fields. Johnson, Boyer, and Brown (2011) claimed that curricula that integrate global citizenship education could assist learners appreciate and understand varied outlooks, along with stay competitive in a global marketplace.

Based on the above-mentioned points it can be asserted that global citizenship is an important concept for both EFL teachers and learners and they are expected to improve their knowledge of global digital citizenship to deal with learning the foreign language being used worldwide. Moreover, they are required to recognize the linguistic and cultural differences and use their digital knowledge in managing learning and coping with complications. As stated earlier, previous research has provided ample evidence on the role of global digital citizenship education and intercultural communicative competence in EFL context, separately. However, reviewing the related literature exposed the scarcity of studies that examine these concepts in relation to each other and assess learners' perceptions.

Thus, it can be maintained that the positive role of digital citizenship education has primarily remained at the level of speculation; motivated by the paucity of research in this area the present research attempts to explore the effect of global digital citizenship education on intercultural communicative competence. That is to say, there is a large probability that the development of intercultural communicative competence, in general, is not given enough focus in the reviewed literature, especially the studies conducted in Iran, which may indicate less awareness of the importance of these issues in the current society. The issues or concerns raised due to global digital citizenship and technological complexities indicate the need for more detailed, comprehensive, and holistic approaches and methodologies to conceptualize and examine global digital citizenship across different communities of practice. Here, examining the perceptions of the learners toward the use of digital knowledge and particular application to learn language is of great importance. Thus, the primary aim of the current research is to inspect the effect of global digital citizenship on EFL learner's intercultural communicative competence and examine the learners' perceptions toward the applicability of global digital citizenship in EFL contexts through a mixed-method survey. For this end, the learners' ideas toward global digital citizenship in education are examined through a semi-structured interview. Accordingly, the following research questions are framed for this study:

RQ1. Does global digital citizenship affect EFL learner's intercultural communicative competence?

RQ2: What are EFL learners' perceptions toward the efficiency of global digital citizenship education?

Literature Review

Historical Review of the Global Digital Citizenship

To increase interconnection and intercommunication, Internet can be a practical medium that has directed us to contemplate on different procedures of connecting to each other in society. The phenomenon of Internet is intensively connected to the cultural characteristics of the civilizations since the mid-20th century, stimulating demands for the significance of contemplating on, regarding and reinforcing the application of digital citizenship in diverse business, educational and social situations (Sancho, Hernandez & Rivera, 2016). Many authors have perceived digital citizenship differently (viz. critically, traditionally, and conceptually). Conventionally, the term digital citizenship denotes the civil fundamentals, which encompass an individual's rights including justice and freedom (Banks, 2008). According to Gollob, Krapf, and Weidinger (2010), being a 'good' citizen means having privileges (e.g., economic, social, civil, ...etc.) and responsibilities (paying taxes, conformism toward the law, etc.) all together. Conversely, the main standpoint of digital citizenship highpoints the distinctiveness of a certain society as regarding cultural, ethnic or language variances leading to globalized realm (Pike, 2000; Subedi, 2010). However, as claimed by Abu El-Haj (2007) and Dower (2003), the conceptual outlook of digital citizenship is related to stimulating citizens as containing performance and discourse.

As stated by Peach and Clare (2017), fascinatingly, even though no distinct notion of global citizenship subsists and the variety of viewpoints is enormous, the major emphasis of global citizenship is directed on the moral aspect that highlights a commitment to civilization, sense of responsibility in addition to obligation to others, and human rights. As mentioned by Clifford and Montgomery (2014), "global citizenship discussions are predicated on an agreement on universal ideals like equity and social justice, at the same time as honoring difference" (p. 30). Similarly, Rhoads and Szelenyi (2011) thought a main organizing norm supporting concepts of global citizenship is related to moral and ethical accountability "informed by global considerations and oriented toward the collective good" (p. 26).

Alazemi, Sa'di and Al-Jamal (2019) asserted that fostering digital citizens is a crucial role of educational departments as learners' moods of respect, pledges, obligations and the accountability to society are promoted. Currently, language instructors are able to integrate international subjects in EFL classes to stimulate learners to share their apprehensions online. The UNESCO office, formed in 1974 acknowledged language teachers' accountability to stimulate citizenship standards in language programs.

Regarding the importance of global citizenship education in EFL contexts, Chirciu (2020) claimed that the themes and notions associated with global citizenship education have been progressively finding their way into the EFL classrooms and programs, recently. According to Lourenco and Simoes (2021), EFL/ESL is an optimal space for global citizenship education. There are numerous motives why investigators depend on the EFL/ESL classroom as a place for applying global

citizenship education subjects and purposes. Sumaryono and Ortiz (2004) mentioned that the leading reason is that global citizenship education aids learners to improve global identity. Through recognizing themselves as global citizens, EFL learners begin to regard English as a way to communicate with corresponding citizens in the global setting instead of a means to contact the English-speaking world or partake in western culture. Lourenco and Simoes (2021) added that another reason for the success of global citizenship education in the EFL/ESL contexts is that the English language curriculum frequently embraces various themes associated with global citizenship education. For example, respecting culture and diversity, technology and innovation connected to sustainability, and pursuing to understand and consider global concerns. Lastly, looking at global citizenship education from a teacher's viewpoint, English language teachers frequently have extra opportunities and resources for global training.

The Prominence of Intercultural Competence in Language Learning

Globalization, regardless of its advantages and difficulties, has brought various cultures into more deep contact. Owing to growing international contact globally, the field of intercultural communication has gained multi-disciplinary consideration since the late 20th and the early 21st century from EFL teachers, linguists and scholars emphasizing diverse features of the issue (e.g., Byram, 1997; Deardorff, 2006; Gudykunst & Kim, 2003). In EFL contexts, the prominence of language teaching is directed towards improving intercultural communicative competence (ICC) among EFL learners (Byram, 2008). Generally, ICC is defined as “a complex of abilities needed to perform effectively and appropriately when interacting with others who are linguistically and culturally different from oneself” (Fantini & Tirmizi, 2006, p. 12). Concerning EFL contexts, Byram (1997) proposed a comprehensive model, emphasizing the definite components of ICC and interpreting its teaching and assessment computable. Byram’s (1977) model of ICC includes the following components: Skills, Attitude, Knowledge, and Education. Through Byram’s model EFL teachers help learners acquire competences in all five *savoirs*.

Figure 1

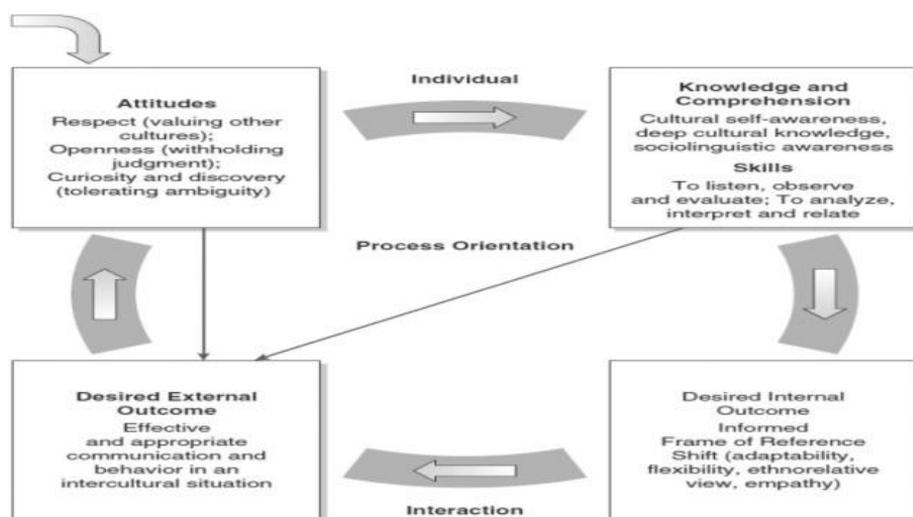
Byram’s (1977) Model of ICC

	Skills interpret and relate <i>(savoir comprendre)</i>	
Knowledge of self and other; of interaction; individual and societal <i>(savoir être)</i>	Education political education critical cultural awareness <i>(savoir s’engager)</i>	Attitudes relativising self valuing other <i>(savoir être)</i>
	Skills discover and/or interact <i>(savoir apprendre/faire)</i>	

Deardorff (2006) also developed an ICC model under internationalization to highlight its position in higher education. According to her framework, intercultural competence is made of three elements: Skills, Knowledge, and Attitudes. These three elements bring about Internal Outcomes, where one has an internal shift from ethnocentrism to ethnorelativism. Accordingly, this shift is externalised through observable behaviors that she defined as External Outcomes. Deardorff also heavily stressed on the idea that IC is an enduring procedure, implying a necessity for IC awareness once evolving new teaching material and training new staff. Both models highlighted the development of ICC in the language classroom. According to Deardorff (2006), this competence needs to be systematically taught, consciously nurtured, and progressively internalized by language learners.

Figure 2

Deardorff's (2006) IC Model



The issue of teaching foreign language culture in EFL contexts has been a cause of disagreement. Some scholars believed that L2 culture is an inseparable element in language teaching (Jiang, 2009; Lazaraton, 2003) and offered several reasons like its role in increasing intercultural communicative competence (Byram, 1997; Piasecka, 2011; Scarino, 2010), motivation (Gence & Bada, 2005), knowledge of home culture (McKay, 2003), and general knowledge (Gence & Bada, 2005). Contrary to them, some warned about the consequences of culture teaching in English classes (Byram & Grundy, 2003; Modiano, 2001) through expounding on issues related to globalization of English, and the development of English language as an international language (Volkmann, 2011, as cited in Ghaffari, et al., 2022). Not unlike other contexts, the status of culture in English language teaching and its impacts on language teachers and learners have been investigated widely in the Iranian EFL contexts. For instance, Pishghadam and Sadeghi (2011) investigated the relationship

between English teachers' cultural attachment and gender, age, teaching experience, marital status, and being multilingual by using the HCAS questionnaire. The result showed that participants with different age ranges, or with different languages, and different marital statuses, were significantly different in their cultural attachment. Hassanzadeh and Alizadeh (2018) also reported that teachers' exposure to the English language affects their cultural identity.

Method

Participants

The population of the present study included 250 Iranian EFL learners whose mother tongue was Turkish and who were learners of intermediate proficiency level. Out of 250 learners, 90 learners were selected through convenience sampling. The participants were female EFL learners ranging in age from 16 to 18 years old in "Al-Zahra" high school (for female students), in Osku, East Azerbaijan province. It is worth noting that due to lack of access to male learners and the limitation of the study only female learners were selected. Founded on the results of the Oxford Placement Test that was administered to check the homogeneity of the learners, 60 learners whose scores ranged from one standard deviation above and below the mean of the test were selected to participate in this study. After that, they were randomly classified into two groups including one experimental group and one control group; each group consisted of 30 participants. Additionally, 20 of the participants in the experimental group were requested to take part in the qualitative part of the study that was administered by the researcher in the form of a semi-structured interview.

Instruments and Materials

Global Digital Citizenship

In the present study, Global Digital Citizenship is defined in terms of the materials provided as the treatment for the learners during eight sessions that included podcasts with the content of global digital citizenship. The podcasts used in the current study were selected from the Google Podcasts (<https://podcasts.google.com/search/digital%20citizenship>). The content of the podcasts was selected based on each concept of the Digital Citizenship Model developed by Ribble (2011) including nine elements of digital etiquette, digital access, digital law, digital communication, digital literacy, digital commerce, digital rights and responsibilities, digital health and wellness, and digital safety and security. They were 5-10-minute audio files selected by the researchers based on the proficiency level of the learners. The learners were allowed to take notes while listening and the teacher taught the unknown words and structures. After listening to the podcast, the teacher posed some comprehension questions about the file and the learners were asked to provide the oral or written summary of each file for the following session.

Oxford Placement Test (OPT)

The Oxford Quick Placement Test (OOPT) was developed by the University of Cambridge Local Examinations Syndicate in cooperation with Oxford University Press to define the proficiency level of the learners. With the Oxford English Qualifying Test (OQPT), teachers can be able to find out their students' level of English language proficiency through a timesaving and reliable technique for finding out the level of proficiency that they possess.

This test involves two sections (Questions 1-40) and (Questions 41-60) including 60 items. The items are related to vocabulary, grammar, and cloze tests, with 30-minute allotted time. According to the scoring standards of OQPT, marks ranging from zero to 17 represent the beginner level, scores from 18 to 29 show the elementary level, ratings from 30 to 39 point out the lower-intermediate level, and ratings between forty and forty-seven belong to the upper-intermediate level. Moreover, scores ranging from 48 to 54 and scores from 55 to 60 are taken to be at advanced and very advanced proficiency levels, respectively. Founded on these standards, students with the scores of 40 to 47 were designated as upper-intermediate EFL learners in the current study. Students scored 1 point for each correct answer.

ICC Questionnaire

In the current study, intercultural communicative competence is assessed based on a questionnaire developed by Sharif bad, Fazilatfar, and Yazdanimoghaddam (2021). The original questionnaire included 22 items, however, in the present study the questionnaire was reduced into 13 questions. The validity of the questionnaire was ensured through content validity by consulting teachers and experts in TEFL and accordingly the number of the items was reduced due to lack of relevance in terms of the content regarding the aim and the participants of the study and to make it more manageable in terms of the required time for completing the questionnaire. The questionnaire contained three sections. Part 1 is related to the demographic questions asking the participants' gender, age and English proficiency. The second and third parts included 13 items designed based on a five-point Likert Scale (1=strongly disagree, 5=strongly agree). The 13 items were distributed consistent with the three-dimensional model including knowledge (3 items), skills (5 items), and attitudes (5 items). The reliability of the questionnaire was estimated by Cronbach's Alpha; based on the results, the overall questionnaire of ICC enjoyed a reliability index of .830 and the reliability of the ICC's components of knowledge, skill and attitude were .721, .798, and .845, respectively.

Interview

The interview used in the current study is a semi-structured interview mainly including five open-ended questions to provide qualitative data for the study. To accomplish this aim, the interview questions were established based on the purposes of the research concentrating on the efficiency of global digital citizenship. To

establish the content validity of the questions, a group of three experts of TEFL conducted evaluation and their opinions and comments were received and considered. The students' interview questions concentrated on topics such as their digital literacy knowledge and understanding, its importance in developing language skills and learning English, strategies to promote their safe digital literacy, and the advantages and disadvantages of global digital literacy and citizenship in general and in language learning.

Procedure

Among the population of 250 students, 90 students were selected through convenience sampling from the Alzahra high school in Osku. The homogeneity of the participants regarding their general proficiency was checked by using the Oxford Placement Test. Among the 90 students, 60 students were selected as a sample group and regarded as homogenous at an intermediate proficiency level. They were designated as the final participants of the study. Then these final participants were allocated to one experimental group and one control group. Each group consisted of 30 female high school students.

During the pre-test phase, the learners in both experimental group and the control group were asked to fill out the intercultural competence questionnaire within 10 minutes. After the pre-test, the participants received treatment for 8 sessions. During the treatment, the participants were exposed to podcasts related to the topic of global digital citizenship. They took almost 15 minutes of the class time and the teacher provided feedback, explanation and comments whenever required. The participants in the experimental group were given time to discuss the issues related to global citizenship at the end of the class and provide the summary of the podcasts for the following session. On the other hand, the participants in the control group received no treatment and the teacher followed the syllabus and methodology determined by the school. The treatment lasted for 8 sessions. After completion of the treatment, the post-test phase was run and the participants in experimental and control groups were requested to answer the same questionnaire related to intercultural communicative competence.

Finally, 20 of the participants in the experimental group were requested to take part in the qualitative part of the study that was administered by the researcher in the form of a semi-structured interview. The interview took 20 minutes and the participants answered the questions about global digital citizenship and its effect on education and language learning.

Data Analysis

A Multivariate Analysis of Covariance (MANCOVA) was run to compare the experimental and control groups' means on posttests of knowledge, skill and attitude components related to ICC after controlling for the effect of pretests in order to probe the second hypothesis.

The data related to qualitative phase was analyzed based on Content Analysis. Accordingly, the researchers analyzed the participants’ answers one by one based on the stages proposed by Bengtsson (2016) including the decontextualisation, the recontextualisation, the categorization, and the compilation stages.

Results

The following section provides the results of data analysis.

RQ1: Does global digital citizenship affect EFL learner’s intercultural communicative competence?

A Multivariate Analysis of Covariance (MANCOVA) was administered to compare the experimental and control groups’ means on posttests of knowledge, skill and attitude after controlling for the effect of pretests in order to probe the hypothesis. The assumption of normality was reported to be lower than ± 1.96 , thus, it was concluded that the normality assumption was retained. Moreover, MANCOVA has four more specific assumptions; i.e. homogeneity of variances of groups, linearity of relationships between pretests and posttests, homogeneity of regression slopes; and finally, homogeneity of covariance matrices. These assumptions will be discussed below. Table 1 shows the outcomes of the Levene’s test of homogeneity of variances.

Table 1

Levene's Test of Homogeneity of Variances Posttests of Intercultural Communicative Competence

	F	df1	df2	Sig.
PostKnowledge	4.133	1	58	.047
PostSkill	11.617	1	58	.001
PostAttitude	8.839	1	58	.004

The findings specified that the assumption of homogeneity of variances was not reserved on posttests of knowledge ($F(1, 58) = 4.13, p < .05$), skill ($F(1, 58) = 11.61, p < .05$), and attitude ($F(1, 58) = 8.83, p < .05$). Since the groups enjoyed equal sample sizes, there was no necessity to consider the violation of this assumption. Table 2, Table 3, and Table 4 check the assumption of linearity of relationships between pretests and posttests of knowledge, skill, and attitude.

Table 2

Linearity Testing of the Relationship between the Pretest and the Posttest of Knowledge

			Sum of Squares	df	Mean Square F	Sig.
(Combined)			9.966	8	1.246	1.040 .419
PostKnowledge * PreKnowledge	Between Groups	Linearity	5.455	1	5.455	4.552 .038
		Deviation from Linearity	4.511	7	.644	.538 .802
	Within Groups		61.115	51	1.198	
Total			71.081	59		
Eta Squared						.140

The significant outcomes of the linearity test ($F(1, 51) = 4.55, p < .05, \eta^2 = .140$ representing a large effect size) indicated that the statistical null-hypothesis that the relationship between posttest and pretest of knowledge was not linear was rejected. That is, there was a linear relationship between pretest and posttest of knowledge.

Table 3

Linearity Testing of the Relationship between the Pretest and the Posttest of Skill

			Sum of Squares	df	Mean Square	F	Sig.
(Combined)			19.229	10	1.923	3.086	.004
PostSkill * PreSkill	Between Groups	Linearity	11.136	1	11.136	17.875	.000
		Deviation from Linearity	8.093	9	.899	1.443	.196
	Within Groups		30.528	49	.623		
Total			49.757	59			
Eta Squared						.386	

The significant results of the linearity test ($F(1, 49) = 17.87, p < .05, \eta^2 = .386$ representing a large effect size) (Table 4.28) indicated that the statistical null-hypothesis that the relationship between posttest and pretest of skill was not linear was rejected. In other words, there was a linear relationship between pretest and posttest of skill.

Table 4

Linearity Testing of the Relationship between the Pretest and the Posttest of Attitude

		Sum of Squares	df	Mean Square	F	Sig.
PostAttitude PreAttitude	(Combined)	17.400	11	1.582	1.364	.221
	Between Groups					
	* Linearity	7.652	1	7.652	6.597	.013
	Deviation from Linearity	9.748	10	.975	.840	.593
	Within Groups	55.678	48	1.160		
Total		73.077	59			
Eta Squared		.238				

The significant outcomes of the linearity test ($F(1, 48) = 6.59, p < .05, \eta^2 = .238$ representing a large effect size) (Table 4.29) indicated that the statistical null-hypothesis that the relationship between posttest and pretest of attitude was not linear was rejected. In other words, there was a linear relationship between pretest and posttest of attitude.

Table 5

Test of Homogeneity of the Regression Slopes of the Posttests of Knowledge, Skill, and Attitude with Pretests

Effect		Value	F	Hypothesis df	Error df	Sig.	Partial Eta Squared
	Pillai's Trace	.130	1.135	6	98	.348	.065
Group	*Wilks' Lambda	.872	1.137	6	98	.347	.066
PreKnowledge	* Hotelling's Trace	.145	1.138	6	98	.347	.068
PreSkill							
PreAttitude	Roy's Largest Root	.131	2.136	6	98	.108	.116

Multivariate Analysis of Covariance also requires that the linear associations between the pretests and the posttests of knowledge, skill, and attitude be roughly equal across the two groups; i.e. homogeneity of regression slopes. The non-

significant interaction (Table 5) between the covariates (the pretests) and the independent variable (forms of the treatment); i.e. ($F(6, 98) = 1.13, p > .05, \text{Partial } \eta^2 = .065$ representing a moderate effect size) indicated that the statistical null-hypothesis that the associations between the pretests and the posttests of intercultural communicative competence were non-linear across groups was rejected. That is to say, there were linear relationships between pretest and posttest of knowledge, skill, and attitude across the two groups.

Finally, Table 6 exhibits the fallouts of the Box’s M test of homogeneity of covariance matrices.

Table 6

Box's Test of Equality of Covariance Matrices Posttests of Intercultural Communicative Competence by Groups with Pretests

Box's M	27.638
F	4.347
df1	6
df2	24373.132
Sig.	.000

It should be noted that MANCOVA requires that the correlations between any two pair of variables that are dependent; here, knowledge, skill, and attitude, be approximately equal through the two groups. The non-significant outcomes of the Box’s test (Box’s M = 27.63, $p < .001$) specified that the homogeneity assumption of covariance matrices was not reserved.

If the assumption of homogeneity of covariance matrices is violated, one can report the robust results of the Pillai’s Trace Test (Table 6).

After debating the assumptions related to MANCOVA, the main results will be reported below. Table 4.32 shows the results of MANCOVA. The significant results of the MANCOVA ($F(3, 53) = 9.96, p < .05, \text{Partial } \eta^2 = .361$ representing a large effect size) designated that there are significant differences between the experimental and control groups’ means on the posttests of intercultural communicative competence of knowledge, skill, and attitude after controlling for the effects of the pretests. Thus, the second null-hypothesis as “Global digital citizenship

did not have any significant effect on EFL learner’s intercultural communicative competence” was rejected.

Table 7

Multivariate Analysis of Covance Posttests of Intercultural Communicative Competence by Groups with Pretests

Effect		Value	F	Hypothesis	df	Error df	Sig.	Partial Eta Squared
Intercept	Pillai's Trace	.025	.456	3		53	.714	.025
	Wilks' Lambda	.975	.456	3		53	.714	.025
	Hotelling's Trace	.026	.456	3		53	.714	.025
	Roy's Largest Root	.026	.456	3		53	.714	.025
PreKnowledge	Pillai's Trace	.054	1.004	3		53	.398	.054
	Wilks' Lambda	.946	1.004	3		53	.398	.054
	Hotelling's Trace	.057	1.004	3		53	.398	.054
	Roy's Largest Root	.057	1.004	3		53	.398	.054
PreSkill	Pillai's Trace	.205	4.568	3		53	.006	.205
	Wilks' Lambda	.795	4.568	3		53	.006	.205
	Hotelling's Trace	.259	4.568	3		53	.006	.205
	Roy's Largest Root	.259	4.568	3		53	.006	.205
PreAttitude	Pillai's Trace	.172	3.676	3		53	.018	.172
	Wilks' Lambda	.828	3.676	3		53	.018	.172
	Hotelling's Trace	.208	3.676	3		53	.018	.172
	Roy's Largest Root	.208	3.676	3		53	.018	.172
Group	Pillai's Trace	.361	9.962	3		53	.000	.361
	Wilks' Lambda	.639	9.962	3		53	.000	.361
	Hotelling's Trace	.564	9.962	3		53	.000	.361
	Roy's Largest Root	.564	9.962	3		53	.000	.361

Table 8 shows the experimental and control groups' means on posttests of sub-sections of intercultural communicative competence after controlling for the effects of pretests.

Table 8

Descriptive Statistics Posttests of Intercultural communicative competence by Groups with Pretests

Dependent Variable	Group	Mean	Std. Error	95% Confidence Interval	
				Lower Bound	Upper Bound
PostKnowledge	Experimental	3.114 ^a	.160	2.795	3.434
	Control	2.263 ^a	.160	1.944	2.583
PostSkill	Experimental	3.065 ^a	.138	2.789	3.342
	Control	2.388 ^a	.138	2.111	2.664
PostAttitude	Experimental	3.400 ^a	.152	3.095	3.705
	Control	2.254 ^a	.152	1.949	2.558

a. Covariates appearing in the model are evaluated at the following values: PreKnowledge = 1.94, PreSkill = 1.92, PreAttitude = 1.90.

The results showed that the experimental group had higher means than the control group on posttests of sub-sections of intercultural communicative competence after controlling for the effects of pretests. These results will be debated fully while recording the fallouts of the Between-Subject Effects (Table 10).

Since MANCOVA compares the groups' means on posttests after controlling for the effect of pretests, there is no more to report the groups' means on pretests. However, Table 9 shows the two groups' means on pretests, posttest of knowledge, skill and attitude; and the two groups' means on posttests after controlling for the effect of pretests. That is why the means on posttest after controlling for the effect of pretest are slightly different from the means on posttest without controlling for pretest.

Table 9

Descriptive Statistics Pretest and Posttests of Intercultural communicative competence by Groups, and after controlling for Pretests

Group		Pretest		Posttest		Posttest after controlling for Pretest	
		Statistic	Std. Error	Statistic	Std. Error	Statistic	Std. Error
Experimental	Knowledge	1.87	.115	3.02	.238	3.114	.160
	Skill	1.87	.097	3.00	.198	3.065	.138
	Attitude	1.84	.106	3.31	.231	3.400	.152

Control	Knowledge	2.02	.111	2.36	.132	2.263	.160
	Skill	1.97	.079	2.45	.114	2.388	.138
	Attitude	1.95	.092	2.34	.119	2.254	.152

As shown in Table 9 both groups showed improvement in their means on pretests to posttests; moreover, their means on posttests after controlling for the effect of pretests were slightly different from the posttests without controlling for the effect of pretest. Table 10 shows the results of Between-Subject Effects.

Table 10

Tests of Between-Subjects Effects Intercultural Communicative Competence by Groups with Pretests

Source	Dependent Variable	Type III Squares	Sum of df	Mean Square	F	Sig.	Partial Eta Squared
PreKnowledge	PostKnowledge	2.017	1	2.017	2.674	.108	.046
	PostSkill	.326	1	.326	.578	.450	.010
	PostAttitude	1.461	1	1.461	2.131	.150	.037
PreSkill	PostKnowledge	2.266	1	2.266	3.004	.089	.052
	PostSkill	6.225	1	6.225	11.036	.002	.167
	PostAttitude	5.943	1	5.943	8.667	.005	.136
PreAttitude	PostKnowledge	8.363	1	8.363	11.084	.002	.168
	PostSkill	1.124	1	1.124	1.994	.164	.035
	PostAttitude	3.117	1	3.117	4.547	.037	.076
Group	PostKnowledge	10.598	1	10.598	14.047	.000	.203
	PostSkill	6.714	1	6.714	11.904	.001	.178
	PostAttitude	19.220	1	19.220	28.033	.000	.338
Error	PostKnowledge	41.495	55	.754			
	PostSkill	31.022	55	.564			
	PostAttitude	37.710	55	.686			
Total	PostKnowledge	504.889	60				
	PostSkill	495.840	60				
	PostAttitude	552.480	60				

Based on these results and the descriptive statistics it can be concluded that:

A: The experimental group (M = 3.11) significantly outperformed the control group (M = 2.26) on posttest of knowledge after controlling for the effect of pretest (F (1, 55) = 14.04, p < .05, Partial η^2 = .203 representing a large effect size).

B: The experimental group (M = 3.06) significantly outperformed the control group (M = 2.38) on posttest of skill after controlling for the effect of pretest (F (1, 55) = 11.90, p < .05, Partial η^2 = .178 representing a large effect size).

C: The experimental group (M = 3.40) significantly outperformed the control group (M = 2.25) on posttest of attitude after controlling for the effect of pretest (F (1, 55) = 28.03, p < .05, Partial η^2 = .338 representing a large effect size).

RQ2: What are EFL learners’ perceptions toward the efficiency of global digital citizenship education?

The results of the second research question are extracted from the semi-structured interview conducted among 20 EFL learners regarding the efficacy of global digital citizenship education; the findings were analyzed through Content Analysis method based on four stages proposed by Bengtsson (2016) including the decontextualisation, the recontextualisation, the categorization, and the compilation stages. The obtained results related to the main and secondary themes are illustrated in the following table.

Table 11

Results of Content Analysis

Main Themes	Secondary Themes
Important qualities of global digital citizenship	<ul style="list-style-type: none"> * Using smart phones and computers for personal, educational, and professional reasons *Using an online search engine to find the answer to a question in different domains *Using online search and content to complete a research project *Creating online accounts and profiles on different social media platform to get connected with other people *Being required to learn and improve practical technical and communicational skills *Learning about cultural alterations

General advantages and disadvantages of global digital citizenship	<p>Advantages</p> <ul style="list-style-type: none">*Making new friends and communicating or connecting with old friends and family*Protecting and promoting human rights through online channels, such as economic crisis, freedom, and security*Creating inclusive work environment in the form of websites, engagement of people in dissimilar parts of the world for different purposes. <p>Disadvantages</p> <ul style="list-style-type: none">*Hacking accounts and profiles and misusing personal information*Spreading rumors and fake reports*Distracting individuals' concentration and mindfulness in terms of personal and professional domains*Facilitating cheating and robbery, Increasing health and mental problems,*Causing psychological problems such as feelings of loneliness, depression and alienation
Benefits and shortcomings of digital literacy	<p>Benefits</p> <ul style="list-style-type: none">*Improving learners' writing and speaking by making use of words and structures in the internet*Understanding vocabularies and knowing about formal and informal ways of language use*Knowing about new and interesting topics*Checking accurate pronunciation and correcting mistakes, easily*Having self-confidence during writing and speaking*Providing reliable resources for learning. <p>Shortcomings</p> <ul style="list-style-type: none">*Reducing students' creativity in educational domains and developing academic projects*Causing isolation for the students since they cannot have face-to-face communications*Having high stress and tension due to internet malfunctions*Getting used to have access to online articles and school projects and just copy them*Making cheating easier for students*Trusting unreliable website for submitting articles and downloading information*Using a private and safe Internet connection
Strategies to stay safe in social media environments	<ul style="list-style-type: none">*Reporting and blocking harassment or inappropriate content*Not answering unknown numbers and ignoring suspicious links*Setting complex passwords in your personal devices and accounts*Ignoring requests for money*Searching everything deeply

Applications used for learning English	*Instagram
	*Channels on YouTube
	*Online dictionaries
	*Online websites
	*Google Translate
	*Digital and online flashcards
	*Online games

	*Audiobooks and podcasts
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Discussion

The current study attempted to investigate the effect of global digital citizenship on EFL students' intercultural communicative competence. The obtained results of the first research question revealed that global digital citizenship has significant effect on learner's intercultural communicative competence.

The findings revealed the influential role of global digital citizenship on developing learners' intercultural competence. Learning a foreign language includes mastery of linguistic, structural and cultural elements. However, learners may experience biased outlooks toward the foreign language that are mostly rooted in cultural principles, familial customs, socially built norms, and educational experiences. Therefore, effective educational systems are needed to guide students in applying cultural consideration in their language learning and use. In this regard, reflecting on cultural differences can foster language learning and communication. Teachers trying to improve the skills and capabilities that accompany increasing open-mindedness are invigorated to construct cross-cultural learning occasions for themselves and their learners.

Founded on the obtained results it can be argued that with the quickening speed of technological augmentations like smartphones, high-speed web facilities, digital applications, and social networking websites, the ability to use technology appropriately is a crucial requisite. Students in different fields and levels use digital technologies and the Internet for educational, professional, and personal reasons. Nevertheless, there are occasions in which students lack enough skill and capability in using technology accurately to have operative and productive online collaborations and be at less jeopardy. Correspondingly, by recognizing the effective role of technology in developing learning and teaching process, teachers have started to include technology and the Internet in numerous features of their professional accomplishments.

To the extent that second/foreign language education is concerned, an enormous number of internet tools provide exceptional possibilities to expand learning. This requires more consciousness about the appropriate use of technology among EFL learners and teachers. An essential goal of foreign language learning is evolving thorough linguistic and communicative competence that can be practical in

several contexts. In this regard, the concept of global digital citizenship can help the users in having more operative, proper, and protected communications to gain academic and societal advantages. Generally, language learning is habitually allied with academic settings that necessitate a good command of language and intercultural skills. Thus, providing global digital citizenship training courses for both teachers and learners can advocate safe and legal use of technology and digital information based on ethical considerations.

Furthermore, with the growing flow of communication and information among individuals with different cultural backgrounds, EFL learners need to move further than gaining basic and elementary language skills in educational settings. Reasonably, they are expected to interact with others as real social members with particular systems of thoughts and culture. Here, Brookfield (1995) asserted that permeating digital citizenship involves language teachers' attention to up-to-date themes connected to plentiful societal ethos and beliefs. By having a better understanding of social and cultural realities, learners can integrate in a process of recognizing, questioning, and evaluating deeply-held norms and assumptions.

The findings of the study support the importance of global digital citizenship in educational settings, especially EFL contexts, which is in line with the study of Alavijeh and Abdollahi (2021) and Alazemi, Sa'di and Al-Jamal (2019).

The second research question is related to the qualitative phases of the study. The results of this research question are obtained from the semi-structured interview. The questions discussed the most important qualities of global digital citizenship, the general advantages and disadvantages of global digital citizenship, the benefits and shortcomings of digital literacy in education and language learning, strategies to stay safe in social media environments, and applications used for learning English.

Based on the findings, the participants thought that Using smart phones and computers for personal, educational, and professional reasons, Using an online search engine to find the answer to a question in different domains, Using online search and content to complete a research project, Creating online accounts and profiles on different social media platform to get connected with other people, Being required to learn and improve practical technical and communicational skills, and Learning about cultural alterations are among the most important qualities of digital literacy and global digital citizenship.

Considering the general advantages of global digital citizenship, the results revealed the following responses. Making new friends and communicating or connecting with old friends and family, Protecting and promoting human rights through online channels, such as economic crisis, freedom, and security, Creating inclusive work environment in the form of websites, engagement of people in dissimilar parts of the world for different purposes. The disadvantages of global digital citizenship include Hacking accounts and profiles and misusing personal information, Spreading rumors and fake reports, Distracting individuals' concentration and

mindfulness in terms of personal and professional domains, Facilitating cheating and robbery, Increasing health and mental problems, and Causing psychological problems such as feelings of loneliness, depression and alienation.

The benefits and shortcomings of digital literacy in education and improving language skills include Improve learners' writing and speaking by making use of words and structures in the internet, Understanding vocabulary and knowing about formal and informal ways of language use, Knowing about new and interesting topics, Checking accurate pronunciation and correcting mistakes, easily, Having self-confidence during writing and speaking and Providing reliable resources for learning. The shortcomings of digital literacy in education and improving language skills include Reducing students creativity in educational domains and developing academic projects, Causing isolation for the students since they cannot have face-to-face communications, Having high stress and tension due to internet malfunctions, Getting used to have access to online articles and school projects and just copy them, Making cheating easier for students, and Trusting unreliable website for submitting articles and downloading information.

The strategies that can keep individuals safe in social media environments include Use a private and safe Internet connection, Report and block harassment or inappropriate content, Don't answer unknown numbers and ignore suspicious links, Set complex passwords in your personal devices and accounts, Ignore requests for money, that are sometimes sent from friends who have just added you from a new account, and Search everything deeply before clicking on links and sharing information and pictures.

Finally, the applications and digital platforms used for learning English and the purposes for such use are mentioned by the participants in the form of the following responses. Several language teaching accounts on the Instagram since they are accessible, Channels on YouTube since they provide professional content, Online dictionaries that are easy to use for checking meaning and pronunciation, Online websites that provide interesting and perfect content, Google Translate is easy to use, Watching Ted Talk videos, they have encouraging personal account of people from different countries and offer listeners with various accents and cultures, Digital and online flashcards that have clear images to be used by children and adults, Playing online games, they provide interaction with people worldwide and informal language, and Listening to native audiobooks and podcasts since students can acquire a better appreciation of native speakers and world of literature and the styles of different authors.

The themes obtained from the qualitative part of the study, additionally emphasized the role of global digital citizenship in educational setting, specifically, in EFL contexts. This finding is somehow in contrary with the study of Alavijeh and Abdollahi (2021), which revealed that regardless of the importance of digital citizenship in the extremely digitalized world of the day, and recurrent use of social

networking for educational purposes, Iranian EFL learners and teachers lack the required skills for proper and effective attendance in technology-enhanced situations.

In all, our findings particularly those attained from the interviews support the effect of global citizenship education on developing ICC and its importance and applicability in EFL contexts. In other words, our learners have the expected awareness toward the use of global citizenship education to promote both their linguistic and communicative skills. So far, as social media is concerned, particular investigators reported that using social networking websites for educational purposes significantly impacts EFL teachers' perceptions toward global citizenship (Choi, 2015), which is the case with our learner participants. In total, the current study corroborates with previous studies (e.g., Berson & Berson, 2003; Famer, 2011; Mattson, 2016) in highlighting the need for including digital citizenship education in schools and language institutes right from early years of education. Since EFL learners are extremely exposed with international domains and they are expected to be able to deal with technological issues and intercultural conflictions to improve their linguistic and communicative abilities. Thus, trying to be a global citizen and familiarity with digital matters would augment correct and effective use of technology, which will ultimately prevent potential risks of online environments like hacking, cyberbullying, and phishing.

Conclusion

As mentioned earlier, the current study examined the effect global digital citizenship on intercultural communicative competence of female EFL learners at intermediate proficiency level. The obtained results revealed the effect of global digital citizenship on EFL learner's intercultural communicative competence and its components (knowledge, skill, and attitude).

Based on the findings it can be concluded that the participants in the current study appeared to be aware of the effect and importance of global digital citizenship in promoting intercultural communicative competence in EFL classrooms. Global citizenship education helps learners to be informed, accountable, and culturally sensitive individuals. Once teaching for global citizenship, teachers would provide learners with opportunities to select issues that interest them and encourage them to think critically. The competencies learners cultivate by working and reflecting on their association with multifarious global issues increase their intercultural awareness and facilitate their progressive change and development in educational domains.

The results of the qualitative phase of the study in the form of interview argued the most important qualities of global digital citizenship, the benefits and shortcomings of digital literacy in education and language learning, the general advantages and disadvantages of global digital citizenship, strategies to stay safe in social media environments, and applications used for learning English. Accordingly, it can be concluded that the participants are mostly aware of the merits and demerits

of global digital citizenship in general and in education, specifically, language learning. They also offer certain ways to stay safe in digital world and make the best use of technology in developing personal and educational domains. The names of the most useful platforms are also mentioned along with their purposes to use them.

Based on the outcomes of this study some valuable pedagogical implications can be yield. The conclusions of the current study verified the prominence and applicability of global digital citizenship in language classes. The outcomes of the present study offer some pedagogical implications that could be beneficial for both EFL learners and teachers. When it comes to the use of technology as a tool to learn a foreign language, it can be claimed that it helps learners reinforce their English skills and the ability to solve language problems, which can ultimately be effective in developing their intercultural awareness.

Considering the limitations of the study, it can be contended that in this study the participants were designated centered on the available sampling, thus a degree of randomization and ultimately generalizability cannot be employed due to restricted number of the participants. Generally, the main limitations of this study include limited time and resources that restricted the process of data collection. In addition, although the number of EFL learners at different proficiency levels is too many, only limited number of them was selected.

The use of global digital citizenship can be investigated in relation to different language skills and subskills. The knowledge of global digital citizenship can be studied and compared between EFL teachers and learners. Moreover, the role of age and gender can be included in this investigation.

Teachers can make use of their global digital citizenship ability in their teaching process; the efficiency of this can be scrutinized in future studies. Additionally, the proficiency level of the learners can be an essential and determining factor in the language classes; this can be investigated, as well.

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Structural and Functional Differences of Lexical Bundles Between Hard Science and Soft Science Researchers: A Comparative Corpus-Driven Study

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Abstract

Lexical bundles, recurrent word combinations serving essential discourse functions, have gained prominence in the realm of academic writing. A novel perspective that bridges their functional significance and formulaic nature is promising for uncovering intricate features within these recurring language patterns. Drawing from the structural and functional taxonomy introduced by Biber et al. (1999) and Hyland (2008), this comprehensive study aims to find the existence of any significant difference in the frequency and use of lexical bundles from both structural and functional perspectives between research articles authored by individuals in soft and hard science disciplines. The corpus, rich in academic content, encompasses a total of 954,615 words, featuring 90 research articles in each sub-corpus. The investigation extends beyond mere structural classification to encompass functional analysis, unveiling insightful findings. The findings indicate while structural distinctions between authors in hard and soft sciences appear negligible, substantial variations emerge in the pragmatic deployment of lexical bundles. Authors in soft sciences exhibit a predilection for noun phrases combined with of-phrase fragments. In stark contrast, authors in hard sciences predominantly employ passive verb + prepositional phrase fragments. Additionally, the divergence in the functional classification of lexical bundles is noteworthy. In the realm of soft sciences, authors heavily emphasize the use of framing signals, underscoring the discursive significance of these elements. In contrast, hard science authors gravitate towards transition signals as the most frequently employed function of lexical bundles. These findings carry substantial implications for researchers, highlighting the importance of embracing lexical bundles as a fundamental aspect of scholarly writing within their specific domains.

Keywords: Disciplinary Variation, Lexical Bundles, Hard Science, Research Articles, Soft Science

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Introduction

The functional significance of recurrent lexical combinations in both spoken and written academic discourses has garnered increasing attention (Simpson-Vlach & Ellis, 2010). These frequently occurring multi-word sequences constitute a vital component of fluent linguistic production (Akbulut, 2020) and play pivotal roles in the realm of academic writing. Moreover, as advocated by Hyland (2008 a or b?), a crucial aspect of mastering a new language is the adept utilization of specific lexical structures, including lexical bundles (LBs). These bundles, pervasive in language, pose a complex challenge for non-native and novice writers in the quest for precise and effective communication, particularly when considering disciplinary variations (Hyland, 2008a).

The adoption of lexical bundles within academic writing exhibits pronounced disciplinary variations, necessitating the compilation of discipline-specific bundles to acquaint students with the idiosyncrasies of specialized discourse communities (Cunningham, 2017). Previous studies examining lexical bundles in History and Biology, Arts, Law and Science, Linguistics, and Education have significantly advanced our comprehension of disciplinary disparities in bundle usage (Byrd & Coxhead, 2010; Candarli & Jones, 2019; Cunningham, 2017). However, a dearth of research delves into the distinctions between hard and soft sciences (e.g., Yin & Li, 2021), and the exploration of lexical bundles in research articles across diverse disciplines remains understudied. Hence, we propose that a comparative analysis of lexical bundles employed in research articles within hard and soft sciences holds immense value for L2 novice academic writers and their instructors, particularly within the vast domain of English for specific purposes.

Recent years have witnessed a burgeoning interest in lexical bundles as multi-word sequences. Research has underscored the significance of specific sets of bundles within academic genres, emphasizing their critical role in achieving academic fluency (Pérez-Llantada, 2014). While existing studies have shed light on the structural and functional aspects of bundles across various registers and academic fields (e.g., Cunningham, 2017; Durant, 2017; Le & Harrington, 2015; Ren, 2021), the influence of disciplinary variations on lexical bundles remains a less explored territory (Nuttall, 2021). These previous studies may inadvertently overlook distinctions owing to the characteristics of distinct groups, such as soft science versus hard science, and the potential confounding effects of register differences—a matter that recent research has vehemently debated. These differences are anticipated to wield substantial influence over the selection and deployment of lexical bundles. Furthermore, the inherent connection between lexical bundles and disciplinary variation suggests that combining functional and structural analyses across diverse fields could unveil overlooked properties of these linguistic constructs.

In the realm of English for specific purposes (ESP), which covers both soft and hard sciences, numerous second language (L2) novice academic writers, especially graduate students, face the challenge of mastering the language conventions within these specialized academic communities. At the same time, many instructors,

often with expertise in linguistics, play an active role in developing and teaching L2 academic writing courses. As a result, these instructors are well-equipped to illuminate the disciplinary differences in lexical bundles to L2 novice academic writers, particularly within the broad domain of English for specific purposes. Given the limited research in this area and the pivotal role of LBs in understanding the nuances of disciplinary variation, this study endeavors to scrutinize on the disciplinary differences and comprehensively investigate, analyze, compare, and contrast the frequency, structure, and utilization of lexical bundles among soft and hard science researchers in published scientific research articles. Consequently, this study aspires to unravel whether authors in soft and hard sciences employ lexical bundles differently in the creation of academic discourse and the conveyance of their scholarly insights.

Literature Review

Achieving idiomaticity, the mastery of conventionalized word combinations like lexical bundles, in academic discourse is a formidable challenge (Shin, 2018). Idiomaticity is not merely an abstract concept; it is tangibly realized through the effective use of recurrent word combinations that are characteristic of specific academic registers and disciplines. Such recurrent word combinations not only contribute to idiomaticity but also serve as a marker of membership within a distinct discourse community, reflecting the values, styles, and affiliations of its members (Wray, 2006). These specific word combinations, which fulfill particular functions and are summoned nearly instinctively by native speakers, are collectively referred to as formulaic language (Schmitt & Carter, 2004). Research in second language acquisition (SLA) indicates that native speakers rely more on formulaic language, especially lexical bundles, compared to non-native users. Furthermore, proficiency levels correlate significantly with the proportion and types of formulaic language employed, underscoring the importance of lexical bundles for academic writers (Akbulut, 2020).

The investigation of high-frequency word combinations known as lexical bundles has shown remarkable promise (Biber et al., 1999). Biber and Barbieri (2007) characterized lexical bundles as "recurrent word sequences." It's vital to emphasize that lexical bundles extend beyond mere sequences of individual words; they serve pragmatic functions in discourse and address recurrent communicative needs (Hyland, 2012). The pedagogical significance of lexical bundles, as commonly used word combinations in academic writing, has been gaining prominence in the field of language learning. Recognizing and distinguishing these word sequences is pivotal to grasping language as a cohesive whole. Additionally, studies indicate that holistic knowledge of word sequences enhances language processing in learners (Siyanova-Chanturia et al., 2011). Moreover, research on phrasal or formulaic language in various English teaching materials underscores the importance of lexical bundles (Grabowski, 2015; Meunier & Gouverneur, 2007). Given the significance and prevalence of lexical bundles, a wealth of studies has been conducted. For example, Chen and Baker (2010) outlined an approach for identifying lexical bundles in academic writings, comparing published academic texts with those of students (both

L1 and L2). The findings revealed less frequent use of lexical bundles in second language students' academic writing compared to their L1 counterparts. Additionally, certain high-frequency words were used less frequently in student academic writing than in published academic texts. The distinction in the use of lexical bundles between native and non-native speakers has been a focal point in other studies, such as Shin's (2018) examination of the structural and functional classifications of lexical bundles in university students' articles. The research revealed that both groups employed lexical bundles in various contexts, including VP-based bundles, stance-expression bundles, idiomatic PP bundles, and informal quantifying bundles.

Disciplinary variations in the use of lexical bundles within academic writing have also been explored in numerous studies (Candarli & Jones, 2019; Durrant, 2017; Lake & Cortes, 2020; Le & Harrington, 2015; Pérez-Llantada, 2014). Hyland (2008b) identified the variance in bundle utilization across different academic disciplines. For instance, bundles like "in the context of" and "it is important to" frequently appear in social science disciplines, while "is shown in figure" and "the presence of the" are likely to characterize writing in the hard sciences. Hyland attributed these differences to argument patterns, with social science writing predominantly connecting aspects of argument, while hard science writing tends to avoid authorial presence, interweaving arguments through data presented in visual formats. Consequently, writers in different academic contexts draw upon distinctive and discipline-specific reservoirs of lexical bundles.

The variation between academic disciplines in terms of writing conventions and language use has been a topic of considerable interest in research. Scholars have extensively explored and emphasized the significant differences in writing practices across different disciplines (Wright, 2019). In the field of English for Academic Purposes (EAP), educators have recognized the challenges of meeting students' academic writing needs, especially when closely related disciplines can employ strikingly different text types. This is particularly relevant as students are increasingly expected to engage with modules from various disciplinary areas (De Chazal et al., 2013).

Given the diverse nature of disciplinary variations, it is crucial for EAP practitioners and researchers to develop a strong understanding of these differences. Corpus linguistics, which involves the systematic analysis of large bodies of text, provides powerful tools for gaining insights into the distinctive characteristics of language use in different academic disciplines. One area of linguistic analysis that has shown promise in this regard is the study of high-frequency word combinations, often referred to as lexical bundles. The concept of lexical bundles, as introduced by Biber and his colleagues (Biber et al., 1999), has become a valuable framework for investigating how specific word sequences are used in different academic contexts.

By examining the lexical bundles prevalent in various disciplines, researchers and educators can gain a more comprehensive understanding of the

language requirements and conventions specific to each academic field. This knowledge is essential for effectively preparing students to engage with and produce texts within their respective disciplines and for enhancing the teaching and learning of academic writing.

Lexical bundles indeed possess unique characteristics that set them apart from traditional linguistic units. They often bridge two or more phrases or clauses, making them a distinct feature of language use, especially in academic writing. These characteristics have made lexical bundles particularly sensitive to differences between text types, and researchers have leveraged these properties to study variations across different domains, including disciplinary variation (Durrant, 2017). The high frequency of lexical bundles in various corpora emphasizes their significance in understanding and analyzing written discourse.

Research on formulaic sequences, particularly in academic writing in English, has been extensive (Esfandiari & Barbary, 2023), but there is a need for extra knowledge about how these sequences have evolved over time. A study by Hyland and Jiang (2018) delved into changes in the use and frequency of formulaic sequences over the past five decades. They conducted this study using a corpus of 2.2 million words sourced from top research journals in four different disciplines. Their findings challenged the notion that formulaic sequences are static and unchanging markers of research writing. Instead, they demonstrated that these sequences adapt to new conditions and contexts, with particularly interesting changes occurring within specific academic disciplines. Furthermore, Omidian et al. (2018) conducted research that compared the use of formulaic sequences in hard science and soft science fields. This study highlighted the differing foci of formulaic sequences within these two broad categories. Writers in soft science fields tended to use formulaic sequences to describe intangible aspects of research processes or procedures. In contrast, their counterparts in hard sciences used these sequences to explain the physical attributes of research objects. These findings underscore the nuanced ways in which formulaic sequences are employed in different academic disciplines and provide insights into the evolution of academic writing practices over time.

A detailed analysis of four-word lexical bundles in quantitative and qualitative research articles on education was conducted by Candarli and Jones (2019). They identified substantial intra-disciplinary disparities in the frequency, grammatical composition, and discourse function of such bundles. For example, quantitative articles employed more verb phrase bundles to convey the writer's perspective compared to qualitative articles. More recently, Xiao et al. (2023) examined the distribution patterns of information content across moves and the variations across disciplines. Their results indicate that information content is distributed unevenly across moves in a research article abstract, with different entropy indices reflecting various linguistic properties. These findings underscore the complex interplay between moves, linguistic meanings, and disciplinary features. Despite previous research hinting at a potential association between language and research paradigms within a given discipline, it remains unclear whether such associations extend beyond two disciplines. Consequently, empirical studies are needed to unveil

the role of disciplinary variations in the structure and function of bundles. Thus, the present paper aims not only to compare and contrast the frequencies and structures of lexical bundles in soft and hard sciences but also to examine the functions of these bundles within these disciplines. While it is acknowledged that previous studies, such as Hyland's, have explored lexical bundles across disciplines, the present research seeks to make a distinctive contribution by specifically focusing on the intersection of the rigidity and adaptability of lexical bundles in the discourse of research articles within both hard and soft sciences. The structural and functional taxonomy introduced by Biber et al. (1999) and Hyland (2008) serves as the foundation for our investigation, allowing us to delve into the intricate features of lexical bundles in a comprehensive manner. Our study not only compares and contrasts the frequencies and structures of lexical bundles but also goes beyond structural classification to conduct a nuanced functional analysis.

The novelty of our approach lies in uncovering pragmatic distinctions in the deployment of lexical bundles between hard and soft sciences, shedding light on the subtle yet crucial differences in how authors from these domains use recurrent language patterns. By examining not only structural variations but also functional classifications, our study extends the existing literature and provides valuable insights into the distinctive preferences and practices within each discipline. Consequently, our research aims to bridge the gap between the formulaic nature and functional significance of lexical bundles, offering a nuanced understanding that goes beyond existing disciplinary boundaries.

We acknowledge the foundation laid by previous studies, and our work builds upon these foundations to contribute a fresh perspective that addresses specific disciplinary variations in the structure and function of lexical bundles. This nuanced examination is crucial for researchers and academics in understanding and adapting scholarly writing conventions within their respective domains.

We anticipate that this research will contribute both theoretically and practically to the understanding and application of lexical bundles in the enhancement of academic writing skills. This study will assist students in improving their writing fluency and precision in academic settings, as suggested by previous researchers (Moynie, 2018; Pang, 2010; Allen, 2010). Additionally, this research will benefit EFL instructors, students, and material authors by highlighting the significance of lexical bundles in teaching materials, curricula, and classroom instruction. Based on the objective of the study, the following research questions were formulated:

RQ1: Is there a significant difference in the frequency and use of lexical bundles (3-, 4-, & 5-word) from a structural perspective between research articles authored by individuals in soft and hard science disciplines?

RQ2: Is there a significant difference in the frequency and use of lexical bundles (3-, 4-, & 5-word) from a functional perspective between research articles authored by individuals in soft and hard science disciplines?

Method

Corpus

This study undertook an in-depth analysis of lexical bundles extracted from two distinct corpora: research articles in the fields of soft and hard sciences. The primary focus of this research was to elucidate the distribution of lexical bundles within each corpus, shedding light on the distinctive patterns characterizing these academic disciplines. The research articles selected for examination were drawn from six diverse academic fields, representing both soft and hard sciences. By the soft science, we mean the fields of psychology, sociology, and applied linguistics, while by the hard sciences, we mean the sciences of computer science, chemistry, and medicine. To ensure the highest quality and relevance, research articles were exclusively sourced from reputable ISI journals published by Sage, Elsevier, Taylor and Francis, Springer, and Wiley Online Library. These journals were chosen for their stringent editorial standards and their status as key contributors to academic discourse.

The selection of research articles was made through a non-random and purposive sampling method. Specifically, articles published between the years 2010 to 2020 in various journals across these disciplines were included in the study. A total of 180 research articles were meticulously examined, with 90 articles representing the soft sciences and an equivalent number for the hard sciences. In classifying disciplines into soft and hard sciences, we employed Becher's (1989) typology of disciplinary grouping, which considers the hard-soft dimension. This dimension gauges the extent to which a discipline adheres to a paradigmatic structure, logical frameworks, and common theoretical models or frameworks (Toulmin, 1972). Disciplines that exhibit well-structured, paradigmatic characteristics are often categorized as "hard" sciences. Conversely, disciplines lacking a universally agreed-upon theoretical foundation are designated as "soft" sciences. As such, the hard disciplines in our study included chemistry, computer science, and medicine, while the soft disciplines encompassed applied linguistics, sociology, and psychology. The selection of disciplines in our study was a deliberate choice aimed at capturing a broad spectrum of academic fields while ensuring a balanced representation of both soft and hard sciences. The inclusion of psychology, sociology, and linguistics as representatives of soft sciences, and computer science, chemistry, and medicine as representatives of hard sciences, was driven by the desire to encompass a diverse range of academic disciplines.

These disciplines were chosen based on their prevalence and significance within their respective domains, reflecting the multidisciplinary nature of academic research. By examining lexical bundles across fields with varying methodologies, theoretical frameworks, and writing conventions, we aimed to provide a

comprehensive analysis that goes beyond the confines of a single discipline. This approach allows us to draw meaningful comparisons and contrasts, elucidating the distinct patterns characterizing soft and hard sciences in the use of lexical bundles.

The data used in this study may be characterized as small and specialized. We justify this choice based on the rationale presented by several scholars, including Flowerdew and Forest (2009), who argue that a specialized corpus comprising texts of the same genre and discipline can yield valuable insights for analysis, irrespective of its size. A small corpus also facilitates certain analyses that necessitate manual coding of lexical bundles according to their functions, which would be unmanageable within a larger dataset (Flowerdew & Forest, 2009).

Materials and Instruments

This study used two data analysis frameworks for lexical bundles' structural and functional analyses. The calculation and analysis of lexical bundles in the study were carried out using two classification models: Biber et al.'s (1999) structural classification model and Hyland's (2008) functional classification model. Biber et al. (1999) are credited with developing the structural taxonomies for lexical bundles. They categorized lexical bundles into three major structural types:

1. Type 1 LBs, which encompass verb phrase fragments (e.g., "is assuming to be").
2. Type 2 LBs, which include dependent clause fragments in addition to simple verb phrase fragments (e.g., "what I require to").
3. Type 3 LBs, which incorporate noun phrase and prepositional fragments (e.g., "of the factors that").

These structural categories are considered to manifest differently depending on the register or context of language use. For instance, in spoken conversation, lexical bundles tend to be more clausal in structure (e.g., "it's going to be"), while in academic prose, they are predominantly phrasal in nature (e.g., "as a result of"). These structural classifications provide insights into how lexical bundles are constructed and used in different types of discourse.

In this study, the functions of lexical bundles were analyzed using Hyland's (2008a) model, which provides a classification system for categorizing lexical bundles based on their functions within academic discourse. This categorization system helps researchers analyze and understand the functions that lexical bundles serve within academic texts, allowing for a more nuanced examination of how language is used in different contexts and for different purposes. Hyland's model organizes these bundles into three main macro-functions: research, text, and participants (See Table 1).

Table 1

Hyland's Macro-Functions Model

Research-oriented bundles

Procedure: These bundles indicate the methodology or purpose of research. For example, "the role of the."

Quantification: These bundles describe the amount or number involved in research. For instance, "the magnitude of the."

Description: These bundles detail the qualities or properties of the material under study. An example is "the structure of the."

Topic: These bundles are related to the field of research itself, such as "the currency board system."

Text-oriented bundles

Transition signals: These bundles establish additive or contrastive links between elements, such as "on the other hand" or "as well as the."

Resultative signals: They mark inferential or causative relations between elements, like "the results of the."

Structuring signals: These are text-reflexive markers that help organize stretches of discourse or direct readers elsewhere in the text, such as "as shown in fig."

Framing signals: These bundles situate arguments by specifying limiting conditions. An example is "with respect to the."

Participant-oriented bundles

Stance features: These convey the writers' attitudes and evaluations, including attitude markers, epistemic-certain, epistemic-uncertain, and intention bundles. An example is "are likely to be."

Engagement features: These address readers directly, as in "as can be seen."

While the terminology may differ between these categories, there are often interlinks and overlaps among them. For instance, stance bundles largely overlap with participant-oriented bundles as they express attitudes. Many discourse organizers can be placed under text-oriented bundles or text connectors, and referential bundles may align with expressions referred to as content presentation bundles or research-oriented

bundles. These categorizations help researchers and educators understand how lexical bundles function in academic texts and how they contribute to discourse cohesion and structure.

Procedure

At the outset of this study, a total of 180 research articles were meticulously curated from reputable ISI databases, including Elsevier (Science Direct), Sage, and Cambridge publications. These articles were then extracted through a combination of non-random and purposive sampling, focusing on the distinction between hard and soft sciences. The selection process adhered to stringent criteria to ensure the highest quality and relevance. Specifically, the chosen articles were sourced from journals published between 2010 to 2020 and were indexed in established and reliable databases. Furthermore, to better reflect the genre aspects of the most recent research articles, only papers with Modified Impact Factors (MIFs) equal to or exceeding 0.5 were included in the corpus.

The categorization of disciplines into soft and hard sciences adhered to Becher's (1989) typology, which emphasizes the hard-soft dimension. In this model, disciplines are classified based on the extent to which they exhibit paradigmatic structures, logical frameworks, and common theoretical models or frameworks (Toulmin, 1972). Notably, the hard sciences, characterized by their rigorous and well-structured nature, included chemistry, computer science, and medicine. Conversely, the soft sciences, represented by applied linguistics, sociology, and psychology, are marked by a relative lack of universally agreed-upon theoretical foundations.

Once the 180 research articles from selected journals were identified, they were downloaded and converted into Word document files for further analysis. To ensure the accuracy and smooth processing of the data, the files were meticulously cleaned of any headers, footers, figures, images, titles, references, irregular capitalizations, and paragraph breaks. The analysis of lexical bundles was carried out using Biber et al.'s (1999) structural classification model and Hyland's (2008 a or b?) functional classification model. Each element was calculated per 10,000 words, providing a basis for comparison between different types of research articles. The decision to calculate lexical bundles per 10,000 words, as opposed to 1,000 words, was made with careful consideration of the nature and scale of academic writing. Academic articles, particularly research articles, often vary significantly in length, with some being substantially longer than others. Calculating lexical bundles per 10,000 words provides a more standardized and representative measure, allowing for a fair comparison across diverse types of research articles.

Using a higher denominator, such as 10,000 words, offers a more comprehensive and meaningful perspective on the frequency of lexical bundles within the context of the entire document. This approach helps mitigate the potential impact

of variations in article length, ensuring that our analysis is not skewed by the inherent differences in the sizes of the research articles from different disciplines.

Additionally, working with a larger unit of words aligns with common practices in corpus linguistics, where researchers often use per 10,000 words as a standard measure to account for the varying lengths of texts under investigation. This choice facilitates a more robust and reliable comparison between different types of research articles, contributing to the overall validity and applicability of our findings.

The study focused on the analysis of 3-to-5-word structures, aiming to encompass the full spectrum of formulaic language used by each group of writers and to ascertain whether lexical bundle length correlated with assessed proficiency. To identify 3-to-5-word structures lexical bundles, the researcher employed Anthony's (2012) concordance tool, which allows for the extraction and analysis of word sequences within the specified length range. The frequency and range of these bundle lengths were determined through the concordance output, providing insights into the most common recurring structures in the corpus.

This approach allowed the researchers to investigate the full spectrum of formulaic language employed by different groups of writers and assess whether there was a correlation between the length of lexical bundles and the writers' assessed proficiency. The utilization of Anthony's (2012) concordance tool facilitated a robust and data-driven exploration of lexical bundles, contributing to the reliability and validity of our findings.

Anthony (2012) was employed to identify the most common lexical bundles. Anthony, developed by Laurence Anthony, is a popular and user-friendly corpus analysis tool widely used in linguistics and language-related research. It allows researchers to analyze and explore patterns within large bodies of text, known as corpora. This freeware concordance program offers features like word lists, n-grams, collocates, and clusters (Anthony, 2012). It systematically scanned the corpus for multi-word bundles, excluding proper nouns such as institution names and mathematical variables or symbols detected as lexical bundles. This meticulous curation aimed to refine the list and ensure its relevance to the study's objectives. To bolster the reliability of the data analysis, a systematic process of data categorization was undertaken. Specifically, 10% of the data was rechecked and independently reanalyzed by a second researcher, a Ph.D. graduate in Teaching English as a Foreign Language (TEFL), with expertise in discourse analysis. This researcher was briefed about the study's objectives. A random subset of the data from the corpus was analyzed by the second researcher, and inter-rater reliability was assessed using Cohen's Kappa formula. The resulting inter-rater agreement was found to be highly reliable with a Kappa value of 0.929 ($p = 0.000$). Subsequently, the gathered data was subjected to Chi-square data analysis to investigate the presence of any significant differences in the use of lexical bundles between authors in soft and hard sciences.

Results

To find the existence of any significant difference in the frequency and use of lexical bundles (3-, 4-, & 5-word) from the structural point of view between

research articles written by authors in soft and hard science disciplines, the frequencies and use of lexical bundles were gathered and reported. To this end, a corpus of 45 research articles of approximately 720237 words from recently published Institute for Scientific Education-indexed journals that were authored by the authors of soft science (297468 for applied linguistics; 207267 for sociology; 215502 for psychology) was compiled and analyzed structurally. Furthermore, a corpus of 45 research articles of approximately 354,896 words from recently published journals that were authored by hard science authors (162159 for computer; 141224 for medicine; 51513 for chemistry) was gathered and analyzed. Table 2 shows the structural categorizations of LBs in the research articles written by the researchers of soft and hard science.

Table 2

Structural Classification of Lexical Bundles in Soft and Hard Sciences

STRUCTURE	EXAMPLE	Soft science		Hard science	
		Frequency	%	Frequency	%
Noun phrase with <i>of</i> -phrase fragment	the end of the, the beginning of the, the base of the, the point of view of	143	14.3%	88	9.2%
Noun phrase with other post-modifier fragments	the way in which, the relationship between the, such a way as to	60	6.0%	80	8.4%
Prepositional phrase with embedded <i>of</i> -phrase fragment	about the nature of, as a function of, as a result of the, from the point of view of	31	3.1%	98	10.2%
Other prepositional	as in the case, at the same time as,	40	4.0%	55	5.7%

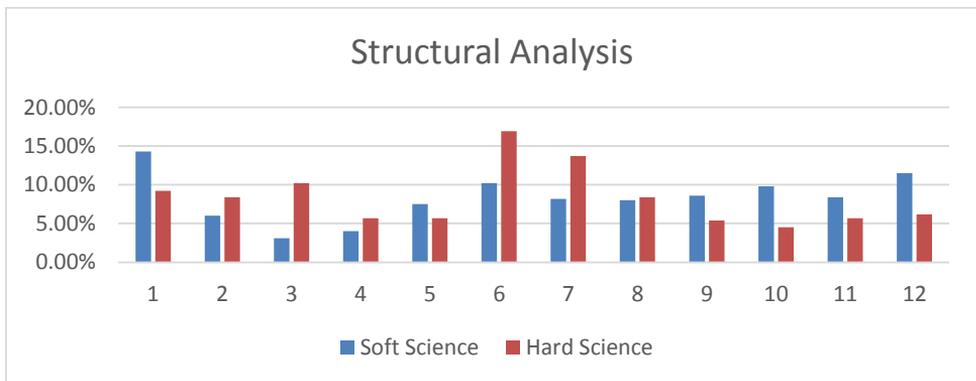
phrase (fragment)	in such a way as to				
Anticipatory <i>it</i> + verb phrase/ adjective phrase	it is possible to, it may be necessary to, it can be seen, it should be noted that, it is interesting to note that	74	7.5%	55	5.7%
Passive verb + prepositional phrase fragment	is shown in figure/fig., is based on the, is to be found in	100	10.2%	159	16.9%
Copula <i>be</i> + noun phrase/adjectiv e phrase	is one of the, may be due to, is one of the most	81	8.2%	129	13.7%
(Verb phrase +) <i>that</i> -clause fragment	has been shown that, that there is a, studies have shown that	80	8%	80	8.4%
(Verb/adjective +) <i>to</i> -clause fragment	are likely to be, has been shown to, to be able to	85	8.6%	52	5.4%
Adverbial clause fragment	as shown in figure/fig., as we have seen	98	9.8%	42	4.5%
Pronoun/noun phrase + <i>be</i> (+...)	this is not the, there was no significant, this did not mean that, this is not to say that	82	8.4%	55	5.7%
Other expressions	as well as the, may or may not, the presence or absence	116	11.5%	59	6.2%

Total	990	100%	952	100%
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Based on what is presented in Table 2, it can be claimed that the authors of soft science used noun phrase with *of*-phrase fragment (e.g., *the beginning of the*) with high frequency and rate (14.3%) and the authors of hard science employed passive verb + prepositional phrase fragment (e.g., *is to be found in*) with high rate (16.9%), while the second place in the soft science devoted to other expressions (e.g., *may or may not*) with 11.5% of the total. The least frequent LBs in terms of structural classification was prepositional phrase with embedded *of*-phrase fragment (e.g., *as a result of the*) with 3.1%, and in hard science, the least frequent LBs from the structural point of view were adverbial clause fragment (e.g., *as shown in figure/fig*) with 4.5% of occurrences. Figure 1 visualizes the results.

Figure 1

Distribution of structural classification of LBs in soft and hard sciences



- 1) Noun phrase with *of*-phrase fragment
- 2) Noun phrase with other post-modifier fragments
- 3) Prepositional phrase with embedded *of*-phrase fragment
- 4) Other prepositional phrase (fragment)
- 5) Anticipatory *it* + verb phrase/adjective phrase
- 6) Passive verb + prepositional phrase fragment
- 7) Copula *be* + noun phrase/adjective phrase
- 8) (Verb phrase +) *that*-clause fragment
- 9) (Verb/adjective +) *to*-clause fragment
- 10) Adverbial clause fragment
- 11) Pronoun/noun phrase + *be* (+...)
- 12) Other expressions

In order to explore the existence of any significant differences between the authors of soft and hard sciences, a Chi-square test was used. The results of the Chi-

Square analysis, $\chi^2 = .021$, $df = 1$; $p \geq 0.05$, revealed that differences in relation to the frequencies of LBS' in terms of structural classification across disciplines were not statistically significant. In other words, although proportionately more LBS are used by the authors of soft science and although in some sub-categories, such authors used more structural sub-categories in comparison to the writers in hard science or vice versa, actually the differences are not found to be statistically different. The second research question posed in the present study aimed to investigate the existence of any significant difference in the frequency and use of lexical bundles (3-, 4-, & 5-word) from the functional point of view between research articles written by the authors of soft and hard science (See Table 3).

Table 3

Functional Classification of Lexical Bundles in Soft and Hard Sciences

Major Functions	Sub-Categories	Soft science		hard science	
		Frequency	Percentage	Frequency	Percentage
Research-oriented	Location-indicating time and place, e.g. <i>in the present study.</i>	106	21%	49	6.5%
	Procedure-indicating methodology or purpose of research, e.g. <i>the purpose of this.</i>	60	11.9%	64	8.5%
	Quantification - describing the amount or number, e.g. <i>is one of the.</i>	40	7.9%	56	7.4%
	Description-detailing qualities or	32	6.3%	52	6.8%

	properties of material, e.g. <i>in the control group.</i>				
	Topic- related to the field of research, e.g. <i>in the United States.</i>	35	6.9%	60	8%
Text-oriented	Transition signals- establishing additive or contrastive links between elements, e.g. <i>on the other hand, as well as the.</i>	32	6.3%	119	15.6%
	Resultative signals- mark inferential or causative relations between elements, e.g. <i>the results of the.</i>	24	4.8%	80	10.4%
	Structuring signals- text-reflexive markers which organize stretches of discourse or direct readers elsewhere in the text, e.g. <i>as shown in fig.</i>	46	9.2%	95	12.4%

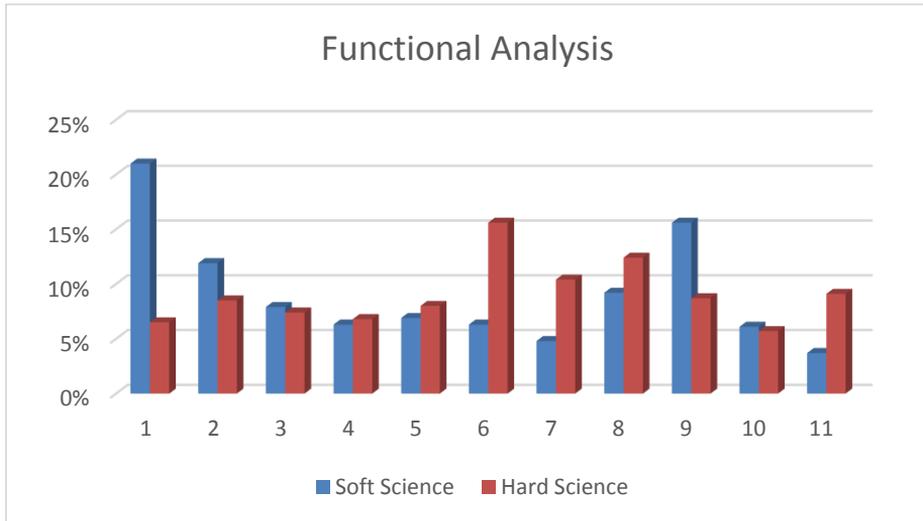
	Framing signals- situate arguments by specifying limiting conditions, e.g. <i>in the presence of.</i>	79	15.6%	67	8.7%
Participant -oriented:	Stance features- convey the writers' attitudes and evaluations. According to Cortes (2004), this category includes attitude markers, epistemic-certain, epistemic-uncertain and intention bundles, e.g. <i>were more likely to.</i>	31	6.1%	43	5.7%
	Engagement features- address readers directly, e.g. <i>it should be noted.</i>	19	3.7%	69	9.1%
Total		504	100%	754	100%

As shown in Table 3, the highest concentration of soft science authors is on framing signals (e.g., *in the presence of*) with 79 times of occurrences and distribution of 15.6%. The high frequent function of LBs used by the hard science is transition signals (e.g., *on the other hand*) with 119 times of occurrences and the same rate (15.6%). Engagement features (3.7%) and stance features (5.7%), the subcategories

of participant-oriented function are the lowest values that the researchers of soft and hard sciences used them in their academic writings. Figure 2 visualizes the results.

Figure 2

Distribution of functional classification of LBs in soft and hard sciences



- 1) Location 2) Procedure 3) Quantification 4) Description 5) Topic 6) Transition signals 7) Resultative signals 8) Structuring signals 9) Framing signals 10) Stance features 11) Engagement features

As it is crystal clear, the researchers of soft science used more location-related LBs (such as *in the present study*) in the articles and consequently both groups of authors used transition signals and framing signals at the same rate and distribution. To investigate the existence of meaningful differences between two groups of researchers in using functional aspects of LBs, a Chi square data analysis was run. According to the results, there is a significant difference between the authors in the functional classifications of LBs: $\chi^2 = 12.43$; $df = 1$; $p < 0.05$. Put in short, there is significance difference in terms of frequency of using lexical bundles in terms of functional classification in both soft and hard science corpora. Therefore, the researchers of hard science used more lexical bundles in terms of functional classification compared to those of soft science.

Discussion

The purpose of this study was to explore lexical bundles in soft and hard science research articles in terms of both structures and functions of LBs. The first research question was an attempt to find out the existence of any significant difference in the frequency and use of lexical bundles (3-, 4-, & 5-word) from structural point of view between research articles written by authors in soft and hard science disciplines. To this end, Biber et al.'s (1999) model for structural classification was used. The results indicated that there was not a significance difference in terms of frequency of lexical bundles in soft and hard science in accordance with structural classifications. Based on the information presented in Table 2, it can be observed that the authors of soft science and hard science articles utilize different linguistic structures with varying frequencies. In soft science, noun phrase with of-phrase fragments is used most frequently (14.3%), followed by other expressions (11.5%). On the other hand, in hard science, passive verb + prepositional phrase fragments are employed most frequently (16.9%), while adverbial clause fragments are the least frequent (4.5%). Although the results of Chi-square showed that there are no meaningful differences between hard and soft sciences in terms of LBs' structures, soft science authors tend to rely on noun phrases with of-phrase fragments, which may indicate a preference for descriptive and explanatory language.

According to Biber et al. (1999) and Hyland (2008) noun and prepositional phrases in academic writings shift the focus in the text from the writer to the action being done and the kind of relationship which exists between different elements of the text. Too many instances of noun phrases in this study could be due to the fact that academic writing is informational in nature and informational integration requires using noun phrases (Halliday & Hasan, 1989; Pan et al., 2016). Moreover, its extras use by the researchers of soft science could be because soft sciences often deal with complex social phenomena that require detailed descriptions and explanations.

Additionally, this analysis could provide insights into how language use has evolved within different fields of study. In general, it can be claimed that there are differences in linguistic structures used by authors in soft science versus hard science articles. The justification for the result can be the fact that the authors (no difference in being hard science researchers or soft science) are familiar with the principals of academic writing in general and structures of LBs in particular, hence the difference was not significant between the two groups of authors. This is a hunch and its validity can be measured via interviews with the authors. The relationship between disciplinarity and the use of lexical bundles in academic writing is an area of interest and research. Studies have shown that variations in lexical bundle usage are more closely related to disciplinary differences than to differences in text types. This suggests that the specific terminology, phrasing, and discourse patterns used in different academic fields are reflective of the discipline itself.

For example, studies like Cortes (2004) have highlighted substantial differences in lexical bundle usage between published writing and student writing in specific disciplines like biology and history. Similarly, Hyland (2008b) observed significant variations in lexical bundle usage between different natural sciences, such as engineering and biology, and social sciences, including business studies and applied linguistics. These variations are reflected in the frequency and types of lexical bundles used.

In hard sciences, authors often make extensive use of passive verb + prepositional phrase fragments, which might be indicative of a more objective and concise writing style common in these disciplines. The results of a Chi-Square analysis in your study indicate that there is no statistically significant difference in the frequencies of lexical bundles' structural classification across disciplines. This means that the proportion of lexical bundles used by authors in soft science and hard science disciplines, when viewed from a structural classification perspective, is not significantly different.

The findings are consistent with Abdollahpour and Gholami's (2018) study, which focused on frequently-used four-word general and technical lexical bundles in the abstract sections of research articles in medical sciences. Just like our study, they found that medical abstracts structurally contain a wider range of noun phrase bundles, such as "this study was designed," as compared to clausal phrases. In summary, the relationship between lexical bundle usage and disciplinarity is a significant aspect of academic writing, and these studies illustrate the discipline-specific characteristics of lexical bundles in academic texts. These differences can be attributed to the conventions, writing styles, and content of different academic fields.

Although the results of the current study are in harmony with Abdollahpour and Gholami's study, actually the sections that two studies selected are different. In this study, all of the sections of the research articles of two corpora were analyzed, while in the above-mentioned study, the focus was on the abstract sections of medical articles as a soft discipline. Their justification for the abundant use of phrasal structures in abstracts is that abstracts as an important piece of academic discourse are more compressed rather than elaborated, and therefore, this complexity leads to phrasal embedding than clausal one. Our justification would be that hard sciences often focus on empirical data and experimental results, where passive constructions can be used to emphasize objectivity and remove personal bias. It is important to note that these observations are based solely on the information provided in the current study. To fully understand and justify these results, further analysis would be required,

such as examining a larger sample size or conducting qualitative analysis of the articles themselves.

The second research question aimed to investigate the differences between two corpora from the functional classification outlook. So, Hyland's (2008 a or b?) model for functional classification was used. This investigation yielded a number of key findings in relation to lexical bundles in soft and hard science. Based on the information provided, it can be observed that soft science authors tend to use more location-related linguistic markers (LBs) in their articles compared to hard science authors. This suggests that soft science researchers may place a greater emphasis on providing specific details about the context and setting of their studies. It is interesting to note that our results contrast with Durrant's (2017) findings. Durrant found that writers in the science and technology fields, which are considered "hard sciences," used a significant number of lexical bundles for describing the physical form and presence of objects, particularly in the category of research-description bundles. This is in line with the conventions of hard science writing, where precision and detailed descriptions of physical objects are often essential for conveying research findings. In the current study, however, both soft science and hard science authors use transition signals and framing signals at an equal rate and distribution. This indicates that both groups recognize the importance of guiding readers through their arguments and presenting information in a structured manner. In light of the observed equal rate and distribution of transition signals and framing signals between soft science and hard science authors in the current study, there is a notable inter-disciplinary harmony.

When comparing these results with new articles, it is important to consider the specific research fields and methodologies involved. Different disciplines may have varying conventions and preferences when it comes to language usage. Additionally, changes in academic writing styles over time could also influence the patterns observed in newer articles. The results indicate that there is a significant difference between the authors in the functional classifications of lexical bundles (LBs). In simpler terms, the frequency of using lexical bundles differs significantly between authors when considering their functional classification in both soft and hard science corpora. Specifically, researchers in hard science tend to use more lexical bundles compared to those in soft science. There could be several reasons for this result. One possible explanation is that the nature of hard science research often requires more precise and technical language. As a result, researchers in hard science may rely more heavily on pre-established phrases and expressions (lexical bundles) to convey complex ideas efficiently. On the other hand, soft science research may involve more subjective or qualitative analysis, where there is greater flexibility in language use. This could lead to a lower frequency of using lexical bundles among authors in soft science. The difference in the frequency of using lexical bundles between authors in soft and hard science corpora can be attributed to several factors. One plausible explanation is that the nature of hard science research often demands

more precise and technical language. In hard sciences, research is typically characterized by a need for accuracy, specificity, and precision in conveying complex concepts and findings. The specialized terminology and intricate details inherent in hard science topics may lead authors to rely more heavily on standardized and formulaic language, resulting in a higher frequency of lexical bundles. These linguistic patterns help convey information efficiently and unambiguously, meeting the demands of the rigorous and exacting standards in hard science research communication. It is important to note that these findings are based on statistical analysis and should be interpreted within the context of the specific study. Further research may be needed to explore other factors that could contribute to these differences in the use of lexical bundles between soft and hard science researchers.

The observed variation in writing conventions and language use among academic disciplines has been a focal point of research interest (Wright, 2019). Scholars extensively explore and underscore the substantial differences in writing practices across diverse disciplines. In the realm of English for Academic Purposes (EAP), educators grapple with the challenges of addressing students' academic writing needs, particularly given the stark differences in text types employed by closely related disciplines. This becomes increasingly pertinent as students are now expected to navigate modules from a range of disciplinary areas (De Chazal et al., 2013). In the context of our findings, these challenges underscore the importance of understanding and addressing discipline-specific writing conventions for effective academic communication.

While previous studies, like Jalali et al. (2008), have explored lexical bundles in post-graduate writing, they have typically focused solely on lexical bundles in hard sciences. This research broadens the scope by encompassing both hard and soft sciences, offering a more holistic perspective on how lexical bundles are employed across different academic fields. The results of this study are consistent with the findings of Jalali et al., (2015), which, like the present study, focused on hard sciences. Both studies revealed that, although the most frequent lexical bundles in the corpus fell under the category of research-oriented bundles, medical research articles are distinguished by their substantial use of text-oriented bundles, particularly framing signals. Additionally, they showed a lower use of participant-oriented bundles in these articles. This pattern highlights the unique characteristics of lexical bundles and how their usage can vary within different academic fields and disciplines.

In conclusion, it is crucial for novice researchers, whether in soft or hard sciences, to receive training in effectively establishing the context and background of their research papers. This involves providing background information, referencing

prior research, and highlighting the central theme of the topic. Novice authors should also focus on identifying research gaps in their articles by referencing previous research limitations or identifying areas where further research is needed. Leveraging lexical bundles can be a valuable technique for researchers, as they simplify the process of constructing sentences by providing readily available parts. However, it is essential for researchers to be mindful of the specific uses of lexical bundles in their respective disciplines, as these bundles can be highly discipline-specific.

Conclusion

This study has undertaken an examination of lexical bundles and their comparative analysis in the contexts of two distinct disciplines: soft and hard sciences. While the structural classification of lexical bundles did not reveal a substantial difference between these two corpora, we unveiled a significant variance in the frequency of functional bundles employed across disciplinary boundaries. These findings hold significant implications for the teaching of English for Academic Purposes and teaching of English for Specific Purposes. This approach provided fresh insights into the nuanced landscape of lexical bundles across different scientific fields. Specifically, we highlight the presence of cross-disciplinary bundles, challenging the conventional notion that these linguistic patterns are strictly discipline-specific.

Practically, our findings can help EAP/ESP instructors in developing tailored pedagogical strategies. Recognizing the existence of cross-disciplinary bundles, we propose a hybrid approach. While discipline-specific teaching of lexical bundles remains crucial, we advocate the introduction of 3-5 word structures bundles that cut across various scientific domains to provide students with a broader linguistic toolkit. This approach aligns with data-driven learning and empowers students to explore the functions of these bundles within different disciplines, thereby enhancing their genre awareness.

The implications of this study reverberate across various domains. Researchers, teachers, and syllabus designers can benefit from the nuanced insights into the nature of lexical bundles generated by authors in hard and soft sciences. The nuanced insights into the nature of lexical bundles generated by authors in hard and soft sciences have practical implications for researchers, teachers, and syllabus designers in diverse fields. For researchers, understanding the distinctive patterns identified in this study can inform future investigations into the language features specific to their disciplines. Teachers can use these findings to tailor instructional approaches, focusing on the types of lexical bundles that are most prevalent in academic writing within their subject areas. Syllabus designers, too, can benefit by incorporating this knowledge into curriculum development, ensuring that language proficiency goals align with the actual lexical practices observed in research articles.

For instance, the identification of specific structures favored by authors in soft sciences, such as noun phrases combined with *of*-phrase fragments, provides concrete information that can guide language instruction in these fields. On the other hand, the prevalence of passive verb + prepositional phrase fragments among authors in hard sciences suggests a distinct pattern that can be integrated into teaching materials for those disciplines.

The findings offer fertile ground for further investigations into the practices of lexical bundles, not only within research articles but also across different genres. Non-native postgraduate students, in particular, can leverage these findings to improve their proficiency in deploying lexical bundles in their research proposals and theses. Beyond the confines of academia, the broader implications of this research stretch into the realm of generic awareness. Instructors involved in English for Academic Purposes, advanced writing, and seminar courses can use these findings to elevate their students' awareness of sound structures and the multifaceted functions of lexical bundles in their writings. Acknowledging the contributions of this study, it's important to recognize certain limitations. The study exclusively examined two types of disciplines and a specific set of academic fields, encompassing psychology, sociology, linguistics, computer science, chemistry, and medicine. A broader analysis involving a more extensive array of disciplines could provide a more comprehensive perspective.

Additionally, this study focused on written medium analysis, overlooking the potential insights that could be gained by exploring lexical bundles within the spoken medium. In future research, extending the scope to spoken discourse could yield valuable insights into how lexical bundles function in oral communication. Furthermore, we must acknowledge the impact of factors such as authors' gender and cultural differences on the use of rhetorical devices, including lexical bundles. Future studies could delve into these influences, offering a more holistic understanding of the dynamics at play. To compare and contrast these findings with new articles, it would be necessary to conduct a similar analysis on a separate dataset of new articles from both soft and hard sciences. This would allow for a direct comparison between the linguistic structures used in older articles (as represented in Table 2) and those found in more recent publications. By comparing the linguistic patterns between older and newer articles, it may be possible to identify any changes or trends over time within each scientific discipline. In conclusion, the evolving landscape of academic publishing, marked by a quest for conciseness within strict word limits, has reshaped scholarly writing, favoring compressed phrasal bundles over elaborated clausal structures. These findings not only provide a valuable contribution to the scholarly community but also assist scholars across different scientific disciplines in navigating

the nuances of written discourse, especially within the evolving contours of academic writing across disciplines.

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The Call to Teacher Aegis: Investigating the Relationship Between Iranian EFL Teachers' Engagement in Reflective Practices and Their Immunity

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Abstract

It is utterly proclaimed that the effectiveness of teachers in their professional roles is deeply intertwined with psycho-emotional constructs such as reflective practice and immunity. Given the notable significance and scarcity of research on the correlation between reflective practices and immunity among English as a Foreign Language (EFL) teachers, this study investigated whether Iranian EFL teachers' reflective practice exhibited a significant association with their immunity. To accomplish this objective, the convenience sampling method was employed to select a group of 204 EFL teachers (78 males and 126 females) from private language institutions across various provinces in Iran. Data were collected through surveys and subsequent interviews conducted with the participating teachers. The correlational analysis revealed significant positive relationships between teachers' immunity and all reflection subscales, except for critical reflection. The multiple regression analysis further confirmed that metacognitive and cognitive reflection strongly predict EFL teachers' immunity. Interviews emphasized the contribution of specific subcomponents of reflective practice to teachers' immunity. These findings emphasized the significance of merging reflective approaches and bolstering immunity within teacher growth schedules. Furthermore, they provided new opportunities to implement positive psychology criteria in foreign language teacher education.

Keywords: EFL teachers, reflective practice, language teacher immunity, Positive Psychology principles

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Introduction

With the spearheading shift from method-based pedagogy toward the practicality principle of the post-method condition, the relationship between theorizers and practitioners was reinforced by enabling teachers who were proficient to implement their theoretical knowledge in practical settings and also utilized tangible experiences to inform their theoretical perception (Kumaravadivelu, 2006). This advancement foregrounds the evolving nature of teaching as highlighted by Macalister (2018). In line with this perspective, Schon and DeSanctis' (1986) concept of critical reflective practice provides a robust mechanism for teachers who Freeman (1998) characterizes as not blank containers to be stuffed with theoretical skills but rather carry personal values and theories to teacher education programs, to critically examine the beliefs that underpin one's actions (Parsons & Stephenson, 2005; Watts & Lawson, 2009). Reflective practice is defined as

a cognitive process accompanied by a set of attitudes in which teachers systematically collect data about their practice and, while engaging in dialogue with others, use the data to make informed decisions about their practice both inside and outside the classroom. (Farrell, 2015, p. 123)

Thus, voluminous research has accentuated the distinctive demand for teachers to be engaged in reflective practice (Burhan-Horasanlı & Ortaçtepe, 2016; Mann, 2005) to get dynamic and assured in their teaching (Farrell, 2019) resulting in immense awareness about their classrooms (Ferraro, 2000). Inspired by the important role of reflective practice in teacher education and the prominence of critical reflection as an “act of professional artistry” (Shon, 1996, p. 120), reflective teachers arrive at new perceptions about their performance and avoid routine teaching practice (Farrell, 2016a). Furthermore, Farrell (2016b) demonstrated that novice English as a second language teachers' participation in group reflection facilitated a better understanding of the challenges they faced during their initial teaching semester, thereby enabling them to navigate their teaching experiences more effectively. Castro and Bauml (2009) posit that reflective practice can serve as an effective strategy for new teachers to overcome challenges and cultivate perseverance, empowering them to not only succeed in their vocation but also to prosper and transcend in the face of challenges. According to Braun and Crumpler (2004), reflective practice is a worthwhile implement for teachers to leverage their life experiences as valuable sources of knowledge, assisting them in anticipating and managing classroom difficulties.

In consideration of cautious and persistent studies (Hiver & Dörnyei, 2017), the concept of teacher immunity has obtained notable interest within the realm of second language acquisition and it is analogous to diverse teachers' characteristics involving teacher identity (Jafari, & Razmjoo, 2022) and teacher reflection (Ashraafi et al., 2020; Teo et al., 2022). Hiver and Dörnyei (2017) highlight that teacher immunity plays a central role in connecting personal concerns with broader contextual factors, thereby addressing significant issues within the language teaching profession. Various related expressions have also been presented alongside immunity including coping, simply defined as procedures utilized to impede stressors, and resilience, which is the ability to revive from offensive experiences (Parker & Martin, 2009).

Hiver and Dörnyei (2017) state that teacher immunity comprises manifold aspects, including the incentive to educate, mental thriving, and adaptability on one part of the spectrum, and teaching strain, exhaustion, and erosion on the other. Prior research has been equipped with expansive evidence regarding the correlation between teacher resilience and teacher performance demonstrating that teachers' coping strategies decreased emotional collapse, dissatisfaction, and burnout. In a study conducted by Namaziandost et al. (2023), a noteworthy association was observed between the emotion regulation of teachers and their immunity. One possible elucidation for the observed results is that EFL instructors who demonstrated a high degree of emotional resilience were better equipped to handle and cope with stressors in their work environment. It gives the impression that broadening some form of immunity is indispensable for language teachers to survive. It is worth mentioning that immunity affects almost all aspects of teachers' careers (Hiver et al., 2015).

Leafing through the related studies on the momentous impact of reflective practice, restricted knowledge is available on how it interacts with another psychological construct, namely teacher immunity. Furthermore, there is a dearth of thorough research on the potential correlation between reflective practice and the immunity of teachers of English as a Foreign Language from Iran. Owing to the paucity of practical evidence, this study serves as an initial endeavor to bridge this lacuna by examining the link between Iranian EFL teachers' reflective practice and immunity, as well as examining the links between various subscales of reflective practice—practical, cognitive, affective, and metacognitive reflection—and immunity among Iranian EFL teachers. This study aims to shed light on the beneficial influence of engaging in reflective practice among EFL teachers, with a specific focus on investigating the extent to which teachers' commitment to reflective practice can intensify their immunity conceptualized as a robust armoring mechanism that emerges in response to significant challenges and pressures encountered within professional contexts (Hiver, 2017).

Literature Review

Reflective Teaching

Reflective teaching has a rich historical background, dating back to the groundbreaking work of philosophers such as Descartes (Fendler, 2003) and subsequently developed by John Dewey, widely regarded as a trailblazer in teacher education (Griffiths, 2000). Dewey placed great emphasis on the values of broad-mindedness, accountability, and sincerity within reflective teaching. This approach encompasses the critical analysis of one's teaching practices, to enhance student learning outcomes and promote ongoing development and growth as an educator (Farrell, 2015). The concept of reflection has been subject to varying definitions, resulting in imprecise interpretations (Farrell, 1999, 2001, 2006). According to Gebhard's (2005) interpretation, reflection involves a deliberate and prolonged examination of one's beliefs or practices. Akbari (2007) argues that teachers inherently reflect on their practices, maintaining that cognitive processing is an unavoidable aspect of their interactions with students and fulfillment of duties. Brown and Ryan (2003) propose that the notion of practical reflection applies to action

research, a method wherein teachers conduct small-scale, classroom-based investigations. This approach proves beneficial in addressing classroom challenges and refining teaching practices (Smith & Rebolledo, 2018). Farrell (2006) has outlined several key approaches to reflective teaching: technical rationality, reflection-in-action, reflection-on-action, and reflection-for-action. While reflection-in-action primarily involves cognitive processes, reflection-on-action involves both cognitive and metacognitive reasoning (Borg, 2003). Reflection-for-action aims to enhance practice by considering future actions. It demands that teachers anticipate what may happen during a lesson and engage in introspection about previous experiences (Farrell, 2014).

Reflective Teaching in ELT

Numerous studies in the educational domain suggest that reflecting on teaching practices is highly advantageous for teachers. This perspective asserts that when teachers engage in reflective thinking, they become more critical in their approach to teaching, ultimately leading to improved instructional strategies and outcomes (Artzt & Armour-Thomas, 2001; Mayes, 2001). In line with Carrington and Selva (2010), reflective practice empowers teachers to employ successful teaching approaches tailored to the diverse requirements of their students. This finding is consistent with Zhao's (2021) suggestion that implementing strategies to manage emotions empowers EFL teachers to regulate their emotions effectively, thus preventing any adverse impact on the classroom environment during challenging situations. According to Lynch (2000), reflective analyses are frequently described as a means of uncovering overlooked choices and revealing hidden alternatives. According to a study conducted by Degago (2007), writing journals can be highly beneficial in enhancing one's reflection skills. Similarly, Lee's (2007) research revealed that English teachers undergoing pre-service training demonstrated the ability to analyze issues from various perspectives, which resulted in a more comprehensive understanding of the topics under consideration.

In teacher education, journal writing is often recommended to facilitate reflective practice among student teachers. Regularly reflecting on teaching and learning issues in journals provides a valuable opportunity for teacher-learners to connect theoretical knowledge with practical experience. According to Yost et al. (2000), this reflective approach can enhance the development of professional skills while also promoting metacognitive abilities. Tillman (2003) proposed that novice teachers who practiced dialogic journaling demonstrated improved handling of teaching laboriousness.

Teacher Immunity

According to MacIntyre et al. (2019), language teachers across the globe commonly face high levels of stress due to their demanding workloads, time constraints, and challenges in managing multiple roles and responsibilities. Hiver (2017) introduced the concept of LTI, which denotes a strong protective shield that emerges in reaction to formidable obstacles. This mechanism fortifies one's ability to withstand adversity and optimize educational effectiveness. According to Hiver and Dörnyei (2017),

teachers are often quoted as the "architects of society" because they bear the responsibility of training future generations and shaping their potential. In addition to imparting academic skills, teachers must also play a vital role in educating students psychologically, as noted by Skinner and Beers (2016). Consequently, psychology is indispensable in framing the landscape of education.

Teachers build immunity to unexpected challenges in the classroom through a self-organized and adaptive response similar to how the immune system responds to pathogens. This adaptation process occurs spontaneously through repeated exposure to difficult situations, leading to a self-organized and adaptive response. Therefore, educators must cultivate a robust immunity to effectively tackle the various obstacles that arise in the realm of education and warrant the continued functioning and prosperity of the educational system.

According to Canbay and Sönmez (2023), teacher immunity is a complex construct that encompasses several concepts, requiring potent mental resilience, handling distress, and perpetuating a positive outlook toward teaching. Hiver et al. (2015) portrayed a framework for teacher immunity encircling constructs such as perseverance, burnout, self-confidence attitudes, flexibility, and classroom emotion to define teacher immunity. Hiver and Dörnyei (2017) suggest that language teacher immunity has a binary effect with both advantageous and destructive consequences. Overemphasis on productive teacher immunity can encourage teachers to be open-minded about new opportunities for change. However, maladaptive immunity can prevent teachers from adopting innovative instructional practices and classroom management strategies, potentially leading to exhaustion (Rahimpour et al., 2020).

Antecedents of Teacher Immunity

As stated by Hiver (2017), factors that may be linked to a teacher's immunity include their level of autonomy, engagement, and emotional state. Moreover, Hiver (2016) suggests that emotionally stable teachers may possess more effective forms of immunity. Rahmati et al. (2019) conducted a qualitative investigation into the immunity growth in Iranian EFL teachers. The study revealed that various factors, such as lack of self-confidence and low salary among teachers, students' apathy, time constraints, and high expectancy from parents, were regarded as leading disruptions that triggered teachers' resilience.

There was a strong correlation found between autonomy, emotions, engagement, and language teacher immunity as explained by Noughabi et al. (2020). It was investigated that teacher independence emerged as the most powerful predictor in explaining the level of immunity experienced by in-service EFL teachers. Li (2021) highlighted the potential connections between language teachers' mindfulness and their immunity and psychological well-being. The idea is that by practicing mindfulness, language teachers may be able to reduce stress and boost their immune systems, leading to better overall health and prosperity. Noughabi et al. (2022) discovered that EFL teachers who displayed higher levels of dedication and perseverance were more likely to possess immunity. Teachers with high levels of grit persevere in their work and view instructional practices as enjoyable, despite various professional conflicts (Sudina et al., 2021). Dewaele et al. (2019) state that the level

of work engagement among teachers has a significant influence on their overall well-being. Furthermore, Hiver (2017) found that the commitment and engagement of language teachers are closely linked to their immune systems. In other words, language teachers who are more committed and engaged in their work may have a stronger immune system.

Teachers' Reflective Practices and Immunity

There has not been much research in mainstream or ELT teacher education literature on how reflective practices and immunity are related. Even the few studies that do exist have only looked at a small part of these concepts. Numerous studies, including those conducted by Cirocki and Farrell (2017, 2019), as well as Farrell (2016, 2018, 2019), have identified reflective practice as a key solution to promoting longevity in the teaching profession. The study conducted by Ayoobiyan and Rashidi (2021) suggests that teachers' capacity to engage in reflective practice on their pedagogical approaches can be seen as a reliable indicator of their resilience. Specifically, the metacognitive subscale was discovered to be firmly correlated with resilience, suggesting that teachers' awareness and understanding of their teaching philosophy may play an essential role in their ability to withstand challenges and setbacks. In a study guided by Rahmati et al. (2019), EFL teachers who were reflective in their profession were able to effectively manage their emotions, which in turn had a positive impact on their immune systems. Namaziandost et al. (2023) investigated that the reason for the observed results could be that reflective thinking enables EFL teachers to gain valuable insights into their workplace, which in turn allows them to develop a profound understanding of the processes that shape their immunity. This finding was highlighted by Hiver and Dörnyei (2017). New teachers can use reflective practice as a strategy to overcome challenges and adversities. This finding is supported by Sharplin et al. (2011), who found that all teachers in their study utilized reflective practices to examine problems and identify suitable solutions. Shirazizadeh and Moradkhani (2018) demonstrated that teachers who can engage in reflective practices tend to experience lower levels of burnout compared with those who do not. Reflective practice is positively associated with resilience, with metacognitive and practical reflection serving as main predictors, highlighting the enhanced ability of reflective teachers to effectively cope with educational challenges (Shirazizadeh et al., 2019). The evaluation of metacognitive reflection, which involves teachers' comprehension of their teaching philosophy and self-assessment of strengths and weaknesses, underlines reflection as an active process. This entails deliberate exploration of experiences, questioning assumptions, and gaining new perspectives to promote a deeper self-awareness (Rogers, 2001).

EFL teachers who engage in reflective practice demonstrate a better ability to regulate their emotions and strengthen immunity (Hiver & Dörnyei, 2017). This finding is in line with Hiver et al. (2015) indicating that RT can facilitate two types of immunity processes, namely self-organization, and emergence. The notion of language teacher immunity is rooted in complexity theory, specifically self-organization. According to this theory, self-organization is an adaptive process wherein a system's internal function changes in response to external factors to ensure

survival (Rahmati et al., 2019). As stated by Hiver and Dörnyei (2017), reflecting on teaching processes may have enabled EFL teachers to move more quickly via the four stages of motivational teacher immunity, which are initiation, engagement, re-alignment, and equilibrium. When reflective teachers experienced disruptions in their passionate state due to disturbances, they were able to easily transition to the coupling stage, where they could make the necessary adjustments to reorganize the system's elements and effectively negate these disruptions. Subsequently, they could progress to the re-arrangement stage, where their emotional system could return to equilibrium through a symbiotic relationship with explicit response options. Finally, they could reach the stabilization stage, in which their psychological system had developed into a protective shield, defending them against any future disturbance (Hiver et al., 2015). Thus, it can be claimed that reflective EFL teachers may have developed greater immunity to workplace tensions and disturbances. Although it is commonly accepted that reflective teaching can provide a range of benefits for second language teachers, there is limited empirical research on the potential correlation between reflective practice and immunity among EFL teachers in Iran's context. Given this lack of knowledge, it is essential to conduct more robust investigations to obtain a clearer perception of the relationship between reflective practices, and immunity among EFL teachers. This study aims to bridge this lacuna by defining two variables and using a mixed-method design to explore and clarify their relationship. To align with the stated objective, the following research questions were posed:

1. Is there any significant relationship between EFL teachers' engagement in reflective practices and their immunity?
2. If so, how do EFL teachers' reflective practices contribute to their immunity?

Method

Participants

A total of 204 Iranian EFL teachers (78 males and 126 females) instructing, general English classes in private language institutions in various provinces across Iran, including Tehran, Isfahan, and Kermanshah, were enrolled in the current study (see Table 1). They were teaching students with a range of skill levels, from beginner to advanced. Regarding the principles of communicative competence (Zhang & Rahimi, 2014), these language academies make an effort to train students to communicate both in oral and written mode. The participants' teaching experience differed from 2 years to 15 years, and their age range was between 20 and 43 years. All the teachers affirmed that they had taken part in teacher education courses before embarking on their teaching occupation. Convenience sampling was utilized to select participants due to the logistical challenges associated with recruiting 204 teachers across multiple cities. This method, supported by Dörnyei (2007) as effective under resource constraints, facilitated efficient data collection from various educational settings. To extenuate the limitations of convenience sampling, rigorous data validation techniques were employed. These included detailed interviews and the use of mixed methods, promoting the validity of the research findings. Teachers were informed that their participation in the interviews would be voluntary. They were also informed that they could withdraw from the study at any period with no consequences.

The researchers also assured the teachers that their participation would be anonymous and voluntary. Concerning their academic degree, 66% of the participating teachers held MA degrees, 21% BA degrees, and the remaining 13% were Ph.D. holders.

Table 1

Participants' Information

Total EFL Teachers	Gender	Teaching Experience	Age Range	Academic Degrees
204	78 males, 126 females	2 to 15 years	20 to 43 years	66% MA, 21% BA, 13% PhD

Materials and Instruments

The researchers utilized two essential instruments to investigate EFL teachers' reflective practices and immunity. The first instrument, the Teachers' Immunity Scale developed by Hiver (2017) comprises 42 items across 7 scales. Each item is rated on a 6-point Likert-type scale, ranging from 1 (strongly agree) to 6 (strongly disagree). The scale embraces Teaching self-efficacy and estimates teachers' perceived self-efficacy by employing 7 items. Resilience comprised 6 items that illustrated teachers' capability to firmly deal with stressors and afflictions in their lives and professions. Coping is concerned with teachers' management of aggravation in real time. This scale involved 6 items. Burnout as a result of job protracted stressors was measured by way of 5 items. How teachers perceived teaching was rated by Attitudes toward teaching comprising 5 items. Openness to change, a 6-item scale, and gauged teachers' tendency towards accepting innovation and variation in their teaching Classroom affectivity which measured teachers' emotional states in their teaching encompasses 7 items. In our study, the reliability estimates for the Teachers' Immunity Scale demonstrated acceptable consistency ($r = .87$). Consistent with our findings, previous studies by Hiver (2017) and Noughabi et al. (2020) also reported high levels of reliability for the TIS.

The second instrument, the English language teacher reflection inventory, developed by Akbari et al. (2010), embraces 29 items that measure educators' reflection practices across five distinct areas. The first dimension, practical reflection, comprises six items that concentrate on sharing teaching challenges with colleagues, monitoring peers' classes, receiving feedback on their teaching, and retaining reflective journals to heighten their instructional practices. Secondly, the cognitive reflection subscale (six items), relates to teachers' intentional endeavors to participate in professional growth, such as perusing scholarly periodicals. The third subscale,

affective reflection including three items, encompasses teachers' endeavors to understand students' backgrounds and call forth their opinions about different teaching tasks. The fourth subscale is a metacognitive reflection (seven items) and entails three subjects, namely, teachers' personal beliefs about teaching, their assessment of their accomplishment, and analysis of their manner. The fifth subscale, critical reflection includes seven items that focus on teachers' perception of the cultural elements and how these facets manipulate the teaching space. The inventory employs a 5-point Likert-type scale ranging from (1) "never" to (5) "always".

Semi-Structured and Focus Group Interviews

To address the second research question, individual semi-structured and focus group interviews were conducted with the chosen participants. The interview embodies open-ended questions (see Appendix) with the identities of the interviewed teachers kept confidential and their statements reported using pseudonyms. The semi-structured interview protocols also provide opportunities for both the researcher and the participants to shape their experiences with the reflective idea, which Kerrigan (2014) advocates to reinforce the validity of the results.

Procedure

A mixed-method explanatory design was employed for data collection and analysis. Initially, 230 questionnaires were distributed via email attachments, resulting in 210 completed responses. Six incomplete questionnaires were subsequently excluded from the final data analysis. The first research question was addressed using the Teachers' Immunity Scale (TIS) developed by Hiver (2017) and the English Language Teacher Reflection Inventory designed by Akbari et al. (2010). For the second research question, individual semi-structured and focus group interviews were conducted with selected participants. Subsequently, participants attended focus group interviews approximately one week later. These interviews were conducted in Persian to facilitate mutual understanding and were audio-recorded.

Data Analysis

With the aim of data collection and analysis, a mixed-methods explanatory design was pursued. In the beginning, 230 questionnaires were distributed by e-mail attachments. Data recruited from the questionnaires were analyzed utilizing SPSS 21. To certify the reliability of the data and assess the normality of the distribution, Cronbach's alpha and the Kolmogorov-Smirnov test (KS test) were utilized. Subsequently, the correlation between teachers' reflective practices and their immunity was examined using Pearson product-moment correlations as the focus of the first research question. In addition, the researchers investigated the predictive power of various dimensions of reflection in determining the level of immunity among EFL teachers. To achieve this, a multiple regression analysis was conducted. Subsequently, eight teachers with reflection inventory scores beyond the mean were chosen to participate in in-depth interviews. The interviews were conducted in Persian to ensure that the interviewees put their ideas into words willingly. This provided opportunities for participants to communicate in their native language and reduced any potential communication barriers that could arise from speaking in a second language. The interviews that lasted for 20 to 35 minutes were conducted with the

participants' assent and recorded for accuracy. The data obtained from both the semi-structured and focus group interviews were transcribed verbatim. The transcriptions underwent member checking (Cohen et al., 2007), where participants provided feedback to ensure data consistency. Subsequently, a three-stage thematic analysis process (Merriam, 2014) was conducted using NVivo 12, employing an inductive approach. In the first stage, the researchers engaged in a comprehensive review of the transcriptions to familiarize themselves with the data and identify broad themes. After identifying themes, the researchers conducted a thorough examination, refining them as needed, merging or eliminating redundant themes, and synthesizing similar ones into coherent categories. Each category was then meticulously labeled to precisely represent its underlying content (i.e., naming categories). Subsequently, codes and categories were formulated by integrating established reflective teaching theories and insights into teacher immunity, informed by the literature review. On the whole, to enhance the reliability and validity of research findings, member checking and triangulation were utilized to ensure the accuracy of the results. Member checking involved participant feedback to ensure data consistency. Triangulation combined semi-structured interviews, focus groups, and a survey to validate findings from various viewpoints.

Results

The study took advantage of statistical measures to summarize the total and subscale scores of the reflection inventory and TIS instruments. The results are illustrated in Table 1. The Cronbach alpha values ranged from 0.73 to 0.94, denoting a high level of internal consistency in individuals' answers to the questions in both surveys. Furthermore, the probability value of the Kolmogorov-Smirnov (KS) test ranged from 0.05 to 0.20, advocating an adequate normal distribution of the variables.

The findings of the Pearson product-moment correlation analysis manifested a significant relationship between participants' total reflection and their immunity scores ($r = 0.56$, $p < 0.01$) (refer to Table 2). This indicates that EFL teachers who exhibit a higher degree of engagement in reflective practices tend to have higher levels of professional immunity. Concerning the association between the subscales of the reflection inventory and teachers' immunity, significant positive correlations were observed in the case of practical reflection ($r = 0.43$, $p < 0.05$), cognitive reflection ($r = 0.53$, $p < 0.01$), affective reflection ($r = 0.49$, $p < 0.01$), metacognitive reflection ($r = 0.55$, $p < 0.01$), and critical reflection ($r = 0.38$, $p < 0.01$), with the metacognitive subscale showing the greatest correlation (see Table 3).

Consequently, in the second part of the study, the researchers aimed to delve deeper into the impact of reflection subscales in determining EFL teachers' immunity. The results of the multiple regression analysis (Table 4) revealed that both metacognitive and cognitive reflection are powerful predictors of EFL teachers' immunity. The model summary (Table 5) elucidates that there is a significant correlation (0.61) between the teachers' reflection subscales and their immunity, with an adjusted square value of 0.35. The model, which includes all the reflection inventory subscales, can precisely predict 35% of immunity, pointing to a moderate effect size ($f^2 = 0.59$). In the main, 35% of the variance in teachers' immunity can be clarified by their reflective practices.

Table 1

Correlation Between Total Reflection and Total Immunity

	Immunity
Reflection	0.56**

**Two-tailed, significant at 0.01.

Table 1 displays the correlation between total reflection and total immunity scores, with Cronbach alpha values indicating high internal consistency.

Table 2

Descriptive Statistics of Teachers' Reflective Practices and Their Immunity

	Minimum	Maximum	Mean	SD	Alpha	KS Sig.
Reflection	1.83	5.00	3.61	0.64	0.94	0.20
Practical reflection	1.67	5.00	3.74	0.71	0.76	0.20
Cognitive reflection	1.50	5.00	3.30	0.79	0.83	0.20
Affective reflection	1.33	5.00	4.00	0.73	0.79	0.06
Metacognitive reflection	1.00	5.00	3.39	0.85	0.85	0.20
Critical reflection	1.86	5.00	3.81	0.62	0.81	0.05
Immunity	1.97	5.92	4.23	0.56	0.90	0.20
Teaching Self-efficacy	1.86	6.00	4.43	0.74	0.73	0.08
Burnout	1.00	5.40	2.47	0.68	0.73	0.07
Resilience	1.40	6.00	4.28	0.98	0.75	0.07
Attitude toward Teaching	1.20	6.00	4.51	0.93	0.76	0.09

Table 2 illustrates the results from the Pearson product-moment correlation analysis, indicating a significant positive relationship between participants' total reflection and immunity scores ($r = 0.56, p < 0.01$).

Table 3

Correlation Between the Subscales of Reflection and Total Immunity

components of reflection	Immunity
Practical reflection	0.43**
Cognitive reflection	0.53**
Affective reflection	0.49**
Metacognitive reflection	0.55**
Critical reflection	0.38**

** Two-tailed, significant at 0.01

In Table 3, significant positive correlations were found between teachers' immunity and various subscales of the reflection inventory, with the metacognitive reflection showing the strongest correlation ($r = 0.55, p < 0.01$).

Table 4

The Results of Regression Analysis for Teachers' Reflection Subscales and Immunity

	Unstandardized		Standardized	Significance of	
	coefficient		coefficient	the slope	
	β	Std. error	Beta	t	Sig.
Practical	.035	.063	.045	.557	.578
Cognitive	.173	.069	.242	2.493	.013
Affective	.228	.072	.297	3.187	.002
Metacognitive	.214	.070	.325	3.062	.003
Critical	-.245	.088	-.273	-2.780	.006

In Table 4, the findings of the multiple regression analysis demonstrate that both metacognitive and cognitive reflection play substantial roles as predictors of EFL teachers' immunity.

Table 5

R2 Table for Reflection as the Predictor of Teachers' Immunity

Model	R	R2	Adjusted R2	Std. error of the estimate
1	0.608 ^a	0.370	0.354	0.45147

- Predictors: (Constant), Practical Reflection, Cognitive Reflection, Affective Reflection, Metacognitive Reflection, and Critical Reflection.
- Dependent Variable: Total Immunity

The model summary in Table 5 illustrates a significant correlation (0.61) between teachers' reflection subscales and their immunity, with an adjusted R-squared value of 0.35.

The Impact of Teachers' Reflective Practices on Their Immunity

To comprehend the underlying reasons for the strong or weak correlation between the five subscales of the reflection inventory and teachers' immunity, the researchers conducted interviews with teachers after the completion of the previous phase. These interviews aimed to explore the factors that contribute to such associations. In this section, the findings from the interviews are presented, with an emphasis on the contribution of each of the five subcomponents toward immunity. This section outlines the predominant recurring themes identified through meticulous content analysis.

Practical Reflection and Immunity

Peer observation as a practical reflection

During the interviews, eight of the participating teachers referred to peer classroom observation as a practical method for reflection. They expressed their belief that observing their colleagues' classes could facilitate familiarity with alternative teaching techniques and contribute significantly to their teaching improvement. By observing other teachers in action, they asserted that they could acquire new insights, which would enable them to enhance their teaching methods and, consequently, improve their overall performance. Regarding this matter, the remarks made by Nazanin, one of the interviewed teachers, are particularly persuasive:

I find that observing my colleagues teach is like watching a cooking show, where I can take notes from the chef's techniques and apply them to improve my culinary skills. Similarly, by attending my peers' classes, I can learn from their teaching approaches and integrate them into my pedagogical style. This practice can contribute significantly to my confidence and reduce stress levels in the classroom, as it allows me to refine my teaching strategies and adapt to different situations.

Peer Discussion for Problem-Solving

Another common theme for practical reflection among the eight interviewees was discussing teaching problems with colleagues. All of the teachers acknowledged that they tended to share issues related to their classroom performance with their peers. However, they also admitted that they often limited these discussions to a fixed group of friends. By Paniz's verbal communication:

Usually, I talk about my teaching problems with my more experienced colleagues while I am in the office. Right now, I'm not in a good environment because of a strained relationship with the people around me. This makes me uncomfortable talking to them about my problems.

Cognitive Reflection and Immunity

Intellectual Growth through Cognitive Reflection Activities. Capturing cognitive reflection activities such as being present at conferences, studying pertinent journals and textbooks, and managing small-scale classroom research is an effective way of fostering intellectual growth and development. This has been exemplified by Ali's comments:

I agree. Conducting research allows me to make decisions based on evidence rather than assumptions or personal biases leading to more informed and effective decision-making. Also, it helps me build a more robust body of knowledge to improve my classroom.

As Melika put it:

I agree with you! Books are a great way to gain knowledge and keep up with the latest trends in teaching. I love how they provide real-life examples and case studies that give me insights into what works best in the classroom. It's like having a roadmap for success.

Affective Reflection and Immunity

Tailoring Teaching Methods to Student Backgrounds and Interests. During the interviews, all participants revealed that gathering data on students' family cultures, and personal priorities would exceedingly enhance their capacity to establish effective teaching methods. Tailoring lessons to students' backgrounds and interests makes teaching more enjoyable and fulfilling, which is essential for promoting immunity. For instance, Mari left a comment collecting background information on the students:

I ask them about their interests and backgrounds, so I can better understand their unique perspectives and tailor my teaching approach accordingly. This not only helps me build stronger relationships with my students but also leads to greater job satisfaction. When my students feel welcomed and valued, they are more likely to be engaged in the learning process and achieve their full potential.

Sara's statement regarding reflecting on students' learning styles and backgrounds is noteworthy:

I believe that taking the time to reflect on students' learning styles and backgrounds can be helpful for both students and teachers. By doing this, we can find ways to make lessons more engaging and relevant and ultimately improve student learning outcomes. It also creates a sense of community among students, which is important for teachers' satisfaction.

Metacognitive Reflection and Immunity

Significance of Pedagogical Beliefs in Teaching Efficacy. The prominent theme that emerged in our discussion on the reflection subscale was the importance of a teacher's pedagogical beliefs and their ability to self-evaluate or self-monitor their teaching practices. Based on the analysis of the interview transcripts, it can be inferred that there exists a strong correlation between teachers' teaching attitudes and their efficiency in the classroom. This was exemplified by Baran who expressed:

Every student has the right to feel respected. For instance, I believe that students should be given more autonomy, but I tend to manage them myself due to my fear of losing control in the classroom. This realization was obtained through self-reflection.

The importance of self-monitoring in bolstering teachers' immunity is highlighted by Kimya's remarks:

I often reflect on my personal beliefs and welcome feedback from my students because it serves as a mirror for me. I am flexible and regularly self-check because everyone has some challenges. Through this, I can pinpoint sources of stress or burnout, and create effective strategies to manage them. Doing so helps me sustain my passion for teaching in the long run.

The importance of reflecting on personality as a teacher to increase immunity is underscored in Ali's viewpoints:

I practice exhibiting patience and respect toward my students while also encouraging critical thinking in the classroom. Even when a student asks a question that I have previously addressed, I make a conscious effort to remain calm and respond patiently instead of losing my temper. I acknowledged their inquiry by saying Ah, yes, we covered this question earlier and proceeded to answer patiently. Creating a positive learning environment with patience, respect, and encouragement for critical thinking can reduce stress levels for both me and my students, ultimately contributing to stronger immunity for teachers.

Critical Reflection and Immunity. The results of the previous phase of data collection revealed that teachers received the lowest rating (a mean score of 3.81) in the critical reflection subscale of the inventory. In addition, during interviews, none of the teachers declared the significance of this particular subscale in their reflection. A majority of the teachers expressed that they were not permitted to argue sensitive

political matters due to conventional regulations within the classroom setting. Under Bitá's statements:

In my classroom, I'm dedicated to teaching about environmental awareness. However, because of my limited class time and the strict curriculum, it's challenging to cover all the complex ecological topics thoroughly. While I encourage students to think critically and explore various perspectives, time limitations often prevent me from diving deeper into these topics.

Kimya's statement was thought-provoking when he mentioned:

My goal as a teacher is to foster an inclusive learning environment where students can focus on the subject matter without any distractions from sensitive topics like religion and social issues. By avoiding potential conflicts, I can effectively handle challenges and maintain a positive classroom atmosphere, which ultimately strengthens my resilience as a teacher.

Discussion

The first research question investigated whether there was a significant correlation between the reflective teaching practices of Iranian EFL teachers and their immunity. The findings of the study evidenced that EFL teachers who engage in reflective practices are more likely to have higher immunity. However, not all the reflection subscales had an equal impact on promoting immunity. One of the noteworthy findings of the quantitative phase is the positive link between EFL teachers' practical reflection, the first reflection subscale, and teacher immunity. Within this particular subscale, the first theme revolves around the discussion of problems with colleagues, encompassing the provision of feedback by fellow teachers. The study's results could be explained by the notion that using reflective practices could provide EFL teachers with valuable observations regarding various aspects of their workplace. Consequently, this may have led to an improved comprehension of the factors influencing their immunity (Hiver & Dörnyei, 2017). The reflective practices can transform teachers from relying solely on traditional methods to becoming skilled and knowledgeable professionals with a deeper understanding of teaching (Farrell, 2015). Engagement with peer feedback through observation and collaborative discussion of teaching challenges can enable teachers to validate or question their customized approaches, as well as adapt their instructional techniques to suit the requirements of their students. Considering this matter through the lens of immunity, it has been found that engaging in reflective practice can enhance teachers' professional skills and also contribute to lower levels of stress and higher resilience (Shirazizadeh et al., 2019). It is implied that Fostering a culture of reflective practice among educators yields significant benefits for teaching effectiveness, professional development, and well-being. Through activities like peer feedback and collaborative discussions, teachers can adapt their instructional approaches to meet student needs while also enhancing their resilience and reducing stress.

The relationship found between the second subscale of cognitive reflection and teacher immunity can be explained by encouraging reflective thinking among teachers which can enhance their ability to critically evaluate their performance, leading to increased resilience (Ayoobiyan & Rashidi, 2021). According to Brown and Ryan (2003), the concept of cognitive reflection can be applied through action research, which involves a teacher conducting classroom-based research on a small scale. This approach is particularly useful for addressing immediate problems and improving current practices within the classroom (Smith & Rebolledo, 2018). The third subscale of reflection, namely affective reflection, has been found to have a positive impact on teachers' immunity. According to Akbari et al. (2010), the affective aspect of teaching involves teachers reflecting on their students' requirements, backgrounds, preferred methods of learning, emotions, and academic progress. This reflection allows teachers to use effective teaching strategies to meet the diverse needs of their learners (Carrington & Selva, 2010). Namaziandost et al. (2023) suggested that EFL teachers with high emotional resilience may be more resistant to workplace stress and disruptions. This finding aligns with Zhao's (2021) suggestion that utilizing strategies for managing emotions can help EFL teachers regulate their emotions, and prevent them from negatively impacting the classroom environment during tense moments. Consequently, reflective practices, including cognitive and affective reflection, develop teacher resilience by enabling critical self-assessment and tailored teaching strategies. This adaptability mitigates workplace stress and prevents negative impacts in the classroom, fostering a more effective and resilient teaching environment.

One noteworthy result of the study was the discovery of a robust correlation between teachers' metacognitive reflection and their immunity. The subscale measuring reflection consisted of items related to teachers' comprehension of their teaching philosophy, and assessment of strengths and weaknesses, to shape their views about teaching. This suggests reflection is an active process in which individuals intentionally explore their experiences entailing questioning assumptions and gaining new insights to develop a deeper understanding of themselves (Rogers, 2001). Through intentional exploration of the teaching philosophy and self-assessment, teachers not only improve their pedagogical approaches but also strengthen their resilience. Ultimately, this active process of reflection empowers educators to examine existing assumptions and gain new insights. Teachers can maintain their emotional well-being and professional growth by gaining valuable insights from difficult experiences. The findings from the multiple regression analysis manifested that metacognitive and cognitive reflection had a considerable influence on predicting teachers' immunity. Ultimately, the absence of a meaningful correlation between critical reflection and self-efficacy can be ascribed to several reasons. Firstly, the items included in the reflection inventory that measure this particular subscale tend to focus on teachers' preoccupation with socio-cultural matters like gender, social hierarchy, bias against marginalized groups, and destitution and their potential impact on the classroom environment. Furthermore, according to the teachers who were interviewed, critical reflection was not considered a primary responsibility within their job specification. Teachers encounter financial challenges and various external constraints originating from their institutions or society, which significantly restrict their capacity to engage as agents of social change (Akbari, 2008). The aforementioned situation can be validated by the narrow correlation between critical reflection and immunity.

Conclusion

This study represents the initial seek to demonstrate the positive association between reflective practices and immunity among EFL teachers integrating quantitative and qualitative methods for an inclusive analysis. The statistical analysis phase revealed that four subscales related to reflection were significantly correlated with teachers' immunity, while the qualitative part elaborated on how teachers' involvement in reflective practices plays a role in the development of their immunity. Based on the study's findings, it is inferred that EFL teachers who engage in reflective practices may possess a higher degree of resilience when faced with challenges in the workplace. Based on these findings, several recommendations for L2 teaching and teacher preparation programs are assigned: it is recommended that teachers engage in a regular practice of observing peers' classes and offering effective evaluation, to gain vicarious experience. To facilitate this process, administrators should provide teachers with sufficient background information about their students, thereby enabling them to develop a deeper understanding of individual learning styles and ultimately improve their performance. This study points to the need for investigation of psycho-emotional constructs such as reflective practices and immunity about EFL teaching. Private language institute owners can take advantage of the insights gained from this research by arranging mini-workshops for their EFL instructors.

These workshops would aim to equip teachers with various strategies to enhance their reflective practices, which can help them manage stress and maintain their well-being in the classroom. This research implicates the role of private language institute owners across the globe. By hosting influential workshops that aim to cultivate reflective practice abilities among EFL teachers, these owners have the potential to enhance teacher efficacy, ultimately resulting in enhanced EFL education worldwide. Policymakers can also derive advantages from creating nurturing organizational climates that alleviate stress for EFL teachers and promote positive teaching environments. The present study acknowledges certain limitations that signify potential directions for future research. An important restriction is a narrow focus on private language institutions, which calls for further exploration of the potential correlation between EFL teachers' reflective practices and immunity, particularly within state schools and universities. Broadening the scope of the investigation to include these educational settings would contribute to a more holistic understanding on an international scale. As the current study solely focused on analyzing the correlation between two constructs, there is an opportunity for further investigations to elucidate the associations between EFL teachers' immunity and additional constructs.

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Appendix

Interview Questions

1. Do you ever think about teacher immunity? If yes, what strategies do you employ to improve it?
2. Can you explain your understanding of the reflective practice concept?
3. In what ways has reflective practice helped you to build your immunity?
4. Do you think observing your colleague's classes is a suitable method for improving teaching effectiveness? Can you mention an example?
5. How do you believe conducting research and reading books contribute to your teaching effectiveness? Can you mention an example?
6. How do you think understanding your students' interests and backgrounds helps you teach better?
7. How do you believe your self-monitoring of teaching practices and your resilience as a teacher?
8. How do you believe reflecting on sensitive topics in the classroom affects handling challenges as a teacher?

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Text Shapers in Scholarly Publishing Industry: An Overview of Their Practices and Services

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Abstract

Publishing research in English poses linguistic challenges for non-native English speaker scholars (NNSS). To prepare their manuscripts for submission, peer review, and post-acceptance stages, they may receive linguistic assistance and editing from different individuals, such as field specialists or EFL / ESL teachers, collectively called *text-shapers*. To the best of our knowledge, there is no recent comprehensive portrayal of text-shaping practices in the literature on English for research publication purposes (ERPP). This overview introduces the text-shaping community's practices by reviewing the most significant and relevant studies on this realm in the leading journals on ESP / EAP and ERPP. We used the Web of Science database to make the review as inclusive as possible. Several search terms were used to compile the mainstream literature on the topic, including *text shaper*, *literacy broker*, *language editor*, *author's editor*, *convenience editor*, *editor*, and *copy editor*. In this thematic review, we describe text-shapers' editing practices and strategies, outline their characteristics and techniques in providing linguistic services to NNES authors, and highlight the benefits and challenges text-shapers experience in the scholarly publishing industry. Moreover, text-shaping services in Asia, with mounting demand for publication in English, were examined explicitly along with other contexts to comprehensively depict its status quo geographically. As EFL teachers are one of the most active agents in delivering text-shaping services to the NNES authors, especially in contexts like Iran, this review could help the EFL community in Iran and similar contexts to get familiar with the bigger picture of text shaping and its dimensions.

Keywords: English for research publication purposes, non-native English speaker authors, revision, scholarly publishing, text-shapers

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Introduction

English has emerged as the prominent lingua franca that enables the dissemination of ideas in recent decades (Curry & Lillis, 2018). While this is a positive view, the dominance of the English language as the main medium of communicating scientific findings has posed various challenges for non-native English speaker (NNES) authors. Curry and Lillis (2018) speak of a bias in the peer-review process against multilingual scholars who might use "non-native" or "non-standard" English in their manuscripts (p. 9). Thus, as Van Parijs (2007) also metaphorically puts it, native English speaker (NES) authors have the privilege of a "free ride" compared to their NNES peers when they write and publish their work. This might lead the NNES authors to shun publishing their findings; therefore, the rest of the world might lose access to them (Mauranen, 2011).

On the other hand, researchers worldwide, including NNES authors, are more willing to publish in English journals. As Flowerdew (1999, 2015) puts it, the globalization of academic research is one influential factor in this craze. In today's competitive world, the principle of "publish or perish" is more pronounced than ever before, making NNES authors face a double challenge compared to their NES colleagues.

The challenge of publishing RAs in English for NNES researchers in many countries is a widely acknowledged phenomenon (Duszak & Lewkowicz, 2008; Flowerdew, 1999; Uzuner, 2008). Being part of a broader discourse community is a prerequisite for publishing in such a journal, which involves a high degree of proficiency in the field, the pursuit of common objectives, and the communication of information using a specific genre and specialized terminology (Swales, 1990). A fairly established style is expected in the case of RAs in the English language. This varies according to the academic discipline and may be further specified by the style guide of individual journals.

Writing up and publishing an RA is a cyclic process. The manuscript can be considered fit for publication after several revisions and editing rounds. After an RA is submitted to a journal, it is read and scrutinized by the journal editor, reviewers, copyeditors, and, in some cases, correctors (Burrough-Boenisch, 2003), who aid the NNES authors in making their RA more reader-friendly and error-free. All through this process, the authors of RAs receive feedback, helping them improve their work to meet the journal's standards (Paltridge, 2019).

NNES researchers often face difficulties meeting these requirements due to linguistic, cultural, disciplinary, and institutional barriers (Flowerdew & Li, 2009; Lillis & Curry, 2010). NNES authors may also face some "hidden challenges" that are concerned with presenting their arguments forcefully and persuasively through their voice (Arnbjörnsdóttir & Ingvarsdóttir, 2018, p. 73). This obstacle is discursive and pertains to how NNES scientists wish to develop their voices in English along with their new identity as researchers.

To overcome these barriers, NNES researchers often seek help from various sources of support, such as colleagues, mentors, reviewers, editors, publishers,

translators, proofreaders, language teachers, and consultants. Regarding linguistic assistance, NNES authors with different English proficiency levels may need additional amounts and types of help in preparing their manuscripts. According to Paltridge and Starfield (2007), junior researchers with a narrow English proficiency need more help writing up research than their peers with a broad English proficiency. As mentioned before, article publishing is mostly cyclic, so researchers may need help repeatedly until and even after their article has been accepted for publication in a journal.

As stated above, English has become the dominant medium for research publication in various disciplines, enabling unprecedented levels of communication and collaboration across conventional boundaries. However, this “standard tool for research communication” (McDowell & Liardét, 2020, p. 10) still poses challenges for multilingual scholars who aim to achieve the high levels of precision required in scholarly writing. In scholarly publishing, the quality of English used in manuscripts holds great importance. A lack of proficiency in English can lead to immediate rejection (Flowerdew & Habibie, 2022), particularly if it hinders the clarity of the text or if the significance of the findings is not evident. However, editors of international journals anticipate RAs to be written concisely, without unnecessary redundancies, enabling expert readers to scan and extract essential information swiftly. Straying from this expected style can present an additional obstacle to publication (Farley, 2018). NNES authors of RA do not have to tackle such challenges single-handedly. In the cyclic process of preparing their manuscript for publication, help and scaffolding are conferred to them by several agents. The nature of the help and the people who provide this help to NNES authors are areas which have not received considerable attention in the literature. No one denies the need for empowering NNES authors and providing them with means to meet their discursive needs, but shedding light on the practices and services provided by the helpers who work behind the scenes of scholarly publishing would benefit several parties including NNES authors, language professionals, journal editors and scholarly publishing community in general. Whilst there are several studies on more general subjects revolving around English for Research Publication Purposes, to the best of our knowledge, the only study highlighting text shapers in a general and thorough way is Burrough-Boenisch (2003), which was a pioneering work on the subject. In an attempt to give a status qua of the nature of text shaping practices, we reviewed the most relevant and significant studies conducted on this subject.

The Members and the Terminology in the “Helpers” Community

Naturally, authors of an RA are the first people to have a linguistically critical look at their work. However, in the case of NNES authors, the RA might need to be revised by someone who knows the structural framework required of a paper and has linguistic and technical knowledge of editing and revising.

As Burrough-Boenisch (2003) explains, when an RA sets out on its journey from an author's screen to a scientific journal, it goes through a winding route of being revised and polished until it is declared fit for publication. Interestingly, Burrough-Boenisch (2003, p. 3) explained that an RA's final audience also affects the article.

Some people who intervene before an RA gets published directly edit the text on the screen. Others edit indirectly; they convey their feedback or revisions to the author on paper or by other means, and the author then decides how much to adjust the text. All these readers who intervene before publication act as proxies for the final reader, ensuring that he (or she) receives an effective and valuable text. Thus, in that sense, the intended reader influences all those who contribute to the published text (Burrough-Boenisch, 2003). The author's feedback from various agents in the peer-review process could have inherent differences. Other than the authors themselves, journal editors, reviewers, author's editor, and journal copy editor influence the RA's final shape. The peer-review process begins with the journal editor or another member of the editorial board who is the first in line to decide whether to send out the article for review or reject it there and then. However, if the editor decides that other experts in the field must review the article, it is sent to be read and commented on by them. Paltridge (2019) explains the steps that an article goes through:

If the article goes out for review, the reviewers will be asked to recommend publishing it as is, accepting the article with minor amendments, accepting it with major amendments, revise and resubmit the article and be reviewed again, or reject. (p. 23)

Paltridge (2015, 2017, 2019) has delved into the reports that reviewers give to the authors in a series of articles, books, and book chapters. However, "reviewers" reports more often refer to the subject matter, methodology, research design, presentation, and analysis of findings, while language and style do not attract much criticism at this stage. Furthermore, NES authors, as well as NNES authors, receive all sorts of feedback in this stage. Of course, there is evidence of language-related notes in the "reviewers" comments. For instance, Benfield and Howard (2000) found many reviewers' comments about "language" and "writing quality" in the articles written by NNES. The comments covered grammar, word choice, unsuitable register or style, and proposed revisions. However, the best part of the reviews an NNES author receives in this stage are related to the content and methodology rather than language and style (Luo & Hyland, 2016). Thus, reviewers in the peer-review process are excluded from this article.

Previous studies have referred to the people who help NNES researchers communicate their research findings in journals that are published in English with various titles, the most general of which is "text-shapers" (Burrough-Boenisch, 2003; Gholami & Zeinolabedini, 2017). According to Burrough-Boenisch (2003, p. 225), other labels they have been referred to include "correctors, local editors, language professionals, language service providers, and 'authors' editors." Convenience editors, text mediators, and literacy brokers are also other terms to describe them (e.g., Lillis & Curry, 2006; Willey & Tanimoto, 2012, 2015; Gholami & Zeinolabedini, 2017; Zeinolabedini & Gholami, 2016). The most commonly used terms are discussed in more detail below.

Text shapers shape the text of NNES researchers in terms of language, style, structure, content, and argumentation. They may include translators, editors, proofreaders, advisers, negotiators, mediators, representatives, and ambassadors

(Lillis & Curry, 2006). Text shapers may intervene in different stages and degrees of RA production and publication, depending on the needs and preferences of NNES researchers and their target journals. Text shapers may also have different backgrounds, qualifications, skills, and relationships with NNES researchers and their texts. Text shapers may influence the quality and impact of RAs in various ways, such as enhancing clarity, coherence, accuracy, persuasiveness, originality, and relevance. However, text shapers may face multiple challenges and dilemmas, such as ethical issues, power relations, recognition issues, and quality issues (Farley, 2018; Heron et al., 2023; Lillis & Curry, 2006).

Lillis and Curry (2006) coined the term "literacy brokers" to describe the people who mediate between NNES researchers and their target discourse communities. They can be thesis supervisors, editors, reviewers, translators, or peers (Lillis & Curry, 2010; Martinez & Graf, 2016; Williams & Severino, 2004). Literacy brokers are involved in various aspects of RA production and publication, such as translation, editing, proofreading, advising, negotiating, mediating, representing, and promoting.

Convenience editors edit the text of NNES researchers as a favor or a service. They may include Native-English-speaking English teachers at universities in EFL contexts who are often asked to edit scientific manuscripts written by NNES colleagues (Willey & Tanimoto, 2013). Convenience editors may have little or no familiarity with the subject matter or the genre of the RAs they edit, and they may rely on their general language proficiency and intuition to improve the text. Convenience editors may use various techniques to edit the text, such as translation, editing, proofreading, advising, negotiating, and mediating. Convenience editors may enjoy various benefits from their work, such as satisfaction, learning, and networking. However, convenience editors may also face various challenges in their work, such as quality, ethics, recognition, and workload issues (Willey & Tanimoto, 2013). Gholami and Zeinolabedini (2017) broadened this definition by including "authors" colleagues or similar figures with "alike or even native command of English, but who may have no formal editing training" (p. 87).

All the helpers mentioned above assist the NNES authors before their RA is submitted, perhaps while it is being reviewed. However, assisting may not stop there. Some journals may employ professional editors who polish the papers linguistically after they have been accepted. These professionals are usually called "copyeditors" (Burrough-Boenisch, 2003) but are also labeled as "subeditor, manuscript editor, and technical editor" as well (O'Connor, 1978, p. 41 as cited in Burrough-Boenisch, 2003). Following (Burrough-Boenisch, 2003), these professionals will be referred to as copyeditors throughout this article. Copyeditors are last in line to intervene in the manuscript and edit texts written by NNES authors and NES authors to make their articles compatible with the journal's house style (Burrough-Boenisch, 2003). Burrough-Boenisch (2003) also goes on to explain that American journals require that all the articles comply with the norms and standards of American style and "NNES authors (and non-American NS authors) acquire an American accent" (p. 238). Butcher et al. (2006) explain that a copyeditor edits in a sense that involves "looking at each sentence, the author's choice of words, the punctuation, the use of

abbreviations, comparing the data in tables with the relevant text, checking text against the illustrations and their captions, and so on" (p. 2). A copyeditor also checks for consistency which includes checking the mechanical aspects of the text such as spelling and punctuation plus "checking the numbering of illustrations, tables, and notes, and any cross-references to them, and also the consistency of bibliographical references" (Butcher et al., 2006, p. 2). Finally, a copyeditor makes sure that the material is ready for typesetting. This includes "checking the grade of each subheading, which pieces of text, such as long quotations, should be distinguished typographically from the main text, and where tables and illustrations should be placed" (Butcher et al., 2006, p. 2).

Following Burrough-Boenisch (2003), the term "text shaper" is used as an umbrella term to describe all these helpers. Text shaping is a complex and dynamic process that involves multiple actors, texts, languages, cultures, disciplines, genres, and contexts. It also involves various ethical issues and challenges that affect the quality and impact of RAs. Therefore, it is important to understand who text shapers are, what they do, and how they feel about their profession and role in academic publishing. This article aims to provide an overview of these questions by reviewing studies on text shaping from different disciplines and contexts.

Review Scope

In this review, we focused on studies that cover topics related to the linguistic scaffolding offered to NNES authors of RAs. We used the Web of Science database to make the review as inclusive as possible and locate high-quality journal articles on this topic. Several search terms and their related words, including *text shaper*, *literacy broker*, *language editor*, *author's editor*, *convenience editor*, *editor*, and *copy editor*, were used as search terms to identify and compile the key studies on text shaping. After screening the compiled papers, some were improper for inclusion in this study. We excluded papers from the Emerging Sources Citation Index to ensure that only vigorously peer-reviewed studies were included. We scrutinized the suitability of the remaining studies and excluded some more for the following reasons. Some studies highlighted the revisions made only by the peer-review process and, thus, did not focus on linguistic revisions, and some focused on editing jobs done on manuscript types other than academic publications, such as literary works and other fiction and non-fiction texts such as books.

The identified studies on text shapers were diverse in scope and focus, adhered to different research paradigms, enjoyed different methodologies, and aimed at uncovering different aspects of this subject. We aimed at highlighting the most relevant, significant, and illuminating research in a manageable way.

In this thematic review, we describe the review findings regarding text-shapers' editing practices and strategies, outline their characteristics and techniques in providing linguistic services to NNES authors, and highlight the benefits and challenges members of this community experience in the scholarly publishing industry. Moreover, text-shaping services in Asia, with mounting demand for publication in English, were examined explicitly along with other contexts to

comprehensively depict its status quo geographically. As the most populated continent, Asia hosts the most NNES researchers in dire need of linguistic scaffolding to communicate their research to the rest of the academic world. Text shaping practices are specifically diverse and essential in Asia, so we especially aimed to highlight the situation here.

Text Shapers in the Literature

Doing research is pointless if the findings are not to be written and published. However, "scholarly writing and publishing demand elite discipline-specific epistemological, socio-rhetorical, and generic literacies" (Habibie, 2019, p. 44). No researcher can aspire to have a successful academic career without venturing into the turbulent waters of publication. Text shapers enter these turbulent waters with the authors and help them reach the safe shores. The linguistic assistance offered to NNES authors is highlighted in the following section. The studies done in an Asian context have been distinguished for the increasing demand for publication in English in Asia (Li & Flowerdew, 2020) and the fact that Asia is home to a large population of NNES academics who aspire to get published in the academic Lingua-Franca, English. Also, the various text-shaping practices done in other corners of the world are brought under the spotlight to present a more comprehensive picture of such practices.

Text Shapers in Asian Contexts

One of the contexts where text shapers are often needed is Asia, where many NNES authors struggle to publish their research in English-medium journals. The role of text shapers has become even more prominent in the Asian context when we consider the importance and the high number of publications in English. Several studies have examined the role of text shapers in Asian countries, such as China, Japan, Korea, and Iran.

In China, Li and Flowerdew (2007) examined the role of different agents who shape manuscripts in a Chinese context. They identified three major shapers, namely supervisors, other peers, and English language instructors. The role of an English instructor working on the same campus as the author of an RA was emphasized as being facilitative. However, they found that an English teacher also faced several challenges when correcting a manuscript. One specific challenge was for the English instructor to work alone and try to figure out what the author intended to convey. This was mainly because of the English teacher's unfamiliarity with the discipline for which the RA was written. While Li and Flowerdew's (2007) work underscored the role of text shapers, it is essential to note that receiving linguistic assistance from native speaker editors is a big challenge in China. Creating partnerships with people who provide language services outside China or empowering and enabling Chinese scientists by creating partnerships between different departments in academia and language service providers would seem to be a more viable option. As the conditions for the availability of a native English speaker editor are almost the same in Asia, it would be more practical to train local language editors.

In another study, Flowerdew and Wang (2016) looked into the textual revisions made to the manuscripts of Chinese NNES researchers by employing a

double-entry coding system. In the first level of analysis, they examined the revision and categorized them into five sets of addition, substitution, deletion, rearrangement, and correction strategies. In the second stage, they examined the revisions based on the four syntactic groups of morpheme, word, group, and clause. Their results indicated that except for the surface editing strategy of correction, the rest of the strategies altered the texts profoundly semantically.

Luo and Hyland (2016) referred to English teachers who edit Chinese scholar's papers as "text mediators" (p. 44) and attempted to uncover the nature of the relationships between those English teachers and RA authors, the challenges the English teachers faced, how effective this editing job was and the influencing issues on the collaboration between English teachers. By conducting semi-structured interviews with text mediators and the authors, Luo and Hyland (2016) found that English teachers have "agentive power" (p. 51) and are valuable resources for Chinese scientists who wish to publish in English. In addition, the fact that the English teachers and the scientists share the same L1 (namely Chinese) made it possible for them to interact and resolve problems effectively.

Cargill et al. (2012) reported on a project to help Chinese scientists improve their English writing skills and publish their research in international journals. The project involved a series of workshops that combined science and technology education (STE) and English language teaching (ELT) approaches and focused on the genre of research articles (RAs). The workshops were based on the principles of genre analysis, rhetorical moves, and linguistic features, and used authentic RAs from the participants' disciplines as models and examples. The workshops also included peer review, feedback, and revision activities, as well as guidance on the publication process and the expectations of journal editors and reviewers. The authors concluded that the project was successful in enhancing the participants' awareness, confidence, and competence in writing RAs in English, and that the collaboration between STE and ELT experts was valuable and productive.

In Japan, Willey and Tanimoto conducted a series of studies on convenience editing, which is defined as "the practice whereby NNES researchers ask native speakers who are not professional editors or proofreaders to edit their manuscripts" (Willey & Tanimoto, 2012, p. 1). In their 2010 study, Willey and Tanimoto explored the obstacles five English instructors faced when editing papers written by Japanese authors in the nursing field. Willey and Tanimoto (2010) asked those English teachers to edit a part of an RA on nursing authored by a Japanese scholar. Then, they conducted semi-structured interviews with them about their editing job. Two major problems stated by the English instructors were their unfamiliarity with nursing terminology and nursing publications. The participants also mentioned that they edited both the language and the overall organization of the manuscripts. The English teachers also saw it essential to interact with the writers and were eager to help them develop their English. They also wished their editing work to be acknowledged. Like Luo and Hyland's (2016) study, English teachers here, too, were influential in rendering the manuscript publishable and had agentive power. In contexts where professional editing services are not available or are too expensive, English teachers

have proved to be excellent assets for scientists. If there are training programs for English teachers to enable them to edit professionally, they might offer invaluable services to the academic society.

In another study, Willey and Tanimoto (2012) compared the strategies employed by two groups of convenience editors: NES English instructors and NES professionals in the field of medicine. They found a great need for the authors and editors to collaborate in editing a manuscript to get the best outcome. Their results also revealed that experience in editing and knowledge about medicine did not affect strategies used by those two groups of convenience editors. However, it seems evident that having content knowledge facilitates editing and proofreading. Although this study only investigated manuscripts in medicine, the collaboration between all three parties (English teachers, subject matter experts, and authors) needed to be encouraged and promoted in similar contexts.

On the other hand, in another study, Willey and Tanimoto (2013) attempted to investigate the attitudes of English instructors as convenience editors toward the editing job they did for medical professionals. The participants stated that the writing style and medical terminology (medical jargon) were the two main problems. In line with the findings of their 2012 study, Willey and Tanimoto (2013) highlighted the need for close cooperation and interaction between the convenience editors and authors.

The last study, authored by Willey and Tanimoto (2015), tried to probe into the strategies and difficulties faced by English instructors who did editing jobs for peers in other fields. They used the think-aloud protocol to record the thought train of English teachers when editing the manuscripts. Follow-up interviews were conducted to dig deeper into the perspectives held by English instructors towards the editing job. The most frequently mentioned concern was using non-technical terms, while issues related to meaning and technical terminology were the second and the third most frequently mentioned problems, respectively. English teachers do not normally receive instruction in editing. In order to enhance the conditions for both the authors and the English teachers as convenience editors and to make the most use of their editing services, the least that can be done is to have supportive training programs that might lead to more professional revisions as well as help English teachers continue providing this valuable service while keeping a positive mindset about it.

Farley (2018) investigated how research articles in English as a lingua franca give insight to literacy brokers and instructors of English for research publication. The author analyzed the rhetorical style of introductions written by NNES Indonesian authors and found that they deviated from the conventional Creating a Research Space (CARS) model. The author suggested that literacy brokers and instructors should be aware of the diversity and variation in NNES writing and avoid imposing a rigid model of genre expectations. The significance of this study lies in its emphasis on the cooperation between the author and the literacy broker and on what literacy brokers' main concern should be in a NNES environment. The literacy broker's main concern should be to make the RA clear, relevant, explanatory, and concise instead of emphasizing niche creation, significance claims, or grammatical and stylistic details.

While these findings are valuable, they should be interpreted in light of the context of the study and its limitations. The study was done only on manuscripts from one discipline and with NNES authors from one country, namely Indonesia.

Gholami and Zeinolabedini conducted several studies on convenience editing in medical sciences in Iran. In one study, Gholami and Zenolabedini (2015) tried to find out the type and frequency of the language errors made by the authors and corrected by their peers. They compared the first draft and the printed versions of articles in medical science ($n = 60$) to detect errors in the manuscript's discourse level, grammar, terminology, and mechanics. They found that discursal revisions were the most frequent while the mechanical ones were the least.

In another study, Zeinolabedini and Gholami (2016) looked into the revision strategies employed by convenience editors (more experienced medical experts) when editing RAs written by authors in the field of medicine. Their findings indicated that the revisions could be categorized into two major classes: Micro strategies and macro strategies. Three identified micro-strategies of "substitution, addition, and mechanical alteration" (p. 4) were used the most often. They also found that the abstract, introduction, and discussion sections were the most highly revised.

Gholami and Zeinolabedini (2017) conducted semi-structured interviews with 16 convenience editors to study the attitudes of Iranian convenience editors. These editors were medical experts who assisted their peers in publishing RAs in English medium journals. The main emergent themes extracted from the interviews were "language, the editing task, occupational and technological issues, publication in English, and co-convenience editing" (Gholami & Zeinolabedini 2017, p. 86). Their results also highlighted the much-needed collaboration between EFL teachers and medical experts.

Later, in another paper, Gholami and Zeinolabedini (2018) probed into English teachers' comments as convenience editors made on research articles in medical sciences. They analyzed the comments of five English instructors working as language editors to do that. The corpus of the study consisted of thirty manuscripts and the comments made on the erroneous parts. The analysis revealed that the areas needing more attention included "redundancy reduction, informativeness, rechecking, citation, maintaining the author's intention, consistency, relevance; orderliness, disambiguation, and structural issues" (Gholami & Zeinolabedini, 2018, p. 226). It was concluded that identifying these areas can pave the way for better writing courses and, consequently, more proficient authors.

As is evident from the studies in Iran, there is a general lack of professional English editors in academia. Scientists (although only researchers in the medical fields were examined) need assistance in shaping their RAs, and mostly, their more experienced peers or English teachers are the only available editors. This situation in Iran calls for a systematic collaboration between English language professionals and departments of other fields of science that need language services more. The extent of publishing in English among Iranian scholars might improve if English departments offer editing courses to English teachers or field specialists.

Text Shapers in Other Contexts and Disciplines

Text shapers are not only needed in Asian contexts or medical disciplines. They can also play an important role in other settings and fields where authors face challenges in writing for publication.

In Brazil, Martinez and Graf (2016) explored the role of thesis supervisors as literacy brokers. They collected questionnaire and interview data from students and supervisors at a Brazilian university. They found that both parties recognized the need and value of specialized writing guidance but did not explicitly assign the role of literacy broker to the thesis supervisor. They also found that students relied on various sources of support, such as peers, colleagues, editors, and translators, to improve their writing.

Exploring the role of literacy brokers in academic contexts, Mihut (2014) argued that literacy brokers provide not only linguistic and rhetorical assistance but also emotional support and guidance to their clients, who are often international students or scholars. The author drew on her experience as a literacy broker and an ethnographic study of four other literacy brokers to illustrate how they engage in what she calls "literacy as affinity" a form of emotional work involving empathy, trust, care, and solidarity. The author also discussed the challenges and benefits of literacy brokering and the implications for literacy and composition studies.

Zakaria (2022) analyzed how online services edit manuscripts written by authors who speak multiple languages. This study identified 16 online editing organizations offering different editing services, such as improving language, arranging manuscripts, creating figures, and translating. The author also compared the services provided by editing companies and commercial publishers and discovered that *Emerald Publishing Services*, *Enago*, *ManuscriptEdit*, *Editage*, and *Sirius Interactive* were the most notable among them. Although this study did not delve into the details of editing practices, its significance is in taking a commercial and business perspective. This study was conducted considering the situation in Egypt as a NNES country. When local language editors are not available, an opportunity will be created for big publishing companies to expand their services to NNES countries and play a role in communicating science to a broader audience.

Roth (2019) studied copyediting in peer-reviewed RAs and found that reviewer comments often included copyediting-related terms or phrases. It was also found that negative copyediting terminology was associated with rejection, while positive copyediting terminology was associated with acceptance. A paper with fewer copyediting issues saves reviewers' time and energy by reducing the need for corrections, which benefits all parties in the review process. Of course, we need to interpret these findings cautiously because the data comprised only computer science papers and might not be generalizable to papers from other disciplines.

Wates and Campbell (2007) compared articles' author and publisher versions and followed and documented the changes between the first and final versions. They discovered that copyediting improved the quality of the articles by reducing errors,

enhancing clarity, and ensuring consistency. They interviewed 15 copyeditors who worked for different publishers and asked them about their roles, identities, skills, and challenges. Considering the new developments in technology and several Artificial Intelligence (AI) tools that might do the same job as a copy editor, there are still important aspects of copy editing that, as Wates and Campbell's (2007) study suggest, might be of value. They emphasized the copy editors' role in correcting the grammar, keeping with the journal's house style, and ensuring that all references and tagging are correct. The drawback, however, is that their study dates back to 17 years ago, and to have a current picture of copyediting practices, a fresh look into the matter is warranted.

Hughes et al. (2020) explored how copyeditors negotiate the author's voice and identity in academic writing. They interviewed 12 copyeditors who worked for different journals and disciplines and analyzed their editing practices and comments. They found that copyeditors used various strategies to maintain or enhance the author's voice and identity, such as asking questions, making suggestions, explaining changes, and praising strengths.

Shaw (2022) reported on two case studies of revisions done on RAs authored by two Spanish researchers, their uptake of the editing job, and how they reacted to it. With a focus on the RA's text histories, Shaw depicts how a text is shaped through rounds of revision, feedback, and editing until it is fit for publication. He highlighted the collaboration between himself (as the language editor) and the authors. His role as a language editor goes beyond simple linguistic editing. It moves toward research scaffolding when he walks the authors through the proper genre-specific moves of RA writing based on Swales's (1990) framework: Creating a Research Space (CARS) schema. Shaw's study is illuminating in that it is one of the first and can pave the way for further similar research, which may clarify the language editor, the authors, and other agents' roles in shaping an RA. Nevertheless, similar to other case studies, the findings of this study enjoy limited generalizability. Larger-scale studies done in various contexts and on different text types might elucidate the role of language editors and the nature of the relationship between them and the NNES authors.

In the following sections, different aspects of text shaping are discussed in light of the literature and some more relevant studies.

Characteristics of Text Shapers

Text shapers are diverse people with different backgrounds, qualifications, skills, and roles in academic publishing. Based on some studies on literacy brokering from different disciplines and contexts, common characteristics of them are:

Language proficiency: Text shapers should have a high level of proficiency in both the original language and English, as well as knowledge of the linguistic and cultural differences between them (Farley, 2018).

Subject expertise: Text shapers should have a good understanding of the subject matter and the genre of the article, as well as the expectations and conventions of the target audience and journal (Farley, 2018; Heron et al., 2023).

Editing skills: Text shapers should have the ability to check and correct the grammar, spelling, punctuation, word choice, and terminology of the article, as well as to suggest revisions to improve the clarity, coherence, and flow of the text (Flowerdew & Wang 2016).

Advising skills: Text shapers should have the ability to provide guidance and feedback to the author on various aspects of the article, such as the structure, organization, presentation, argumentation, and citation of the research (Farley, 2018; Heron et al., 2023) .

Ethical awareness: Text shapers should be aware of the ethical issues and challenges involved in literacy brokering, such as plagiarism, authorship, confidentiality, and power relations (Farley, 2018; Heron et al., 2023).

These characteristics may vary depending on the specific context and purpose of Text shaping. For example, some text shapers may specialize in a particular discipline or genre, while others may work across different fields and formats. Some text shapers may have formal qualifications or training in translation, editing, or teaching, while others may rely on their experience or intuition. Some may have a close relationship with the author or the journal, while others may work as freelancers or contractors. Some may focus on one aspect of RA production or publication, while others may offer an RA a range of services and support.

Support Type

Text shapers can enhance a text by providing various types of support to the author, such as:

Linguistic support: correcting errors in grammar, spelling, punctuation, vocabulary, and style; improving clarity, coherence, conciseness, and consistency; ensuring adherence to the conventions and standards of the target language and genre (Lillis & Curry, 2006; Willey & Tanimoto, 2012).

Rhetorical support: helping the author structure and organize the text; developing and presenting the arguments; using appropriate tone, voice, and register; engaging the audience and meeting their expectations; following the norms and expectations of the target discourse community and journal (Flowerdew & Wang, 2016; Swales & Feak, 2012).

Conceptual support: clarifying the purpose and scope of the text; identifying and filling gaps in the content; providing feedback on the quality and relevance of the information; suggesting sources or references to support or expand the claims; avoiding plagiarism or misrepresentation of sources (Cargill et al., 2012; Lee & Casal, 2014).

Procedural support: helping the author select a suitable journal or publisher; following the submission guidelines and requirements; formatting the text and figures according to the journal or publisher's style; responding to peer review comments and revising the text; accordingly, negotiating with editors or publishers on behalf of the author (Martinez & Graf, 2016; Wates & Campbell, 2007).

Emotional support: encouraging and motivating the author, building confidence and trust, acknowledging strengths and achievements, providing constructive criticism and praise, respecting the author's voice and identity, and maintaining a professional and ethical relationship (Mihut, 2014). Emotional support can help the author cope with the challenges and stress of writing and publishing, such as dealing with rejection, feedback, deadlines, and expectations. Emotional support can also enhance the author's satisfaction, self-efficacy, and motivation to write and revise (Zeinolabedini & Gholami, 2016).

Techniques of Text Shapers

Text shapers use various techniques to improve RAs based on their actions and interventions. Based on some studies on text shaping from different disciplines and contexts, some common techniques of text shaping while preserving the meaning and style of the author (Farley, 2018).

Editing: This involves checking and correcting the grammar, spelling, punctuation, word choice, and terminology of the article (Willey & Tanimoto, 2015). An editor may suggest revisions to improve the text's clarity, coherence, and flow. Alley (2000) defined editing as "the process of making changes throughout the writing of a draft, changes that work to make the draft congruent with a writer's changing intentions" (p. 1). Alley (2000) goes on to explain that editing focuses on improving the content, organization, clarity, and accuracy of the text while proofreading focuses on checking for errors in grammar, spelling, punctuation, and citation styles. Another definition of editing texts is the one given by Barzun (1986), who defined editing as "the process of making a text conform to the rules of grammar, punctuation, and spelling, and to the conventions of style and usage" (p. 3). Willey and Tanimoto (2012) explain that convenience editors - as a group of text shapers - use strategies including "addition, deletion, substitution, mechanical alteration, rewriting, recombining, reordering" (p. 259). Zeinolabedini and Gholami (2016) divided editing strategies into micro and macro strategies. Micro-strategies are editing practices that deal with small language units, such as words, while macro-strategies are editing practices that deal with larger language units, such as sentences or paragraphs. They further classified the micro-strategy of mechanical alteration into five sub-types: hyphenating, spacing by comma, case lettering, spacing, and spelling. Micro-strategies of addition, deletion, and substitution were also divided into two sub-categories: single micro-strategy and extended micro-strategy. For instance, deletion might be for one word in some cases but for a sentence or a whole paragraph in others (Zeinolabedini & Gholami, 2016).

Proofreading: It involves checking the article's formatting, labeling, and typographical errors. As a proofreader, a text shaper may also ensure that the article follows the style and layout guidelines of the journal or conference. Proofreading also involves fixing mistakes during the final stages of preparing the document, such as typesetting, formatting, or file conversion, improving poor page design, and spotting any major errors that escaped the copyediting process (Einsohn & Schwartz, 2019).

Advising: This involves providing guidance and feedback to the author on various aspects of the article, such as the structure, organization, presentation, argumentation, and research citation. An adviser may also help the author identify and address the expectations and conventions of the target audience and journal (Farley, 2018; Heron et al., 2023). As an adviser, text shapers may also collaborate with the author to improve the clarity, coherence, and accuracy of the language and content of the article. They may also suggest revisions or additions to enhance the quality and impact of the research. Furthermore, they might assist the author in responding to the journal editors' and reviewers' feedback and comments (Burrough-Boenisch, 2003; Luo & Hyland, 2016).

Negotiating: This involves facilitating communication and collaboration between the author and other stakeholders, such as reviewers, editors, publishers, and readers. As a negotiator, text shapers may help resolve conflicts and misunderstandings during publication (Lillis & Curry, 2006). A text shaper may also mediate and advocate for NNES authors or when authors belong to a marginalized or underrepresented group. A text shaper may also help to bridge the gap between different academic cultures and expectations and to promote mutual respect and understanding among the stakeholders (Flowerdew & Wang, 2016; Willey & Tanimoto, 2013).

Mediating: This involves bridging the gap between different languages, cultures, disciplines, and genres that may affect the publication process. As a mediator, text shapers may also help to balance the interests and goals of different parties involved in academic publishing (Lillis & Curry, 2006). They may also help to adapt the text to the specific requirements and conventions of the target journal and audience while preserving the author's voice and identity. In addition, they may also help to enhance the readability and accessibility of the text for a broader and more diverse readership (Matarese, 2016; Mur-Dueñas, 2017).

Representing: This involves representing and advocating for the interests and goals of the author in the publication process. As a representative, text shapers may also help to promote and enhance the visibility and impact of the author's research in the international academic community (Lillis & Curry, 2006). They may also help to protect and acknowledge the author's intellectual property and contribution to the publication process. They may also help the author develop their academic writing skills and confidence (Flowerdew & Wang, 2016; Willey & Tanimoto, 2013).

These techniques may vary depending on the specific context and purpose of text shaping. For example, some text shapers may use more direct or indirect techniques depending on their relationship with the author or their degree of intervention in the text. Some text shapers may use more standard or creative techniques depending on their adherence to or deviation from the norms and conventions of academic writing. Some may use more collaborative or independent techniques depending on their level of involvement or autonomy in academic publishing.

Benefits and Challenges of Text Shapers

Text shapers experience various benefits and challenges based on their attitudes and perceptions. Based on the current knowledge on text shaping, the following benefits and challenges can be cited:

Benefits: Text shapers enjoy various benefits from their profession and role in academic publishing. Some possible benefits are:

Satisfaction: Text shapers feel satisfied when they help NNES researchers communicate their research in English and publish their articles in international journals. They also feel satisfied when they see their work recognized and appreciated by their clients or colleagues (Farley, 2018; Lillis & Curry, 2006).

Learning: Text shapers learn new knowledge and skills from their work as they encounter different texts, languages, cultures, disciplines, genres, and contexts. They also learn from their interactions with other people involved in academic publishing (Farley, 2018; Lillis & Curry, 2006).

Networking: Text shapers build professional and personal networks with people involved in academic publishing, such as authors, reviewers, editors, publishers, and readers. They also access different resources and opportunities that may benefit their career.

Challenges: Text shapers face various challenges in their profession and their role in academic publishing. Some possible challenges are:

Quality: Text shapers have to ensure the quality of their work as they deal with different texts, languages, cultures, disciplines, genres, and contexts. They also have to meet the standards and expectations of different stakeholders involved in academic publishing, such as authors, reviewers, editors, publishers, and readers (Farley, 2018; Lillis & Curry, 2006).

Ethics: Text shapers have to deal with ethical issues and dilemmas that may arise in their work, such as plagiarism, authorship, confidentiality, and power relations. They also have to balance their interests and goals with those of their clients or colleagues (Farley, 2018; Heron et al., 2023). Text shapers must be aware of the ethical guidelines and expectations of the journals and disciplines they work with and respect the intellectual property and integrity of the authors they assist (Burroughs-Boenisch, 2003; Luo & Hyland, 2016). Text shapers also need to communicate clearly and effectively with their clients or colleagues and to establish a mutual understanding and trust regarding the scope, purpose, and limits of their intervention in the text (Matarese, 2016; Mur-Dueñas, 2017).

Recognition: Text shapers often receive little or no recognition or reward for their work as they are invisible or marginalized in the academic publishing process. They also face competition or conflict with other literacy brokers or stakeholders involved in scholarly publishing (Lillis & Curry, 2006; McKenny & Bennett, 2011). Text shapers may also experience frustration or disappointment when their suggestions are ignored or rejected by the authors or when their contributions are not

acknowledged or rewarded by the journals or institutions (Flowerdew & Wang, 2016; Willey & Tanimoto, 2013).

Furthermore, text shapers might encounter other constraints, such as the text shaper's level of English proficiency and familiarity with the conventions of the target genre and discipline, the context of the collaboration, such as the purpose, deadline, and mode of communication, the type, and quality of the original text, such as its clarity, coherence, and accuracy. Therefore, text shapers need to develop strategies and skills to overcome these difficulties and enhance their professional development and recognition in academic writing (Matarese, 2016; Mur-Dueñas, 2017).

Conclusion

Text shapers are people who help NNES researchers to communicate their research in English and to publish their articles in international journals. This article has provided an overview of who they are, what they do, and how they feel about their profession and role in academic publishing. Based on a review of some studies on text shaping from different disciplines and contexts, the article has identified some common characteristics, techniques, benefits, and challenges of text shaping. It is a complex and dynamic process that involves multiple actors, texts, languages, cultures, disciplines, genres, and contexts. Therefore, text shaping needs to be flexible and adaptable to different situations and needs. As it is a collaborative and interactive process, it involves communication and cooperation between different stakeholders involved in academic publishing. Therefore, text shapers need to be respectful and responsive to different perspectives and expectations. Text shaping is a creative and critical process involving innovation and evaluating different texts and techniques. Thus, text shapers need to be aware and reflective of their practices and choices. Consequently, by incorporating the language professionals and showing how they contribute to the pre-publication process of the text, we aimed to bring recognition to those whose mostly hidden services are less taken into consideration, if not at all. It is essential for English for Academic Purposes (EAP) and English for Research Publication Purposes (ERPP) researchers to recognize the role of these professionals and understand how they complement the other manuscript readers who belong to the discourse community. Only by comprehending the actions, reactions, and interactions of all the pre-publication readers can we estimate how much the author's voice is reflected in the published research article (Burrough-Boenisch, 2003). By acknowledging the role of language professionals, we can see the published text as a product of the publishing industry aimed at a certain discourse community.

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Sense of Self-Efficacy and Emotional Intelligence as Predictors of Job Satisfaction Among Iranian EFL Teachers

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Abstract

The present study sought to explore the predicting power of sense of self-efficacy (SE) and emotional intelligence (EI) on the Iranian EFL teachers' job satisfaction (JS). To this end, 125 EFL teachers were selected from private language institutes. The participants were asked to complete three questionnaires: Minnesota Satisfaction Questionnaire (MSQ), Teacher Self-Efficacy Scale (TSES), and Emotional Quotient inventory (EQ-i). Significant positive relationships between EI and JS and between SE and JS were observed and independent variables significantly predicted JS. More experienced teachers had a significantly higher mean than novice teachers on JS. Finally, it was revealed that there was not any significant difference between less and more experienced teachers with regard to the correlation between EI and JS and between sense of SE and JS. It is concluded that providing teachers with some interventions such as coaching and mentoring seems necessary.

Keywords: job satisfaction, sense of self-efficacy, emotional intelligence

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Introduction

Teachers, as one of the main players in the teaching milieu, have an important role in every educational context. Job satisfaction as a critical construct in organizational behavior research has positive outcomes for both employees and employers, such as increased job performance, job commitment, and reduced turnover rates (Judge et al., 2001). Each person who is not satisfied with his/her job faces different problems, and English language teachers are no exception to this rule. Masanja (2013) argues that the importance of teachers being satisfied with their work is a fundamental factor for any educational center to be effective in terms of performance and progress. There are various teacher-related variables and numerous research bodies that show the importance of teachers' job satisfaction, such as organizational factors, environmental factors, worker characteristics, and occupational nature that influence job satisfaction (Shoostarian et al., 2013).

Emotional intelligence is one of the factors being investigated in this study. Emotional intelligence has been shown to be a predictor of job satisfaction in various professions, including teaching (Brackett et al., 2010). Emotional intelligence is "the subset of social intelligence that involves the ability to monitor one's own and others' feelings, to discriminate among them, and to use this information to guide one's thinking and actions" (Salovey & Mayer, 1990, p. 185). According to Mayer and Salovey (1997), emotional intelligence consists of specific skills that are designed to coordinate the ability to perceive emotions, facilitate thought processes, understand emotions, and manage emotions. However, the role of emotional intelligence in predicting job satisfaction among language teachers has not been extensively studied. And there are many more studies on emotional intelligence and other factors supporting the claim that it is an important factor to be studied among teachers.

Self-efficacy has been linked to a range of positive outcomes for teachers, including increased job satisfaction (Skaalvik & Skaalvik, 2007). In numerous studies, the effect of self-efficacy beliefs has been investigated and found to have a positive correlation with job satisfaction (Caprara et al., 2003; Chaaban and Du, 2017; Ryan & Deci, 2000). In the context of teaching, self-efficacy refers to a teacher's belief in his/her ability to teach effectively and make a positive impact on their students (Tschannen-Moran & Woolfolk-Hoy, 2001). The concept of self-efficacy, or an individual's belief in their ability to perform a task successfully, has been consistently linked to job satisfaction (Stajkovic & Luthans, 1998).

Job satisfaction was identified by Caprara et al. (2003) as a "decisive element" (p. 823), impacting teachers' attitudes and performance. It is an important factor affecting the well-being and success of employees, particularly educators such as language teachers. As Salim et al. (2012) stated, "Since the teaching profession involves, among other things, teaching, nurturing, and leading, it may be assumed that EI is very important in ensuring teacher effectiveness and job satisfaction" (p. 125). Emotional intelligence is considered to be a critical factor for success in various fields, including education. Sense of self-efficacy is a crucial component in determining an individual's motivation, behavior, and achievement in diverse areas of life, including the workplace. The way teachers believe in themselves is very important for both

students and teachers, as well as the whole educational system. Researchers are discovering that instructors' self-efficacy affects their teaching habits as well as the motivation and performance of their pupils (Skaalvik & Skaalvik, 2007; Tschannen-Moran & Woolfolk-Hoy, 2001). Iranian EFL teachers face several challenges in their profession, including limited resources, low salaries, and high workloads. Therefore, researching factors that may contribute to their job satisfaction is vital for improving their overall well-being and performance. Understanding the relationship between sense of self-efficacy and emotional intelligence and job satisfaction among Iranian EFL teachers can help identify effective strategies for enhancing their job satisfaction and performance.

While there has been significant research on the factors that contribute to job satisfaction among language teachers, there is a gap in the literature regarding the role of two important psychological constructs, namely self-efficacy and emotional intelligence, as predictors of job satisfaction. To the best of the researcher's knowledge, there have been very few studies, if any, which have investigated the predictive role of emotional intelligence and sense of self-efficacy on Iranian EFL teachers' job satisfaction at the same time. Therefore, this study aims to explore the relationship between these two constructs and job satisfaction among Iranian EFL teachers and whether there is a significant relationship among these variables or not. Moreover, the difference between less and more experienced teachers with regard to the three variables is also investigated and discussed. So, the following questions are aimed at being answered quantitatively through data analysis:

1. Are there any significant relationships between emotional intelligence, its five main subscales, and job satisfaction among Iranian EFL teachers?
2. Are there any significant relationships between sense of self-efficacy, its three main subscales, and job satisfaction among Iranian EFL teachers?
3. Do emotional intelligence and sense of self-efficacy significantly predict job satisfaction among Iranian EFL teachers?
4. Do less experienced (novice) teachers differ from their more experienced counterparts in terms of job satisfaction?

Is there any significant difference between less and more experienced teachers with regard to the correlation between EI and JS and between SE and JS?

Review of Literature

Job Satisfaction

According to Wanger and Gooding (1987), the progress of an organization relies on the job satisfaction of its employees, since the productivity of the organization is contingent upon the level of job satisfaction among its workforce. In the context of teachers, job satisfaction has been identified as a predictor of teacher retention, a factor in teacher commitment, and a contributor to teacher effectiveness (Shann, 1998). Teacher JS is considered as "a predictor of teacher retention, a determinant of teacher commitment, and a contributor to teacher effectiveness", which leads to the teacher's performance enhancement and eventually the ability to have a

positive effect on the students' final performance (Shann, 1998, p. 67). Additionally, teacher job satisfaction has been shown to decrease attrition rates, improve job performance, and positively impact student outcomes. However, measuring job satisfaction among teachers is challenging because they have varying perspectives on what makes their careers fulfilling (Shann, 1998). It has been observed to be a predictor of thoughts of leaving the profession (Lam et al., 1995), thus playing a crucial role in maintaining the stability of the teaching staff. Teacher job satisfaction is thought to contribute to the overall quality of their work life, leading to psychological well-being (Menlo & Poppleton, 1990), personal fulfillment, and professional growth. Throughout the last decades, due to certain reasons, JS has been the target of several research studies. There is this strong belief that JS is a powerful predictor of the general wellbeing of a person in a job setting (Argyle, 1989). Understanding the factors that contribute to job satisfaction is essential for improving the quality of education and the well-being of teachers. According to Shooshtarian et al. (2013), job satisfaction can be influenced by various factors, including organizational factors, environmental factors, the nature of the job itself, and the characteristics of the employee. Job satisfaction holds great significance for teachers because it affects the learning environment for students. When teachers experience high levels of job satisfaction, they are more likely to believe that their role in the school is fulfilling over time.

Reviewing related literature, numerous definitions can be found by various scholars for job satisfaction. Demirtas (2010) stated that expressing job satisfaction in a precise manner that is universally accepted by scholars is challenging. Evans (1997) combined "job comfort" and "job fulfillment" together in order to define the term job satisfaction as "a state of mind determined by the extent to which the individual perceives her/his job-related needs to be being met" (p. 833). The definition of teacher job satisfaction and what it entails are not universally agreed upon. However, there are some international trends suggesting that teachers derive the most satisfaction from intrinsic aspects of their role, such as student achievement, assisting students, positive relationships with students and others, and personal growth (Dinham & Scott, 1998). The concept of job satisfaction refers to individuals' emotional connection to their work and is influenced by the perceived alignment between their job expectations and what they believe the job actually provides (Syptak et al., 1999). Locke (1976) defined job satisfaction as "a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences" (p. 1300). According to Robbins and Timothy (2007), job satisfaction can be described as a favorable emotion towards one's job which arises from an assessment of its features.

It appears that job satisfaction is achieved when one's expectations regarding their job, as well as their social and personal lives, are met. Realizing one's expectations of their job, and subsequently their expectations of their social and personal lives, seems to be the key to job satisfaction. The phenomenon of feeling satisfied has numerous facets and is influenced by a variety of contextual, societal, and personal factors. In recent years, over the past two decades, there has been an increasing focus and interest within the L2 teacher education field in investigating the

effects of psychological factors related to teachers on their job satisfaction, burnout levels, and overall effectiveness.

Emotional Intelligence

Although there is ongoing debate regarding a single definition or framework for emotional intelligence, it is widely agreed that the possession of emotional skills is linked to achievement in various aspects of one's life. Typically, individuals high in emotional intelligence have the ability to perceive, understand, and manage emotions and allow emotions to facilitate their thought (Mayer, 2001). Emotional intelligence can be seen as the integration of intrapersonal and interpersonal intelligence within an individual. According to the literature on emotional intelligence, there are many definitions for what constitutes emotional intelligence. Alternative definitions and models of emotional intelligence view it as a combination of perceived abilities, skills, and personality traits.

Bar-On (2000) claimed that emotional intelligence (EI) encompasses a range of abilities, skills, and personal qualities that influence an individual's ability to thrive in challenging situations. Put simply, EI can be understood as the capacity to understand emotions and how they affect relationships with others. According to Bar-On (2000), who created the most widely used mixed measure of emotional intelligence, emotional and social competencies and skills are interconnected and determine our ability to understand and express ourselves, perceive others and communicate with them, and handle everyday challenges and issues. In this conceptualization, emotional and social competencies and skills are comprised of five main concepts. Each of these concepts is made up of several closely related components.

Being emotionally and socially intelligent entails having a keen awareness of oneself and effectively expressing emotions, as well as possessing the ability to understand and communicate effectively with others. Ryback (1998) claimed that emotional intelligence refers to a person's capacity to perceive and understand the emotions conveyed through interpersonal communication. Essentially, emotional intelligence (EI) is different from what is typically considered cognitive intelligence, as it focuses on one's ability to recognize emotions and feelings in themselves and others. Despite varying viewpoints on emotional intelligence (EI), EI definitions are frequently complementary rather than contradictory. The diverse understandings of EI translate into how an individual relates to themselves and others, encompassing both intrapersonal (interaction with oneself) and interpersonal (interaction with others) relationships.

Self-Efficacy

Self-efficacy pertains to an individual's beliefs regarding their ability to effectively accomplish a specific task or action (Bandura, 1977), and it is influenced by the environment in which the individual works. This theory emphasizes the interplay between personal factors (such as thoughts) and behaviors, as well as environmental conditions. Bandura proposed in his self-efficacy theory that human actions are shaped by an individual's beliefs about two types of expectations: outcome

expectations, which refer to a person's assessment of the results that will follow from a particular behavior, and efficacy expectations, which pertain to the person's confidence in their ability to effectively perform the necessary actions to achieve the desired outcome (Bandura, 1977). While previous assessments of teachers' self-efficacy suffered from flawed understanding, such as emphasizing ability rather than capability and focusing on external factors instead of internal beliefs (Tschannen-Moran et al., 1998), more recent measures like Tschannen Moran and Woolfolk-Hoy's (2001) Teachers' Self-Efficacy Scale align more closely with Bandura's (1997) theoretical principles. Tschannen-Moran and Woolfolk-Hoy (2001), according to their own model, divided teachers' self-efficacy beliefs into three subcategories: Efficacy in student engagement, efficacy in instructional strategies, and efficacy in classroom management. That is to say, a teacher who is capable of engaging students in different tasks and activities in the classroom discussion, efficacious in using various practical strategies in appropriate situations, and able to manage the classroom effectively in case of some crucial problems can be called a teacher with a high sense of self-efficacy. In the past, researchers studying teacher efficacy have referred to two sets of beliefs as "teaching efficacy" and "personal teaching efficacy" (Ashton & Webb, 1986; Gibson & Dembo, 1984). In order to address the need for a comprehensive measurement tool, Tschannen-Moran and Woolfolk-Hoy (2001) created a 24-item Teachers' Sense of Efficacy Scale with three distinct dimensions: instructional strategies, classroom management, and student engagement.

Job Satisfaction and Self-Efficacy

Extensive research has been conducted on teachers' self-efficacy, which refers to the belief that teachers have the ability to influence student learning, specifically within the classroom setting (Miller et al., 2017). The confidence teachers possess in their ability to actively participate in activities that enhance student learning is a crucial element that consistently foretells both teacher behavior and student results (Zee & Koomen, 2016). According to Wyatt (2018), self-efficacy can be described as teachers' confidence in their capacity to facilitate learning through different cognitive, metacognitive, affective, and social approaches that are specific to tasks, domains, and contexts. Consequently, it is closely connected to the behaviors and attitudes exhibited by teachers. In reality, teachers who possess confidence in their teaching abilities anticipate positive outcomes with their students and anticipate receiving high evaluations from both their students and school officials (Silverman, 2010). Individuals with greater self-efficacy are more likely to achieve success in their lives compared to those with lower levels of self-efficacy. Conversely, teachers who lack self-efficacy in their capacity to instruct, engage, and communicate with their students, parents, and colleagues have contrasting expectations (Gay, 2010). According to Wyatt (2018), a comprehensive synthesis of research on language teacher self-efficacy beliefs has yet to be conducted.

Numerous conceptual frameworks that incorporate multiple factors have been generated in the field of job satisfaction. Lent and Brown (2006) came up with a concept that defines job satisfaction as important categories of variables that make up a model, including: a) work-educational satisfaction; b) personality and affective

traits; c) goals and goal-oriented activity; d) self-efficacy; e) work conditions and outcomes; and f) goal-oriented environmental supports, resources, and obstacles.

It appears that self-efficacy plays a mediating role in the connection between several independent variables and job satisfaction, which is considered a dependent variable (Jex & Bliese, 1999). The significant positive relationship between self-efficacy and job satisfaction has also been confirmed by Adebomi, Olufunke, and Oluyemisi (2012), Klassen and Chiu (2010), and Viel-Ruma et al. (2010). People who have high levels of self-efficacy tend to handle challenges more effectively and persistently, leading to the attainment of desirable outcomes and ultimately greater satisfaction from their work. Having lower levels of self-efficacy is linked to lower job satisfaction and increased physical strain.

In a study carried out by Chan et al. (2020), a positive association among three crucial elements was revealed: teaching self-efficacy, work engagement, and job satisfaction. In a meta-analysis done by Kasalak and Dağyar (2020), data from 102 independent reports collected in 2008, 2013, and 2018 as part of the Teaching and Learning International Survey (TALIS) in 50 countries were examined to explore the relationship between teacher self-efficacy and job satisfaction. The study revealed a positive and significant relationship between teacher self-efficacy and job satisfaction. Türkoğlu et al. (2020) did a research involving elementary, middle, and high school teachers to probe the correlation between teachers' self-efficacy and their job satisfaction prediction. The findings indicated a positive association between these variables, with self-efficacy serving as a predictor of job satisfaction.

Job Satisfaction and Emotional Intelligence

Emotional intelligence (EI) is one of the factors being investigated in this study. Emotional intelligence has been shown to be a predictor of job satisfaction in various professions, including teaching (Brackett et al., 2010). However, the role of emotional intelligence in predicting job satisfaction among language teachers has not been extensively studied. Emotional intelligence has been found to be positively related to job satisfaction (Carmeli & Josman, 2006).

EI refers to a form of social intelligence that empowers individuals to navigate their own emotions as well as those of others, with the goal of utilizing these emotions to adapt and thrive in life. Consequently, this ability is highly necessary to ensure the impactful functioning of teachers (Hans et al., 2013). Teachers who possess high levels of emotional intelligence are more adept at handling the emotional challenges that come with teaching, such as managing student behavior and interacting with challenging parents (Brackett et al., 2010).

The study done by Hekmatzadeh et al. (2016) examined the correlation between the level of emotional intelligence and overall job satisfaction among English as a Foreign Language (EFL) teachers employed in private language institutes located in Iran. According to the findings, a noteworthy and favorable relationship between emotional intelligence and job satisfaction among EFL teachers was shown. Ferdowsi and Ghanizadeh (2017) investigated the correlation among job satisfaction, emotional

intelligence (EQ), and stress coping strategies in English as a Foreign Language (EFL) teachers.

Alternative definitions and models of emotional intelligence view it as a combination of perceived abilities, skills, and personality traits. Being emotionally and socially intelligent entails having a keen awareness of oneself and effectively expressing emotions, as well as possessing the ability to understand and communicate effectively with others. It also involves adeptly navigating daily challenges, demands, and pressures. This encompasses an individual's intrapersonal capacity to self-reflect, acknowledge strengths and weaknesses, and express emotions and thoughts in a non-destructive manner. On an interpersonal level, emotional and social intelligence includes the aptitude to empathize with others' emotions, feelings, and needs and to establish and maintain positive, constructive, and mutually satisfying relationships. Ultimately, being emotionally and socially intelligent entails approaching situations rationally and adaptively, problem-solving, and making sound decisions.

Method

Research Design

The present study was a correlational study that aimed at investigating the relationship between three variables: Job satisfaction, sense of self-efficacy, and emotional intelligence. In term of study purpose, a quantitative correlational approach was deemed suitable for examining the relationships between variables and gaining a better understanding of their nature and scope. Since this was a correlational study, there was no need for manipulation or treatment of independent variables, and everything was done directly once the data were collected.

Context and Participants

The participants in this study were 125 English language teachers from Iran, who were selected through convenience sampling because of limited time and resources, and due to the fact that this study focused on specific groups accessible to the researcher. They were all bilingual and trilingual teachers teaching in private language institutes in Mahabad, Urmia, and Tehran, holding academic certificates. Due to the fact that experience as an extraneous variable would affect the results, the researcher controlled this variable and analyzed the data separately for both experienced and inexperienced teachers. In this study, novice and experienced teachers were divided based on Gatbonton's (2008) model, which characterizes novice teachers as those with less than 5 years of teaching experience and experienced teachers as those with more than 5 years of teaching experience. Table 1 depicts the related information of the participants.

Table 1

Participants' Demographic Information (N = 125)

Variables	Number	Percentages
Gender		
Male	44	35.2%
Female	^1	64.8%
Experience in teaching English (years)		
1-5 (Less Experienced)	٧٢	٥٧.٦%
More than 5 (More Experienced)	٥٣	٤٢.4%
Teachers' level of education		
Bachelor's degree	32	٢5.٦%
Master's degree	72	57.6%
Doctorate degree	21	16.8%

Instruments

Minnesota Satisfaction Questionnaire (MSQ)

In order to derive information about the level of satisfaction English language teachers experience about their job, the Minnesota Satisfaction Questionnaire (MSQ), developed by Weiss et al. (1977), was used, which consists of two short and long forms. In this study, the researcher used the short form, which included 20 items on the Likert scale. The items were scored as [1] very dissatisfied, [2] dissatisfied, [3] neutral, [4] satisfied, and [5] very satisfied. As measured by Cronbach's alpha coefficient, the reliability of the questionnaire was .85 (Davariabina & Ghobadi Asl, 2021).

The validity of MSQ has recently been established by Otaki and Rahdarpour (2023) using CVR and CVI forms. The validity of the tool was measured through face, content and construct validity. Since CVR value all questions was above 0.62, there was no need to delete any questions (Otaki & Rahadarpour, 2023).

The Teachers' Sense of Efficacy Scale (TSES)

The study utilized the Teachers' Sense of Efficacy Scale (TSES), which was created and validated by Tschannen Moran and Woolfolk-Hoy (2001), to assess the self-efficacy of EFL teachers. The TSES was developed to measure teachers' capabilities concerning instructional strategies, student engagement, and classroom management. This scale includes 24 items. Response options ranged from 1 (nothing) to 5 (a great deal). The item examples are from (1) "How much can you do to get through to the most difficult students?" to (24) "How well can you provide appropriate challenges for competent students?"

Researchers have investigated the TSES short- and long-form measures in a variety of settings and have found adequate reliability and validity for the whole scales and their three subscales: self-efficacy for classroom management, instructional

strategies, and student engagement. For example, Klassen et al. (2009) found reliabilities that ranged from .71 to .94 for TSES short-form subscales in five countries and significant relationships between the TSES subscales and job satisfaction in all settings. According to Roohani and Irvani (2020), Eslami and Fatahi (2008) established the validity of TSES in the context of Iran. Moreover, Chang and Engelhard (2016) reconfirmed the validity of the original questionnaire with data from 554 teachers in a US Midwestern state, using the Rasch model.

Emotional Quotient Inventory (EQ-i)

To evaluate language teachers' EI, the researcher employed the "Bar-On EI test", which was designed by Bar-On (1997). The Bar-On EI test is a self-reported measure of emotionally and socially intelligent behavior that provides an estimate of emotional-social intelligence (Bar-On, 1997). In this study, the translated (Persian) version of EQ-i with 90 items was utilized. It was reported that the questionnaire obtained a Cronbach's alpha value of 0.93, signifying high internal consistency, and a reliability index of 0.88, determined through the odd-even, split-half method (Samouei, 2003). Hekmatzadeh et al. (2016) tried to assess the validity and reliability of the Persian version of the questionnaire with a group of 30 teachers from language institutes outside of the sample group.

Data Collection Procedure

The questionnaires were available to the participants in the Google Doc, and the link to access the items was shared. At first, an introduction to the topic of research was provided in order to familiarize the participants. Since teachers participating in the study were familiar with English well, the original (English Version) TSES and MSQ were provided, and the translated (Persian) and modified EQ-i was used. The modified version of EQ consists of five main scales and 90 items totally. As mentioned a priori, its validity and reliability has been well established in Iranian context. The purpose of the study and the allocated time to fill out the questionnaires were specified as well. It was mentioned that the information would be confidential and no one would access it, so they could fill out the questionnaire honestly in order for the researcher to obtain genuine data. The participants were given clearly made instructions in order to meticulously fill out the questionnaires. And, moreover to convince them to carefully fill all three questionnaires, the researcher provided a gift for those completing all the items. To achieve the objectives of this correlational study, the data were collected by distributing the batteries of questionnaires for the three variables. The data collection began in the Spring of 2023. A total of 140 questionnaires were initially administered both electronically and in print format. Among the returned questionnaires, 15 samples were discarded since they seemed to have been carelessly filled out. The battery of questionnaires included directions and explanations on how to complete the questionnaires.

Data Analysis

First, the descriptive statistics (Mean, Standard deviation, Minimum, and Maximum numbers associated with each questionnaire) were specified first. The normality of job satisfaction, emotional intelligence, and sense of self-efficacy were

explored through the skewness and kurtosis indices of normality. Second, Cronbach's alpha reliability indices were computed for job satisfaction, emotional intelligence and its five components, and sense of self-efficacy and its three components. Third, Pearson Correlation was computed to probe any significant relationships between independent and dependent variables. In the fourth stage, to test the hypothesis that self-efficacy and emotional intelligence are predictors of job satisfaction among Iranian EFL teachers, Linear Regression using the backward method was run to predict job satisfaction through independent variables and their components. Fifth, Independent-Samples t-test was run to compare the job satisfaction of less and more experienced teachers. And finally, Pearson Correlations were computed between job satisfaction, emotional intelligence, and sense of self-efficacy for less and more experienced teachers, and two correlations were compared using Z-transformation.

Results

Descriptive Statistics and Normality Check

Table 2 shows the descriptive statistics for job satisfaction, sense of self-efficacy, and emotional intelligence and their components. Table 2 also shows the number of items for each variable. It should be noted that all variables were measured on a Likert scale with one to five choices.

Table 2

	N	Items	Minimum	Maximum	Mean	Std. Deviation
Job Satisfaction	125	20	13	84	59.59	15.742
Intrapersonal	125	30	23	132	91.28	26.528
Interpersonal	125	18	11	81	57.02	16.064
Stress Management	125	12	5	51	31.02	10.267
Adaptability	125	18	10	83	53.65	16.214
General Mood	125	12	1	13	7.90	2.558
Emotional Intelligence	125	90	73	400	266.30	76.911
Student Engagement	125	8	4	33	20.86	5.473
Instructional Strategies	125	8	4	31	19.85	5.907
Classroom Management	125	8	7	32	20.86	5.480
Sense of Self-Efficacy	125	24	20	96	61.57	15.896

Descriptive Statistics and Number of Items

Table 3 shows the skewness and kurtosis for job satisfaction, emotional intelligence, and sense of self-efficacy and their components. Since all values were within the ranges of ± 2 , it was concluded that the present data did not show any significant deviation from a normal distribution.

Table 3

Skewness and Kurtosis Indices of Normality

	N	Skewness		Kurtosis	
	Statistic	Statistic	Std. Error	Statistic	Std. Error
Job Satisfaction	125	-.450	.217	-.327	.430
Intrapersonal	125	-.722	.217	-.316	.430
Interpersonal	125	-.855	.217	.098	.430
Stress Management	125	-.256	.217	-.737	.430
Adaptability	125	-.412	.217	-.510	.430
General Mood	125	-.258	.217	-.317	.430
Emotional Intelligence	125	-.604	.217	-.407	.430
Student Engagement	125	-.614	.217	.192	.430
Instructional Strategies	125	-.420	.217	-.317	.430
Classroom Management	125	-.326	.217	-.453	.430
Sense of Self-Efficacy	125	-.554	.217	-.122	.430

Cronbach’s Alpha Reliability Indices

Table 4 shows the Cronbach’s alpha reliability indices for job satisfaction, emotional intelligence, and sense of self-efficacy and their components. The overall reliability indices for job satisfaction, emotional intelligence, and sense of self-efficacy were .938, .988, and .921 respectively. The reliability indices for the components of emotional intelligence were: intrapersonal ($\alpha = .966$), interpersonal ($\alpha = .948$), stress management ($\alpha = .915$), adaptability ($\alpha = .944$), and general mood ($\alpha = .883$). The reliability indices for the three components of sense of self-efficacy were: student engagement ($\alpha = .834$), instructional strategies ($\alpha = .846$), and classroom management ($\alpha = .667$).

Table 4

Cronbach’s Alpha Reliability Statistics

	Cronbach's Alpha	N of Items
Job Satisfaction	.938	20
Intrapersonal	.966	30
Interpersonal	.948	18
Stress Management	.915	12
Adaptability	.944	18
General Mood	.883	12
Emotional Intelligence	.988	90
Student Engagement	.834	8
Instructional Strategies	.846	8
Classroom Management	.667	8
Sense of Self-Efficacy	.921	24

Investigating the First Research Question

The first research question stated whether there were any significant relationships between emotional intelligence, its five main subscales, and job satisfaction among Iranian EFL teachers. As shown in Table 5, emotional intelligence had a significant and large correlation with job satisfaction ($r(123) = .633$, representing a large effect size, $p < .008$). The components of emotional intelligence also had significant correlations with job satisfaction, i.e., intrapersonal ($r(123) = .619$, $p < .008$), interpersonal ($r(123) = .631$, $p < .008$), stress management ($r(123) = .652$, $p < .008$), adaptability ($r(123) = .615$, $p < .008$), and general mood ($r(123) = .380$, $p < .008$).

Table 5

Pearson Correlations for Job Satisfaction, Emotional Intelligence, and Its Components

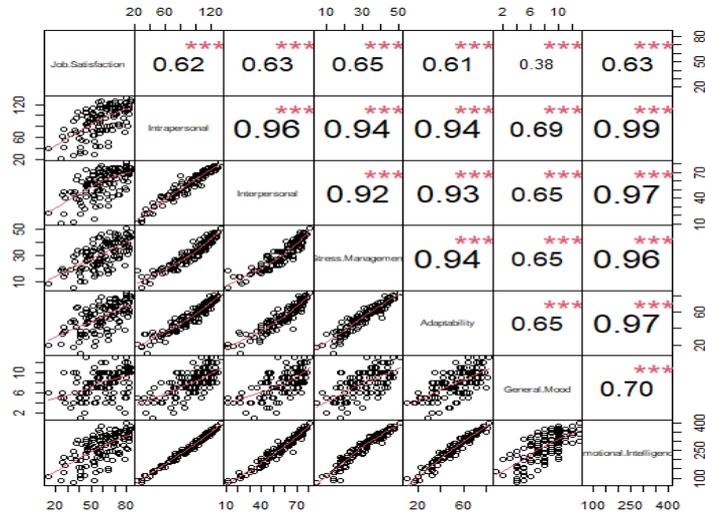
		Job Satisfaction
Emotional Intelligence	Pearson Correlation	.633**
	Sig. (2-tailed)	.000
	N	125
Intrapersonal	Pearson Correlation	.619**
	Sig. (2-tailed)	.000
	N	125
Interpersonal	Pearson Correlation	.631**
	Sig. (2-tailed)	.000
	N	125
Stress Management	Pearson Correlation	.652**
	Sig. (2-tailed)	.000
	N	125
Adaptability	Pearson Correlation	.615**
	Sig. (2-tailed)	.000
	N	125
General Mood	Pearson Correlation	.380**
	Sig. (2-tailed)	.000
	N	125

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

As shown in Figure 1, job satisfaction had linear relationships with emotional intelligence and its five components. None of the scatter plots showed curve-like patterns.

Figure 1

Scatter Plots for Job Satisfaction, Emotional Intelligence, and Its Components



The spread of dots along the first columns also did not show any funnel shapes, i.e., narrow at one end and wide at the other end. These results also indicated that the assumption of homoscedasticity was retained. It should be noted that the other scatter plots showed relationships among the components of emotional intelligence. They also did not show any rising-and-falling or funnel-shaped patterns.

Investigating the Second Research Question

As shown in Table 6, sense of self-efficacy had a significant and large correlation with job satisfaction ($r(123) = .570$, representing a large effect size, $p < .012$). The components of sense of self-efficacy also had significant correlations with job satisfaction, i.e., student engagement ($r(123) = .584$, $p < .012$), instructional strategies ($r(123) = .565$, $p < .012$), and classroom management ($r(123) = .461$, $p < .012$). As shown in Table 6, all probabilities associated with Pearson Correlation were .000, and lower than .012.

Table 6

Pearson Correlations for Job Satisfaction, Sense of Self-Efficacy, and Its Components

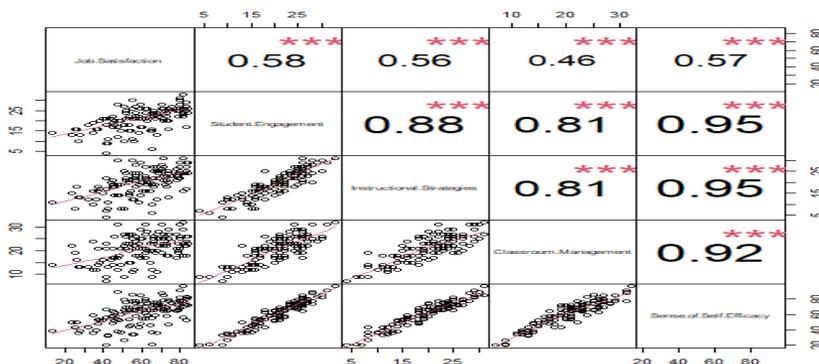
		Job Satisfaction
Student Engagement	Pearson Correlation	.584**
	Sig. (2-tailed)	.000
	N	125
Instructional Strategies	Pearson Correlation	.565**
	Sig. (2-tailed)	.000
	N	125
Classroom Management	Pearson Correlation	.461**
	Sig. (2-tailed)	.000
	N	125
Sense of Self-Efficacy	Pearson Correlation	.570**
	Sig. (2-tailed)	.000
	N	125

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

As shown in Figure 2, job satisfaction had linear relationships with sense of self-efficacy and its three components. None of the scatter plots showed curve-like patterns. The spread of dots along the first columns also did not show any funnel shapes, i.e., narrow at one end and wide at the other end. These results also indicated that the assumption of homoscedasticity was retained. It should be noted that the other scatter plots showed the relationships among the components of sense of self-efficacy. They also did not show any rising-and-falling or funnel-shaped patterns.

Figure 2

Scatter Plots for Job Satisfaction, Sense of Self-Efficacy, and Its Components



Investigating the Third Research Question

A linear regression was run to explore to what extent sense of self-efficacy and emotional intelligence could predict job satisfaction. Table 7 shows the results of the linear regression. The results indicated that the regression model converged at a single step. Both emotional intelligence and sense of self-efficacy entered into the regression equation on the first step to predict 44.8 percent of job satisfaction ($R = .669$, $R^2 = .448$). Thus, it can be concluded that both sense of self-efficacy and emotional intelligence significantly predicted job satisfaction.

Table 7

Linear Regression Model Summary^b Predicting Job Satisfaction Through Sense of Self-Efficacy and Emotional Intelligence

Model	R	R Square	Adjusted R Squar	Std. Error of the Estimate
	.669 ^a	.448	.439	11.790

a. Predictors: (Constant), Sense of Self-Efficacy, Emotional Intelligence

b. Dependent Variable: Job Satisfaction

The ANOVA tests of significance of the regression models (Table 8) indicated that the regression model ($F(2, 122) = 49.54$, $p < .05$, $\eta^2 = .448$, representing a large effect size) enjoyed statistical significance. It should be noted that the effect size index of eta-squared of .448 equals the R-squared value shown in Table 7.

Table 8

ANOVA^a Test of Significance of Regression Model Predicting Job Satisfaction Through Sense of Self-Efficacy and Emotional Intelligence

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	13773.076	2	6886.538	49.546	.000 ^b
Residual	16957.116	122	138.993		
Total	30730.192	124			

a. Dependent Variable: Job Satisfaction

b. Predictors: (Constant), Sense of Self-Efficacy, Emotional Intelligence

And finally, Table 9 displays the results of unstandardized (b) and standardized (beta) regression coefficients and their t-values. Based on these results, it can be concluded that both emotional intelligence ($b = .093$, $Beta = .455$, $t = 5.22$, $p < .05$), and sense of self-efficacy ($b = .279$, $Beta = .281$, $t = 3.23$, $p < .05$) had significant contributions to job satisfaction. That was why none of them were excluded in Table 7.

Table 9

Regression Coefficients^a Predicting Job Satisfaction Through Sense of Self-Efficacy and Emotional Intelligence

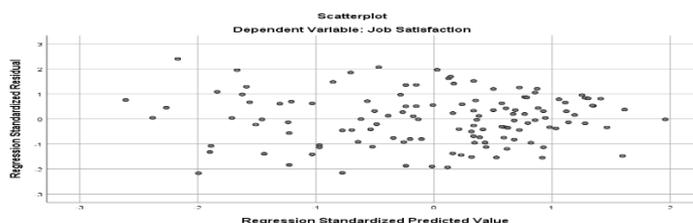
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	17.660	4.452		3.967	.000
1 Emotional Intelligence	.093	.018	.455	5.223	.000
Sense of Self-Efficacy	.279	.086	.281	3.232	.002

a. Dependent Variable: Job satisfaction

Figure 3 shows the scatter plot for the regression model. The spread of dots did not form a curve, indicating that the assumption of linearity was retained. The spread of dots also did not show any funnel shape, i.e., wide at one end and narrow at another end; hence, the homoscedasticity assumption.

Figure 3

Scatter Plots for Predicting Job Satisfaction Through Sense of Self-Efficacy and Emotional Intelligence



Regarding the components of EI and SE, a linear regression was run to predict job satisfaction through components of emotional intelligence and sense of self-efficacy. As shown in Table 10, the regression model converged in seven steps. All components of emotional intelligence and sense of self-efficacy entered the regression model on the first step to predict 50.4 percent of job satisfaction ($R = .710$, $R^2 = .504$). On the second to sixth steps, the following variables were excluded with minor changes in the prediction power: adaptability ($R = .710$, $R^2 = .504$), instructional strategies ($R = .710$, $R^2 = .504$), classroom management ($R = .709$, $R^2 = .502$), intrapersonal ($R = .706$, $R^2 = .498$), and interpersonal ($R = .705$, $R^2 = .498$). The final model included student engagement and stress management as the sole predictors of job satisfaction to predict 48.8 percent of this variable, i.e., ($R = .698$, $R^2 = .488$).

Table 10

Model Summary^h Predicting Job Satisfaction Through Components of Sense of Self-Efficacy and Emotional Intelligence

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.710 ^a	.504	.469	11.466
2	.710 ^b	.504	.474	11.418
3	.710 ^c	.504	.478	11.370
4	.709 ^d	.503	.482	11.325
5	.706 ^e	.498	.482	11.334
6	.705 ^f	.498	.485	11.297
7	.698 ^g	.488	.479	11.358

- a. Predictors: (Constant), Classroom Management, Adaptability, General Mood, Student Engagement, Instructional Strategies, Interpersonal, Stress Management, Intrapersonal
- b. Predictors: (Constant), Classroom Management, General Mood, Student Engagement, Instructional Strategies, Interpersonal, Stress Management, Intrapersonal
- c. Predictors: (Constant), Classroom Management, General Mood, Student Engagement, Interpersonal, Stress Management, Intrapersonal
- d. Predictors: (Constant), General Mood, Student Engagement, Interpersonal, Stress Management, Intrapersonal
- e. Predictors: (Constant), General Mood, Student Engagement, Interpersonal, Stress Management
- f. Predictors: (Constant), General Mood, Engagement, Stress Management
- h. Dependent Variable: Job Satisfaction
- g. Predictors: (Constant), Student Engagement, Stress Management

Table 11 shows the results of the ANOVA tests of significance for the regression models. The results indicated that the regression model enjoyed statistical significance at all seven steps, i.e., $p < .05$. The ANOVA results for the final step were as follows: $(F(2, 122) = 58.11, p < .05, \eta^2 = .488)$ representing a large effect size) enjoyed statistical significance. It should be noted that the effect size index of eta-squared of .488 equals the R-squared value for the seventh step shown in Table 10.

Table 11

ANOVA^a Test of Significance of Regression Model Predicting Job Satisfaction through Components of Sense of Self-Efficacy and Emotional Intelligenc

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	15479.338	8	1934.917	14.717	.000 ^b
	Residual	15250.854	116	131.473		
	Total	30730.192	124			
2	Regression	15476.701	7	2210.957	16.959	.000 ^c
	Residual	15253.491	117	130.372		
	Total	30730.192	124			
3	Regression	15474.297	6	2579.050	19.948	.000 ^d
	Residual	15255.895	118	129.287		
	Total	30730.192	124			
4	Regression	15468.116	5	3093.623	24.121	.000 ^e
	Residual	15262.076	119	128.253		
	Total	30730.192	124			
5	Regression	15315.757	4	3828.939	29.808	.000 ^f
	Residual	15414.435	120	128.454		
	Total	30730.192	124			
6	Regression	15288.917	3	5096.306	39.935	.000 ^g
	Residual	15441.275	121	127.614		
	Total	30730.192	124			
7	Regression	14992.293	2	7496.147	58.110	.000 ^h
	Residual	15737.899	122	128.999		
	Total	30730.192	124			

a. Dependent Variable: Job Satisfaction

b. Predictors: (Constant), Classroom Management, Adaptability, General Mood, Engagement, Instructional Strategies, Interpersonal, Stress Management, Intrapersonal

c. Predictors: (Constant), Classroom Management, General Mood, Engagement, Instructional Strategies, Interpersonal, Stress Management, Intrapersonal

d. Predictors: (Constant), Classroom Management, General Mood, Engagement, Interpersonal, Stress Management, Intrapersonal

e. Predictors: (Constant), General Mood, Engagement, Interpersonal, Stress Management, Intrapersonal

And finally, Table 12 shows the unstandardized and standardized regression coefficients for the regression models at seven steps.

Table 12

Regression Coefficient^a Predicting Job Satisfaction Through Components Sense of Self-Efficacy and Emotional Intelligence

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	
	B	Std. Error	Beta			
1	(Constant)	20.359	4.735		4.300	.000
	Intrapersonal	-.191	.187	-.321	-1.02	.310
	Interpersonal	.262	.246	.267	1.064	.290
	Stress Management	.945	.344	.616	2.744	.007
	Adaptability	-.031	.221	-.032	-.142	.888
	General Mood	-.621	.642	-.101	-.967	.336
	Engagement	.951	.461	.331	2.062	.041
	Instructional Strategies	.065	.413	.024	.157	.876
	Classroom Management	-.103	.395	-.036	-.260	.795
2	(Constant)	20.260	4.663		4.345	.000
	Intrapersonal	-.197	.180	-.333	-1.09	.275
	Interpersonal	.256	.241	.261	1.060	.292
	Stress Management	.924	.310	.603	2.982	.003
	General Mood	-.624	.639	-.101	-.977	.331
	Engagement	.957	.458	.333	2.089	.039
	Instructional Strategies	.055	.406	.021	.136	.892
	Classroom Management	-.097	.391	-.034	-.248	.805
3	(Constant)	20.171	4.598		4.387	.000
	Intrapersonal	-.198	.179	-.333	-1.10	.272
	Interpersonal	.256	.240	.261	1.065	.289
	Stress Management	.930	.305	.607	3.046	.003
	General Mood	-.628	.636	-.102	-.988	.325
	Engagement	.992	.376	.345	2.641	.009
	Classroom Management	-.081	.372	-.028	-.219	.827
4	(Constant)	19.927	4.443		4.485	.000
	Intrapersonal	-.193	.177	-.326	-1.09	.278
	Interpersonal	.261	.238	.267	1.099	.274
	Stress Management	.919	.300	.600	3.063	.003
	General Mood	-.697	.552	-.113	-1.26	.209
	Engagement	.929	.240	.323	3.873	.000
5	(Constant)	19.804	4.445		4.455	.000
	Interpersonal	.076	.167	.078	.457	.648
	Stress Management	.742	.253	.484	2.939	.004
	General Mood	-.841	.536	-.137	-1.56	.119
	Engagement	.913	.240	.318	3.812	.000
6	(Constant)	20.351	4.267		4.769	.000
	Stress Management	.837	.143	.546	5.860	.000
	General Mood	-.806	.529	-.131	-1.52	.130
	Engagement	.941	.231	.327	4.071	.000
7	(Constant)	18.646	4.140		4.504	.000
	Stress Management	.723	.122	.472	5.908	.000
	Engagement	.887	.230	.308	3.863	.000

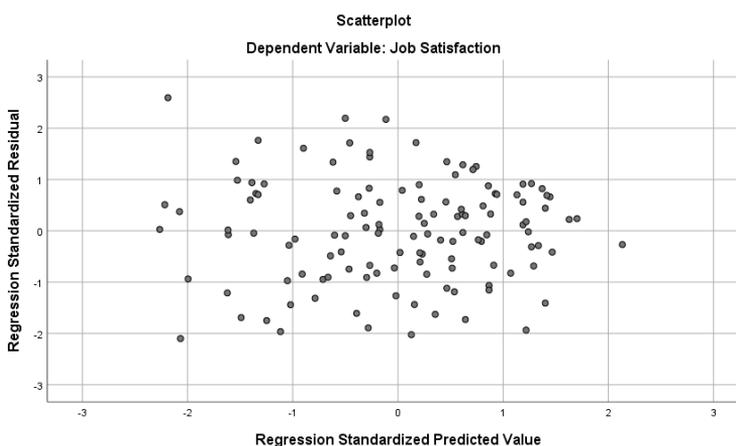
a. Dependent Variable: Job Satisfaction

It can be seen that the variable with the lowest t-value is the best candidate to be excluded in the next step. After excluding adaptability, instructional strategies, classroom management, intrapersonal, and interpersonal variables, the regression coefficients for the two significant predictors of job satisfaction were as follows: stress management ($b = .723$, $\beta = .472$, $t = 5.90$, $p < .05$); student engagement ($b = .887$, $\beta = .308$, $t = 3.86$, $p < .05$).

Figure 4 shows the scatter plot for the regression model. The spread of dots did not form a curve, indicating that the assumption of linearity was retained. The spread of dots also did not show any funnel shape, i.e., wide at one end and narrow at another end; hence, the homoscedasticity assumption.

Figure 4

Scatter Plots for Predicting Job Satisfaction Through Components of Sense of Self-Efficacy and Emotional Intelligence



Investigating the Fourth Research Question

An Independent-Samples t-test was run to compare the less and more experienced groups' means on job satisfaction in order to probe the fifth research question. Table 13 displays the results of the descriptive statistics for the two groups on job satisfaction. The results indicated that the more experienced teachers ($M = 74.28$, $SD = 6.15$) had a higher mean than the less experienced teachers ($M = 48.79$, $SD = 11.22$) on job satisfaction.

Table 13

Descriptive Statistics for Job Satisfaction by Groups

	Group	N	Mean	Std. Deviation	Std. Error
Job Satisfaction	More	53	74.26	6.156	.846
	Less	72	48.79	11.229	1.323

Table 14 displays the results of the independent-samples t-test. Before discussing the results, it should be noted that the assumption of homogeneity of variances was not retained for job satisfaction.

Table 14

Independent-Samples T-Test for Job Satisfaction by Groups

	Levene's Test for Equality of Variances		T-Test for Equality of Means						
	F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed	14.480	.000	14.935	123	.000	25.472	1.706	22.097	28.848
Equal variances not assumed			16.221	114.703	.000	25.472	1.570	22.362	28.583

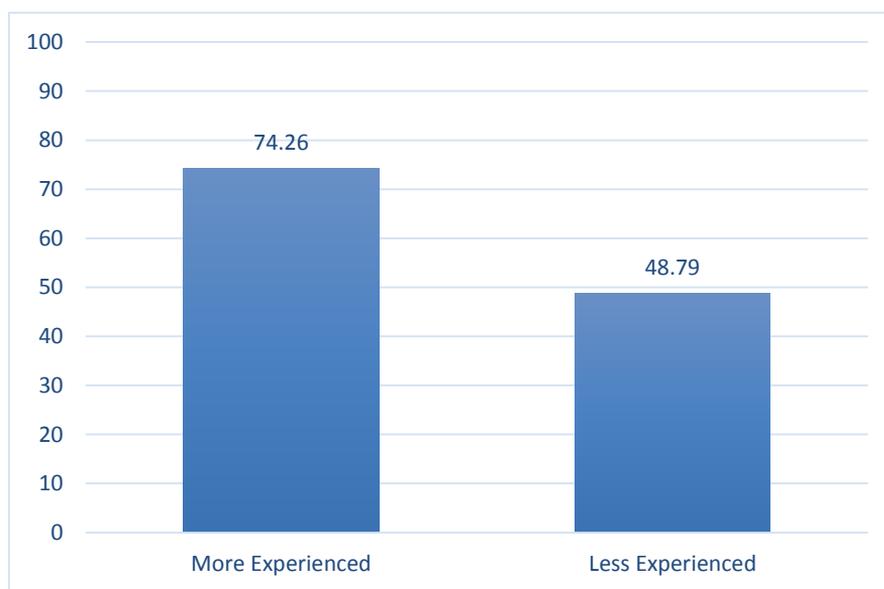
	Levene's Test for Equality of Variances		T-Test for Equality of Means						
	F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed	14.480	.000	14.935	123	.000	25.472	1.706	22.097	28.848
Equal variances not assumed			16.221	114.703	.000	25.472	1.570	22.362	28.583

As displayed in Table 14, the significant results of Levene’s test ($F = 14.48$, $p > .05$) indicated that the two groups were not homogenous in terms of their variances on job satisfaction. That was why the second row of Table 14, i.e., “Equal variances not

The results of the independent samples t-test ($t(114.70) = 16.22$, $p < .05$, $r = .835$ representing a large effect size) indicated that the more experienced teachers had a significantly higher mean than the less experienced teachers on job satisfaction. Figure 5 shows the two groups’ means on job satisfaction.

Figure 5

Means on Job Satisfaction by Groups



Investigating the Fifth Research Question

Table 15 shows the results of the Pearson Correlations between job satisfaction and emotional intelligence for less and more experienced teachers. The results indicated that less experienced teachers had higher correlation between job satisfaction and emotional intelligence ($r(70) = .512$, representing a large effect size, $p < .05$) than more experienced teachers ($r(51) = .326$, representing a moderate effect size, $p < .05$). The results of Z-transformation ($Z = 1.22$, $p > .05$) indicated that there was no significant difference between less and more experienced teachers with regard to the correlation between emotional intelligence and job satisfaction.

Table 15

Pearson Correlations Between Job Satisfaction and Emotional Intelligence by Groups

Experience		Job Satisfaction	
		Less	More
Emotional Intelligence	Pearson Correlation	.512**	.326*
	Sig. (2-tailed)	.000	.017
		72	53
		Z = 1.22	P = .111

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

* Correlation is significant at the 0.05 level (2-tailed).

Table 16 shows the results of the Pearson Correlations between job satisfaction and sense of self-efficacy for less and more experienced teachers. The results indicated that less experienced teachers had a higher correlation between job satisfaction and sense of self-efficacy ($r(70) = .484$, representing a large effect size, $p < .05$) than more experienced teachers ($r(51) = .383$, representing a moderate effect size, $p < .05$). The results of Z-transformation ($Z = .671$, $p > .05$) indicated that there was no significant difference between less and more experienced teachers with regard to the correlation between sense of self-efficacy and job satisfaction.

Table 16

Pearson Correlations Between Job Satisfaction and Sense of Self-Efficacy by Groups

Experience		Job Satisfaction	
		Less	More
Sense of Self-Efficacy	Pearson Correlation	.484**	.383**
	Sig. (2-tailed)	.000	.017
	N	72	53
		Z = .671	P = .251

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

Discussion

This study aimed at exploring the correlation between sense of self-efficacy, emotional intelligence, and job satisfaction in a group of Iranian EFL teachers. The findings obtained from the research indicate that both sense of self-efficacy and emotional intelligence play vital roles in predicting job satisfaction within this specific population.

Building upon previous research conducted by Bandura (1997) and Goleman et al. (2002), this study provides further evidence supporting the crucial role of sense of self-efficacy in predicting job satisfaction among EFL teachers in Iran. Self-efficacy has been linked to a range of positive outcomes for teachers, including increased job satisfaction, motivation, and well-being (Tschannen-Moran & Woolfolk Hoy, 2001). The results obtained from the investigation indicate a meaningful correlation between sense of self-efficacy and job satisfaction, with a moderate positive association observed ($r = .57, p < .05$). This suggests that as individuals' belief in their own abilities increases, so does their level of job satisfaction. The positive relationship between self-efficacy and job satisfaction is consistent with previous research on the topic (Skaalvik & Skaalvik, 2007; Zhang & Zhang, 2020). This discovery validates the outcomes of numerous studies documented in academic literature. For example, Adebomi et al. (2012), Caprara et al. (2003), Caprara et al. (2006), Chaaban and Du (2017), and Klassen and Chiu (2010) all support this finding. Similarly, Skaalvik and Skaalvik's (2010) findings also align with this result, demonstrating that self-efficacy has an impact on job satisfaction. Furthermore, this result enhances our understanding of the self-efficacy theory proposed by Bandura (1997), which suggests that efficacy beliefs influence how individuals perceive and handle contextual factors and challenges.

In addition to sense of self-efficacy, the study uncovered the significant role of emotional intelligence as a predictor of job satisfaction among EFL teachers in Iran. Emotional intelligence has been linked to a range of positive outcomes in the workplace, including better interpersonal relationships, greater job satisfaction, and improved performance (Mayer & Salovey, 1997). The results demonstrated a positive correlation between emotional intelligence and job satisfaction ($r = .63, p < .05$), indicating that as individuals' emotional intelligence levels increase, so does their level of job satisfaction. The positive relationship between emotional intelligence and job satisfaction is consistent with previous research on the topic as well (Brackett et al., 2010; Yin & Lee, 2012). Another study conducted in Iran, specifically focusing on physical education teachers (Mousavi et al., 2012), provided further support for the connection between emotional intelligence (EI) and job satisfaction (JS). This finding aligns with the observations made by Salim et al. (2012), who studied 1200 primary and secondary school teachers from 60 schools in Malaysia. In their research as well, a significant and positive correlation was discovered between the emotional intelligence of these teachers and their job satisfaction.

Based on the findings, it was revealed that EI and sense of SE accounted for a noteworthy proportion of the variance in job satisfaction ($R^2 = .44, F(2, 122) = 49.54, p < .05$). These results align with the principles outlined in Social Cognitive Theory

proposed by Bandura (1997), which posits that individuals who possess a heightened sense of self-efficacy are more likely to experience greater satisfaction in their work; in addition, they align with prior research conducted by Wong and Law (2002), which demonstrated a positive association between emotional intelligence and job satisfaction.

The study findings are in line with those of Hamdi and Amiri (2013), who found that there was a significant relationship between the emotional intelligence and self-efficacy variables and job satisfaction. Fathi and Savadi Rostami (2018) found that teacher self-efficacy positively influences and directly contributes to job satisfaction.

However, it is important to acknowledge and address several limitations inherent in the study. Firstly, the cross-sectional nature of the data poses constraints on establishing definitive causal relationships between the variables under investigation. Secondly, we relied on self-reported measures as the primary data collection method. This approach introduces the possibility of social desirability bias and other response biases. Thirdly, the sample was restricted to Iranian EFL teachers, highlighting the need for caution when generalizing the findings to other populations.

Notwithstanding these limitations, the present study offers valuable insights into the factors that influence job satisfaction among Iranian EFL teachers. The results of this investigation underscore the significance of sense of self-efficacy and emotional intelligence as predictors of job satisfaction within this specific population. These findings hold important implications for educational policymakers and institutions, as they provide guidance on how to enhance the well-being and job satisfaction of EFL teachers not only in Iran but also in other countries. Additionally, school administrators should provide teachers with opportunities for feedback, mentoring, and support to enhance their sense of self-efficacy and emotional intelligence.

Conclusion

Job satisfaction is a complex concept that has been extensively researched. Self-efficacy and emotional intelligence are key factors that contribute to job satisfaction. This study investigated the relationship between these factors among Iranian EFL teachers' job satisfaction. 125 teachers were selected and collected data through using questionnaires like TSES, EQ-i, and MSQ were analyzed. The study aimed to answer important research questions and provide insights into the factors influencing job satisfaction. The study found a significant positive correlation between job satisfaction (JS) and self-efficacy (SE) and its sub-components. EI and its five main subscales also showed a positive correlation with job satisfaction among EFL teachers. Both EI and SE and their sub-components contributed to job satisfaction and significantly predict it. Experienced teachers showed a greater sense of satisfaction, while less experienced teachers showed less sense of satisfaction regarding their job. Finally, no significant difference was observed regarding the SE and JS and EI and JS correlations among less and more experienced teachers.

The study suggests that teaching institutes and the educational system should provide opportunities for teachers to grow in SE and EI, boosting self-

confidence and integrating into social environments. Satisfied teachers can deal with issues more efficiently and feel better, which could be generalized to the entire education system. The study highlights the importance of self-efficacy and emotional intelligence in influencing job satisfaction levels among EFL teachers in Iran. It highlights the need for teachers to develop self-efficacy, engage in continuous professional development opportunities, and focus on developing emotional intelligence skills. This will help teachers understand their emotions and students' needs, leading to a more fulfilling teaching experience. Self-efficacy and emotional intelligence also contribute to job satisfaction of teachers as materials developers, as they foster confidence, creativity, effective instructional design, and successful classroom implementation. EFL teachers with high emotional intelligence can tap into their creativity and innovative thinking, resulting in engaging and effective learning resources. Self-efficacy and emotional intelligence also influence the instructional design process, as teachers with high self-efficacy set challenging goals and persist in the face of obstacles, leading to well-structured and effective materials. Teachers with high self-efficacy believe in their ability to use and adapt materials effectively, demonstrating enthusiasm and confidence during instruction.

The study highlights the pedagogical implications for teachers as examiners and assessors. Reflecting on teaching practices, setting achievable goals, providing constructive feedback, and recognizing contributions can boost self-efficacy and motivation. In conclusion, the study highlights the importance of incorporating self-efficacy and emotional intelligence in the education sector to improve job satisfaction and overall teaching and learning experiences.

Future research should explore specific factors contributing to these factors, such as teaching methodologies, classroom management strategies, and support systems. Examining the long-term effects of self-efficacy and emotional intelligence on job satisfaction within the dynamic landscape of teaching and exploring cultural variations and contextual factors could expand our understanding of this complex dynamic. Future research should also explore the intricate relationship between self-efficacy, emotional intelligence, and other significant outcomes for language teachers, such as burnout, turnover intention, and teaching effectiveness. Factors like organizational culture, leadership style, and teaching methodology could shed light on how these constructs interact within the broader educational environment. Further research should explore individual and contextual factors that may moderate the relationship between self-efficacy, emotional intelligence, and job satisfaction among language teachers. Factors like gender, age, teaching experience, and school culture can provide insights into the unique experiences and challenges faced by different groups of language teachers. It is also important to focus on examining the effectiveness of interventions designed to enhance teachers' self-efficacy and emotional intelligence, such as coaching, mentoring, or training programs, to improve job satisfaction and other important outcomes. Assessing the durability of these changes can determine their potential for creating lasting positive outcomes for teachers. Replicating this study in diverse cultural contexts could also help develop evidence-based strategies and support systems that foster positive teacher experiences.

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Developing and Validating a Pedagogical Content Knowledge (PCK) Questionnaire for Iranian EFL Teacher Education Programs: A Glocal Approach

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Abstract

Pedagogical Content Knowledge (PCK) is both decisive—as it helps to formulate and present subject matters—and glocally relative as it is prone to the specificity of curricula of varying socio-cultural contexts. This study developed and validated a PCK questionnaire by focusing on data obtained from Iranian English as a Foreign Language (EFL) teacher-education programs. PCK questionnaire items were extracted out of an in-depth literature review (globally) and interviews with 80 student-teachers (locally) and 120 student-teachers attending the pilot phase. Then, 180 other student-teachers completed a glocalised Likert-scale PCK questionnaire. Next, the final questionnaire, which was supposed to accommodate glocal aspects and subjected to both expert judgments as well psychometric measures like reliability estimation and factor analyses, enjoyed acceptable reliability index and validity measures including those of content and construct validity. The valid measure characterized as a 39-item is ultimately represented by nine factors including: *Teaching Language Skills, Language Teaching Strategies, Classroom Management, Curriculum Designing and Materials Development, Assessment Literacy and Abilities, Course book Evaluation, Language Teachers' Technological Knowledge, Language Teachers' Professional Development, and Internship effect on Practical Teaching*. The results underscore the significance of PCK in shaping effective teaching practices and provides the scholars with both instruments and context-sensitive practical model of EFL program evaluation.

Keywords: Iranian EFL setting, pedagogical content knowledge (PCK), student-teachers, teacher education program

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Introduction

Any teacher education program must undergo evaluation and refinement, particularly when it comes to pedagogical programs (Khatib et al., 2011). Educators generally assume that a teacher's content knowledge (CK) and Pedagogical Content Knowledge (PCK) are instrumental in guiding their actions and conscious decisions during the teaching process (Kavanoz et al., 2015; Kullman, 2019). On a global scale, discussions about instructors' content knowledge revolve around their depth of knowledge and how effectively it is structured (Van Driel & Berry, 2020). But, globally speaking, we may refer to the blending of global and local perspectives and approaches, which suggests the need to balance universal educational concepts with the unique needs and cultural contexts of a specific region.

In the study of PCK in EFL teacher training, a global approach would involve considering both the global principles and the local, context-specific factors that influence the development and assessment of PCK. Furthermore, PCK encompasses a teacher's understanding of subject matter, educational techniques, technology, teaching principles, and practicum (Depaepe et al., 2015). Depaepe et al. (2015) identify two critical components of PCK: instructional strategy knowledge and the ability to comprehend learners' misconceptions. PCK can be approached from various perspectives and modeled in different ways. One notable PCK model is Shulman's (1986) functional model, which focuses on knowledge of instructional strategies and understanding students' difficulties in grasping subject matter.

Locally speaking, in Iran, the EFL teacher training program spans four years and is administered by several universities, including State universities, Islamic Azad universities, and Farhangiyān Teacher Education University. Farhangiyān University, in particular, places emphasis not only on developing CK but also on fostering a scientifically supported understanding of PCK. The curriculum covers the four language skills and language components, introducing student-teachers to both theoretical and practical aspects including psychology, general education and high school apprenticeships course (Alavi Moghadam et al., 2014). Notably, the university recruits professors who primarily hold TEFL Ph.D. degree with teaching experience in Iranian high schools (Maghsoudi & Khodamoradi, 2020).

Similarly, State and Islamic Azad universities offer a TEFL program at the B.A. level, which shares similarities with Farhangiyān University's program but lacks apprenticeship opportunities and specific courses mandated by the Iranian Ministry of Education, such as those related to educational regulations and ethics in teaching. Additionally, these universities provide two other EFL-oriented disciplines: English Literature and English Translation Studies at the B.A. level, although most graduates from these disciplines often find

While there are both commonalities and differences in content, the curriculum, syllabi, and course implementation at Farhangiyān University differ somewhat from those at State and Islamic Azad universities. In terms of PCK courses, all three universities offer similar courses related to reviewing high school English course books, evaluation and assessment, and the integration of technology in the English classroom. However, Farhangiyān Teacher Education University's curriculum

includes distinctive courses like Educational Measurement, General Issues in English Education, Educational Planning in ELT, Professional Development, Final Research Project, and a sequence of four continuous courses in Internship. It is worth noting that while the PCK courses at Farhangian University are more teacher-education oriented, the PCK programs at State and Islamic Azad Universities have different assumptions, not primarily aligned with the needs of the Ministry of Education but also taking into account English teaching in institutes. In contrast, State and Islamic Azad Universities propose two courses entitled Operational Teaching 1 and 2.

Literature Review

PCK is a universal and global concept, holding significant importance in terms of both its development and assessment. Various models and assessment mechanisms have been devised to study it (Park & Oliver, 2008); (Mavhunga & Rollnick, 2011); (Fernandez, 2014); (Kind, 2015), among others). Nevertheless, due to the contextual, cultural, societal, and purpose-specific attributes of educational programs in general, and EFL programs in particular, PCK can be regarded as a local, contextual, cultural, and social concept. Hence, there appears to be a gap in the literature in terms of developing local mechanisms for both its development and assessment, with a focus on a glocal approach.

In defining PCK, both content knowledge and general knowledge take significance. Hence, PCK would carry the traits of both of these categories of knowledge and that is why different scholars have focused on PCK from these two perspectives giving value to both of them. Of course, in some cases one of these two has been given priority over the other one. While some scholars (e.g., (Gudmundsdottir & Shulman, 1987); (Shulman, 1986, 1987) have highlighted the instructional potential of PCK, others have highlighted the importance of content knowledge (Cochran et al., 1991, 1993).

A lot of studies have been carried out in response to teaching in different subjects like English (Grossman, 1990), Chemistry teacher education in Germany (Goes et al., 2020), mathematics (Lee et al., 2007), science (Abell, 2007; Henze et al., 2008; Magnusson et al., 1999), and physical education (You, 2011). Accordingly, the literature review on PCK shows the most widely accepted PCK as presentation of knowledge, knowledge of instruction, content knowledge, the knowledge that students need, and finally, the curriculum knowledge (Van Driel & Berry, 2020). However, PCK has been so much focused that various models have been suggested to conceptualize it. Teacher Language Awareness (TLA), as proposed by Fernandez (2014), can be considered to be one of the vital notions of PCK a language teacher requires. Nevertheless, TLA overlaps with other components of PCK, such as cognition of subject matter and learner knowledge. This, in itself, might be the source of some confusion and may lead to misuse of PCK in teaching practices. Consequently, some scholars have made the distinction between the content knowledge, pedagogy knowledge, and PCK (Lee et al., 2007; Magnusson et al., 1999; Shulman, 1987).

Rollnick and Mavhunga (2015) explored PCK concerns in the South African educational context and identified classroom management, internship experiences,

and lesson planning as key needs for EFL teachers. Similarly, Mavhunga (2020) concentrated on topic-specific PCK and the potential interactions among its different components, concluding that PCK should be regarded as a subject-specific concept. Andrews (2003) identified the positive and significant influence of Teacher Language Awareness (TLA) and professional knowledge on the success of L2 teachers. Similarly, Franklin et al. (2018) explored how teachers' personal Content Knowledge (PCK) affected their instruction of mathematics and science to immigrant and refugee students learning English as a new language.

Iranian teacher education system has been waiting for systematic research on PCK, especially in the EFL teacher education domain. In the Iranian context, (Mahmoodi et al., 2019) evaluated the in-service teacher training program in Iran based on Focus on the Kirkpatrick model and through an English language teachers' knowledge base questionnaire, students' questionnaire, interviews, and observations found that in-service teacher training classes had a beneficial role in teachers' reaction, learning, and behavior. Moreover, they found positive results ensued from the program implemented as the students of the teachers taking part in the study and its in-service training module could improve well in their L2 development practices. Additionally, the results highlighted the insufficient knowledge of the EFL teacher participants in terms of technological PCK and CK. Najjari et al. (2021), in their research, centered on evaluating Iranian EFL teachers' technological pedagogical content knowledge (TPCK). They concluded that intervention resulted in the development of both TPCK literacy and the perceptions towards the role of intervention.

Safari and Rashidi (2015) delved into the difficulties faced by Iranian English instructors and the possibilities available to them. They found that a change in the teachers' belief toward PCK plays a significant role in this regard. Maghsudi (2021) studied the undergraduate TEFL teacher education program of Farhangian University and found that from the TPCK perspective the program needs modifications. Another study in the Iranian EFL context proved the significant impact of continuing PD strategies relying on PCK development on the success of EFL teachers (Tabatabaee-Yazdi et al., 2018). In addition, Khanjani et al. (2017) attempted to question Iranian EFL teacher education ability in promoting trainees' pedagogical content knowledge. They found that the TEFL teacher education in Iran enhances PCK of EFL teacher trainees.

Contrary to the extensive studies on PCK both nationally and internationally, context-based and locally-laden approaches and mechanism to assessing PCK seem to be among the intact and controversial issues. Therefore, this study aims an attempt to investigate the development and implementing a valid and reliable measure of the Iranian EFL university teachers for the purpose of assessing the contributions of the Iranian and similar ESL/EFL teacher education programs to the development of the expected pedagogical content knowledge. More specifically, this study aimed at addressing the extent to which the globally developed and validated measure (i.e., the PCK Questionnaire) enjoys expected validity and reliability indices.

Method

Participants

In the process of questionnaire development and its subsequent pilot testing, we enlisted the participation of 40 male and female student-teachers selected 80 student-teachers of both genders 40 from State/ Islamic Azad universities and 40 from Farhangian University. These participants were actively engaged in responding to interview questions, which was meticulously constructed based on insights drawn from the prevailing global literature. This initial phase aimed to gain deeper insights into their Pedagogical Content Knowledge (PCK) development experiences within the unique pedagogical contexts of Farhangian University and State/Islamic Azad Universities. However, the data saturation occurred, when the 25th student teacher was interviewed. Subsequently, in the piloting phase, 263 student-teachers, randomly selected from the population of EFL student-teachers at Farhangian University (n=117) and State/Islamic Azad Universities (n=146), actively participated by completing a structured questionnaire. This questionnaire aimed to explore the perceptions of EFL student-teachers regarding PCK within the Iranian educational framework. For a comprehensive overview of the study participants, please consult Table 1, which provides detailed descriptive statistics.

Table 1

Descriptive Statistics: Information of Study Participants

Phase	Student-Teachers	University	
		FRU	S/A U
Interview	80*	40	40
Open-ended Questionnaire	120	60	60
PCK Questionnaire (Piloting)	180	100	80
Min Study: PCK Questionnaire	263	117	146

*10 student-teachers from each academic year

Materials and Instruments

Interview

A semi-structured interview was developed in line with the notions derived out of a thorough literature review and consulting with then informed experts. The questions for the interview guide were developed by the researchers and the items were reexamined by two language experts who were TEFL PhD holders and experienced in teacher education in terms of language and content. Hence, the interview guide's content and construct validities were confirmed through expert judgment validity criteria (Creswell & Clark, 2017), expert judgment validity (EJV) criteria were used to verify the interview guide's content.

Following Mackey and Gass (2016) and Dornyei's (2007) instructions serving as the basis for the structure, we used to conduct the interview. The interview had 11 items pertained to the courses which the interviewees thought could help them develop their PCK courses. The interview was done with at least 10 student-teachers from each academic year in Farhangian, Islamic Azad, and State universities (No= 80). The trustworthiness dimensions (i.e., credibility, transferability, confirmability and dependability) of the data collected qualitatively through the interviews were touched upon on the basis of the research and scholarly guidelines in the course of the main study.

Pedagogical content knowledge (PCK) questionnaire

For the global section of the research approach, thorough literature review data were integrated with the results of the interviews, and the outcome of the open-ended PCK questionnaire; leading to 56 initial Likert scale items representing PCK program of TEFL teacher education in the Iranian universities. The initial version of the scale was approved by a panel of experts consisting of three applied linguists in terms of content validity. The high agreement index among the panel members indicated that the glocalized scale enjoyed high level of content validity.

Procedure

The study was undertaken in different steps. First, a comprehensive literature review was conducted to establish a solid theoretical foundation. This was followed by semi-structured interviews with 25 participants, who were selected through theoretical sampling to ensure diverse perspectives. The interview data were thematically analyzed, and the identified themes were transformed into statements for questionnaire items.

To assess content validity, a panel of experts in the field evaluated the initial questionnaire for relevance, clarity, and appropriateness. Subsequently, a pilot test was administered to 263 student teachers to gather data on the quality of the items. Items with loading factors below 0.4 in the pilot test were excluded from the questionnaire. The remaining 39 items were then subjected to an Exploratory Factor Analysis (EFA) using the varimax method. Items that demonstrated strong factor loadings and alignment with identified factors were retained in the final questionnaire. The refined questionnaire, validated through this rigorous process, was used for data collection in the main study. This approach ensured the questionnaire's quality and effectiveness in measuring the intended constructs

Results

Qualitative findings

The literature review was integrated with the interviews with the participants and they were content analyzed using thematic analysis. The themes reported by more than five participants were kept and in sum, 56 open codes were extracted, which were categorized under 9 axial themes. Each theme is explained and exemplified as follows:

Teaching Language Skills

Student-teachers emphasized the importance of focusing on the development of all language skills, including listening, speaking, reading, and writing. They recognized the need for a balanced approach to language teaching. This theme consists of 6 subcategories. The following quotations exemplify this theme:

Student Teacher (ST) 1: "I believe that giving students assignments that require them to practice specific language skills not only reinforces their learning but also makes the learning process engaging and effective." Student Teacher 2 also stated: "I encourage my students to take charge of their language learning journey. Self-practice is key." Similarly, ST 3: ".....we're giving them the chance to practice language skills in an interactive and contemporary way."

Language Teaching Strategies

The student-teachers discussed various teaching strategies which entailed 8 sub-categories encompassing the language teaching strategies employed by the student-teachers. For instance, ST stated:

Teacher 1: "In my teaching approach, I incorporate various strategies. I use different websites for grammar, reading, and writing exercises. In class, I use elaborated input techniques such as repetition, paraphrasing, and slower speech with redundant information to ensure all students grasp the concepts. Above all, I strive to create a friendly classroom atmosphere"

Classroom Management

Student-teachers shared strategies for maintaining a positive classroom environment and addressing behavioral issues. This theme consists of 6 sub-themes. For instance, ST5 stated,

"In my teaching approach, I believe that using body language effectively helps control the classroom environment. It's not just about words; gestures, eye contact, and body posture play a crucial role in maintaining discipline."

Curriculum Designing and Materials Development

Many student teachers expressed interest in creating their own teaching materials and designing curriculum units that align with students' needs and abilities. One of the participants stated,

"In my experience, teaching in large and diverse EFL classes requires careful planning and resourcefulness. A key strategy I employ is the utilization of existing materials, which I adapt to suit the EFL classroom context., I incorporate extracurricular materials that challenge and engage them, I find that integrating short stories and songs into the classroom is an excellent way to captivate students' interest and facilitate language acquisition".

Assessment Literacy and Abilities

Student teachers recognized the significance of assessment in gauging students' progress. They discussed the importance of creating fair and valid

assessments and using assessment results to inform instruction. The following quotations, exemplify this theme:

I've realized the importance of ensuring the reliability and validity of the tests and assessments I create. This involves a meticulous process of test construction and validation, where I consider factors like clarity, fairness, and alignment with learning objectives.I can confidently assess my students' language skills and provide them with meaningful feedback."(ST10)

Similarly, ST 12 stated, "In my teaching practice, I find value in both creating custom assessments and utilizing readymade tests and tasks. While designing tailored assessments allows me to address specific learning goals, readymade materials often offer a well-structured and validated approach. This flexibility allows me to adapt my assessment strategies based on the needs of my students and the learning context."

Course book Evaluation

Several student teachers discussed the strengths and weaknesses of commonly used course books. They highlighted the need for adapting materials to suit specific teaching contexts. This theme consists of 8 open codes. ST 8 stated, "As a student teacher, I've come to realize the importance of thoroughly analyzing the content clarity of the existing high school course books."

ST 16 also stated "Incorporating learners' interests into the analysis of high school course books is a practice I've found to be beneficial.It's important to evaluate how well the course books align with students' interests to enhance their overall engagement with the content."

ST 19 similarly stated "During my teaching practice, I've focused on reviewing the cultural points presented in high school course books. Analyzing how different cultures are portrayed and represented is essential for promoting cultural sensitivity and understanding among students."

Language Teachers' Technological Knowledge

The integration of technology into language teaching was a recurring theme. Student teachers acknowledged the importance of staying updated with technological advancements to enhance their teaching methods. This theme consists of 5 related sub-themes. As an example, ST19 stated, "Incorporating technology into the classroom has been a game-changer for me as a student teacher. I've developed online questionnaires using Google Forms, allowing for easy data collection and assessment."

ST 20 also stated, "Utilizing various multimedia tools like PowerPoints, animations, and films has greatly enhanced my classroom teaching. Additionally, I've integrated helpful speaking and listening websites into my lessons, providing valuable resources for language practice."

Language Teachers' Professional Development

Any student teachers expressed a strong commitment to continuous professional development. They discussed attending workshops, conferences, and pursuing further qualifications. This theme consists of 5 sub-categories. ST 22 also stated, "Professional development is a continuous journey for educators. During my student teaching experience, I've realized the importance of in-service training courses and being an active member of professional teacher communities. These opportunities have expanded my knowledge and teaching techniques, enabling me to stay up-to-date with the latest educational trends and research."

Internship Effect on Practical Teaching

Student-teachers recognized that their internship experiences had a significant impact on their practical teaching skills. They mentioned the value of hands-on experience in real classrooms. To exemplify this theme, ST 23 stated, "Designing comprehensive lesson plans and effectively managing classroom activities have been pivotal in ensuring productive teaching."

Similarly, ST 19 stated, "Developing strong teacher-learner relationships has been a priority for me. It's essential for creating a positive learning environment."

Scale Validation

The extracted themes were carefully worded to 56 statements measured by a five-point Likert scale. In teaching practices, Farhangian student-teachers were more familiar with practical teaching (internship) compared to the students of other universities. In this respect, "participating in teaching and learning activities during the semester" and "independent implementation of activities under the supervision of the school teacher") had the highest frequencies. The questionnaire included 56 items measuring nine constructs as follows; Teaching Language Skills (items 1-6), Language Teaching Strategies (items 7-14), Classroom Management (items 15-20), Curriculum Designing and Materials Development (items 21-26), Assessment Literacy and Abilities (items 27-32), Course book Evaluation (items 33-40), Language Teachers' Technological Knowledge (items 41-45), Language Teachers' Professional Development (items 46-50), and Internship effect on Practical Teaching (items 51-56). The initial scale was submitted to a panel consisting of three applied linguists to assess the relevance and readability of each item. The agreement index for each item exceeded 0.95 indicating that the developed scale enjoyed content validity. The construct validity of the PCKQ was explored at two steps. The first analysis extracted 18 factors (see Table 2). Items 3-5-9-12-14-18-22-23-27-30-36-37-39-43-47-54, and 55 which did not load under a specific factor, were dropped out for the final analysis (See Table 3, for the questionnaire and the items it encompasses).

Table 2

Rotated Factor Matrix of Preliminary Analysis

	Factor																	
	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	
Q16	.73																	
Q15	.72																	
Q17	.69																	
Q19	.67																	
Q20	.67																	
Q8	.75																	
Q11	.74																	
Q7	.73																	
Q13	.66																	
Q10	.60																	
Q38		.72																
Q34		.70																
Q33		.68																
Q35		.65																
Q40		.64																
Q31			.78															
Q28			.62															
Q29			.60															
Q32			.58															
Q24				.77														
Q25				.76														
Q21				.72														
Q26				.58														
Q1					.77													
Q4					.76													
Q2					.65													
Q6					.63													

Table 3

Pedagogical Content Knowledge Questionnaire (Initial Version)

Items	Descriptors
1	Presenting the efficient assignments which make students practice a special language skill.
2	Helping learners practice more effectively to learn the four skills through self-practices
3	Helping learners find their problems in language skills
4	Teaching different skills (speaking, reading, listening, translation, writing) to students
5	Helping learners practice language skills through using websites
6	Increasing learners' understanding of the subject matter
7	Providing corrective feedback though implicit, explicit, immediate, and delayed CF when grammar or pronunciation errors are made
8	Using different websites to learn grammar, reading, and writing
9	Using podcasts and interactive websites to improve listening and speaking
10	Focusing on learners' interests and values
11	Focusing on the relationship between learning techniques and culture
12	Respecting multicultural background of learners
13	Using elaborated input by means of repetition, paraphrasing, slower speech contains redundant information, and teacher talk
14	Making the classroom a welcoming place for students
15	Using body language to control the classroom
16	Being disciplined and making students get used to it
17	Asking questions at the middle of teaching to aware the students who are not focused
18	Asking students to answer the questions and get involved in the classroom activities
19	Behaving in justice and respecting all learners equally
20	Involving learners through tasks and practices throughout the class time
21	Designing programs for big and heterogeneous classes
22	Designing specific models to teach language skills
23	Using the existing materials through adopting them for the EFL classroom

24	Adapting materials to be used in the EFL classroom
25	Using extracurricular materials for the highly proficient learners
26	Making use of short stories and songs in the classroom
27	Calculating reliability and validity of the tests constructed
28	Making use of readymade tests and tasks
29	Describing scoring rubrics to the students when grading students' performance.
30	Teaching learners how to use peer assessment in assessing language skills
31	Making use of different assessment types such as formative, summative, dynamic, peer, and self-assessment
32	Discussing the result of exams with colleagues
33	Analyzing the content clarity of the existing course books of high schools
34	Analyzing the existing course books of high schools with regard to learners' interests
35	Reviewing the cultural points in the school books
36	Analyzing authenticity of the existing course books of high schools
37	Analyzing the existing course books of high schools
38	Analyzing the existing course books of high schools with regard to their appropriate balance of skills and sub skills for the target group/course.
39	Analyzing the appearance, attractiveness, and face validity of the existing course books of high schools
40	Analyzing the linguistic and psychological aspects of the course books
41	Developing an online questionnaire in Google form (Google forms) (https://www.google.com/forms/about/)
42	Making use of PowerPoints, simple animations, and films in the classroom
43	Using helpful speaking and listening websites in the class
44	Using technology to develop tests
45	Using the internet to adopt /adapt teaching materials
46	Teacher's mastery over using technology
47	Using narrative, action, and lesson research in classroom research
48	Increasing Professional Development through taking part in in-service training courses
49	Increasing Professional Development through being active as a member of professional communities of teachers.

50	Improving teachers' knowledge through participating in disciplinary conferences
51	Designing lesson plans and managing classroom activities
52	Identifying and practicing teaching principles and methods
53	Teaching language skills components
54	Building good relationship with learners
55	Managing classroom and students well
56	Assessing learners' performances

After dropping out the items which did not load under the constructs, the factor analysis was carried out for the second time using the 39 items. Before discussing the results, it should be noted that the assumptions related to exploratory factor analysis were retained. Table 4 displays the Kaiser–Meyer–Olkin (KMO) test which is an index of sampling adequacy and Bartlett’s test of sphericity. The KMO index of .832 indicated that the sample size of 180 was “meritorious”, following Field's (2017) classification of KMO indices, for running the EFA. The significant results of the Bartlett’s test ($\chi^2 (741) = 3041.94, p < .05$) indicated that the correlation matrix was appropriate for running the factor analysis.

Table 4

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.83
	Approx. Chi-Square	3041.94
Bartlett's Test of Sphericity	df	74
	Sig.	.00

Table 5 displays the number of factors extracted total variance explained by the EFA model. The SPSS extracted nine factors which accounted for 54.01 percent of total variance.

Table 5

Total Variance Explained Final Analysis

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	8.73	22.39	22.39	8.28	21.23	21.23	2.78	7.12	7.12
2	2.48	6.36	28.76	2.03	5.22	26.45	2.77	7.11	14.24
3	2.33	5.99	34.75	1.86	4.78	31.24	2.55	6.54	20.78
4	2.18	5.59	40.34	1.76	4.51	35.75	2.34	6.01	26.80
5	2.17	5.57	45.91	1.73	4.44	40.19	2.29	5.89	32.69
6	1.89	4.84	50.76	1.44	3.69	43.89	2.12	5.43	38.13
7	1.87	4.81	55.58	1.41	3.62	47.52	2.10	5.38	43.52
8	1.78	4.58	60.16	1.35	3.46	50.98	2.06	5.29	48.81
9	1.65	4.23	64.40	1.18	3.03	54.01	2.02	5.19	54.01
10	.98	2.52	66.92						
11	.81	2.09	69.01						
12	.78	2.00	71.01						
13	.74	1.90	72.92						
14	.69	1.78	74.70						
15	.68	1.75	76.46						
16	.63	1.61	78.08						
17	.604	1.54	79.63						
18	.59	1.52	81.15						
19	.58	1.49	82.65						
20	.51	1.31	83.97						
21	.49	1.26	85.23						
22	.48	1.24	86.48						
23	.47	1.22	87.70						

24	.43	1.10	88.80
25	.42	1.07	89.88
26	.39	1.01	90.90
27	.37	.97	91.87
28	.35	.91	92.78
29	.33	.86	93.65
30	.32	.83	94.48
31	.30	.77	95.26
32	.29	.75	96.01
33	.27	.71	96.72
34	.25	.65	97.38
35	.23	.60	97.98
36	.21	.56	98.54
37	.20	.52	99.07
38	.18	.47	99.55
39	.17	.45	100.00

And finally, Table 6 displays the factor loadings of the 39 items under the nine factors. Before discussing the results, and in order to interpret the factor loadings; it should be mentioned that Filed (2018, p. 994) believed that, “the factor loading can be thought of as the Pearson correlation between a factor and a variable”. He suggested the following criteria for interpreting Pearson correlations; .10 = weak, .30 = moderate, .50 = large. The results displayed in Table 3.5 indicated that all factor loadings were large; i.e. $\geq .50$. The results showed that;

Items 7, 8, 10, 11 and 13 loaded under the first factor which can be labeled as “language teaching strategies” factor.

Items 15, 16, 17, 19 and 20 loaded under the second factor which can be labeled as “classroom management” factor.

Items 33, 34, 35, 38 and 40 loaded under the third factor which can be labeled as “course book evaluation” factor.

Items 21, 24, 25, and 26 loaded under the fourth factor which can be labeled as “curriculum design and material development” factor.

Items 1, 2, 4 and 6 loaded under the fifth factor which can be labeled as “teaching language skills” factor.

Table 6

Rotated Factor Matrix

	Factor								
	1	2	3	4	5	6	7	8	9
Q8	.78								
Q7	.71								
Q11	.68								
Q13	.64								
Q10	.63								
Q16		.73							
Q15		.73							
Q19		.66							
Q17		.66							
Q20		.65							
Q38			.72						
Q34			.71						
Q33			.66						
Q40			.64						
Q35			.62						
Q25				.77					
Q24				.76					
Q21				.69					
Q26				.58					
Q1					.79				
Q4					.74				
Q2					.63				
Q6					.61				
Q51						.70			
Q52						.68			

Q56	.66	
Q53	.65	
Q48	.75	
Q49	.70	
Q46	.64	
Q50	.54	
Q41		.74
Q44		.67
Q45		.63
Q42		.53
Q31		.71
Q29		.64
Q28		.63
Q32		.56

Items 51, 52, 53 and 56 loaded under the sixth factor which can be labeled as “internship effect on practical teaching” factor.

Items 46, 48, 49 and 50 loaded under the seventh factor which can be labeled as “language teachers’ professional development” factor.

Items 41, 42, 44 and 45 loaded under the eighth factor which can be labeled as “language teachers’ technological knowledge” factor; and

Items 28, 29, 31 and 32 loaded under the ninth factor which can be labeled as “assessment literacy and ability” factor.

Reliability Indices

Cronbach's alpha reliability indices for the PCK questionnaire and its nine subscales are presented in Table 7 ensued from the pilot study. The overall questionnaire enjoyed a reliability index of .90. The reliability indices for the nine components were as follows; Teaching Language Skills ($\alpha=.82$), Language Teaching Strategies ($\alpha=.82$), Classroom Management ($\alpha=.82$), Curriculum Designing and Materials Development ($\alpha=.84$), Assessment Literacy and Abilities ($\alpha=.77$), Course book Evaluation ($\alpha=.78$), Language Teachers' Technological Knowledge ($\alpha=.75$), Language Teachers' Professional Development ($\alpha=.76$), and Internship effect on Practical Teaching ($\alpha=.80$). These reliability indices were higher than the minimum index of .70 as proposed by Tseng et al. (2006) and Dörnyei and Taguchi (2009).

Table 7

Reliability Statistics: Piloting Phase

	Cronbach's Alpha	N of Items
Teaching Language Skills	.82	4
Language Teaching Strategies	.82	5
Classroom Management	.82	5
Curriculum Designing and Materials Development	.84	4
Assessment Literacy and Abilities	.77	4
Course Book Evaluation	.78	5
Language Teachers' Technological Knowledge	.75	4
Language Teachers' Professional Development	.76	4
Internship Effect on Practical Teaching	.80	4
Total	.90	39

As displayed in Table 8, the PCK questionnaire's Cronbach's alpha reliability shows a value of $\alpha=.955$. It should be noted that Tseng et al. (2006), Dörnyei and Taguchi (2009) believe that .70 is an adequate Cronbach's alpha reliability index for an instrument. Based on this criterion it can be concluded the scale enjoyed appropriate reliability index. George and Mallery (2020) believe that, "there is no set interpretation as to what is an acceptable alpha value. A rule of thumb that applies to most situations is; .9 = excellent, .8 = good, .7 = acceptable, .6 = questionable, .5 = poor and .5 = unacceptable" (p. 244). Based on these criteria, it can be concluded that the instrument developed in this study enjoyed an "excellent" reliability index.

Table 8

Cronbach's Alpha Reliability Index

PCK	Cronbach's Alpha	N of Items
Questionnaire	.95	39

Discussion and Conclusion

The primary purpose of the current study was to develop and validate a survey instrument for exploring the components of the Iranian EFL teachers' PCK and their perceptions towards PCK program. The primary goal of this research was to construct and test a survey instrument for investigating the facets of PCK and attitudes regarding PCK among Iranian EFL educators. The research found that the PCK framework could be accurately reproduced using a 39-item, nine-factor instrument. The nine factors of *Teaching Language Skills*, *Language Teaching Strategies*, *Classroom Management*, *Curriculum Designing and Materials Development*, *Assessment Literacy and Abilities*, *Course book Evaluation*, *Language Teachers' Technological Knowledge*, *Language Teachers' Professional Development*, and *Internship effect on Practical Teaching* were considered as the components of PCK questionnaire. With respect to the significance of these factors, it can be argued that the present study findings support the results of those studies which emphasize the necessity of PCK in the teacher education programs such as Fernandez (2014), Goes et al. (2020), and Mavhunga (2020).

With respect to the capability of teacher-educators in preparing student-teachers for their future job, the findings can support the notion of teacher educator professionalism and Professional Development (PD) of ESL practitioners (Abeywickrama, 2021; Ravandpour, 2019; Tabatabaee-Yazdi et al., 2018). Therefore, successful classroom and constant PD among EFL teachers are bound to the teachers' efforts in terms of enhancing their CK and PCK (Maghsudi, 2021).

The results, likewise, showed clear differences in the PCK held by previous studies: Four parts make up Grossman's (1990) PCK model: "conceived of purposes for teaching subject matter," "knowledge of students' comprehension," "curriculum knowledge," and "knowledge of instructional tactics" (p. 17). A PCK model for TESOL educators has been established by Andrews (2003). While this model does a good function of elucidating the individual components of ESL teachers' PCK, it falls short in demonstrating the connections between them. The importance of teachers having linguistic awareness is emphasized by Andrews. From an integrated perspective, Magnusson et al. (1999) developed a PCK component model for science education which accommodates "orientation to teaching science," "knowledge of the science curriculum," "knowledge of students' understanding of the science," "knowledge of instructional strategy," and "knowledge of assessment of scientific literacy."

Enriched by the views of student-teachers from Islamic Azad, state, and Frahangiyani universities, the present study came to know about nine substantial factors affecting the PCK of student-teachers in the Iranian TEFL teacher education context. Accordingly, the present study findings have expanded the PCK and the perspective it accompanies for language teacher education.

Three main categories of PCK conceptualizations emerge from the review and analysis of the relevant literature. Initially, Shulman's (1987) central principle regarding the comprehension and transformation of subject matter information for instructional purposes serves as the conceptual backbone of PCK. Preparing

resources, representing the ideas in various formats, instructional selections of teaching methods, and customizing and tailoring instruction to specific learners and context are all steps in the process of subject matter knowledge transformation (Shulman, 1987). This intricacy of classroom instruction is reflected in PCK's multi-part structure. Second, PCK studies have isolated PCK's constituent parts and view PCK as the sum of its parts. In PCK component research, both the domain-general and content-specific components are investigated and classified according to a variety of topics or points of view. Many studies not only detail the parts, but also attest to their interdependence (Henze et al., 2008; Mohr & Townsend, 2002). Finally, PCK models are developed to demonstrate the interplay between PCK elements and to illustrate PCK components in certain subjects.

The purpose of developing a dynamic and integrative PCK model for TEFL teacher education is to better clarify the interplay between the various PCK components and to flag PCK growth as it occurs. The interdependence of PCK parts suggested that progress in one area would stimulate growth in adjacent areas, and so on until the complete PCK had advanced. There has to be more in-depth study of the PCK of TEFL teacher education program so that it can be used to better effect in the classroom. In a similar vein, to Shulman's (1986) argument that teachers require PCK since mere subject knowledge is likely to be as useless pedagogically as content-free skill in teaching practice, the heart of PCK rests in the application of teacher knowledge to specific class instruction. This perspective suggests that PCK, as opposed to topic knowledge or pedagogical knowledge, is more useful and practical for improving classroom performance. TEFL teachers require pedagogical content knowledge (PCK) to effectively communicate their pedagogical stance to their student body.

The study does have certain limitations that should be acknowledged. First, the research focused on a specific set of universities in Iran. Expanding the sample to include a more diverse range of institutions and regions could provide a broader perspective. Second, the study relied on self-reported data from student teachers, which might introduce social desirability bias and not always reflect actual practices. Combining self-report data with more objective measures, such as classroom observations, could enhance data validity. Third, the study utilized a cross-sectional design, offering a snapshot of teacher education programs at a particular moment. Future longitudinal research could offer insights into program changes and developments over time. Fourth, while the questionnaire was efficient for data collection, its quantitative nature may not fully capture the depth of certain aspects. Complementing quantitative data with qualitative research methods, like interviews or observations, could provide richer insights into the subject.

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Conflicts of interests

The authors claim that they have no conflicts of interest.

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A Dialectical Reading of David Hare's *Plenty*

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Abstract

Exposing the concealed truth beneath the ideological appearance lies at the heart of the anti-capitalist plays written in the 20th century. Hare (1978) aspired to fulfil this social function by writing one of his masterpieces, *Plenty*. In this play, Hare creates a milieu of the clash between the main rebellious female characters and the overwhelming stains of a patriarchal context. He shows the interaction of the characters and the repressive context which changes the characters' consciousness and identity. The present article offers a dialectical analysis to delineate the changes that occur both in the characters and the context in three successive decades (1943-1962). It is argued that such developments are viewed both as positive and negative because the rebellious characters of this play exhibit progression and degradation simultaneously. This paper aims to demonstrate how, as a social critique and committed writer, Hare reveals the true state of post-war England. The writer's goal is to change the audience's consciousness. He dispels the illusion of post-war peace and abundance which was believed by conservative, idealistic, and reactionary men. To do so, Hare contrasts male figures with rebellious and progressive women who act as history makers and represent the future of England.

Keywords: ideological appearance, truth, rebellious women, consciousness, change

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Introduction

Born two years after the conclusion of World War II and influenced by the “angry young men,” Hare (1978) witnessed the postwar disillusionment and alienation in England. As a member of the second wave of dramatists who were deeply engaged with political realities during the 1970s, he stated that he began writing plays “to advance political ends” (Hare, 2005, p. 140).

In all the plays that Hare wrote in the 1970s, his primary concern was to expose the truth that was concealed by illusory and hypocritical ideologies. The social and political function of his plays, which involved presenting a truthful portrayal of life as it really is, explains why he asserted, “What influences me in my writing is not literature but life” (Hare, 2013, p. 3). In these plays, Hare used scorn to criticize moral indecency, decadence, hypocrisy, the failure of institutions, and the government. The theme of scorn found its way in his writings as he gradually grew weary of the bygone golden era of England, which had evidently come to an end but continued to have a lasting negative impact on the mindset and feelings of his fellow countrymen and women. Scorn and laughter were the playwright’s tools to challenge those illusory perceptions and expectations. As Hare asserts, “nothing threatens the ivory tower more than a good laugh” (Hare, 2013, p. 2).

Hare is committed to portraying reality in his plays. As a realist playwright, he never shies away from the truth, no matter how harsh it is. He reckons, “The whole point of writing plays is to express things which cannot be reduced” (Hare, 2013, p. 9). The majority of Hare's plays contain themes he discovers in real life. He critically examines the issues resulting from the system and despises any untruthful depiction of life that is disconnected from social, political, and historical matters because it presents “not just a boring but an untrue view of life” (Hare, 1991, p. xiv). To reveal the truth and expose ideologies, Hare employs an approach that goes against the common beliefs and expectations of the audience.

In his plays, Hare never separates the characters’ identity from the context in which they live in. For him, a person’s identity is shaped by their social environment and is therefore historical and political. He refuses to see psychological factors as the sole determinants of a person’s identity and individuality. Hare states, “I refuse to write dramatic works, in which the interactions are solely based on psychological factors, since I believe that a person’s identity is shaped by their surroundings and the society they inhabit” (as cited in Boon, 2007, p. 173).

Reflecting on the upheavals and problems that beset the UK during the latter part of the twentieth century, Hare uses theater as a tool to raise the audience’s consciousness and a medium to bridge the gap between appearance and reality. To him, theater is a unique place and plays a special role because it engages with politics and is quite appropriate for portraying an era in which people’s ideals and actions are disconnected. The theater, according to Hare (1995), is particularly effective in highlighting the disparity between “what is said and what is seen to be done” (p. 115).

As a social critique, Hare highly values exposing the truth. This has not gone unnoticed by Hare’s critics. For instance, Mayer (2019) delves into Hare’s authorial

persona, portraying him as an artist and political commentator committed to truth-telling within a “a Romantic tradition of strong authorship” (p. 38). The truth that Hare aims to reveal to the audience is the lived experience of his subjects under ideological conditions. He aims for the audience to witness the unadulterated reality, both depicted and critiqued by him. He writes, “I compose works that aim to illustrate the customs and practices of a particular community in this country in this century. I talk of the reasons behind the collapse of the Empire, and how people’s ideals underwent significant changes” (as cited in Bull, 1984, p. 70). By depicting the chaotic and repressive context where everything valuable collapses, Hare seeks to heighten the audience’s class consciousness. He provides a glimpse of the uncensored reality that repressive ideologies attempt to conceal, illustrating how the alienated main characters, who are simultaneously progressive misfits, are in struggle with the ideological and alienating context. It must be added that Hare gives a unique individuality to his main characters; that is, his main characters are not lifeless and passive puppets completely controlled by the forces beyond their control. Hare does not even consider the audience as passive viewers. The audience are for him, active individuals who do not merely see, but think and decide. He sees the theater as a “weapon” that can be used in the class struggle (as cited in Homden 1995, p. 45). The play cannot be reduced to the script itself. It exists in the shared space between the performers and the audience and it involves the interplay between what is put on the stage and viewer’s perceptions.

The present article aims to demonstrate how in *Plenty*, Hare creates a socially, politically, historically, and truthfully authentic production that dialectically reflects how the characters’ lives and consciousness are shaped by their historical context, which in turn they shape. By presenting an accurate portrayal of the repressed reality and criticizing the corrupt system that fosters such a corruptive condition for all, Hare intends to raise the audience’s consciousness regarding the deteriorating context that seeks to resolve everything through destruction. The following section provides a brief overview of the previous studies on this play.

Literature Review

Plenty has been analyzed from multiple perspectives. Coates (1989) probes the themes of alienation and mental breakdown experienced by the subjects who have lost their idealism. He believes that *Plenty* shows the profound disappointment that arose from the shattering of the idealist optimism that emerged during wartime. This, in his opinion, creates a dilemma for the characters as they are torn between holding onto a glimmer of optimism for the future and “turning themselves into zombies, to escape from that future” (p. 65).

Homden (1995) maintains that Hare connects the past to the present to create a post-war disillusioning context where the possibility of doing noble and virtuous acts does not exist any longer. Homden views Hare’s writings as an attempt to make sense of the present via recourse to past events. Moreover, he suggests that the protagonist, Susan, and Hare have one paradoxical quality in common, that is, they are both ethical critics who are simultaneously an integral part of the object of their criticism.

Susan's character has also been analyzed by Reinelt (2007) who draws parallels between her experiences and those of Sylvia Plath. She argues that Susan's unstable mental state and self-destructive tendencies could elicit similar severe criticisms and defensive reactions as those directed towards Sylvia Plath (p. 208). The overlap in their generations indicates a shared experience of the 1950s. In a similar fashion, Taylor (2007) asserts that Susan's struggles in *Plenty* serve as a metaphor for Britain's decline. Through Susan's isolated and depressed character, Hare connects the personal with the political, portraying her as a symbol of repressed women.

Petrovic (2016) highlights the deterministic and naturalist context of Hare's rebel trilogy, emphasizing the inevitability of the system's permanence and indestructibility:

Each play from his "rebel trilogy" from the 1970s (*Knuckle*, *Teeth 'n' Smiles* and *Plenty*) sends a message that the system, although obviously corrupt, is indispensable and indestructible, and every act of rebellion against it has only two possible outcomes: either the rebel's self-destruction or his surrender to the system as it is. (p. 40)

Deeney's (2006) analysis of *Plenty* focuses on classification of Hare's play. He believes that while this play seems like an English version of Brechtian epic theater, it is similar to the works of dramatic realism in its use of recognizable contexts, characters, and dialogues. He also explains how *mise en scène* is used by Hare to convey the sense of loss, despair, and emptiness (Deeney, 2006).

While the studies mentioned in this part are valuable in their own right, none offers a dialectical analysis of *Plenty* which aims to show how the characters' consciousness and identity are historically determined and how the rebellious and realist women, who unlike the conservative and idealist men possess progressive attributes, position themselves as history makers. Also, this study seeks to unveil Hare's commitment to making a truth-telling production that exposes the hidden historical and social reality beneath the misleading ideologies of an impotent government that he criticizes and ridicules. The following section outlines the methodology employed in this research.

Methodology

Subject and the Context

In the beginning of *The Eighteenth Brumaire of Louis Bonaparte*, Marx (1907) states:

Humans are the creators of their own history, but they do not have absolute autonomy in doing so; they do not choose the circumstances under which they make their histories. Rather, they are constrained by circumstances that have been passed down from the past and cannot be chosen or altered at will. (p. 10)

According to Marx, man is actively involved in making history, although his actions are shaped and circumscribed by the objective context in which he exists. In

other words, how a man lives and what a man does are the results of his dialectical interaction with objective world. Neither man nor the objective world are constant and solid, but rather a mutable continuation of the past.

In *Herr Eugen Dühring's Revolution in Science*, Engels (1894) states, "Dialectics is nothing more than the science of the general laws of motion and development of nature, human society and thought" (p. 160). According to Engels, change is an inherent part of the mutable world and everything in it. In other words, nothing is absolute. Everything undergoes changes that are driven by dialectical causes.

In the realm of historical materialism, there is a dialectical relationship among base, superstructure, ideology, and subject. According to this philosophical approach, humans are not magical creations with predetermined consciousness, but instead, they are a changing part of the changing objective world. Humans are the creators of the society from which their consciousness and identity are derived. In *German ideology*, Marx and Engels (1998) claim, "circumstances make men just as much as men make circumstances" (p. 62). Thus, man's consciousness is the result of his participation in the external world, that is to say, his communicative social life. In his well-known essay, "On Practice", Tse-Tung (1965) made his case for this standpoint. He believes that active involvement in material production is the primary source through which human knowledge is acquired. As people engage in production, they begin to gain an insight into laws and properties of nature, which ultimately leads to them developing an understanding of the relationships that exist among individuals. Therefore, separating humans and their consciousness from the context is a dogmatic and formalistic mistake that contradicts their real existence. Marx and Engels (1908) assert in their *Manifesto* that people's ideas, beliefs, and outlooks, that is to say, their consciousness, are subject to change as they experience shifts in their material conditions and social interactions.

In "Theses on Feuerbach", Marx (1998) criticizes Feuerbach and the idealist philosophers before him who treated man as "an abstract—*isolated*—human individual. . . which unites the many individuals only *in a natural way*" (p. 573). Marx declares, "the essence of man is no abstraction inherent in each single individual. In its reality it is the ensemble of the social relations" (p. 573). According to dialectical materialism, man is not a universal and isolated abstraction. Man's identity is determined by his social relationships and the context in which he lives. It is a historical, social, and dialectical formation. Therefore, man is shaped by the context, and in turn, the context is shaped by man. This view is accentuated in *The Holy Family*, where it is claimed that "history is *nothing but* the activity of man pursuing his aims" (Marx & Engels, 1956, p. 126).

It can be concluded that man reflects the context while also playing a critical role in changing and forming it. Man is a cog in the wheel of history, without which history cannot move forward. However, this does not mean that Marx rejects the transhistorical nature of man. It is safe to say that, according to Marx, humans possess a transhistorical essence. If a particular epoch or mode of production restricts this essence, it will ultimately result in changing the repressive context.

Dialectical Art and Reality

In "A Letter on Art in Reply to Andre Daspre," Althusser (1971) states, "the peculiarity of art is to 'make us see', 'make us perceive', 'make us feel' something which alludes to reality" (p. 222). He claims, "What art makes us *see*. . . is the *ideology* from which it is born, in which it bathes, from which it detaches itself as art, and to which it *alludes*" (p. 222). For Althusser, ideology is identical to lived experience. He believes, "when we speak of ideology we should know that ideology slides into all human activity, that it is identical with the 'lived' experience of human existence itself" (p. 223). Thus, dialectical art displays the lived experience of a historical era and by doing so, it engages in a social function: making the reality visible to the reader and audience and thus helping to change it.

Dialectical materialism embraces the interconnected contradictions in the objective world in order to justify change. The three tenets of this philosophical approach are: (1) nothing is immutable and a new quality is born out of mutability (2) everything will be negated, and (3) everything is united with its opposite, from which arises change and development. Rejecting this interconnectedness and separating the subject not only from its context but also from other subjects, result in an incomplete and defective understanding of the reality. Lukacs (1996) believed the negation of history and ahistorical man are the features of the modernist literature. Eagleton (1976) extends Lukacs' (1996) approach to the undialectical, formalistic, and ahistorical works of writers such as Camus, Kafka, and Musil. He claims that the alienated heroes of these modernist writers are stripped of their history. Instead of being defined by their actions and experiences, they are characterized by their psychological states. Quite contrary, dialectical art mingles typicality with individuality. In order to show the truth and reality, it portrays a typical historical context that reflects the inner structure of society, which is lived through the experiences of the individualized character.

Dialectical art has its roots in history and reality. It clarifies ideologies and deals with the process of change. In this art, reality and truth are reflected within an ideological system. In other words, dialectical art reflects the mode of production and its ideologies that have made the current state of the society. Hence, this form of art portrays reality as it is and serves to alter the viewer's consciousness in turn. This type of artistic production shows the subject and his needs, and how these needs are repressed in that context.

It is an illusory and unrealistic expectation to think that art can create an all-embracing collectivity in a class society. In such a society, progressive art and artist represent contradictions, mutability as well as decay. Therefore, when critics like Fischer (1963) talk about "truthful" art, they mean a form of art that does not shy away from mirroring decay in a society in decline (p. 48). In order to fulfil its social function, the art must depict the world as mutable and contribute to its transformation.

In order to affect and change the audience and the reader's consciousness, dialectical art reproduces and mirrors the antagonistic conflicts in a corrupt system. It helps bring the lost unity between man and himself, between man and his surrounding

world, and between man and other human beings. By reflecting the truth, it turns the fragmented subject into an integrated being. Fischer (1963) says:

Art has the ability to elevate us from a fragmented existence to a more integrated and complete being. It helps us immerse into reality, making it more bearable and inspiring us to make it more suited to mankind. (p. 46)

Fischer (1963) continues that “individuals will be able to achieve wholeness by identifying with the experiences of others. Art serves as a crucial tool for this integration, as it facilitates the merging of the mankind with the larger whole” (p. 8). This is precisely what Hare believed and depicted in his plays. He states, “I’m convinced we are getting close to what a dramatist can accomplish. By placing people’s suffering in a historical context, the playwright can account for their agonies and pains” (as cited in Homden, 1995, p. 71).

Discussion

Among the plays that Hare wrote in the 70s, *Plenty* is the most historical. In this play, Hare covers a broad scope of time starting in the 1940s, glossing over the historical, social, and moral changes in England over three subsequent decades. By doing so, Hare aims to illustrate how the present historical condition is affected by and is the continuation of the past. In other words, to see how the main character, Susan, acts in the present, the audience must know about her past. Therefore, restricting the play to its contemporary time offers a narrow view of the changes happening in the character and the contemporary context. Hare uses an unchronological order containing flashbacks and flashforwards of Susan’s life and gradual decadence. These techniques remind the audience of who Susan was and who she has become. Once an idealist and committed soldier who fought the Nazis and envisioned a bright future, Susan now engages in relationships with men whom she barely knows, exploits a man to become pregnant out of wedlock, has an affair with a married man who has three children, and marries and then dissolves her marriage with Brock without any definite reason. As she says, “I married him because he reminded me of my father... At that point, of course, I didn’t realize just what a shit my father was” (pp. 54-55). By representing this change and decadence, Hare aims to show that Susan’s new identity and consciousness are products of the changing context.

In *Plenty*, Hare gives a unique individuality to the main female characters, Susan and Alice. Both Susan and Alice are ahead of their time. There is a lesbian attraction between them, and they follow a free hippie style, both of which were not considered normal then. By embracing a hippie lifestyle, unrepressed sexuality, and rejecting the institution of marriage, Hare portrays the main female characters as distinct from their previous generation and ahead of their current societal norms. These misfits symbolize the imminent future of England, specifically the seventies, when the play was written. Alice says, “I had an idea that lust ... that lust was very good. And could be made simple. And cheering. And light. Perhaps I was simply out of my time” (p. 76). This transhistorical existence is also noted by Bull (1984), who believes that Hare’s focus lies in the unique qualities and the individuality of each person, and many of his main characters are social misfits who struggle with disillusionment as they navigate the bleak course of British history following the year 1939.

Hare demonstrates the dialectical relationship in *Plenty* by portraying the historical movement and changes in the context through tracing those changes in the characters. In *Plenty*, everything from the past is completely negated. Similar to Susan, Lazar who was once a committed soldier is now led into alienation and corruption. England, previously the world's supreme power, is humiliated in the Suez Crisis. Brock and Darwin are disillusioned with their jobs and political roles, and the old culture and tradition are also negated by the new concept of women, represented in Alice as well as her circle of friends who include a young prostitute (Louise), an unmarried mother (Dorcas), and a transsexual (Alistair). These queer and gender non-conforming identities were new qualitative changes which were trying to find voice within England, though were still considered taboo. In fact, it was in the 1960s that sexual revolution challenged the traditional codes of relationships and homosexuality was decriminalized for the first time in 1967.

Alice is another key figure through whom Hare shows the process of change. Hare deftly portrays Alice as a new and unsubdued woman whose previous stage of life is negated. Talking to Susan about her past, Alice says: "I had a protected childhood" (p. 29). She was unwilling to indulge in sexual pleasures because she felt guilty for going against societal norms that mandated chastity. She viewed herself and her body as an object whose sole purpose was to serve the men. As a young adolescent, therefore, she used to think of her private parts as a "torch battery" that could "run out" if they were used for self-gratification (p. 29). In scene four, however, she undergoes a major transformation in appearance and no longer has a sense of guilt about who she has become. She is depicted wearing a men's suit and tie, signifying her acquisition of a new identity that is vastly different and in opposition to her previous status. As she enters adulthood, she begins to transgress the traditional moral codes of purity and abstinence. She has intercourse with multiple men and does drugs. In other words, she becomes the new woman that breaks with the class of subjugated and controlled English women. The unsubdued and liberated Alice also claims to have started writing a story about the raping of a woman, in an attempt to become a voice for the oppressed sex.

According to dialectical materialism, all knowledge is attained through experiencing and participating in the objective world. This objective world, which is the realm of experience, is the source of knowledge for Alice. She tells Susan, "The writer must experience everything, every kind of degradation. Nothing is closed to him" (p. 26). It means no repressive ideology can control this rebellious, free, albeit different and isolated woman, who represents the negation of not only her previous life, but also deviation from and breaking of the current and accepted patriarchal norms of England that restricted women to their secondary and periphery social position.

Susan defies the accepted social norms, too. Prior to marrying Brock, she asked Mick to impregnate her in a way that "marriage is not involved" (p. 38). She aspires to be an unmarried mother with a child, finding the traditional marriages within her social circle intolerable. In a conversation with Mick, she questions the institute of marriage by stating, "I don't know why I have to make some unhappy and conventional marriage solely for the purpose of having a child. It seems unfair that

women have to do so” (pp. 38-39). Both Susan and Alice; therefore, challenge and subvert the expectations and values of their era by expressing their sexuality, rejecting the norms of traditional marriage, and adopting a free hippie lifestyle.

Hare’s plays written in the 70s introduced a sense of isolation to the lives of the main female characters. This isolation is the inevitable result of the character's interaction with a hostile condition. Similar to Hare’s other main female characters of this decade, namely Joanne, Elise, and Ann in *Slag*, Maggie in *Teeth ‘n’ Smiles*, and Sarah in *Knuckle*, Alice and Susan are portrayed as isolated and alienated from the antagonistic and repressive context. In *Plenty*, Susan and Alice are depicted as progressive misfits struggling within a repressive and patriarchal atmosphere. Susan recounts how her boss, Mr. Medicott, attempts to get close to her. Meanwhile, Alice’s story symbolically represents the plight of repressed women in a patriarchal society. This repressive context, which crushes the different, is evident in Alice’s words when she tells Brock and Susan:

I am the only Bohemian in London. People exploit me. Because there are no standards, you see. In Paris or New York, there are plenty of Bohemians, so the kief is rich and sweet and plentiful but here . . . you’d better off to lick the gum from your ration card. (p. 32)

In this repressive and patriarchal context, men are not encumbered with any responsibility. Because of this given freedom, they do not seek settlement. Susan refers to this desire to evade responsibility when she tells Mick, “they would refuse to go in bed with me with me if they discovered that my intention was to conceive a child” (p. 39).

In order to reflect the reality, Hare shows that even the progressive characters, who are historical creations, are affected by their context. The alienated Susan who after the war has lost control over everything does not demand settlement. However, the reasons why she desires to have a child from Mick out of wedlock have to do not only with her desire to break with the responsibilities of a married life but also with her progressive ideas and the new and sweeping changes happening in the country. She highlights these changes when she says, “being a bastard won’t always be so bad” (p. 39) and “England can’t be like this forever” (p. 39). In this scene, set in 1951, a prophecy is made about the increase in the number of illegitimate children in the following decades. As reported by Thane (2010), in the early 1960s, there was a noticeable rise in the number of babies born out of wedlock, which continued to climb at a faster pace in the 1980s. By the year 1993, over a third of all the children born in the Great Britain were illegitimate. The England to which Susan refers is the patriarchal and conservative context that she strongly opposes.

Hare intertwines to women’s progressive attributes a shattered wholeness, reflected through disillusionment and alienation. By doing so, he illustrates the reality of a depressing context, in which achieving wholeness is unattainable. Consequently, the status quo sounds unchangeable for the disillusioned characters. Susan expresses this frustration, saying, “I’d like to change everything but I’m not sure how” (p. 29). In line with this repressive context of Hare’s play, Susan gradually walks down the path of self-destruction, just like Maggie in *Teeth ‘n’ Smiles* and Sarah in *Knuckle*, who

ultimately succumb to the powers they cannot change. However, this does not mean that Susan is merely a puppet without any individuality and freedom and the system is unchangeable. Hare uses immutability of Susan's tragic condition to criticize and reflect the reality of a corrupt system which itself is on decline.

Susan is further depicted as a decaying and bewildered icon who simultaneously is a manipulator. This is evident in her relationship with Mick, which was initiated solely for the purpose of having a child for her. However, their efforts over the span of eighteen months proved unsuccessful. Through their dysfunctional relationship, Hare points to three key aspects. Firstly, Mick's inability to provide Susan with a child shows Hare's stance towards men not only bereft of any progressive attributes (like Brock and Darwin) but also as impotent and useless beings (like Mick). Secondly, Susan's inability to bear a child reflects the harsh reality she faces and lives in post-war England that brings about nothing but failure for her. Thirdly, Susan and Mick's class division illustrates the unfair class structure of England. When Mick, who is from the impoverished East End of England, questions Susan about why she chose him for this endeavor, she replies, "I choose you because. . . I don't see you very much. I barely ever see you. We live at opposite ends of town. Different worlds" (p. 40). After months of searching, Mick finally discovers Susan's address to pay her a visit. However, upon seeing him, Susan exclaims, "I thought we'd agreed. You promised me, Mick. You made a promise. Never to meet again" (p. 45). Mick, feeling hurt, responds, "It feels very bad to be *used*" (p. 45, emphasis in the original). It becomes obvious that, despite Susan's confusion and detachment, she has continued to manipulate and exploit Mick, treating him merely as a means to achieve her own goal. By representing the manipulation and class division, Hare illustrates the degradation and corruption of the post-war England, leaving an indelible mark on his protagonist. The outcome of this relationship is nothing but hatred for Mick, as he tells Susan, "You people are cruel" and refers to her as a "tart" (p. 47). Additionally, the manipulator, Susan, experiences psychological problems and disillusionment, leading her into a deep self-destructive mode after this failure.

By attributing negative qualities to Susan, Hare shows that he desires to give a nuanced representation of the reality. Simply put, he exhibits ambivalence towards the new women, evident in the positive attributes bestowed upon his main character, who is simultaneously a schizophrenic and decaying icon. In depicting the relationship and social class position of Susan and Mick, Hare reveals the true nature of a capitalist society. In this class-based context, the union of opposites is not stable; moreover, living in a middle-class abundance like Susan or in a working-class necessity like Mick leads to hatred and disillusionment for all.

In *Plenty*, David Hare depicts the emergence of anti-establishment and anti-male feminist ideologies, which were gaining momentum during the play's timeframe as women's suppressed voices began to be heard. Homden (1995) states, "within *Plenty* female idealism is anti-establishment only because it is anti-male" (p. 67). Susan is no longer attracted to the opposite sex. This is why she says, "I do like to make a point of sleeping with men I don't know. I do find once you get to know them, you often don't want to go to bed with them any longer" (p. 55). Susan is against the

patriarchal context of England, which is found in Darwin's disparaging remarks about women when he talks to Brock:

In the diplomatic service it isn't as if a mad wife is any kind of professional disadvantage. On the contrary it guarantees promotion.... Some of the senior men their wives are absolutely barking. I take the word 'gouache' to be giveaway. When they start drifting out of rooms saying, 'I think I'll just go and do my gouaches dear,' then you know you've lost them for good and all. (p. 51)

In this context, the isolated Alice and Susan strive to remain as independent, free, though irresponsible as men. This means that in his representation of the concept of the new progressive woman, David Hare adds degradation, decadence, and self-destruction to the mix. Alice desires to experience relationships with different young men. She tells Brock, "I never had time. Too busy relating to various young men. Falling in and out of love turns out to be like any other career" (p. 76). Similarly, Susan is just as free and irresponsible as Alice. She sleeps with different men and goes through various relationships, but in the end, she chooses to remain alone. She tells her warmate, Lazar, "There's only one kind of dignity, that's in living alone" (p. 83). Hare demonstrates this sense of independence, indifference, and isolation early in the play when Susan expresses her desire to leave Brock. She tells Alice, "Let him know I left with none of his belongings. I just walked out on him. Everything to go" (p. 9). Later on, in a flashback, the reader realizes that despite Brock's desire to stay with Susan, she is reluctant and says, "I think we should try a winter apart" (p. 35).

Hare introduces elements of self-destruction, decadence, and contradiction into Susan's life and character not to disparage her but to illustrate the sorrowful and painful fate of a once-committed person. Through Susan, Hare shows how a corrupt and repressive context defiles the subject. He also illustrates the tragic fate of a subject who lives the opposite of what she believed and anticipated. Susan becomes completely disillusioned and transformed as she confronts the harsh and decaying reality.

Hare, for whom women act as history makers, draws a clear line between the progressive women and the reactionary men. In *Plenty*, the rebellious women sharply contrast with the conservative men who embody the impotent policies of England. This is the dichotomy to which Susan refers when she tells Mick that "there's another side to men's nature, and that is they are narrow-minded, they are afraid of the unknown. They also desire a quiet and calm life" (p. 39). Within this framework, only women embody the progressive ideas and reveal the concealed reality in the corrupt context. In other words, women serve as Hare's mouthpieces. Homden (1995) argues,

Hare has crafted his female characters in a specific manner in order to communicate a historical message. These women serve as substitutes for men. In other words, women provide a context for Hare to express his own pain through their characters. (p. 69)

Hare himself admits that the "women's attitudes" give him a considerable sense of comfort (as cited in Homden, 1995, p. 69). While Hare maintains

ambivalence towards women, depicting their potential immorality and irrationality, he ultimately favors them over conservative and hypocritical men in the midst of such an alienating decadence.

In stark contrast to Susan and Alice's perspectives are the idealistic views of Darwin and Brock, who believe that the conditions will improve for the English people once the country overcomes the effects of war. Darwin envisions a New Europe emerging after the devastating war. He shares with Susan his optimistic belief that conditions will soon be perfect. He mentions the huge construction projects that are underway and refers to the jobs that are created, expressing his satisfaction with the status quo in Europe and the brilliant future that awaits them when he expects "Roads to be built. People to be educated. Land to be tilled. Lots to get on with" (p. 24). Similarly, Brock tells Alice, "I think everyone's going to be rich soon. Once we get over the effects of war" (p. 31). This statement highlights the reason behind Hare's choice of the title *Plenty*, written in 1978 amid one of England's darkest decades. It refers ironically to the plenty or abundance that contrasts with the country's myriad economic problems and disasters. Through this, he aims to unveil the true condition beneath deceptive appearances. This reality is initially laid bare by Alice at the beginning of the play when she remarks, "I don't know why anybody lives in this country. . . The wet. The cold. The flu. The food. The loveless English" (p. 7).

The disparity between the title of the play and the actual condition is deliberately employed by the playwright to underscore the contrast between outward appearances and underlying realities. Hare demonstrates that even a thriving financial situation is not a guarantee for the main character's happiness. Despite her lending money to Dorcas and stating, "Don't thank us. We're rotten with cash" (p. 64), Susan is emblematic of the disillusionment pervasive in post-war England. Her prosperous financial state is also highlighted in the symbolic abundance of the dinner Susan has prepared for her guests. She says:

Thank heavens. Now, there was dinner. . . A little pork. And chicken. And some pickles and tomato. And lettuce. And there are a couple of pheasants in the fridge. And I can get twelve bottles of claret from the cellar. Why not? There is plenty. Shall we eat again? (p. 56)

The play presents a contrast between the abundance experienced by Brock and Susan and Brock's perspective on poverty while living in Iran, a colonized third-world country. He shares with Alice, "And of course, the poverty. Living among people who should work hard to make ends meet can make you see life in a different way" (p. 64). Through the simultaneous portrayal of abundance and decadence, Hare aims to make the hidden reality visible—the decay concealed by the misleading veneer of post-war peace, plenty, and prosperity.

In order to show the harsh reality, Hare portrays the sterility of both personal and political idealism. In the final scene, which is a flashback to 1944, Susan goes up a hill to obtain a better vista of the jubilant people celebrating the end of war. This symbolically represents the bright future that she envisioned but never came true. She tells a Frenchman, "Have you seen anything as beautiful as this? . . . There will be days and days and days like this" (pp. 86-87). However, after the war Susan has

become a complete failure. She is unable to maintain a stable relationship with anyone, except for Alice, who is an isolated woman like her. Her relationship with Toney Radley, her marriage with Raymond Brock, her subsequent attempts to conceive a child with another man, whom she does not know well, Mick, her different jobs as a clerk and advertiser, and even her mental condition end up in failure. This is why, in the final dialogue between Susan and Brock, he says, “in the life you have led you have utterly failed, failed in the very, very heart of your life” (p. 79). Not only Susan, but also Lazar, a committed soldier she met in 1943, is now completely disillusioned. Lazar shares his discontent during their 1962 meeting, stating, “I don’t feel I’ve done well. I gave in. Always. All along the line. Suburb. Wife. Hell. . . I hate this life that we lead” (p. 84). Both of these soldiers fought for a good cause that has been betrayed after the war. In other words, Hare portrays how the legacy of the war has given way to decay, and instead of a promising future, there is decay that has prevailed.

This disillusionment is political, too. The Suez Crisis is mentioned in *Plenty* as a way to illustrate England’s failure and loss of control over the canal. Hare shows, how once a conquering country, the Empire is humiliated in the Suez Crisis. How the previous status has changed and been negated can be seen in Brock’s dialogue with his employer, Sir Leonard Darwin:

Eden is weak. . . For years, people have taunted him, why aren’t you strong? Like Churchill? He goes round, he begins to think I must find somebody to be strong on. He finds Nasser. Now he’ll show them. He does it to impress. He does it badly. No one is impressed. (p. 53)

Darwin clings to the idealistic notion that his country is the supreme power of the world, as he tells Brock, “this time we are cowboys and when the English are cowboys, then in truth I fear for the future of the globe” (p. 53). However, Susan, who reflects Hare’s ideas concerning the authority, interrupts and belittlingly says, “They don’t even have the guts to make a war any more” (p. 54). Darwin realizes that he was deceived by the government about the attack (although he was against it from the beginning), and later on, when he voices his disgust in public, he is met with rejection and condemnation from many people to the extent that after his death only a few attend his funeral. Darwin’s idealism is completely shattered before his death. The loss of idealism is experienced by Brock as well, culminating in the breakdown of his marriage and the demise of his ambitious aspirations, leaving him with a menial job.

Conclusion

As a historical being, man is not thrown into existence as a pre-fabricated and absolute creation but as an integral part of an ever-changing world. Man is a creator of history, contributing to the context that, in turn, shapes his identity and consciousness. Hare shows this dialectical concept by delineating the changes that occur both in the characters and the context in *Plenty*. In contrast to conservative and idealist men, the rebellious, progressive, and realist women, who take center stage in Hare’s play, serve as mouthpieces for Hare’s progressive ideas, reflecting the sweeping changes occurring in England. In this play, Hare goes beyond the deceiving

appearance of post-war peace and plenty, offering a dialectical and realist portrayal of the concealed truth in a corrupt society. Alice exemplifies the struggles of isolated and repressed women, Darwin is completely disillusioned with the government despite his optimistic dreams, Brock stagnates in his job and eventually gets relegated to a menial position, Susan experiences different hardships, and by the end of the play, she and Lazar find themselves completely disillusioned, and Mick undergoes objectification in a class society, consisting of two different worlds. This hidden truth of a society in decline, concealed beneath the veneer of ideological abundance, is precisely what the playwright aims to unveil to present an authentic picture of the repressed reality that is mingled with class division, manipulation, decadence, alienation, hypocrisy, disillusionment and a tragic life for the main self-destructive character. In *Plenty*, Hare shows the decline of an alienated nation. Whether reactionary or progressive, realist or idealist, compliant with social norms or rebellious against them, they encounter disillusionment in an alienating, corrupt, and degrading context. By emphasizing the decadence, Hare strives to reveal the truth and criticize the corrupt system in order to instill the proper consciousness in the audience. The main character's narrative therefore serves as a warning, demonstrating that if one does not live according to their beliefs, the outcome will not be good.

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A Study of Ecological Ethics in Ursula Le Guin's *The Word for the World Is Forest*

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Abstract

Guin's (1972) *The Word for the World Is Forest* was written when the social awareness against all forms of dystopian values such as rational dualistic values, patriarchal hierarchy, anthropocentric instrumentality, and all forms of oppression and exploitation was promoted by modern ecological movements and the new wave of feminism in the 1960s and 1970s. Guin's speculative novella challenges the above-mentioned dystopian values and suggests an ecological ethics which include principles such as respect, care, love, mutuality, friendship, interdependency, equality, freedom, solidarity, responsibility, and the interrelationship between man and nature; it recognizes the differences and diversity of all the living and nonliving members of nature. To reach these ethical principles human beings need undergo a fundamental change and transformation in their way of thinking and their belief system all in all, which will result in a healthy society and ecosystem and a better place for life for the members of nature. This paper is a study of such a strategy in Guin's (1972) *The Word for the World Is Forest* by benefiting from the theories set forth by ecofeminist philosophers Warren (2000), Plumwood (1993), and Merchant (1990) to show how the writer manifests the patterns of domination and oppression of nature and what kind of ecological ethics are emphasized in order to help man save life on Earth.

Keywords: deforestation, dualism, change, ecological ethics, patriarchy

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The Author(s)

Introduction

Ecological ethics refers to the ethical principles and values that guide human interaction with the environment. It involves recognizing that the natural world has value and deserves to be protected and preserved for future generations. Ecological ethics acknowledges that humans are a part of nature and are dependent on the environment for their survival and wellbeing. Respect for the intrinsic value of nature, having responsibility to care for and loving nature, interconnectedness and interdependence, sustainability, recognition of the differences between humans and natural world, and acknowledgement of diversity are ethical principles that ecological ethics entails. Ecological ethics promotes the idea that humans must live in harmony with nature and respect the natural world in all of their actions and decisions.

As a speculative work, *The Word for the World Is Forest* is a powerful exploration of ecological ethics and how humans interact with the environment. Guin (1972) highlights the importance of ecological ethics and the dangers of exploiting the environment in her novel. She shows how treating the natural world as a resource to be exploited can have devastating consequences, not just for the environment but for humanity itself. One of Guin's goals, according to Carol P. Hovanec (1984), was to provide a hypothetical case study "of what can happen in the future if civilization continues to misuse the environment" (p. 84). So, it serves as a warning system for the future. Imagining future landscapes destroyed by human needs, it prompts consideration of how we should act today to prevent such probable scenarios. Guin presents a vision of what a future might look like if we do not change our current trends of life and do not go through changes in contemporary practice and thought (Payne, 2001). *The Word for the World Is Forest* is an attempt to focus on change in a human way of thinking and way of existence and to bridge human and nature. According to Olander and Greenberg (1979) in their book *Ursula Le Guin*, Guin starts with nature to reach man, unlike many science fiction writers who start with man to make him godlike. Her story is interlaced with themes of the fallibility of man and the need to deal with imperfect nature and the necessity of coping with the problems that the imperfect nature implies (Olander and Greenberg, 1979). She frequently presents the natural world as offering conditions that beings should accept while she continually portrays man as the one whose responsibility and accountability must be an essential component of nature. The emphasis on balance, equilibrium, and the interactions between man and nature in Guin's literature suggests an ethical theory. She held the view that while in his original state, man is generally good, but when this natural order is violated or abandoned, the situation might lead to chaos, injustice, and political unrest in the society. Guin provides us with a deep understanding of the place of man in nature, one that transcends everyday human norms, hypocrisies, and customs. According to Medicott (2022), Guin distributes power and destroys hierarchical systems, to encourage cooperation, negotiation, and connection between humans and the environment and to aid us in navigating a world beset by ecological catastrophes. Her work helps us learn to coexist in harmony and create a more peaceful future that is more equitable and environmentally sustainable and healthier for all.

The Word for the World Is Forest (1972), a utopian work focusing on environmental issues, redefines the interconnection between human beings and the natural world. It emphasizes the need for humans to recognize their interconnectedness with nature and to respect the natural world in all of their actions and decisions. Furthermore, Guin attempts to explain and demonstrate how man in a patriarchal, capitalist society seeks to dominate and exploit both nature and women, as well as where this oppression might lead the future of life on Earth. She then suggests how man and nature can work together to improve the earth by changing their perspectives and collaborating through partnership, unity, respect, care, and love as well as acknowledging diversity and the differences of "others" in order to help the continuity of life on the planet by destroying dualistic hierarchical structures. Guin stresses that to reach an interdependent collaborative life with nature and other marginalized groups, one should *resist* (my emphasis) the domination and exploitation agencies and go through a transformative change as a struggle for survival, as a necessity to follow a better life based on ecological ethics, and as an element to liberate the marginalized others. So, this paper will study how transformative change in humanity's way of thinking and lifestyle takes place to reach an ecological life based on care, love, respect and recognition of diversity and acknowledgement of differences in the light of the theories of ecofeminists including Plumwood (1993), Warren (2000), and Merchant (1990).

Discussion

Ecological Ethics and the Concept of Transformative Change and Liberation in *The Word for the World Is Forest*

Moylan et al. (2014) argues in *Demand the Impossible* that Guin created *The Word for World is Forest* "as an indirect critique of the genocide of the American Indian and the Vietnamese people by the US military-industrial complex and the struggle of those people against it" (p. 88). Guin describes how in Vietnam War the forests were defoliating and noncombatants of a different race were callously massacred in the name of peace and humanity. Apart from criticizing the US military invasion of Vietnam, the main theme that the story focuses on is the implications that deforestation might bring. It is obvious that woods play a crucial role in the climate and ecosystems of the planet. As forests store carbon dioxide and absorb oxygen, deforestation affects weather temperature patterns. Deforestation can lead to climate change, habitat damage, environmental degradation, and ultimately species extinction because there is a high species variety in forests. This might ultimately jeopardize life on Earth by destroying ecosystems. One of the main ideas behind *The Word for the World Is Forest* is to highlight the potential ecological effects of deforestation on life around the Globe. It shows a scenario in which, among other things, widespread deforestation, climate change, and biodiversity loss pose threats to the planet in which we live.

The story of *The Word for the World Is Forest* takes place on the planet Athshe, where humans, led by Davidson from Terran (Earth), have arrived to exploit the resources of the forest and enslave the native Athshean population. The Athsheans are living in peace and tranquility and have a deep interaction with the forest and

regard it as a source of wisdom. As Otto (2006) contends "The Athsheans depend on nature for their culture and survival" (p. 152). However, Selver, the main character, starts to realize that the humans' destruction of the forest ultimately leads to their own destruction as well. He begins to spread the word among his fellow Athsheans to reclaim their land and resist the humans. Selver's efforts ultimately lead to a rebellion against the humans and restoration of the forest.

As the story of the novel move on, Guin shows how in this dystopian future humans have significantly reduced the diversity of life on Earth and depleted many of its natural resources, particularly wood. The narrative depicts a "worn out world" (Guin, 1972, p. 12) that has virtually lost its biodiversity, been exhausted of its natural resources, and had contaminated its freshwater. In an effort to satisfy their own needs, mankind is currently stealing from other planets. First, they establish hierarchical notions of humanity wherein humans see themselves as the only rational beings above the Athsheans and their habitat, the forest, and contrast human/humanoid and human/nature dualism. Second, they resonate with dualistic logic wherein humans in Athshe perceive themselves as superior and separate from nature, which is assumed to be instrumental and devoid of intrinsic value. In this dualistic system, people view nature and its inhabitants as tools for achieving their goals. The idea that humans are superior beings produces a master/slave dichotomy in which the superior is seen as superior to both the forest and the native population and as such should profit from the inferior's labor.

There is no distinction between the forest and its creatures in Davidson's eyes. For him, they are all the same: unnecessary, irrational, inferior, and untamed things that need to be domesticated and harnessed. In order to meet the Earth's demand for wood, Davidson and his gang deforest Athshe and put its peaceful residents in danger. On the other hand, Davidson attempts to denigrate, oppress, and exploit the locals, women, and nature as a whole based on his patriarchal way of thinking. Davidson disregards the diversity, interdependence, autonomy, and intrinsic worth of both local peoples and nature, endangering both their very survival and biodiversity.

Davidson and his group's treatment of the forest and its natives manifests the anthropocentric capitalist man's self-interest and egoist way of thinking, which places man at the center of creation, accords nonhuman nature with no ethical significance, and understands nature using a framework based on human's value system. When a character, Kees, worries that Davidson's crew is not observing ecological principles by shooting deer on Athshe (Guin, 1972), Davidson makes an anthropocentric argument to support his act: "'it's the men that count. Not the creatures'" (Guin, 1972). Davidson continues his argument with Kees, who is concerned about the environment, by saying,

You worry about deer and trees and fibreweed, OK, that's your thing. But I prefer to view things in context by working my way down, and so far, humans are at the top of the list. Now that we're here, the world will turn out the way we want it to. (Guin, 1972)

The human-centeredness in Davidson is combined with an androcentric view that leads to hierarchical dualistic "top-down" relationships between humans and nature. This demonstrates how speciesism, misogyny, and the devastation of the forest

ecosystem are all consequences of the ideology of capitalism. Fear of the wilderness encourages its taming and commodification, while hierarchy among species allows the dominant species to act primarily in its own best interests. In other words, capitalism compels the commodification of knowledge about the issues it values most—wilderness, species, and women. According to Otto's (2006) assessment, "Davidson's knowledge of people and place is essentially commercial, fueled by a fetish nourished by the emptying of cultural and ecological meaning that allows the consumption of people and place, if not particularly for markets" (p. 154). Davidson's reflection on the goals of those who exploited Athshe serves as an example of this meaninglessness:

Men were here now to end the darkness, and turn the tree jumble into clean sawn planks, more desired on Earth than gold. Literally, since wood could only be obtained from trees and could not be obtained from seawater or the Antarctic ice. And on Earth, it was a luxury that was actually required. Hence, the foreign forests turned into wood. (Guin, 1972)

The way Davidson explains capitalism's aims in Athshe sums up how capitalism sees itself and the world. This supports a mythology in which production saves the day by clearing the forest and transforms it from a location of "primeval fog and barbarism and ignorance" to "a paradise, a real Eden". That is why terms like "darkness" and "tree-jumble" are imposed on the Athshean woods (Guin, 1972). In addition to providing wood, which is a necessity for human survival, Davidson views itself as noble in purging the forest and its inhabitants.

Davidson desires to clear the forest and transform it into goods useful to Terran like insatiable industrialists who treated the environment as a commodity, according to Hovanec (1984), who likens Davidson's mindset to the industrialist's outlook of late-19th-century America. As illustrated by Guin's novel, the basic premise for capitalism production and the subject of its discourse is the idea that the natural world is expendable. The belief that market interests take precedence over the natural environment is followed by the belief that everyone and every member of the environment, even humans, must serve the "progress" that capitalism poses. Davidson's action depicts capitalism's views of people who live in the areas it wants to market, just as it does for how capitalism feels about an expendable nature. The Athsheans are going to be rubbed out of their woods and culture sooner or later, and it might as well be sooner, Davidson says of the indigenous Athsheans. It's simply the way things turn out to be. Races that are more primitive must constantly make way for sophisticated ones or be absorbed. But a lot of green monkeys we can't digest, for sure (Guin, 1972). By demeaning the Athsheans and branding them as primitive and irrational, Davidson legitimizes the actions of capitalism that endangers not a native culture whose members are spiritually interconnected with the living forests and to one another, but a wretched group of "creechies" whose wild behavior confirms their inferiority. Davidson and his human gangs attempt to exterminate the indigenous Athsheans based on these presumptions. Nonetheless, they override their opposition even though it means losing their tranquil way of life.

The Word for the World Is Forest, thus, becomes a manifestation of what Warren (2000) calls the "logic of domination," which, in Warren's view, underlies all

forms of dominance and suppression, particularly those that affect marginalized groups, particularly women and nature. This logic also asserts that humans are morally superior to other beings and that this superiority justifies the subordination of those beings. According to Warren (2000), the patriarchal and hierarchical value systems of society and anthropocentrism are to blame for the dominance and exploitation of women as well as the environment. She contends that in order to have a healthy society, we must do away with patriarchal and hierarchical structures and open the door to an egalitarian, reciprocal interaction between humans and the nonhuman natural world. She is confident that this egalitarian relationship will lead to a recognition and appreciation for the similarities, distinctions, and uniqueness of both human and nonhuman nature (Warren, 2000).

Similar to this, Davidson holds a dualistic perspective of how humans and nature interact, with man at the top and women and nature at the bottom. They ignore the "Creechies" and the forest and reject their independence and view them as lacking rationality, which makes them inferior. For them, the forest and its inhabitants serve as a setting or tool to meet their requirements. They treat the local population and the lesser members of nature as one group that are inferior and can be governed and exploited. This is what Plumwood (1993), especially in reference to women and nature, refers to as "the logic of dualism" of self and other minor groups including women and nature. Moving beyond dualism, according to Plumwood (1993), necessitates a rearticulation and transformation of the hierarchical relationship between self and other through the establishment of some sort of interconnectedness and continuity while holding on to differences to create a communication space for moral concepts that were previously marginalized, such as respect, care, sympathy, gratitude, friendship, concern, compassion, and responsibility. According to Plumwood, establishing continuity and acknowledging the interdependence of humans and nature will lead to the flourishing of differences and a shift away from egoism and relationality. Unlike the Terrans, the Athsheans practice life in collaboration with the forest and believe they are part of the nature they are living in. The Athsheans hold fast to a non-dualistic worldview which is an endeavor to retain their interconnection with nature which is built on love, care, respect, and partnership with nature while understanding the differences and diversity. The Athsheans have a modest understanding of their position in relation to other people and in the larger ecosystem of nonhuman nature.

Furthermore, *The Word for the World Is Forest* explores the consequences of disregarding diversity and imposing one's cultural norms on others. The Athsheans have a deep connection to the environment and follow communal values that prioritize cooperation over competition. The novel suggests that acknowledging diversity is crucial to creating a harmonious and just society. By acknowledging the Athsheans' unique way of life and their connection to the environment, the humans can learn to live cooperatively with them rather than trying to dominate them. By respecting other cultures, beliefs, and ways of life, one can learn to coexist in harmony and create a more peaceful future.

As the novel shows the Athsheans, who have a deep and respectful relationship with their environment, exemplify partnership ethics. They understand the interconnectedness of all living beings and the importance of living in harmony

with the natural world. They operate through consensus and prioritize the wellbeing of their community over individualism. In contrast the humans see themselves as superior to the Athsheans and the natural world, and they exploit and destroy resources for their own benefit. But the Athsheans see their environment as partner rather than mere resources.

For Athsheans, as Merchant's (1990) partnership ethic theory states, humans are equal among themselves and equal with nonhuman nature regardless of their perceived status of their power. In Athshe, individuals, as partnership ethic says, are helpers, partners and colleagues and people and nature are equally vital to each other and there is a mutual living interdependence and mutual commitment. There is a conversation between the Athsheans and the forest. Hence the forest and the humans converse in a dynamically balanced and more nearly equal relationship with each other. In this ethical alliance, nature is an active collaborator with humankind (Merchant, 1990). Their society is a "polyphonic" one; every member of the community has its own voice; and as Merchant's (1990) partnership ethic says "both nature and humans will have voices and both voices will be heard" (p. 56).

The Athsheans recognize both continuities and distinctions between human and nonhuman nature and respect diversity. They acknowledge the connection and integration between human life and the natural world as well as the fact that humans are a part of and dependent on nature. Athsheans identify reality and their selves as the same as the forest; they view themselves as a part of the environment, the forest, they are living in: "Athshean man was branch and root" (Guin, 1972, p. 5). The forest is perceived as an organic extension for Athsheans. The term for the forest in Athshean is the same as the word for the world (Guin, 1972). Their world is the forest. Their minds function like the various parts of a tree, branch, root, vine, and river; their memories are the roots. They are the forest themselves, and when the forest is destroyed, they are also destroyed. The Athsheans see the forest as a reflection of their essential inner life, seeing each element of the forest as life rather than as an inanimate object. In other words, they internalize the scenery and use it as a mental metaphor. It is crucial to them that they recognize the intrinsic value of each forest component as being distinct, singular, and unique in its own right.

As there is no division between "the trees" and "the world", the Athsheans see in the felling of the trees the destruction of their world. When the Terrans cut trees, it is as though they severed the Athsheans bodies. For Athsheans, nature is not a phenomenon to be controlled, to be utilized as though it lacks life, but a living partner, and a source of biological and mental nutrition. Even the language describing their mental states is taken from that of trees. In such lines as "Tiny paths went under the branches, around the boles, over the roots; they did not travel straight, but surrendered to every obstacle, tortuous as nerves" (Guin, 1972, p. 2), the relationship between mind and forest is obvious. There are various references to roots: "He had feared that he was cut off from his roots," and "They have left their roots behind them, maybe, in this other forest from which they came, this forest with no trees" (Guin, 1972, p. 2). The atmosphere in the forest is similar to what the characters in *Forest* experienced:

The air was black and full of moisture, and you couldn't tell where to put your feet because it was all roots, bushes, and tangles. There were noises all

around, water dripping, rustling, tiny noises, little things sneaking around in the darkness. (Guin, 1972, p. 7)

The Ideas of Change and Liberty

The Word for the World Is Forest, according to Fancourt (2004) in *Altered States: Feminist Utopian Fiction*, "is examining the possibilities for change" (p. 165). The transformative change is important in addressing environmental destruction and social injustice. The transformative change can lead the man to liberty. The novel emphasizes individuals must be willing to challenge the status quo and fight for transformative change to achieve a free and more equitable and a healthier society. In addition, the novel highlights the need for institutional change in addressing ecological issues. Only by transforming the institutions that perpetuate environmental exploitation and social injustice, the novel suggests, can we hope to build a society is free and more equitable and environmentally sustainable. Thus, *The Word for the World Is Forest* emphasizes the need for continual change and transformation both within individuals and within society as a whole. By embracing change and working towards transformative solutions, we can create a more just and sustainable world for all.

For the Athsheans, change is a liberating force that will free them from Terrans' exploitation and oppression in order to take control of their future. They fight back against Terran oppression in order to maintain their freedom, even when doing so means giving up their nonviolent way of life and allowing their culture to change. As interwoven into the ecology of their planet, while displaced by the Terrans' invasion, the Athsheans abandon their pacifism and begin a furious endeavor to halt Terrans' exploitation and oppression writes King (1983). They suffer severe consequences as a result of their opposition to injustice and exploitation.

Although the Athsheans acknowledge the Terrans' differences and embrace them as one of themselves, the Terrans never accept them as members of their society. Instead, the Terrans introduce violence and cultural repercussions into the peaceful Athshean "civilization," which inadvertently erases the Athsheans as a result of the loss of one of their primary defining characteristics: pacifism and nonviolence. This results in a significant shift in their culture and worldview. "Perhaps after I pass away, people will be as they were before I was born and before you arrived, Selver laments to a Terran. Nevertheless, I don't believe they will" (Guin, 1972, p. 169). The Athsheans may be ecologically altered for all time as a result of their newfound knowledge of how to kill. As there is no distinct difference between one and the other or their surroundings, to murder another Athshean is to kill oneself.

However, they learn to kill in order to defend themselves and oppose the Terrans' dualistic values and their destructive policy. Killing here is a weapon of self-defense, a method of denial of a worldview, to reassert their radical dedication to all forms of life, to their world: to the forest. Killing arises as a refusal of a future that mimics the present world of Earth. The Athsheans do not accept that their planet is doomed to be ruined. They fight the Terrans to prevent it just in time. They refuse to acknowledge their own demise by rejecting human/nature dualism. The resistance and success comes via their unity.

Yet this resistance comes at a price for Athsheans. They are not the same people they were before. They lose their innocence and their ability to live a peaceful, nonviolent life. They contend that while nature will recover and the trees will grow back over time, the killing will go living in their minds. As Selver puts it "some time a god appears and brings a new means to do a thing, or a new thing to be done. A new type of song, or a new form of death" (Guin, 1972, p. 189). Selver, a symbol of change, realizes the necessity of killing humanity in order to save the forest. He embraces the attackers' tactics and weapons and replaces their new ways with his old ways of peaceful life. As Olander and Greenberg (1979) write Selver becomes

a god of revolutionary transformation, just as he is a deity of death, he delivers something new—the killing of men—to the Athsheans. Selver considers killing not as an end but as a way of survival. He is the revolutionary Ore, the god of change, of energy, of freedom, who creates a new style of existence for the Athsheans. (p. 74)

He transforms from a passive victim to a leader of rebellion to resist humans' domination. He represents a transformation in the larger society's attitude towards the environment and social justice.

Thus, the story illustrates the notion of resistance which stems from a vision that enough harm has been brought upon their lives already and that if they allow oppression, exploitation and slavery to go on any further it would lead the planet Athshe and its people to a path of no return. So, *The Word for the World Is Forest* becomes a story of the rejection of oppression and exploitation, of refusing to go on a certain path in the awareness that it will be incompatible with life as Athsheans know and want it. The violence of the Athenians becomes an effort to achieve freedom. Guin (1979) in *The Language of the Night* states that, "the pursuit of art by the artist or the audience is the quest of liberty." Most people go away from the road of pursuing liberty out of a desire for power in the sense of dominance over others. *The Word for the World Is Forest* started out as a purely idealistic search of freedom. The Athsheans oppose their Terran invaders, betraying their nonviolent ethic, but as Moylan et al. (2014) writes in *The Word for the World Is Forest* that "the resistance succeeds in persuading the League to withdraw its forces and keep Athshe off-limits for several generations" (p. 152).

The Athsheans presents a critical utopian viewpoint that envisions a society and an ecological that are fighting for survival in the face of impending extinction. Nevertheless, their culture is irreparably changed when Selver and his allies fight and slaughter the "yumens" in an effort to stop the destruction of their world. According to Coro Mena, everything will alter as a result of this act, which will transform "all men's dreams [...]." Even while Dr. Lyubov asserts that "they are a static, stable, uniform society," Guin (1972, p. 33) writes that "they will never be the same again." They are completely unprogressive, without a past, and perfectly merged. From an outsider's perspective, you could say that, like the forest they inhabit, they have reached a climax state (Guin, 1972). After the arrival of the Terrans, Lyubov gradually realizes that this perspective is completely incorrect. This is demonstrated by the Athsheans' willingness to change and advance their culture in response to threats to it.

Although they were living in harmony with their environment and acting as though they were a part of nature and experienced a peaceful life. The Athsheans enjoyed completeness of vision or state of being before Selver killed the humans, in which “the thing we had to do was the right thing to do; the road we had to take was the correct way and took us home” (Guin, 1972, p. 33). As a result, there was no distinction between what they did and what was morally correct. Yet as Coro Mena tells Selver, “[because] you've done what you had to do, and it was not right,” a fundamental rift in their civilization developed once killing humans became a part of their way of life (Guin, 1972). Although it would be too simple to claim that the Athsheans have transitioned from a simpler or more primitive existence to a more complex, advanced one, there is little doubt that they have undergone a change in their worldview and way of thinking. Every Athshean has been impacted by Selver's deeds; his dream's ramifications and realization reflect not only his own morality, but also that of his entire people and their culture. The rift within their culture indicates that the original wholeness is unsustainable; difference, diversity, and division are essential components of growth and advancement. In other words, utopian communities aren't always peaceful and without violence. It was occasionally necessary as a form of self-defense to defend your surroundings and yourself against exploitation and oppression.

Conclusion

As it was investigated, Guin shows how human anthropocentrism and capitalist consumerism along with “logic of domination” and “logic of Dualism” impose an ecological catastrophe and endanger the quiet, serene, and pacific life on the planet Earth in *The Word for the World Is Forest*. Man cannot be rationally distinct from other creatures and nature, nor can he be superior to them. Nonetheless, despite each of them maintaining their independence, autonomy, and agency, the lives of a man and the environment are intertwined and dependent on one another. Hence, resource depletion and biodiversity loss would lead to ecological crises including droughts, climate change, desertification, species extinction, and more, endangering both human life and nonhuman animal life. A Man should recognize that nature is not a source or a tool to meet his needs and serve him in order to achieve a healthy and balanced society. Nature, however, has its own inherent worth and autonomy. In order to create a reciprocal, equal relationship between people and the nonhuman natural environment, man must eliminate patriarchal, hierarchical social systems. The rejection of nature's dependence and autonomy could result from treating it as “other” because it is different. The man should be aware of the similarities, contrasts, and diversity between himself and nature, as well as the needs of nature. He needs to go past dualistic thinking. To create a space where ethical concepts like care, respect, sympathy, friendship, concern, and responsibility can be communicated, it is necessary to transform the relationship between oneself and others through the establishment of some sort of continuity while maintaining differences and diversity. Man and nature ought to converse and interact on equal terms. This would create the foundation for a polyphonic community where each individual has their unique voice. As it previously discussed, in accordance with Merchant's (1990) partnership ethic, we have responsibilities to one another as well as to nature.

In *The Word for the World Is Forest*, Guin paints a picture of what the world would look like in the future if people kept up their destructive practices that exploit and devastate the environment. Yet, she makes the case in this book that we should look into the possibility of altering our way of thinking and lifestyle in order to rescue the Earth's environment and the lives on it. She makes a point of saying that freedom from exploitation and tyranny comes from change. One must first fight against injustice in order to make room for change, even if doing so means giving up their peaceful and nonviolent way of life. The novel's protagonist Athsheans experiences a profound change in his worldview and way of thinking as a result of his resistance, which ultimately results in his liberation. The self-consciousness that results from this resistance. Le Gun highlights that violence and killing become a kind of a self-defense in the face of exploiters' repressive power by introducing them to Athshean culture. Killing becomes a means of survival for both man and the environment, and it represents a rejection of the dystopian future that man's handling of nature may bring about. And everything needs to change in order to save lives and protect freedom. Change is a shift in one's belief systems and way of thinking, altering the current situation and advancing a peaceful culture. To change is to give up dualism and hierarchy and embrace diversity and difference. Although the shift could disturb your tranquility, it is vital preserving both your existence and the life of the natural world.

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Mastering the “Term of Art”: Linguistic Avoidance in David Mamet’s *Oleanna*

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Abstract

Many critics have read David Mamet’s (1993) *Oleanna* as a locale for issues of gender, misogyny, and sexual harassment. Another group, however, believe that it is the potentials of language and its manipulation which are central to the play, which need to be delved into. In line with the latter view, the present article assumes that the interactions of both John and Carol in this two-character play exemplify an interview in which they constantly attempt to preserve their faces through adopting a number of linguistic avoidance strategies. Therefore, by drawing upon linguistic avoidance frameworks suggested by Janney (1999) and Anchimbe (2009), the present article links up linguistic avoidance to Spencer-Oatey’s (2000) notion of rapport management and shows to what extent John and Carol adopt these strategies to attend to their personal and professional face needs at the cost of further alienation and frustration. The findings of this paper are also an affirmation of Žegarac and Spencer-Oatey (2013) who argue that participants’ self-oriented perspective due to face concerns may cause difficulties within joint projects, which is a barricade to spirit of cooperation and reciprocity.

Keywords: linguistic avoidance, rapport management, cooperation, face concerns, *Oleanna*

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Introduction

Having been introduced to the world of American drama during the time of political uncertainty, tumult, and political correctness of 1990s, David Mamet's (1993) two-character play *Oleanna* has been widely reviewed and critiqued as a work dealing with intricacies of language. The three-act play puts on stage the confrontation of a male professor, John, and his student, Carol. John, who is going to be granted tenure, is busy with negotiations to buy a new house while Carol meets with him in order to ask for a passing grade. Pressured by his obligation to his students, John shows concern for her and promises her a grade 'A' only if she comes back to his office a few more times. In Act Two soon we find that Carol, as a representative of a feminist group, has accused her professor of sexual harassment, an act which presumably manifests a shift of power. The teacher-student conflict becomes more serious in Act Three, where Carol offers to withdraw her complaint from the tenure committee on condition that he sign a list of banned books, including his own book. Finding himself obliged to the dignity of his family and profession, John refuses her offer only to surprisingly find that Carol has filed charges of battery and attempted rape against him. This, along with Carol's warning him not to call his wife 'baby', leads to John's physical and verbal attack on Carol, which presumably leads to his destruction and loss of job.

A number of critics, including Macleod (1995), Baudenhausen (1998), and Murphy (2004), firmly believe that the conflict over power is readily visible in *Oleanna* and that it is through language that its characters establish, maintain, and lose their power. These critics believe that it is through inspection of language that we may uncover the motives behind this play. Following the premier of the play in 1993, Mamet's audience have greatly disagreed over the idea of manipulation of power. Some, irritated by the later cruelty and ferocity of Carol, give the upper hand to John, and some tend to throw blame at John and his miscalculations in teaching as well as his exploitativeness. However, having accepted that the source of the conflict between the teacher and his student lies within their mismanagement of relationship or taking it as "a struggle to achieve and maintain certain kinds of privilege: economic, sexual, and academic," (Skloot, 2001, p. 96) the present article attempts to maintain a linguistic perspective regarding the very strategies employed by these two characters and investigates *linguistic avoidance* in their interactions in the course of the three acts, by means of which they try to avoid topics which possibilize making any threat to their faces.

To the best of our knowledge, no study has taken up a study of Mamet's (1993) play through the frameworks of linguistic avoidance which has its roots in ideas of politeness and facework. Due to the vastness of the literature and theories on linguistic politeness and facework which has been a focal point since 1960s, the present article draws on two frameworks of linguistic avoidance discussed by Anchimbe (2009) and Janney (1999) in order to throw light on the underlying motives of Mamet's characters and the way they try to preserve their faces in their interactions. This seems to have been initially inspired by Domenici and Littlejohn who assume "'facework' is not an incidental or ancillary goal of communication. It is central to all human social interaction" (2006, p. 204). We believe that a more enlightening reading of Mamet's (1993) play can be offered through the above-mentioned frameworks, as the interactions between the two characters in Mamet's play exemplify a dialogue in

which both of them follow a question-answer pattern in order to persuade the other party and to uphold the validity of their views while trying to keep their own agenda safe and unchallenged. With regard to this, grounding our argument upon the above-mentioned frameworks, we chose from Mamet's play a number of extracts in which avoidance strategies were more noticeable in order to demonstrate how both Carol and John, with the aim of keeping their faces unthreatened, become involved in linguistic avoidance which leads to their further frustration and finally to John's physical violence.

Finally, this paper relates the conflict of John and Carol to some remarks by Žegarac and Spencer-Oatey (2013) in order to explain how facework and face concerns within human interactions, specifically the realm of education, can hamper the path of vital and humane cooperation and reciprocity. In addition, all these attempts thus prove how literary texts may come handy as data for investigation of human interaction.

Literature Review

Brief Overview of Studies on Politeness

Linguistic politeness has been framed within the field of pragmatics which is defined by Verschueren (2009) as “an approach to language which takes into account the full complexity of its cognitive, social and cultural (i.e., meaningful) functioning in the lives of human beings” (2009, p.19). With this regard, it can be said that pragmatics is concerned with the actual use of language and how utterances can be perceived differently in different contexts. Concurrently, studies on politeness also start to grow within this field. Theoretically, these studies were embarked upon through the seminal work by Brown and Levinson (1987) which is considered as an influential, yet controversial, model which thoroughly gave over itself to analysis of politeness and strategies we adopt to be polite.

Brown and Levinson (1987) maintain their discussions of politeness through the concept of *face*. As is known in people's everyday sense of the word, face refers to notions such as reputation, self-esteem, or the public self-image that each member of a given society claims regarding their overall personality. They explain politeness with reference to the notion of face and assume that face consists of two desires or “face-wants”: “negative face” refers to a rational persons' want that their actions not be impeded by others, and “positive face” refers to a rational person's desire to be approved of by others. For instance, I may want others to admire my actions and approve of my existence in the world (positive face), or I may want others to attend to my wants and avoid trespassing them (negative face). Brown and Levinson regard face as something “that can be lost, maintained or enhanced, and must be constantly attended to in interaction” (1987, p. 66). Thus, they term any threat to face as a Face-Threatening Act (FTA) and state that in order to avoid a breakdown in communication, each threat to one's face needs to be followed by a mitigating statement or some redressive statements which constitute politeness. For the purpose of analysis, Brown and Levinson (1987) trace a number of strategies that are adopted by speakers in order to mitigate or minimize threats to the positive or negative faces of the hearers. For example, they maintain that requests inherently threaten hearer's negative face or that criticizing them threatens their positive face.

Since 1990s, politeness research has confronted revisions and divisions offered by new trends. The scope of research was enlarged by a number of researchers (e.g., Culpeper 1996, 2005, 2011) who turned their attention to the study of verbal aggression and politeness (i.e., face-aggressive behavior). Labelled as "impoliteness," this trend is no more concerned with strategies adopted to mitigate the threat of utterances. Rather, it considers "the use of strategies that are designed to have the opposite effect – that of social disruption" (Culpeper, 1996, p. 350) via face attacks. In other words, as McIntyre and Bousfield put it rightly, "where politeness is concerned with mitigating face-damage, impoliteness is concerned with aggravating it; and mitigating strategies can often be reversed to achieve this objective" (2017, p. 774).

Toward a Definition of Linguistic Avoidance

As the term linguistic avoidance denotes, we may relate it to avoiding words or expressions which threaten the face of the interlocutors in interactions. Janney, who has identified avoidance strategies within a trial testimony, proposes that "linguistic avoidance is a uniquely human type of *symbolic adaptation* to threats in the discourse environment" (1999, p. 259). Accordingly, he believes that in the same way that mere organisms adopt strategies to distance themselves from the source of discomfort, interactions of human beings also entail such avoidance patterns. Thus explained, Janney proposes five instances of linguistic avoidance strategies including:

- (1) a *valence* dimension, in which lexical substitutions weaken the negative connotations of references to *x*;
- (2) a *proximity* dimension, in which substitutions of demonstratives, pronouns, verb tenses, etc. increase the implied deictic distance between the speaker and *x*;
- (3) a *specificity* dimension, in which lexical substitutions of narrower or broader semantic scope weaken the clarity of references to *x*;
- (4) an *evidentiality* dimension, in which modal substitutions weaken the implied reliability, validity, or truth value of references to *x*;
- (5) a *volitionality* dimension, in which lexical, grammatical, and discourse framing substitutions weaken the speaker's implied responsibility for or volitional connection to *x*;
- and (6) a *degree* dimension in which substitutions of adverbs and adjectives reduce the implied amount, duration, measure, or intensity of *x*. (Janney, 1999, p 263)

Anchimbe has drawn on the idea of linguistic avoidance within the realm of broadcast political interviews. What brings his argument closer to the discussions of politeness and face is his belief that politicians possess vulnerable positions and they need to preserve not only their own faces, but also their political status, their political parties, their countries, and even the alliances their countries are a member to. As a result, they adopt linguistic avoidance strategies through which they can "save [themselves] from supposed media distortion, political accusation, falsehood, and above all to defend [their] position[s]" (2009, p. 99). With this regard, Anchimbe defines this strategy which aims at face-saving as "interlocutors' ability to avoid topics and concepts they deem harmful to their face" (2009, p. 97). While Janney (1999) identified five strategies of linguistic avoidance, here, apart from valence, specificity, and evidentiality strategies, Anchimbe comes up with three other strategies including generalization, correction, and non-committal, which he defines as "remaining[ing] generalized and vague," (2009, p. 106) moving "from an earlier

(misunderstood) position to a new (intended) one,” (2009, p. 108) and “avoiding words that commit or bind one to a future action” (2009, p. 109), respectively.

Based on the arguments above which concerned linguistic avoidance in courtrooms and political interviews, the present article aims to extend this argument to the world of drama and, in our case, to David Mamet’s (1993) *Oleanna* which has been a locus of continuous critical review. Building on some critics (e.g., Weber, 1998) who have attributed to it the characteristics of courtroom questioning, we aim to show that *Oleanna* verges on the backdrop of the above-mentioned endeavors. Undoubtedly, we may also look at it as an interview in which John and Carol try to preserve their own faces as well as the faces of their groups.

Where Linguistic Avoidance and Rapport Management Converge

As Marsh has written, “evasive answers are motivated by considerations for both speaker and hearer’s positive face-wants.” (2018, p. 1) The term positive face-wants brings to our minds Brown and Levinson’s (1987) positive face which is related to one’s desire to be approved of and maintained. Moreover, they have asserted that interlocutors make use of politeness strategies since they want to cooperate with each other. Integrating this with Marsh’s (2018) statement, we may come to conclusion that evasive answers or linguistic avoidance are caused by participants’ desire to maintain a smooth and harmonious relation and to maintain their faces. This argument can seemingly direct our attention to what Spencer-Oatey (2000) has termed *rapport management*.

Haugh places Helen Spencer-Oatey among researchers who claim that “face and facework should be a focus of research in their own right, as they involve issues broader than simply politeness” (2009, p. 3). This explains Spencer-Oatey’s interest in the notion of face which she thinks focuses “on concerns for self” (2000, p. 12) as has been reflected in Spencer-Oatey (2000-2008). She draws upon Goffman’s definition of face as “the positive social value a person effectively claims for himself by the line [sic.] others assume he has taken during a particular contact” (as cited in Spencer-Oatey, 2000, p. 329). Spencer-Oatey distances herself from politeness and embraces the notion of rapport management which she thinks “suggests a greater balance between self and other” (2000, p. 12), thus defining it as “the management (or mismanagement) of relations between people” (2002, p. 96).

Rapport management and linguistic avoidance seem to come closer to each other when Spencer-Oatey raises the question as to whether face concerns are “personally oriented (i.e., oriented to the speaker and hearer as individual participants)” or “group oriented (i.e., oriented to the speaker and hearer as group representatives)” (2002, p. 533). Moreover, Spencer-Oatey (2008) seems to revise her previous work by arguing that face consists of three levels of representation including:

the personal or individual level (“I am Tara, a successful twenty-two-year-old female musician”), the relational level (“I am the daughter of A, the wife of B, the coworker of C, the employee of D, etc.”), and the group or collective level (“I am Algerian, Arab, and Muslim”). (as cited in Leech, 2014, p. 41)

This indicates that when considering linguistic avoidance in interviews, it is noteworthy that we consider interlocutor’s face at least at the three levels of personal, relational, and collective. However, in his discussion of linguistic avoidance in political interviews, Anchimbe considers political figures as “four-faced”, in that their

statements in broadcast political interviews can have an irrecoverable effect "on the political aspirations and political positive face of the politician making them; on the political party s/he represents; on his or her country; and on the alliance or coalition his country is member to" (2009, p. 98). It can thus be inferred from the above arguments that there is a possibility for someone's face to be threatened at least at the levels of: (1) their person, (2) their parentage, (3) their groups, (4) their profession, or (5) their nations. Therefore, when it comes to interviews, we may observe how participants, especially interviewees, oblige themselves to preserve these face concerns and not to threaten them.

The notion of linguistic avoidance seems to be tied to the notion of *cooperation* as well. With this regard, Anchimbe vigorously argues that there exists "a bizarre form of co-operation between the interviewer and the interviewee" in political interviews since "ironically. . . the interviewer is assumed to have a right – a responsibility, even – to threaten the interviewee's political face and the interviewee is expected to allow this to happen without attacking the interviewer back" (2009, p. 97). The answer to this riddle seems to lie in the fact that there are face-saving reasons that interviewees need to be aware of. Furthermore, Žegarac and Spencer-Oatey (2013) touch upon the issue of cooperation ingeniously. Their arguments seem to enrich the results of Anchimbe (2009) in that they argue that it is 1) "participants' lack of an adequate set of presumed shared beliefs" and 2) "lack of appreciation of the need to avoid a self-oriented perspective" that cause difficulty within joint projects (2013, p. 435). Arguably, extending this view of cooperation to the issue of linguistic avoidance is likely to yield new results since participants in interviews pretend to have shared beliefs, while, in fact, they have self-orientated concerns. Within these situations, it can be said that interviews are doubly bizarre in terms of cooperation in that trying to keep their shared beliefs at their disposal, participants need to avoid threatening the faces (personal, familial, group, professional, national, etc.) of the other while trying to hide their own self-oriented intentions.

Hence, it is a core requirement for this paper to take into account the face concerns of both John and Carol and the way they attempt to manage the relationship between them in David Mamet's (1993) *Oleanna* since we consider their arguments throughout the three scenes as a dialogue in which the role of the interviewer and interviewee constantly changes and, at some intervals, entails their being involved in several patterns in discursive interaction, including linguistic avoidance.

A Brief Review of the Literature on David Mamet's *Oleanna*

The enigmatic nature of David Mamet's (1993) *Oleanna* has welcomed a large number of critical views and scholarly articles (e.g., Silverstein, 1995; Macleod, 1995; Baudenhausen, 1998; Weber, 1998; Ryan, 1996; Skloot, 2001; Bean, 2001; Kulmala, 2007; Murphy, 2004, 2013, among others). The bulk of this criticism has often defended the playwright against misogyny, sexual harassment, and political correctness. Opposed to these arguments, some scholars (including Baudenhausen and Ryan) concur that situating *Oleanna* merely within the above-mentioned frameworks is not enough. For instance, Macleod writes: "the narrow critical preoccupation with sexual harassment, political correctness and beleaguered masculinity in *Oleanna* has obscured what is in fact a far wider and more challenging dramatic engagement with issues of power, hierarchy and the control of language" (1995, p. 202). Consequently,

it can be said that the issue of power has been crucial within *Oleanna* scholarship. Ryan, for example, argues that *Oleanna* is about “Carol and John’s struggle to overpower each other” (1996, p. 393). Weber (1998) postulates that instead of focusing solely on the text, through integration of social (power relations) and cognitive (background schemata) contexts in *Oleanna*, we can uncover three models of power including “power of” (Carol’s seeing power as acquisition of knowledge, “power to” (John’s seeing power as giving lectures to students so that they can achieve their goals), and finally “power over” (Carol’s seeing education as dominance and thus reversing the power relations). Hence, through the perspective of schema theory, Weber concludes that there is a

dynamic tension between social and discursive power, as well as between power as domination and power as enablement; and that this precarious balance can easily be abused, from both sides, by the more powerful as well as the less powerful participants. (1998, p. 126)

Some critics also have directed their attention to the potentials of language along with hierarchal power which constitute the continuation of the conflict in *Oleanna*. With this regard, Macleod (1995) explains that “every exchange between the two characters bears directly or indirectly on the use or acquisition of *linguistic power*” [italics added] (1995, p. 209). Hence, he argues that in the same way that John exercises his power on his tuition-paying student in order to maintain his status, Carol also “discovers that she can use the rhetorical strategies of sexual politics to change her position in the hierarchy” (1995, p. 207). Arguing for an analysis which is more in favor of engagement with issues of power, hierarchy, and the control of language, Murphy asserts that *Oleanna* is about “specialized language or jargon which serves as the ticket of admission into restricted linguistic communities that confer power, money, and/or privilege upon their members” (2004, p. 126). Having said that, she assumes that Carol’s predisposition to become familiar with John’s linguistic community and his seeking empowerment through the language of academia have been nothing more than mere illusions.

These remarks by the aforementioned scholars emphasize that seemingly it is through the doors of language that we may explore and fathom the hidden layers of *Oleanna*. These arguments heighten the need for a more extensive and theory-based exploration of linguistic strategies and tactics adopted by John and Carol, which lead to their further alienation. Moreover, it can be said that *Oleanna* calls for more scholarly research in order to delineate how politeness considerations and face concerns and linguistic avoidance patterns to take account of these considerations dominate the interactions of John and Carol.

Analysis

The data used in this study is a corpus of extracts from David Mamet’s play *Oleanna* (1993). In Act One, we deem Carol as dominantly interviewing John since she is in an urgent need of a passing grade. Hence, she questions the professor from the very beginning of the play, thus leaving him no choice but employing a series of face-saving strategies through making use of linguistic avoidance. In Act Two and Act Three, however, it is John who invites his student in order to convince her to drop her complaints about his acts of sexual harassment. Here, although Carol’s answers soon turn out to be mostly blatant or on-record, they exemplify to what extent she has

mastered the art of linguistic avoidance from her teacher. Therefore, in these two acts, we deem John as the interviewer and Carol as the interviewee, with respect to the reversal of their roles. While the two characters are mostly involved in exploiting language to maintain power, there are some instances within the course of play where they capitulate and their conversations take up a fairly humane or cooperative coloring, hence leading to their acceptance of difference which starts with shattering face concerns. In the following, by drawing upon a number of aforementioned strategies regarding linguistic avoidance, we aim to disclose how both John and Carol exploit some of these strategies in order to preserve their personal, familial, group, and professional faces, thus deepening the rift within their interactions.

Act One

The first act of *Oleanna* is replete with a large number of linguistic avoidance strategies mainly on the part of John. Dissatisfied with her low grade, Carol visits her teacher in his office in order to ask for a passing grade, which leads to further discussions related to the essence of education and John's promotion by the tenure committee. From the outset, Carol starts questioning John, whose mind is obsessed with tenure, buying the new house, and security of his family, regarding the meaning of "term of art" which he has just discussed with his wife on the phone and is probably related to a problem in their negotiation for the house:

Carol: (pause) What is a "term of art"?

John: (pause) I'm sorry...?

Carol: (pause) What is a "term of art"?

John: Is that what you want to talk about?

Carol: ... to talk about...?

John: Let's take the mysticism out of *it*, shall we? Carol? (Pause) Don't you think? I'll tell you: when you

have some "thing." Which must be broached. (Pause) Don't you think ...? (Pause) (Act One, pp. 2-3)

As seen above, from the very beginning, John starts to impose what Bean calls "rhetorical aggression" (2001, p. 111) on Carol by moving from an indefinite article to a definite pronoun. Shocked by her abrupt question, as a university professor pressed to define a term he does not know himself, John finds his professional face threatened. In order to preserve his face, he resorts to specificity strategy, which is defined by Anchimbe as moving "from a general concept to a specific one" (2009, p. 107), in order to give Carol the impression that he is unconditionally offering an answer, while in fact he avoids being credited as a professor incompetent at providing the right answer to his student. This can be seen when he moves from "a" (see italicized areas henceforth) to 'it'. In addition, John's "obscure academic-speak" (Baudenhausen, 1998, p. 13) seems to go further when he stumbles to touch upon the issue while using vague terms: "It seems to mean a *term*, which has come, through its use, to mean something *more specific* than the words would, to someone *not acquainted* with them . . . indicate" (Mamet, 1993 p. 3).

Following John's sharing his childhood experience with Carol and the fact that he was told to be stupid, in order to assuage Carol, he gives the following pep talk:

John: ... And you will think: why was I born to be the laughingstock of a world in which everyone is

better than I? In which I am entitled to nothing. Where I can not learn.

(*pause*)

Carol: Is that... (*pause*) Is that what I have...?

John: Well. I don't know if I'd put it that way. Listen: I'm talking to you as I'd talk to my son. Because

that's what I'd like him to have that I never had. I'm talking to you the way I wish that someone had talked

to me. I don't know how to do it, other than to be personal, ...but... [*italics removed*] (Act One, p. 19)

In the above dialogue, John seems to be making use of proximity strategy which is a way of avoiding threatening concepts by pretending "as if they were somehow 'far away'" (Janney, 1999, p. 264). Here, puzzled by the far-fetched arguments of the professor, Carol makes use of present perfect tense "what I have . . .". However, this is followed by John's use of past perfect tense "I'd put it" which seems to be a strategy aimed at shifting the context of answering. John's expression of uncertainty "I don't know of I'd put it that way" also implicates that he wants to distance himself from his previous stance and any possible interpretation on the part of Carol which threatens his face. Hence, it is quite clear how John's attempts at saving his own face leads to further confusion on the part of Carol, especially when she confronts John's intention to be personal with her:

Carol: Why would you want to be personal with *me*?

John: Well, you see? That's what I'm saying. *We* can only interpret the behavior of others through the

screen we... (*The phone rings.*) ... (Act One, p. 19)

This can be another instance of specificity strategy which was illustrated above. In fact, John does try to answer Carol's explicit and threatening question but still through vague terms "well" and "you see?". John asserts "that's what I'm saying" while in fact he is not providing any answer to Carol's question. He further moves from Carol's "me" to the generic pronoun "we" in order to maintain his professional face and to give more credibility to his argument, hence maintaining a positive face.

As we move further to the middle of the first act, John and Carol's discussion of the politics of education leads to John's criticism of the educational system as well as the tenure committee. However, his self-enhancing arguments and harsh criticism of the committee seems to end in an act of self-depreciation. Having already left Carol with a negative image of himself as a person who bites the hand that feeds him, he decides to make use of non-committal strategy which refers to "avoiding making binding commitments" (Anchimbe, 2009, p. 109):

John: ...The "test." Do you see? They put me to the test. Why, they had people voting on me I wouldn't

employ to wax my car. And yet, I go before the Great Tenure Committee, and I have an urge, to vomit, to,

to, to puke my badness on the table, to show them: "I'm no good. Why would you pick me?"

Carol: They granted you tenure.

John: Oh no, they announced it, but they haven't signed. Do you see? "At any moment..." [italics

removed] (Act One, p. 23)

Finding himself in a situation where he has insulted the committee, he needs to humble himself in order to create a positive image of himself. That aside, although he knows that he will be given the tenure, most likely, in the near future, he resorts to non-committal strategy, by stating "they haven't signed," in order not to submit himself to any future decisions. Given the normal process, he is certain that he will be granted tenure, but to preserve his face and to avoid being deemed as unappreciative to the system which provides for him, he contends that future is uncertain.

Following John's explanation about the reasons people pursue higher education, the contention between John and Carol seems to take root. Here, John brings up the question as to whether all kids should go to college when they do not learn:

Carol: But how do they feel? Being told they are wasting their time?

John: *I don't think* I'm telling them that.

Carol: You said that education was "prolonged and systematic hazing."

John: Yes. It *can* be so. [emphasis added] (Act One, p. 35)

John, who has continuously added up to Carol's confusion, seems to be making use of evidentiality strategy which aims "to signal doubt about the accuracy or reliability of one's knowledge of them or to refer to them as if they were only hypothetical possibilities" (Janney, 1999, p. 265). Arguably, John, who has provided Carol with his maverick dispositions about education, resorts to linguistic avoidance in order to preserve his face and not to be called a revolutionary teacher. As a result, he reduces his own knowledge to mere thought "I don't think" or makes use of the modal "can" in order to reduce what has previously been stated to mere possibility. This mode of linguistic avoidance practiced by John can be equal to what Murphy calls "academic mystification" (2004, p. 131), hence leading to further confusion on the part of Carol at the cost of saving the professional face of the pedagogue.

Drawing nearer to the end of the first act of *Oleanna*, we find Carol no more enlightened than before. Hence, we find Carol more confused as she cries out in bewilderment, "I don't *understand*. I don't know what it *means*. I don't know what it means to *be* here" (Mamet, 1993, p. 36). The politics of John aimed at saving the face of his person and his profession through creating uncertainty leads to more misunderstanding on the part of Carol, thus creating an image of hypocrisy¹ around him. John does not let up to the end of this act as it turns out that all of her wife's

phone calls have been a ruse to get him to come home for a surprise party to celebrate the announcement of his tenure:

John: They're throwing a party for us in our new house.

Carol: Your new house.

John: The house that we're buying.

Carol: You have to go.

John: It seems that I do.

Carol: (*pause*) They're proud of you.

John: Well, there are those who would say it's a form of aggression. (Act One, p. 40)

Following all of his maverick, against-the-grain theories about education, John furthers confuses Carol by making use of contradictory ideas. Here we find Anchimbe's definition of valence strategy useful: "One way to avoid the negative connotations or face-threatening concepts within a question is to choose the words that transform the negative concept into a less negative, neutral, or positive one" (2009, p. 104). In the excerpt above, John, who has found he has turned to be a total two-face in front of his student, confronts Carol's suggestion that his family are proud of him. However, John has hitherto tried to convince her that there is no use in academic advancement, and now with this contradiction becoming clear, he finds his face threatened. As a result, with the purpose of resorting to a more positive concept to save his face, he maintains that a surprise party can be a form of aggression, making a negative statement yet more negative and threatening. While Carol "craves certainty and desires John to mold his theories into a concrete body of information that she can copy down in her notebooks, memorize, and recite at will" (Ryan, 1996, p. 396), John's strategies employed with the aim of saving his face and avoiding being called incompetent further aggravates the situation, leaving Carol much confused and frustrated at the end of this act.

Acts Two and Three

As against the first act in which John is dominantly questioned by Carol, in the two acts that follow, it is Carol who is more or less questioned by her professor. Having found the possibility of tenure at stake due to Carol's charge of sexual harassment, John has invited Carol to his office in order to cajole her into dropping her complaints:

John: ... Now. Think: I know that you're upset. Just tell me. *Literally*. Literally: what wrong have I done you?

Carol: *Whatever* you have done to me—to the extent that you've done it to me, do you know, rather than

to me as a *student*, and, so, to the student body, is contained in my report. To the tenure committee. [emphasis

added] (Act Two, p. 47)

Following the language game of John's in the first act, now Carol seems to have learned the lesson, which is aimed at turning the table at him through manipulating language. As a result, she seems to be making use of generalization strategy which is defined as moving "from clear concept or reference to vague ones" (Anchimbe, 2009, p. 105). Hence, John's explicit face-threatening "literally" is responded to by Carol's "whatever," which shows to what extent she can exert her linguistic power over her teacher. As is the case with generalization strategy, confronted with negative face-threatening statements, people move to vague concepts in order to avoid going to details and to maintain their positive faces. Hence Carol showcases her acquired linguistic power from the very beginning of this act by denying John of a precise answer.

While John is reading a list of Carol's accusations in the report, we find that he is growing more tense as he witnesses how his strategies have failed him and are no more amenable:

John: (*He reads.*) "He told me that if I would stay alone with him in his office, he would change my grade

to an A." (*To Carol:*) What have I done you? Oh. My God, are you so hurt?

Carol: What I feel is irrelevant. (*pause*) (Act Two, p. 49)

In this excerpt, again Carol refuses to provide a clear answer to John's explicit question which seems to constitute an example of evasiveness. As Marsh notes, sometimes interlocutors manipulate evasive answers in order to express their discomfort about a topic (2018, p. 16). Hence, Carol's answer may implicate "It is no business of yours how I feel" or "I wouldn't like to explain how hurt I am." Thus explained, Carol seems to save her face by making use of implicatures² which refer to leaving something unsaid for politeness reasons. As excerpt (11), which is the continuation of the above excerpt, illustrates, apart from evasiveness, Carol intends to confuse the professor much further:

John: Do you know that I tried to help you?

Carol: What I know I have reported. (Act Two, p. 49)

In this excerpt, Carol seems to be drawing on what John had previously inflicted upon her repeatedly which is specificity strategy. Since John has enquired her about a knowledge of something, that is, "know", here Carol retains this presupposition, that is, "what I know" to imply that she is answering the question while merely discussing the act of reporting. She adopts this strategy in order to simultaneously rescue herself from the paternalistic gesture of John and to consider the face concerns of conversation. However, seeing that John is by no means aware of his mistakes, "I would like to help you now", Carol seems to disregard the face concerns and directs open, on-record criticism at John: "You can't do that anymore. You. Do. Not. Have. The. Power. Did you misuse it? *Someone* did. Are you part of that group? *Yes. Yes. ...*" (Mamet, 1993, p. 50).

Act Three also includes a number of instances of linguistic avoidance on the part of both John and Carol. Nevertheless, for space restrictions we only mention two examples. What follows seems to be the most outrageous example of linguistic avoidance on the part of John who seems to have found himself disarmed by Carol's "linguistic terrorism" (Silverstein, 1995, p. 112). As Weber notes, the following scene

exemplifies “the prototypical question and answer structure of courtroom discourse” (1998, p. 124):

Carol: Do you hold yourself harmless from the charge of sexual exploitativeness...? (*pause*)

John: Well, I...I...I... You know I, as I said. I...think I am not too old to *learn*, and I *can* learn, I...

Carol: Do you hold yourself innocent of the charge of...

John: ...wait, wait, wait...All right, let’s go back to... (Act Three, p. 71)

As is clear in the second turn, pressed to provide a clear answer to Carol’s explicit question, John still seems to be attending to his face concerns, thus avoiding to yield a clear-cut answer to his furious student. Apart from the inherent hesitations on the part of John, he does not respond even to the very presupposition embedded in Carol’s question: “I am not too old to learn.” Instead of supporting or refuting the accusation, in vague terms, he seems to make use of non-committal strategy, that is, “as I said”, to mean that his future stance does not take priority over what he has said before, thus not committing himself to any future changes of opinion. The same happens quite similarly in the next turn. Now, having herself made use of the power inherent in language and angry as she is, Carol comes to full understanding that John evades providing clear answers. Hence, she forgets about face concerns: “YOU FOOL. Who do you think I am? To come here and be taken by a *smile*. You little yapping fool. You think I want “revenge.” I don’t want revenge. I WANT UNDERSTANDING” (Mamet, 1993, p. 71).

By the end of *Oleanna*, having his face completely threatened and probably his job completely lost, John finds himself with little choice but to accede to Carol and her group’s demand regarding the texts they need removed from the university curriculum. However, to his dismay, he finds his own book included within the list, which is quite face-threatening to his personal, professional, and familial face:

John: LOOK. I’m reading your demands. All right?! (*He reads*) (*pause*)
You want to ban my book?

Carol: We do not...

John (Of list): It says here...

Carol: ...We want it removed from inclusion as a representative example of the university. (Act 3, p. 75)

This example illustrates to what extent Carol has mastered the language game of academia. Hence, she seems to resort to volitionality strategy which is defined by Janney as making “topic framing and focus substitutions weakening one’s implied active role in, responsibility for, or volitional connection to the potentially incriminating fact or event” (1999, p. 266). With this regard, in order to preserve her own face, she seems to make use of this strategy in two ways: Firstly, she makes use of inclusive “we” in order to imply shared agent responsibility, thus emphasizing her membership to her group and distancing herself from the act of removal of the book. Secondly, she makes use of agentless passive voice, that is, “want it removed,” in order to preserve the face of her group and minimize the likelihood of her role in the act of removal.

Face Concerns as a Barrier to Cooperation

Many *Oleanna* scholars, including Macleod (1995), Baudenhausen (1998), and Murphy (2004), concede that both Carol and John make attempts to grab power through making use of language. As Murphy remarks, "the ending [of the play] indicates that Carol's empowerment through the language of her group has been an illusion, just as has John's empowerment through the language of academia" (2004, pp. 135-136). The failure at making use of language is equal to failure of communication, cooperation, and reciprocity. As is seen throughout the play, with exception of a few moments when John and Carol remind each other of humanity and respect, both John and Carol deny each other of their communities of practice³ due to the face concerns they attribute to themselves and their groups. In other words, as stated by Murphy, "*Oleanna* is about the use and abuse of terms of art, specialized language or jargon which serves as the ticket of admission into restricted linguistic communities that confer power, money, and/or privilege upon their members." (2004, p. 126)

Nevertheless, it stands to reason to argue that face concerns are ostensibly a root cause of impasse in communications. As noted by Žegarac and Spencer-Oatey (2013), there are two requirements for a successful communication to follow: 1) establishment of a set of presumed shared beliefs and 2) moving away from self-oriented to other-oriented perspective. With regard to the second requirement which is our concern here, they maintain that "[s]elf-orientation in communication behavior can occur for various reasons, one of the most important of which seems likely to relate to face concerns" (2013, p. 454). Situating this idea within the context of *Oleanna*, it can be argued that cooperation becomes impossible, especially with the final physical violence at the end, as long as the two characters endeavor to preserve the face concerns of themselves and their groups. Moreover, Žegarac and Spencer-Oatey assert that "face concerns "hinder the coordination of communicative actions required for the successful negotiation of mutual understanding" (2013, p. 456). Both John's appeal to humanity, "Don't you have feelings?" (Mamet, 1993, p. 65), which in Silverstein's view "helps legitimate social hierarchies" (1995, p. 114), and Carol's taking pleasure in respect, "I feel that is the first moment which you've treated me with respect" (Mamet, 1993, p. 68), through which she asserts her own presence, seem to have failed Mamet's readers, as these stances merely depict their self-oriented stances. With this respect, although the linguistic strategies we incorporate to maintain our stances may be accredited as inductive of harmonious relationship, deep down, humanity seems to be in need of what Gliman et al. (1989) write: "if human beings have a destiny, it is rather to escape the face, to dismantle the face and facializations, to become imperceptible" (1987, p. 171).

Conclusion

Some scholars have read *Oleanna* merely as a provoking play pivoting on issues including sexual harassment, gender, education, etc. However, it sounds unfair to ignore the linguistic potentials added by the astute playwright and the way language imposes its purposes on the fate of its characters. This fact is confirmed by many *Oleanna* scholars who call for an expansion in analysis of the language potentials in the play. Therefore, we found it quite reasonable to uncover one of the hidden layers

of this challenging and insidious work of drama through one of the branches of linguistic politeness theory which has been based on the idea of face.

Initially, we limited our perspective to face concerns and linguistic avoidance through the frameworks suggested by Janney (1999) and Anchimbe (2009). As was noted by these frameworks, people, especially politicians and defendants, find their faces severely threatened in interviews and trials. As a result, they manipulate a number of linguistic strategies to preserve their personal, familial, professional, group, and even national faces. After studying these strategies, we deemed the two characters in *Oleanna* as constantly questioning one another throughout the course of the three acts and continuously adopting strategies to preserve their faces.

As was shown, as a university professor, John does his best in the first act to make use of specificity, proximity, non-committal, evidentiality, and valence strategies, among others, in order to preserve his personal and professional face, which leads to more confusion on the part of Carol. With the opening of Act Two, and as it continues into Act Three, having accused John of acts of sexual harassment which threatens John's professional position and also the possibility of his tenure, Carol seizes the power by adopting the same linguistic strategies employed by her teacher with the purpose of balancing the power, thus saving the face of herself and her group.

Finally, apart from linking linguistic avoidance to the idea of cooperation, this paper which draws upon data from the realm of drama, is also an affirmation of the framework offered by Žegarac and Spencer-Oatey (2013) who assert that face concerns play a major role in people's adopting self-oriented behavior. With this view in mind, it is through holding self-oriented views and attending face concerns that the establishment of cooperation, reciprocity, and communication is hampered by both John and Carol, thus leading to the cut-and-dried physical violence in the end.

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Notes

¹ Relevant to our argument is Rossi's contribution to the notion of hypocrisy. With this regard he contends: "an agent is hypocritical with respect to violations of some moral norm just in case she is blameworthy for violations of that norm and is disposed to blame others, but not herself, for such violations" (2018, p. 556).

² For more on implicatures see Haugh (2015).

³ The notion of community of practice was first introduced by Wenger (1998). Eckert and McConnell-Ginet argue that

a community of practice is an aggregate of people who come together around mutual engagement in some common endeavour. Ways of doing, ways of talking, beliefs, values, power relations – in short, practices – emerge in the course of their joint activity around that endeavor. (1998, p. 490).

For more modifications of the term see Mills (2003).



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“Nothing Worth Making, Nothing Worth Knowing”: A DeleuzeGuattarian Reading of Science and Morality in Kurt Vonnegut’s *Cat’s Cradle*

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Abstract

In the wake of WWII, how far science and technology may advance and the ethical responsibilities they bring became prominent problematics in philosophy and literature, including Kurt Vonnegut’s novels, particularly *Cat’s Cradle* (1963), a work of post-apocalyptic science fiction that intriguingly displays the dual nature of science as both creative and destructive. Since the novel deals with the catastrophic potentials of scientific inventions, it provides fertile ground for an ethical analysis based on Gilles Deleuze and Félix Guattari’s Poststructuralist thought, which has not previously been employed to analyze the concept of science in this novel. Considering this and using a descriptive-critical method, this qualitative, library-based study explores how in *Cat’s Cradle* science actualizes virtual possibilities, comparing it with artistic creation. Based on DeleuzeGuattarian theory, the analysis delves into the ethical implications of scientific knowledge as truth and the (im)morality of science. The results suggest that in Vonnegut’s narrative science is essentially neither moral nor immoral, but rather virtually amoral, since Dr. Hoenikker is depicted as a scientist who, unaffected by morality, recognizes the virtual power of creation in science and represents what Deleuze terms active science. The findings of the study, thus, elucidate the virtual potentials underlying science in the novel, the way it affects the characters’ deterritorialization, its relation to ethics, and its capacity not only to extract functions but also create presubjective concepts and affects. The findings of the study carry significant implications for investigating the nature of science in (post-)apocalyptic science fiction, not least Vonnegut’s other novels.

Keywords: DeleuzeGuattarian thought, science, the virtual, morality, Vonnegut’s *Cat’s Cradle*

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Introduction

Since the invention of the atomic bomb in the twentieth century and the destruction left in its wake, there has been much debate in philosophy and literature on the subject of science and the ethical responsibility of scientists. As Richard Rhodes (1986) remarks, in the aftermath of the atomic bomb, scientists became more aware of their responsibility regarding the human race as a whole, as opposed to nationalistic obligations. Sagan and Druyan (1995) argues that scientific knowledge and ethical values are not mutually exclusive and, thus, can coexist harmoniously. He acknowledges that the misuse and abuse of science and technology call for a responsible approach to science. As a result, the need for ethical boundaries and guidelines for regulating science and technology was strongly felt. The works of twentieth-century American novelist Kurt Vonnegut Jr. (1922-2007) highlight such concerns as the misuse of science, the destructive properties of science, and its ethical aspects, among various other themes, particularly in his fourth novel *Cat's Cradle*, a science-fiction narrative depicting a post-apocalyptic world, first published in 1963.

In *Cat's Cradle*, John / Jonah, the novel's autodiegetic narrator, recounts his attempt to write a book titled *The Day the World Ended*, which is set to clarify what notable American figures were engaged in on the day the United States dropped the atomic bomb on Hiroshima. During his research, he encounters the three children of Dr. Felix Hoenikker, one of the (fictional) creators of the atomic bomb, and learns of a dangerous substance called the "ice-nine," a (fictional) substance with the ability to turn any liquid into ice with a melting point of 114 degrees Fahrenheit. John / Jonah then travels to the fictional Republic of San Lorenzo, becomes a practitioner of the fictional religion of Bokononism, and eventually witnesses the end of the world. Six months later, John / Jonah completes his book—the one we are reading, which could be viewed as a "history of human stupidity" (Vonnegut, 1963, p. 287).

It is true that truth in the form of scientific knowledge is an extension of humanity's desire for a better life, but it does not always lead to the desired outcome as it is portrayed in *Cat's Cradle*. In this novel, science is mainly associated with disaster. The novel begins with a reference to the notorious atomic bomb: Dr. Hoenikker invents the ice-nine after a passing comment from a navy commander that mud is very troublesome for operating marine units and how helpful it would be if they could easily render mud solid—an accident that results in the emergence of the ice age at the end of the novel when all liquid as well as all living creatures on the planet become frozen due to a malfunctioning fighter plane crashing into "Papa" Monzano's manor and inadvertently dropping the piece of ice-nine in his possession into the ocean.

Harold Bloom's (2009) analysis of *Cat's Cradle* accurately accentuates the key aspects of the narrative. He views *Cat's Cradle* as an ironic narrative revealing Vonnegut's yearning for an earthly paradise, ideal familial love, a rational utopia, a redemptive reversal of the Faust myth, along with a personal connection to the biblical prophet Jonah. Also, the representation of science in *Cat's Cradle* has been seen as Vonnegut's attempt to critique real practical science and technological advancement in the aftermath of the atomic bomb catastrophe during WWII (see, for instance,

Nagar, 2016; Zins, 1986). Overall, science is portrayed in *Cat's Cradle* as a source of great trouble when misused by Dr. Felix Hoenikker, a morally indifferent scientist, who creates the ice-nine, which his children—Angela, Frank, and Newt—distribute among themselves, each seeking personal gain. Their selfishness and disregard for potential consequences lead to the apocalypse.

This destructive science contrasts with Bokononism, a religion that embraces beneficial falsehoods to improve lives. John / Jonah is tasked by the dying president of San Lorenzo to teach the people science, which is described as “magic that works” (Vonnegut, 1963, p. 218). However, the pivotal role of science in the events of the narrative and its portrayal in contrast with artistic creation has remained unexplored to a large extent. This considered, employing the ethical philosophical framework developed by French Poststructuralist thinkers Gilles Deleuze (1925-1995) and Félix Guattari (1930-1992) can result in a more enlightening understanding of the concept of science and its workings as one of the major modes of thought and becoming in the novel.

John / Jonah, the protagonist-narrator, along with the other principal characters, notably the three Hoenikker children—who all show some talent in artistic creation as opposed to their father's scientific creations—explore the impact of science on existence. Chosen as the savior of the uninformed people of San Lorenzo to teach them a science that can lead to disaster, John / Jonah bears the burden of knowledge and responsibility as he is one of the very few survivors who know the cause of the apocalypse. The central themes of science, the virtual power of creation, how science differs from art although both are modes of thought / becoming, and their ethical implications in the narrative provide a fertile ground for a Deleuzeoguattarian analysis of *Cat's Cradle*. Accordingly, utilizing a descriptive-critical method, this qualitative, library-based research conducts a novel Deleuzeoguattarian analysis of *Cat's Cradle*, with a particular focus on the parallels between the events and thematic concepts within the novel and the ideas in Deleuze and Guattari's theory. The study aims to offer a deeper understanding of the characters as well as the role of science in this novel. To achieve this, the study examines the notion of science, its potential benefits and drawbacks, its role in actualizing virtual possibilities, and its distinction from artistic creation within the narrative. More specifically, the present research addresses the following questions: from a Deleuzeoguattarian perspective, how is science portrayed in Kurt Vonnegut's *Cat's Cradle* in relation to morality and how does it express the virtual powers of life as depicted in this novel? By applying this approach, the study aims to illuminate previously overlooked and unexplored aspects of the novel through a Poststructuralist reading, which may open up new possibilities in contrast to prior analyses, which have predominantly been biographical or contextualist in nature.

Literature Review

Deleuzeoguattarian Thought and the Concept of Science

While exploring the roots of Deleuze's ontology, May (2005) argues that our perception of life and the world, where distinct entities interact under natural laws,

shapes our acceptance of reality. This conventional perception limits us to actualized possibilities, discouraging us from imagining alternatives and other virtual possibilities. He further explains that, in Deleuze and Guattari's philosophy, immanent difference—i.e., constantly becoming different in and within oneself—is the force underlying the chaos of life. This intensive difference expresses the pure potentials and virtual possibilities of life that remain to be actualized (becoming), as opposed to the fixed actuality of stable identity and organized reality (being), which are generated by transcendent difference, i.e., being different from—and consequently dependent upon—an external reference or extensive force.

Deleuze and Guattari (1994) establish three different intellectual practices to offer a semblance of order to this chaos which is the universe, namely philosophy, art, and science. They refer to them as *chaoids*, the three daughters of Chaos in ancient Greek mythology that form variations of thought or creation. The *chaoids* respectively belong to “the plane of immanence,” “the plane of composition,” and “the plane of reference” (Deleuze & Guattari, 1994, p. 216). The primary difference between philosophy and science is how they meet the chaos and the unknown. Philosophy begins with the creation of “concepts,” while science extracts “functions.” In defining a concept, Deleuze and Guattari follow Friedrich Nietzsche, writing that concepts are not pre-made or pre-given but rather they must be first created. They refer to the plane which houses a concept and its other neighboring notions as “the plane of immanence” (p. 35) and define “concept” as the constitution of an event yet to come. In this sense, concept is knowledge of itself, and what philosophy attempts with creating concepts is “to extract an event from things and beings, to set up the new event from things and beings, always to give them a new event: space, time, matter, thought, the possible as events” (p. 33). A concept is, therefore, “a chaos rendered consistent, become thought, mental *chaosmos*” (p. 208). As a maker of idea and thought, concept is distinct from opinion or *doxa*, defined by Colebrook (2002) as limiting by assuming a shared world that is easily translatable through language and “a common sense whereby thinking takes the same ‘upright’ form distributed among rational perceivers” (p. 24).

Philosophy and science are both major forms of thought; however, the first difference between them is their attitudes when it comes to chaos. The defining feature of this chaos is not disorder but the “infinite speed with which every form taking shape in it vanishes” (Deleuze & Guattari, 1994, p. 118). Chaos is a void, not of nothingness but of virtual difference, “containing all possible particles and drawing out all possible forms, which spring up only to disappear immediately, without consistency, or reference, without consequence” (p. 118). Philosophy intends to give consistency to the formations and disappearances in the virtual while preserving its infinite speed through its plane of immanence consisting of concepts. The approach of science to chaos is very different: “It relinquishes the infinite, infinite speed, in order to gain *a reference able to actualize the virtual*” (p. 118; emphasis in the original); thus, through the plane of reference, science attempts to actualize the virtual through functions. By this account, “through concepts, philosophy continually extracts a consistent event from the state of affairs—a smile without the cat, as it were—whereas through functions science continually actualizes the event in a state of affairs, thing, or body

that can be referred to” (p. 126). In short, if philosophy is the knowledge of itself through concepts, science is the knowledge of the cause, of the definition.

After philosophy and science, the third form of thought is art, which operates on the plane of composition. Similar to how philosophy and science operate through the composition of concepts and functions respectively, art houses “affects” and “percepts.” Deleuze and Guattari (1994) argue that art “preserves and is preserved in itself” (p. 163). Accordingly, a drawing, a sculpture, a musical piece, a book, etc. are all preserved for as long as the material they are built upon is preserved without having ties to the model that inspired them, the viewer, or even the artist who created them. This preservation manifests as a “block of sensation” made up of percepts and affects, which exist independently of subjective perception. Art disrupts the traditional organization of perceptions and affections, creating monuments of sensation that transcend language. While philosophy seeks to make chaos consistent and science aims to reference and actualize possibilities, art creates finite forms that evoke the infinite through its aesthetic compositions.

Deleuze (1983) breaks down Nietzsche’s concepts of science and knowledge and elaborates on how they oppose life itself. He argues that Nietzsche is not against science but against the scientific mania for discovering balance and equilibrium and, as a result, his critique operates “against logical identity, against mathematical equality, and against physical equilibrium. Against the three forms of the undifferentiated” (p. 45). Deleuze declares that “knowledge is opposed to life” (p. 100), on the grounds that it limits the flow of the possibilities of life or rather the flow of immanent becoming at the heart of life. The laws knowledge imposes on life shape it, contain it, and keep it from actively flowing and narrow down its potential to the level of observable scientific reactions. He reasons that critique opens up new possibilities for thought, which is life-affirming instead of life-containing or life-denying. Thus, “Life would be the active force of thought, but thought would be the affirmative power of life. ... Thinking would then *mean discovering, inventing, new possibilities of life*” (p. 101; emphasis in the original).

Further, Deleuze and Guattari (1987) divide science into two sub-categories: state / royal science and minor / nomad science. “Royal science” imposes the power of the state on science, limiting it to sets of ordered, formulated, and re-creatable rules. On the other hand, “nomad science” has an element of individuality and perspective, which royal science finds problematic for the state. Since royal science has little tolerance for the rebellious nature of nomad science and its free flux, it either bans nomad science or attempts to regulate it through pipes and tunnels, enforcing an order of reason upon it. Explicating Deleuze and Guattari’s theory, John Marks (2006) defines nomad science as “an itinerant form of science that follows the intensive states of systems in order to reveal virtual structures” (p. 9) and describes royal science as an imposition of discipline on nomad science to reformulate it in accordance with civil and metric rules. This notion of science and its relations to the other modes of thought, in particular its account of the actual and the virtual, is fairly helpful in elucidating the poetics and politics of science and its effects in Vonnegut’s (1963) *Cat’s Cradle*, as the novel intriguingly puts on display the interplay of the actual and the virtual and the way they impact upon the characters’ lives.

Studies on Vonnegut's *Cat's Cradle*

Although numerous studies have so far been conducted on *Cat's Cradle*, none of them has provided a thorough Deleuzeoguattarian analysis of the novel. Most existing research focuses on biographical and general thematic interpretations linked to Vonnegut's personal experiences, especially with regard to WWII. For instance, Kathryn Hume (2009) examines how Vonnegut's own experiences are reflected in the novel, particularly in the characters' failure to form meaningful relationships and the absurdity arising from their trivial decisions. Other studies have explored the socio-political dimensions of the novel. Marybeth Davis (2003), for example, discusses the conflict between valuing life for its own sake versus seeking a higher meaning, highlighting the contrast between Dr. Hoenikker and Bokonon as symbols of science and religion respectively. Davis posits that Vonnegut raises critical questions about the human nature and the search for a transcendent meaning for life in the context of naturalism and existentialism. R. N. Hanuman (2011) applies Mikhail Bakhtin's idea of the Carnavalesque to probe into themes such as the superiority of religion over scientific truths, the community versus the individual, existential determinism, and a lack of transcendental meaning for life.

On the other side, Abdolrazagh Babaei and Wan Roselezam Wan Yahya (2013) focus on the metafictional and metareligious aspects of Bokononism in *Cat's Cradle*, emphasizing its fictional nature that blurs the line between reality and fiction. Similarly, Snigdha Nagar (2016) analyzes Bokononism in light of Nietzsche's theory of language and morality, suggesting that in the novel Bokononism serves as a necessary illusion to stabilize the chaotic society of San Lorenzo. Daniel L. Zins (1986) reads the novel through the lens of conventional morality, connecting it to Vonnegut's anti-war stance. He argues that in his novels Vonnegut expresses a wariness toward a science that is independent from a sense of moral responsibility; thus, *Cat's Cradle* can be deemed a warning for the increasing possibility of destroying the world by human "stupidity and our deification of science and technology" (p. 170). Mengouchi (2016) deploys the Deleuzean concept of becoming to characterize *Cat's Cradle* as "minor literature," on the grounds that the novel creates meaning through novel terms rather than existing symbols. Mengouchi also touches on the concept of madness, or "unreason," as formulated by Michel Foucault, in relation to the traditional norms represented in the novel.

As the above brief review indicates, to date Vonnegut's *Cat's Cradle* has not been the object of an in-depth reading based on Deleuzeoguattarian thought, no least the thematic concept of science and its relation to the plane of immanence or the virtual. To fill the gap in the literature on this novel in particular and Vonnegut's *oeuvre* in general, the present study employs concepts from Deleuze and Guattari's Poststructuralist philosophy of ethics to further explore these thematic elements in Vonnegut's work.

Results and Discussion

The Concept of Science in *Cat's Cradle*

Science has a looming heavy presence in *Cat's Cradle* from the very beginning of the narrative discourse of the novel to its very end. The sequence of events that ultimately lead John / Jonah, the autodiegetic narrator, to the fictional Republic of San Lorenzo begin with his attempt at writing a "factual" book to be titled *The Day the World Ended*, a title with evident post-apocalyptic reverberations, suggesting that both the actual novel penned by Vonnegut and the "fictional non-fiction," or fictional documentary, being authored by the narrator are concerned with the "end of days." John / Jonah planned this book to be a factual documentation of what prominent American figures were busy with on the day the US dropped the first atomic bomb on Japan during WWII. In the course of collecting the necessary materials for his book, he becomes acquainted with the three children of the deceased Dr. Felix Hoenikker, a distinguished but dispassionate scientist and (fictionally) one of the "fathers" of the atomic bomb—or "*the father of the atom bomb*," as believes Newt Hoenikker, his youngest child (Vonnegut, 1963, p. 131)—and subsequently happens to suspect the existence of the ice-nine, an extremely dangerous chemical substance capable of freezing all kinds of liquid matter. Dr. Felix Hoenikker's unsafe invention, appropriated and divided by his three children after his sudden death, eventually brings about the catastrophic end of almost all life on the planet earth, which the now Bokononist narrator believes to have been inevitable. Before this catastrophic conclusion, when John / Jonah asks Dr. Asa Breed, a coworker of Dr. Hoenikker's, if the ice-nine exists in actuality, the answer is "That's impossible" (p. 43).

Dr. Breed, the apparently more sensible scientist, vehemently denies the possibility of "a single grain of something—even a microscopic grain—that could make infinite expanses of muck, marsh, swamp, creeks, pools, quicksand, and mire as solid as this desk" (Vonnegut, 1963, p. 43). Dr. Breed's understanding of the power of science and the possibilities open to it reflect what Deleuze (1983) dubs "the nihilism of modern thought" (p. 45; emphasis in the original). Contemplating Nietzsche's philosophy, Deleuze (1983) argues that modern sciences are essentially reactive, utilitarian, and egalitarian and, as a result, they lead the forces of life toward the undifferentiated. Taking away the active power of science in the process of regulating it is also one of the features of "royal science" as discussed by Deleuze and Guattari (1994). Dr. Breed is blind to the possibility of the ice-nine because the regulated form of reactive chemistry he is familiar with denies the possibility of water molecules bonding and crystalizing in a manner that is different from regular ice. To him, the existence of the ice-nine is purely in the realm of the virtual, without any chance of becoming actualized.

Dr. Hoenikker is a different type of scientist, one with the active imagination and creativity of a child, who "approaches old puzzles as though they were brand new" (Vonnegut, 1963, p. 44). He is a scientist of active force and affirmation, to the extent that the actuality of water molecules always freezing in the same formation does not stop him from affirming the chance or possibility of a virtually different formation. Therefore, while scientists of reactive nihilism extract functions out of chaos to study and regulate the phenomena under examination, Dr. Hoenikker

succeeds in actualizing new possibilities, in willing unprecedented forms of existence. His active power of thought is hinted elsewhere in the narrative, as well. Newt, the youngest Hoenikker sibling, remembers that the day the atomic bomb was dropped on Hiroshima, his father was fascinated by a piece of string and began making a “cat’s cradle” in an attempt to play with Newt, which he had never done until that moment. Newt recalls how his father’s out-of-character action and frantic talking scared him to the point of running away: “See? See? See? ... Cat’s cradle. See the cat’s cradle? See where the nice pussycat sleeps? Meow. Meow” (p. 12). The cat’s cradle is mentioned in another conversation between Newt and John / Jonah, which explains why Newt was so scared of his father’s behavior. Newt draws a cat’s cradle and talks about how for thousands of years adults have been waving a tangled piece of string in front of their children. When John / Jonah fails to understand what he means, Newt continues: “No wonder kids grow up crazy. A cat’s cradle is nothing but a bunch of X’s between somebody’s hands, and little kids look and look and look at all those X’s *No damn cat, and no damn cradle*” (p. 166; emphasis in the original). On that occasion, Newt ran away from his father because what he saw as a kid was a grown man waving a piece of tangled string in his face, shouting about cats and cradles, while in fact there were none. It is fairly possible that had his outburst been directed at an adult instead of his kid, they would have been equally baffled or confused, as well. Dr. Hoenikker, however, talks with conviction about the cat in the cradle between his hands. Is the cat actual? Of course not. Is it unreal and just a product of language games? It can be reasoned that this is not the case, either. The cat is virtually real if not actually, similar to all the possibilities of science moving with infinite speed in the chaos until they are extracted and actualized through the functions of scientific enquiry. Dr. Hoenikker’s distinctness from other fellow scientists only becomes more pronounced after this small verbal exchange with his son.

Moreover, Dr. Hoenikker’s approach to thought, which is manifested through the route of science and functions as a means of actualizing the virtual, is opposed to those of his three children. There resides a constant tension between science and art in *Cat’s Cradle*. The two most prominent scientific personae in the novel are Dr. Hoenikker and Dr. Breed. However, their children show great interest in various forms of art instead of science: Angela Hoenikker finds solace in the clarinet, Frank Hoenikker used to spend all his time building models, Newton Hoenikker is a painter, and Dr. Breed’s son left his career in science after the atomic bomb was dropped to become a sculptor in Rome. While Dr. Hoenikker was preoccupied with scientific functions, his children demonstrate the ability to create affects and percepts—blocs of sensation that are independent from the perceiving subject according to Deleuze and Guattari’s (1994) theory. This creative artistry is majorly demonstrated through Angela’s playing of the clarinet and Newt’s drawing of the cat’s cradle. When Angela is overcome by sorrow, Newt asks her to play the clarinet for them since playing is what cheers her. Angela’s performance stuns John / Jonah and the other audience member Julian Castle. Jonah comments on her performance, stating “she improvised around the Pullman porter’s son; went from liquid lyricism to rasping lechery to the shrill skittishness of a frightened child, to a heroin nightmare. Her glissandi spoke of heaven and hell and all that lay between” (Vonnegut, 1963, pp. 181-182). The piece she performs does not include any vocals, and it is the melody in itself that affects John /Jonah to the point that he hears the skittish child and the heroine in it. Put differently, the music is not about a specific

skittish child, nor is it a depiction of a specific heroine's hardships. Angela as the artist-creator plays the melody so that it can create the sensations of child and struggles of a woman as percepts freed from any organized structures, perceiving subjects, or pre-given identities. As such, it is an artistic monument that preserves "sensations that embody the event: the constantly renewed suffering of men and women, their re-created protestations, their constantly resumed struggles" (Deleuze & Guattari, 1994, p. 178). Such is also the case with Newt's paintings. His painting of the cat's cradle is perceived as

small, black, and warty. It consisted of scratches made in a black, gummy impasto. The scratches formed a sort of spider's web, and I wondered if they might not be the sticky nets of human futility hung up on a moonless night to dry. (Vonnegut, 1963, p. 164)

Julian Castle perceives the drawing as hell, while Angela simply comments on how ugly it is. The three different viewers of Newt's art have various perceptions of it while Newt, the artist, had endeavored to draw a cat's cradle to demonstrate, as Castle later exclaims, "a picture of the meaninglessness of it all" (p. 169). This incongruity between Newt's intentions and his viewers' perceptions further solidifies the claim of art's freedom from anything but itself. Nevertheless, one thing that is common among the painting's commentators is how they feel a sense of gloom and bleakness about it. These affects are innate in the painting and are presubjective or prepersonal. Deleuze and Guattari (1994) argue that, unlike conceptual art, abstract art's creation of sensation on the plane of composition seeks to dramatize it so that "it would become a purely spiritual being, a radiant thinking and thought matter, no longer a sensation of sea or tree, but a sensation of the concept of sea or the concept of tree" (p. 198). Thus, arguably Angela and Newt are both able to create such sensations of concepts. Angela's music portrays the sensation of the concept of a scared child and a suffering woman while Newt's painting embodies the sensation of the concepts of absurdity, nothingness, or nihilism.

Philosophy, science, and art are usually considered three distinct forms of thought that cannot turn into each other. However, Deleuze and Guattari (1994) observe that there are points in the network of intellectual activities where "sensation itself becomes sensation of concept of function, where the concept becomes concept of function or of sensation, and where the function becomes function of sensation or concept" (p. 199). Through the differences between Dr. Hoenikker's thought and those of his aesthete children, yet another aspect of his person can be scrutinized. Through Newt's and Dr. Breed's memories of the deceased Dr. Hoenikker, it becomes clear that Dr. Hoenikker had close to no interest in fellow humans, not even his wife or his children. There is also an old rumor in the city that Dr. Breed is actually the real father of the three Hoenikker siblings. As a result, it may be argued that Dr. Hoenikker does not have any concept of family or fatherhood. In his dialogue with Miss Naomi Faust, he also demonstrates his unfamiliarity with the concepts of God and love when he asks her "what is God? What is love?" (Vonnegut, 1963, p. 55). Newt also remarks on his father's lack of interest in art: "I don't think he ever read a novel or even a short story in his whole life... I can't remember my father reading anything" (p. 10). In consequence, it can be concluded that Dr. Hoenikker was not a man of philosophy and art, or even remotely interested in either. However, his creations, the atomic bomb and the ice-nine, will outlive him.

Dr. Hoenikker's atomic bomb continues to affect Japan and its people free from the man who created it, similar to how the destruction that the ice-nine unleashes upon the world long lives independent of its creator. Therefore, the man of pure science and functions becomes the creator of function of sensation and concept. The atomic bomb was a result of the function of a concept, his child-creation, as he is acknowledged as its "father" (Vonnegut, 1963, p. 131). He may not have had any interest in his human children, yet he nurtured the atomic bomb, spent his lifetime on its development, and closely followed its progress. The same could be argued for the ice-nine, as the function of percept and affect. The ice-nine enveloped the earth in deadly ice even when its creator was no longer alive. It will continue to affect the water on the planet even when there is no organic life left on the planet to observe this phenomenon. Akin to how art is preserved for as long as the material it was built upon lives, the ice-nine will live as long as there is water to freeze. Thus, Dr. Hoenikker can be viewed as a man of science who takes flight from and deterritorializes his established subjectivity as a territorialized government scientist and a family man through his creation of the almost-philosophical function of concept and the almost-artistic function of affect.

Another prominent aspect of scientific knowledge in *Cat's Cradle* is "truth." When talking about the Research Laboratory of the General Forge and Foundry Company, the place Dr. Hoenikker used to work in when he was alive, Dr. Breed exclaims that "new knowledge is the most valuable commodity on earth. The more truth we have to work with, the richer we become" (Vonnegut, 1963, p. 41). Dr. Hoenikker's preoccupation with truth also becomes apparent through a short conversation he had with Miss Faust—"a merry, desiccated old lady ... [who] had served Dr. Breed for almost all his life, and her life, too" (p. 37)—where he bets she could never tell him something absolutely true. Additionally, the twenty-six-year-old Frank, the second of the Hoenikker children, can secure a comfortable job as the Major General and Minister of Science and Progress in the Republic of San Lorenzo and personal bodyguard of Miguel "Papa" Monzano, the island's old dictator, since he possesses a piece of the ice-nine. This feat is possible due to "Papa" Monzano, who is fascinated by the ice-nine and the possibilities of science.

On his deathbed, "Papa" pleads with Frank and John / Jonah to teach the people "truth," to teach them "science" (p. 218). The belief shared by Dr. Breed and "Papa" Monzano is that truth, which they equate with science, can save people by offering a better way of living and improving living conditions. Following Nietzsche, Deleuze (1983) poses a number of crucial questions when he is trying to tackle the problem of truth: "who is seeking truth? ... what does the one who seeks the truth want? ... *What* really is in us that wants 'the truth'? ... *why not rather* untruth? And uncertainty? Even ignorance?" (pp. 94-95; emphasis in the original). Deleuze argues that through the concept of truth we depict a truthful world that presupposes the existence of a truthful man in the center. For the truthful man, longing for the truth stems from his desire to not be deceived or to not deceive himself. Accepting this aspect of truth is followed by perceiving life and this world as essentially deceiving, misleading, and duping; hence, the truthful man rejects this false world of misleading appearances. But what does he hope to gain by this rejection? Deleuze (1983) holds that "the man who does not want to deceive wants a better world and a better life" (p. 96). Adhering to this line of reasoning, it may become more palpable why Dr. Breed

views truth as riches, why he demands that the late Dr. Hoenikker should be respected as a gentle genius whose work was ultimately aimed at the improvement of human life, and why he becomes flustered when John's / Jonah's inquiry appears to insinuate that Dr. Hoenikker may be responsible for the death of all those innocent lives in Japan as a result of dropping the atomic bomb. Similarly, "Papa" Monzano asks John / Jonah and Frank to kill Bokonan, the prophet of a religion of "shameless lies," and instead educate people with the truth, with science, "magic that *works*" (Vonnegut, 1963, pp. 5, 218; emphasis in the original). "Papa" Monzano believes the poor living condition of the people of San Lorenzo can be improved through education, science, and technological advancement, not through religious beliefs or practices. This conception of science conforms to Deleuze and Guattari's (1987) idea of royal or state science, as opposed to minor or nomad science, the latter being associated with Dr. Hoenikker.

The Power of the Virtual in *Cat's Cradle*

In *Cat's Cradle*, ontologically science is infinite potential and virtual power. There are various instances in the narrative discourse where the characters are discussing or contemplating science and its properties. The inventions of science mentioned in the text range from aspirin and penicillin to the atomic bomb and the ice-nine. Analyzing the different characters' stances on the matter of science and scientific truth reveals a critical duality. There are a group of characters who believe science is the savior of the human race, including Dr. Asa Breed, Lowe and Hazel Crosby, and "Papa" Monzano, and a second group who are vehemently against science and scientism and dub it the ruin of humanity, including Bokonan and to some extent John / Jonah. The Deleuzeoguattarian concept of science is most noticeably affirmed in the novel through the ice-nine. The ice-nine, as explained by Dr. Breed, is a possibility reserved for the realm of the virtual—a variation that is theoretically possible but never realistically actual. Nevertheless, Dr. Felix Hoenikker—with his childlike wonder and his tendency to always ask "why?"—manages to actualize the ice-nine. Both views of science, as a blessing and as a curse, hold merits if viewed in a Deleuzeoguattarian light. What Deleuze (1983) designates "reactive science" after Nietzsche's definition is the concept of science endorsed by the first group of characters in *Cat's Cradle*. This reactive science, which is developed as a *reaction* to other active forces and phenomena, is the cause of such helpful inventions as penicillin and aspirin. Humanity's desire to counter the active destructive force of illness results in such scientific inventions. On the other hand, when science becomes an affirmation of active force and disposes of its reactive nature and figurative shackles, it can actualize some of the more destructive possibilities that are better left in the untouched realm of the virtual, such as the atomic bomb and the ice-nine. As Julian Castle, one of the characters, declares: "Man is vile, and man makes nothing worth making, and knows nothing worth knowing" (Vonnegut, 1963, p. 169).

A man in search of knowledge and truth is a man who does not want to deceive or be deceived; accordingly, his reasons for reaching for truth are moral ones (Deleuze, 1983). This is the reason why Deleuze argues that Nietzsche's philosophy, as a celebration of active science, is also against the moralism of the will to truth that occupies scientific thought. This view of science as immoral is analyzed in depth by Zins (1986), who maintains that what Vonnegut opposes in *Cat's Cradle* is a "science divorced from moral responsibility" (p. 173). While the results of the current study

agree with Zins's remark on the role of immorality in the disastrous consequences of science, they do not agree with his extravagant claim that innocent scientists who are only interested in pure research must not allow themselves to be exploited by the military and governments who are only interested in weaponizing their knowledge. According to Zins, a scientist is immoral only as far as their inventions are utilized for immoral means. Nonetheless, according to Deleuze's (1983) argument about the morality of the man of science, Dr. Hoenikker is immoral and due to his lack of moral responsibility still tinkers with dangers such as the ice-nine even after observing how his other invention, the atomic bomb, was utilized by the government. Newt writes to John / Jonah of how after the atomic bomb was dropped, a fellow scientist told his father "science has now known sin," to which his father had replied "What is sin?" (Vonnegut, 1963, p. 17).

Ultimately, it is not how science is used or abused that causes the scientist—whether they are only interested in pure science and not its applications or they work toward a specific result—to be regarded as moral or immoral. Indeed, there is no such thing as moral or immoral science; science is virtually amoral. On the Deleuze-guattarian view of morality, active science, which bids farewell to morality, can remain active insofar as the man of science rids himself of the morality that plagues thought. The ice-nine, the scientific destroyer of humanity, is born of Dr. Hoenikker's ignorance of sin and not having any concept of moral guilt following the atomic bomb.

Conclusion

This study assumed a Deleuze-guattarian approach to offer an ethico-philosophical reading of the concept of science, its actual and virtual properties, and how its functions affect the lives of the central characters of Vonnegut's (1963) *Cat's Cradle*. It was discussed that in the novel the creative power of science is affirmed through the invention of the atomic bomb and the ice-nine. In line with Deleuze and Guattari's (1994) argument that science can take hold of virtual possibilities that move in chaos with high speed and actualize them in the form of tangible reality, it was argued that in Vonnegut's narrative Dr. Hoenikker, as a leading scientist who sees everything as a puzzle and a wonder, manages to recognize this power of creation in science. It was also demonstrated that Dr. Hoenikker, as a man with no sense of sin and not saddled by the limitations of transcendent morality, depicts the endeavor to pursue what Deleuze (1983) terms active science. Thus, the science pursued by Dr. Hoenikker is the creative, dehumanized, and deterritorializing kind of science the world truly requires, as opposed to the dominant, normalized, moralized, and humanized reactive science that merely observes the occurring phenomena in nature and develops as a reaction to them. The former, also termed "minor" or "nomad" science by Deleuze and Guattari (1987), is manifested in the novel in the character of Dr. Hoenikker, while "Papa" Monzano embodies the latter conception, also referred to as "royal" or "state" science by Deleuze and Guattari.

On this reading, Dr. Hoenikker can be deemed the creator of function of sensation and concept, the latter normally belonging to the realm of philosophy. In consequence, the atomic bomb he invented can be regarded as a product of the function of a concept, his true "child" as he is not interested in his biological children

at all. On the other hand, it was argued that the ice-nine, Dr. Hoenikker's second devastating scientific invention, can be considered the function of affect and percept. Like an artistic masterpiece, the ice-nine will dramatically affect life without being dependent upon any perceiving subject, human agent, or personal perspective, when its creator and all other humans are long dead. It is undeniable that the virtual powers of this unrestricted, active science can prove very destructive if actualized without the mediation of a sense of morality, just as the atomic bomb and the ice-nine both show in Vonnegut's narrative. Science is the affirmation of possibility itself; it can actualize such blessings as penicillin and aspirin as Hazel, a minor character in the novel, mentions, but as a virtually double-edged sword it can also actualize curses such as the ice-nine that could lead to the annihilation of the entire globe. Thus, science itself is not virtually in need of morality to be less destructive; rather, the issue lies with humans and the way they seek to actualize scientific functions. Therefore, in essence science is neither moral nor immoral, but rather amoral.

The findings of the present study can carry significant implications for the study of the role or nature of science in (post-)apocalyptic science fiction, in particular other such novels authored by Vonnegut, as they elucidate the active forces and virtual potentials underlying science, the way it affects the characters' becoming or deterritorialization, its relationship with ethics, and its capacity not only to extract functions but also create concepts and affects, presubjective or desubjectified blocs of sensation normally attributed to philosophy and art respectively.

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Book review: Schauer, Gila A., *Intercultural Competence and Pragmatics*, Palgrave Macmillan, 2024, 208 pages (ebook), ISBN: 9781350262850

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Intercultural Competence and Pragmatics, divided into nine illuminating chapters, examines the critical link between intercultural competence (IC) and pragmatics through the lens of modern foreign language teachers in higher education. The author surveyed instructors teaching a diverse array of languages, from Dutch and English to French, German, Italian, Spanish, and Swedish, to understand how they conceptualize intercultural competence and which skills, competences, and knowledge they deem essential within their teaching contexts. This is a timely and important inquiry, as international organizations like UNESCO and the Council of Europe have emphasized the pivotal role of intercultural competence in education, yet the specifics of what IC entails can remain unclear in particular subject areas and classroom settings.

The introductory chapter introduces the research project explored in the book, which investigates the views of modern foreign language (MFL) teachers in higher education on the relationship between intercultural competence and pragmatics. The chapter outlines the rationale for the study, noting that while organizations like UNESCO and the Council of Europe emphasize the importance of IC in education, the link between IC and pragmatics is not always clear. The chapter reviews existing literature on this topic and highlights the need for more research examining the relationship between pragmatic competence and IC. The chapter then describes the methodology of the research project, which involved an online survey completed by 133 MFL teachers across 15 different languages. The survey asked questions about the teachers' views on the components of IC, the importance of teaching various linguistic and cultural aspects, the connection between IC and pragmatic competence, and the teachers' own experiences with IC during their university studies. The chapter provides an overview of the survey's research questions and the structure of the book, which presents the survey results across several chapters. It notes that readers may choose to focus on the chapters most relevant to their interests, but recommends reading the book sequentially for those unfamiliar with pragmatics and IC.

Chapter 2, "Background", provides a thorough overview of the concept of pragmatics and its various subdisciplines that are relevant for the study of intercultural competence. The definitions of pragmatics presented highlight its key aspects, including the central role of language users and their communicative intentions, the importance of context, and the focus on the appropriate and effective use of language. The chapter then introduces the specific pragmatic research areas of cross-cultural

pragmatics, interlanguage pragmatics, and variational pragmatics. The discussion of cross-cultural pragmatics outlines its aim to comparatively examine language use across different cultures and languages, exemplified by the influential Cross-Cultural Speech Act Realization Project. Interlanguage pragmatics is described as focusing on second language learners' ability to produce appropriate and effective utterances, as well as comprehend target language utterances. The clear definitions and explanations provide a solid foundation for understanding the pragmatic underpinnings of intercultural communication.

Chapter 3, "Methodology", provides a comprehensive overview of the participant demographics in this study on MFL teachers' intercultural competence and pragmatics. The researchers surveyed 133 participants, representing a diverse sample in terms of gender identity, age, native language, educational background, teaching experience, target languages, and learner proficiency levels. The detailed participant information enhances the credibility and contextual understanding of the study's findings. By capturing the heterogeneity of the MFL teacher population, the researchers increase the generalizability of the results. The breakdown of participants' linguistic, cultural, and professional profiles offers valuable insights into the complex landscape of contemporary language education. Notably, the methodology highlights the varied routes MFL teachers take to enter the profession, with differing levels of target language proficiency. This heterogeneity raises important questions about the adequacy of teacher preparation and professional development to support the diverse needs of language learners. Overall, the thorough documentation of the participant characteristics in this methodology section sets a strong foundation for the subsequent analysis and discussion of the study's findings. The rich contextual information enables readers to better situate the results and draw meaningful connections to the realities of contemporary language teaching.

Chapter 4, "Results: Components of Intercultural Competence", provides an overview of the terms and components associated with intercultural competence, as perceived by a sample of 133 modern foreign language teachers. The author examines the teachers' conceptualizations of intercultural competence, drawing on established frameworks and models in the literature. The key findings include:

- All the suggested components of intercultural competence were selected by at least some teachers, indicating a broad understanding of the construct.
- The most frequently selected components were "awareness of different ways of thinking, orientations and values" (92%), "being understanding and sympathetic when encountering cultural differences" (87%), and "knowledge of politeness norms" (84%).
- Comparisons are made to a previous study conducted by the author with English as a Foreign Language teachers, highlighting some similarities and differences in the prioritized components.
- The analysis also examines differences in the selection of components across various language groups (English, German, Italian, Spanish, French, and Dutch).

In all, the chapter offers valuable insights into how modern foreign language teachers conceptualize intercultural competence, which has important implications for

language teaching and teacher education. The findings contribute to the ongoing discourse on the multifaceted nature of intercultural competence and its operationalization in educational settings.

Chapter 5, "Results: Aspects of Modern Foreign Language Teaching in Higher Education", examines the results of a survey exploring the importance that modern foreign language teachers in higher education place on teaching various academic, general, and intercultural skills and competences. The findings reveal some surprising insights. Contrary to the author's expectation, the skills considered "very important" by the highest number of teachers were general language skills, academic writing skills, and academic reading skills - rather than solely academic skills. This suggests modern language instructors place significant value on developing students' overall proficiency in the target language, not just their academic linguistic abilities. The data also indicates widespread recognition of the importance of teaching appropriate pragmatic expressions and strategies for intercultural communication. Over 85% of teachers rated these areas as important or very important, aligning with previous findings on the role of pragmatics and intercultural competence.

Chapter 6, titled "Results: The Relationship Between Intercultural and Pragmatic Competence", provides an overview of the results related to modern MFL teachers' familiarity with the concept of pragmatic competence. The key findings are: 68% of the 132 MFL teachers surveyed indicated they were familiar with pragmatic competence, while 18% were not familiar and 14% were unsure. This was a somewhat unexpected finding, as pragmatics is considered a relatively new area in the field of instructed second language acquisition. The results suggest that the majority of the teachers participating in the study were aware of pragmatic competence, which is an important aspect of intercultural communication. This chapter explores the relationship between pragmatic competence and intercultural competence, indicating that it is a key focus of the larger research study. In all, the chapter offers valuable insights into language teachers' familiarity with pragmatic competence, which is a crucial component of developing intercultural communicative abilities in language learners. The findings presented provide a helpful foundation for the subsequent analysis of the interconnections between pragmatic and intercultural competence.

Chapter 7, titled "Results: Intercultural Competence and Gender-Neutral Language", examines teachers' views on the existence of gender-neutral language options in the second languages they teach. The results show that there is no universal agreement among teachers regarding the availability of gender-neutral language options, even within the same language groups. The author found this surprising, given that the introduction of gender-neutral pronouns, like the Swedish "hen", has received significant international media attention in recent years. The chapter discusses potential reasons for the divergent responses, such as differences in exposure to language developments based on teaching location. Overall, the findings suggest there is still variability in the acceptance and use of gender-neutral language across languages and language varieties. The chapter undoubtedly contributes to the literature on gender-fair and inclusive language practices in educational contexts. The methodology, including the survey design and analysis of the free-text responses, provides a subtle look at this complex sociolinguistic issue from the perspectives of language teachers.

Chapter 8, titled "Results: Intercultural Competence in Modern Foreign Language Teacher Education", examines the coverage of intercultural competence in the educational background of MFL teachers. The author notes that since the 1997 publication of Byram's influential work on intercultural communicative competence (ICC), there has been increased emphasis on incorporating intercultural education into MFL teacher training programs, as evidenced by policies from international bodies. However, the author points out that not all MFL teachers may have been exposed to Byram's ICC framework soon after its initial publication. The chapter suggests that the extent to which ICC is covered in MFL teacher education likely varies, with some teachers learning about these concepts early on, while others may not have encountered them until later. In all, the chapter highlights the growing importance placed on equipping MFL teachers with intercultural competence, while acknowledging potential differences in when and how this content is integrated into teacher preparation programs.

The last chapter deals with the summary of findings. The key findings include that teachers viewed a wide range of abilities, knowledge, skills and attitudes as potential components of IC, highlighting its multifaceted nature. Awareness of different ways of thinking, orientations and values was seen as the most crucial component, while pragmatic abilities like politeness norms and situationally appropriate language use were also viewed as central to IC. Furthermore, pragmatic aspects like situationally appropriate language, conversational norms, and speech acts were rated as very important by the majority of teachers, supporting the integration of pragmatics as a key component within models of intercultural competence, as perceived by experienced MFL teachers in higher education. The analysis provides valuable empirical insights to inform both IC theory and L2 pedagogy.

In conclusion, *Intercultural Competence and Pragmatics* provides invaluable insights into how language professionals in higher education navigate and prioritize various pragmatic aspects in their instruction. These insights can shape the intercultural and pragmatic awareness, competence, and skills of modern foreign language learners. Certainly, this timely and thought-provoking volume will be of great interest and relevance to a wide range of stakeholders, including language teachers and teacher trainers, curriculum developers, and applied linguists specializing in the areas of pragmatics, intercultural communication, and language education policy.

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Yunes Azizian received his B.A. degree in English Language and literature from Lorstan university and his M.A., and Ph.D. degrees in General Linguistics, from Institute for Humanities and Cultural Sciences (IHCS) and Tarbiat Modares University, respectively. In 2022, he joined the Department of English Language and Literature, Shahid Chamran University of Ahvaz, as a Lecturer on general linguistics and Linguistics in Literature and EFL. He has published some publications on cognitive syntax, phonetics, language and music and dialectology in domestic and international journals to date. He has advised 2 MA students Since 2023.



Persian Abstracts:

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چکیده

سلامت روان مریبان به یک موضوع بسیار مهم برای مطالعه تبدیل شده است. با این حال، به تأثیر خودکارآمدی (S-E)، تنظیم هیجان (ER)، آموزش بازتابی (RT) و ذهن آگاهی در تدریس (MT) به عنوان میانجی ترجیحات سبک تدریس معلم (TS) توجه کافی نشده است. برای پر کردن این دانش، این مطالعه مدلی را پیشنهاد می‌کند که تعامل بین S-E، ER، RT و MT را نشان می‌دهد. پرسشنامه سبک تدریس (TSI)، مقیاس حس اثربخشی معلم (TSES)، پرسشنامه تنظیم هیجان معلم زبان (LTERI)، پرسشنامه بازتابی معلم زبان انگلیسی (LTRI) و مقیاس ذهن آگاهی در تدریس (MTS) به 492 معلم زبان انگلیسی برای جمع آوری داده‌های مرتبط بر اساس نتایج تحلیل عاملی تأییدی (CFA) و مدل‌سازی معادلات ساختاری (SEM)، معلمان زبان انگلیسی که به سبک‌های تدریس دانش‌آموز محور علاقه داشتند، غلظت بالایی از S-E، ER، RT و MT را نشان دادند. در مقابل، معلمان زبان انگلیسی که از روش‌های آموزشی استفاده می‌کردند که بر معلم متمرکز بود، قادر به مدیریت مؤثرتر S-E، ER، RT و MT خود نبودند. برای افزایش درک همبستگی بین تعاملات S-E، ER، RT، MT و TS، و همچنین پتانسیل برای به دست آوردن نتایج آموزشی مثبت برای زبان آموزان EFL، این مطالعه با ارائه مفاهیم و جهت‌گیری‌های آینده برای سهامداران مربوط به پایان می‌رسد.

واژگان کلیدی: خودکارآمدی، تنظیم هیجان، آموزش تأملی، ذهن آگاهی در تدریس، سبک تدریس، معلمان زبان انگلیسی

اطلاعات مقاله

مقاله پژوهشی

تاریخ دریافت: یکشنبه، ۱۵ مرداد ۱۴۰۲

تاریخ تصویب: سه شنبه، ۲۸ فروردین ۱۴۰۳

تاریخ انتشار: سه شنبه، ۱۰ مهر ۱۴۰۳

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مداخله خودسنجی معیار-محور در توسعه صحت دستوری، منابع واژگانی و انسجام نوشتار زبان آموزان پیشرفته ایرانی: تکلیف‌های مشترک و مستقل

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چکیده

یک موضوع بحث برانگیز در آموزش زبان این است که تا چه حد درگیر کردن زبان‌آموزان در فرآیند یادگیری ممکن است جنبه‌های مختلف نوشتن زبان‌آموزان را افزایش دهد. مطالعه حاضر با هدف بررسی تأثیر استفاده از روبریک‌های ارزشیابی به عنوان ابزارهای خودارزیابی بر ویژگی‌های نوشتاری زبان‌آموزان پیشرفته زبان انگلیسی انجام شد. پژوهش حاضر تأثیر تعاملی خودارزیابی مبتنی بر معیارها و نوع تکلیف را بر صحت دستوری، منابع واژگانی و انسجام بررسی کرد. شرکت‌کنندگان شامل ۶۰ زبان‌آموز پیشرفته زبان انگلیسی بودند که در دو گروه آزمایشی (هر کدام ۳۰ زبان‌آموز مرد و زن) توزیع شدند. ابزارها دو تکلیف نوشتاری پیش‌آزمون و پس‌آزمون بودند که بر اساس روبریک‌های I DP ارزیابی منابع واژگانی، پاسخ تکلیف، دامنه و صحت دستوری و انسجام ارزیابی شدند. برای تجزیه و تحلیل داده‌ها از آنکووای دو طرفه استفاده شد. یافته‌ها نشان داد که نوشتار دقیق‌تر و منسجم‌تر گروه خودارزیابی با معیارها در مقایسه با گروه معلم-ارزیابی بدون تفاوت معنا دار در منابع واژگانی. علاوه بر این، یافته‌ها نشان داد که شرکت‌کنندگان در انجام وظایف مشترک به طور قابل توجهی بهتر از وظایف مستقل عمل کردند. با این حال، انواع تکلیف و ارزیابی هیچ اثر تعاملی قابل توجهی بر ویژگی‌های نوشتاری مورد نظر ندارند. یافته‌ها بر مزایای عملی خودارزیابی مبتنی بر معیارها و وظایف مشترک در ارتقای صحت دستوری و انسجام نوشتاری زبان‌آموزان پیشرفته زبان انگلیسی تأکید می‌کنند. پیامدها مورد بحث قرار خواهند گرفت.

واژگان کلیدی: صحت دستوری، خودسنجی معیار محور، انسجام، منابع واژگانی، تکلیف‌های مشترک و مستقل

اطلاعات مقاله

مقاله پژوهشی

تاریخ دریافت: دوشنبه، ۲۲ اسفند ۱۴۰۱

تاریخ تصویب: یکشنبه، ۱۲ فروردین ۱۴۰۳

تاریخ انتشار: سه شنبه، ۱۰ مهر ۱۴۰۳

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تأثیر آموزش شهروندی دیجیتال جهانی بر قابلیت ارتباطی بین فرهنگی و ادراک زبان آموزان

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چکیده

امروزه استفاده از فناوری یک عمل رفتاری متمایز در جامعه است که به محیط‌های آموزشی نیز گسترش یافته است. با این حال، فقدان مهارت و دانش کافی در مورد استفاده از دستگاه‌های تکنولوژیکی می‌تواند تأثیر مثبت آن را کاهش دهد. اگرچه استفاده نادرست از فناوری چندین پایه اساسی را در بر می‌گیرد، اما ارائه این نکته که فقدان آموزش شهروندی و دانش دیجیتال ویژگی‌های مسبب هستند، می‌تواند جامع به نظر برسد. بنابراین از افراد انتظار می‌رود که به عنوان یک شهروند جهانی در مورد موقعیت خود در جهان آگاهی کسب کنند و بتوانند مسائل بین فرهنگی را درک کنند. هدف بررسی تأثیر شهروندی دیجیتال جهانی بر قابلیت ارتباطی بین فرهنگی زبان آموزان زبان انگلیسی و بررسی ادراکات آنها نسبت به کاربرد شهروندی دیجیتال جهانی از طریق مرحله کیفی است. شرکت‌کنندگان در مرحله کمی شامل ۶۰ زبان‌آموز زن بودند که به‌طور تصادفی در یک گروه آزمایش و یک گروه کنترل طبقه‌بندی شدند. برای مرحله کیفی با ۲۰ فراگیر مصاحبه شد. ابزارها شامل آزمون آکسفورد برای اطمینان از همگنی، پرسشنامه شایستگی ارتباطی بین فرهنگی و پرسشنامه محقق ساخته برای ارائه داده‌های کیفی بود. برای اطمینان از پایایی از آلفای کرونباخ استفاده شد. روایی پرسشنامه‌ها از طریق روایی محتوایی تأیید شد. داده‌های کمی با استفاده از آزمون تحلیل واریانس چندگانه مورد تجزیه و تحلیل قرار گرفت. نتایج نشان داد که شهروندی دیجیتال جهانی تأثیر معناداری بر قابلیت ارتباطی بین فرهنگی زبان آموزان زبان انگلیسی دارد. نتایج مصاحبه نیمه ساختاریافته مهمترین ویژگیهای شهروندی دیجیتال جهانی را به‌طور کلی و در یادگیری زبان نشان داد. یافته‌های این پژوهش برای معلمان، مربیان معلمان، طراحان برنامه درسی و محققین از اهمیت نظری و عملی قابل توجهی برخوردار است.

واژگان کلیدی: آموزش شهروندی دیجیتال جهانی، قابلیت ارتباطی بین فرهنگی، ادراکات

اطلاعات مقاله

مقاله پژوهشی

تاریخ دریافت: چهارشنبه، ۲۲ شهریور ۱۴۰۲

تاریخ تصویب: دوشنبه، ۴ تیر ۱۴۰۳

تاریخ انتشار: سه شنبه، ۱۰ مهر ۱۴۰۳

تاریخ آنلاین: دوشنبه، ۴ تیر ۱۴۰۳

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تفاوت‌های ساختاری و عملکردی بسته‌های واژگانی بین محققان علوم سخت و علوم

نرم: مطالعه پیکره محور مقایسه‌ای

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چکیده

بسته‌های واژگانی، ترکیب‌های تکراری واژه‌ای که کارکردهای گفتمانی ضروری را انجام می‌دهند، در قلمرو نوشتار آکادمیک برجسته شده‌اند. دیدگاه جدیدی که اهمیت عملکردی و ماهیت فرمولی آنها را پل می‌کند، برای کشف ویژگی‌های پیچیده در این الگوهای زبانی تکرار شونده امیدوارکننده است. برگرفته از طبقه بندی ساختاری و عملکردی معرفی شده توسط بایبر و همکاران. (۱۹۹۹) و هایلند (۲۰۰۸)، این مطالعه جامع به سختی و سازگاری بسته‌های واژگانی در گفتمان مقالات تحقیقاتی در علوم سخت و نرم می‌پردازد. مجموعه، غنی از محتوای آکادمیک، در مجموع شامل ۹۵۴۶۱۵ کلمه است که شامل ۹۰ مقاله تحقیقاتی در هر زیر مجموعه است. این تحقیق فراتر از طبقه بندی ساختاری صرف است تا تجزیه و تحلیل عملکردی را در بر بگیرد و یافته‌های روشن تری را آشکار کند. یافته ها نشان داد در حالی که تمایزات ساختاری بین نویسندگان در علوم سخت و نرم ناچیز به نظر می‌رسد، تغییرات اساسی در به کارگیری عملگرایانه بسته های واژگانی ظاهر می‌شود. نویسندگان در علوم نرم تمایل به عبارات اسمی ترکیب شده با تکه‌های عبارت دارند. در تضاد کامل، نویسندگان در علوم سخت عمدتاً از فعل مفعول + قطعات عبارت اضافه استفاده می‌کنند. علاوه بر این، واگرایی در طبقه بندی عملکردی بسته های واژگانی قابل توجه است. در حوزه علوم نرم، نویسندگان به شدت بر استفاده از سیگنال‌های کادربندی (۱۵,۶٪) تأکید می‌کنند و بر اهمیت گفتمانی این عناصر تأکید می‌کنند. در مقابل، نویسندگان علوم سخت به سمت سیگنال‌های انتقال به عنوان متداول ترین کارکرد بسته‌های واژگانی جذب می‌شوند. این یافته‌ها کاربردهایی برای محققان دارند و اهمیت پذیرش بسته‌های واژگانی را به عنوان یک جنبه اساسی از نگارش علمی در حوزه‌های خاص آن‌ها برجسته می‌کنند.

واژگان کلیدی: تنوع رشته ای، بسته های واژگانی، علوم سخت، مقالات پژوهشی، علوم نرم

اطلاعات مقاله

مقاله پژوهشی

تاریخ دریافت: شنبه، ۲۰ آبان ۱۴۰۲

تاریخ تصویب: پنجشنبه، ۷ تیر ۱۴۰۳

تاریخ انتشار: سه شنبه، ۱۰ مهر ۱۴۰۳

تاریخ آنلاین: پنجشنبه، ۷ تیر ۱۴۰۳

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حفاظت از معلمان: بررسی رابطه بین مشارکت معلمان ایرانی زبان انگلیسی

در تدریس متفکرانه و مصونیت آنها

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چکیده

به طور گسترده‌ای پذیرفته شده است که اثربخشی معلمان در نقش‌های حرفه‌ای خود عمیقاً با ساختارهای روانی-عاطفی، یعنی تدریس متفکرانه و مصونیت پیوند خورده است. با توجه به اهمیت قابل توجه و کمبود تحقیقات در مورد همبستگی بین تدریس متفکرانه و مصونیت در بین معلمان زبان انگلیسی، این مطالعه بررسی کرد که آیا تدریس متفکرانه معلمان زبان انگلیسی ارتباط معنی‌داری با مصونیت آنها دارد یا خیر. به این منظور، روش نمونه‌گیری در دسترس برای انتخاب ۲۰۴ معلم زبان انگلیسی (۷۸ مرد و ۱۲۶ زن) از موسسات خصوصی زبان در استان‌های مختلف ایران به کار گرفته شد. داده‌ها از طریق نظرسنجی و مصاحبه‌های بعدی با شرکت‌کنندگان جمع‌آوری شد. تحلیل همبستگی بین مصونیت معلمان و همه خرده مقیاس‌های تدریس متفکرانه، به جز خرده‌مقیاس تدریس متفکرانه انتقادی، رابطه مثبت و معناداری را نشان داد. تحلیل رگرسیون چندگانه تأیید کرد که تمرینات فراشناختی و شناختی به طور قوی ایمنی معلمان زبان انگلیسی را پیش‌بینی می‌کنند. مصاحبه‌ها بر اهمیت زیرمؤلفه‌های خاص تدریس متفکرانه در مصونیت معلمان تأکید داشتند. این یافته‌ها بر ضرورت ترکیب رویکردهای تدریس متفکرانه و تقویت ایمنی در برنامه‌های رشد حرفه‌ای معلم تأکید می‌کنند. علاوه بر این، آنها برای اجرای اصول روانشناسی مثبت در آموزش معلمان زبان خارجی فرصت‌های جدیدی را ایجاد می‌کنند.

واژگان کلیدی: معلمان زبان انگلیسی، تمرین بازتابی، مصونیت معلم زبان، اصول روانشناسی مثبت

اطلاعات مقاله

مقاله پژوهشی

تاریخ دریافت: یکشنبه، ۲۷ اسفند ۱۴۰۲

تاریخ تصویب: سه شنبه، ۲ مرداد ۱۴۰۳

تاریخ انتشار: سه شنبه، ۱۰ مهر ۱۴۰۳

تاریخ آنلاین: سه شنبه، ۲ مرداد ۱۴۰۳

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شکل دهندگان متون در انگلیسی برای اهداف انتشار مقالات پژوهشی:

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چکیده

انتشار پژوهش به زبان انگلیسی برای محققانی که زبان مادری غیر انگلیسی دارند مشکلات زبانی ایجاد می‌کند. به منظور آماده کردن متن پژوهش، این محققان در مراحل مختلف انتشار مقاله نظیر فرستادن مقاله به مجلات علمی، داوری مقاله توسط هم‌تایان، و آماده سازی نهایی پس از دریافت پذیرش از مجلات از منابعی چون متخصصان آن رشته و مدرسین زبان انگلیسی که به صورت کلی شکل دهندگان متن نامیده می‌شوند در زمینه زبان و ویرایش زبانی کمک دریافت میکنند. تا آنجایی که اطلاع داریم، هیچ پژوهش‌خیزی که تصویری جامع از نحوه کارشکل-دهندگان متن در حیطه انگلیسی برای اهداف نشر علمی ارائه دهد وجود ندارد. این مقاله سعی در معرفی نحوه کار افرادی که جامعه شکل دهندگان متن را شامل می‌شوند را دارد. در این راستا، این پژوهش مقالاتی که موخرتر بوده و از اهمیت بالاتری برخوردارند و در مجلات علمی مرتبط با انگلیسی برای اهداف ویژه، انگلیسی برای اهداف آکادمیک و انگلیسی برای اهداف نشر علمی چاپ شده اند را مرور می‌نماید. بدین منظور و برای جستجوی کامل و جامع مقالات از پایگاه داده Web of Science استفاده گردید. چندین عبارت برای جستجوی مقالات اصلی و مرتبط با موضوع استفاده شد که شامل شکل دهنده متن، کارگزار سواد، ویرایشگر زبانی، ویرایشگر محقق، ویرایشگر دسترس، ویرایشگر و ویرایشگر نهایی می‌شد. ما در این مرور موضوعی، استراتژی‌ها و نحوه ویرایش شکل دهندگان متن را شرح داده، ویژگی‌ها و تکنیک‌های آن‌ها را در ارائه خدمات زبانی به نویسندگان غیر انگلیسی زبان بررسی کرده و به مزایا و چالش‌هایی که شکل دهندگان متن در صنعت نشر علمی تجربه می‌کنند پرداخته‌ایم. علاوه بر آن، با تمرکز بر خدمات این افراد در قاره آسیا که تقاضا برای چاپ مقاله به زبان انگلیسی در آن روز افزون است همراه با پرداختن به ابعاد موضوع در سایر نقاط جهان سعی بر این بود که تصویر جغرافیایی کاملی از وضعیت موجود شکل دهندگان متن به دست آید. از آنجایی که مدرسین زبان انگلیسی علی‌الخصوص در محیط‌هایی مانند ایران که در آن انگلیسی به عنوان زبان بیگانه استفاده می‌شود، فعال‌ترین عامل ارائه چنین خدماتی به نویسندگان غیر انگلیسی زبان هستند، این مرور اجمالی می‌تواند به جامعه افراد فعال در حیطه انگلیسی به عنوان زبان بیگانه در ایران و محیط‌های مشابه امکان آشنایی با تصویر بزرگتری از شکل دهندگی به متن و ابعاد آن بدهد.

واژگان کلیدی: انگلیسی برای اهداف نشر علمی، نویسندگان غیر انگلیسی زبان، ویرایش و بازنگری، نشر علمی، شکل دهندگان متن

اطلاعات مقاله

مقاله پژوهشی

تاریخ دریافت: یکشنبه، ۱۲ آذر ۱۴۰۲

تاریخ تصویب: یکشنبه، ۷ مرداد ۱۴۰۳

تاریخ انتشار: سه شنبه، ۱۰ مهر ۱۴۰۳

تاریخ آنلاین: یکشنبه، ۷ مرداد ۱۴۰۳

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حس خود کار آمدی و هوش هیجانی به عنوان عوامل پیش بینی کننده رضایتمندی شغلی در میان معلمان زبان انگلیسی ایرانی

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چکیده

پژوهش حاضر به بررسی ارتباط بین پیش‌بینی قدرت خودکارآمدی و هوش هیجانی با رضایت شغلی معلمان زبان انگلیسی می‌پردازد. در این پژوهش، ۱۲۵ معلم زبان انگلیسی از موسسات خصوصی به عنوان نمونه‌ها انتخاب شده‌اند. شرکت کنندگان سه پرسشنامه رضایت شغلی (MSQ)، خودکارآمدی معلم (TSES) و هوش هیجانی (EQ-i) را تکمیل کرده‌اند. برای تحلیل داده‌ها، از ضریب همبستگی لحظه محصول پیرسون، رگرسیون خطی چندگانه به روش Backward، آزمون t نمونه مستقل و تبدیل Z استفاده شده است. بین هوش هیجانی و رضایتمندی شغلی و بین خودکارآمدی و رضایتمندی شغلی رابطه مثبت معناداری مشاهده می‌شود و متغیرهای مستقل به طور قابل توجهی رضایتمندی شغلی را پیش‌بینی می‌کنند. معلمان با تجربه بالاتر میانگین بالاتری از نظر رضایت شغلی نسبت به معلمان کم‌تجربه دارند. در آخر، تفاوت معنی‌داری در همبستگی بین هوش هیجانی و رضایت شغلی و همبستگی بین خودکارآمدی و رضایت شغلی بین معلمان با تجربه کمتر و با تجربه بیشتر مشاهده نمی‌شود. بهبود هوش هیجانی و حس خود کارآمدی در میان معلمان زبان انگلیسی، رضایت شغلی و عملکرد کلی و رفاه آنها را بهبود می‌بخشد. بنابراین، برخی از مداخلات مانند برنامه‌های مربیگری، راهنمایی یا آموزشی که همگی با هدف حمایت از معلمان در توسعه باورهای خودکارآمدی و مهارت‌های هوش هیجانی آنها انجام می‌شود، ضروری به نظر می‌رسد. نتایج به دست آمده دارای مفاهیم آموزشی مربوطه برای معلمان، تولیدکنندگان محتوا، امتحان و مربیان معلم است که در محیط آموزشی گسترده‌تر در نظر گرفته می‌شوند.

واژگان کلیدی: رضایتمندی شغلی، حس خود کارآمدی، هوش هیجانی

اطلاعات مقاله

مقاله پژوهشی

تاریخ دریافت: ۹ دی ۱۴۰۲

تاریخ تصویب: دوشنبه، ۱۵ مرداد ۱۴۰۳

تاریخ انتشار: سه شنبه، ۱۰ مهر ۱۴۰۳

تاریخ آنلاین: دوشنبه، ۱۵ مرداد ۱۴۰۳

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ساخت و اعتبارسنجی پرسشنامه دانش محتوای آموزشی (PCK) برای برنامه‌های

آموزش معلمان زبان انگلیسی ایرانی: رویکردی جهانی / بومی

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چکیده

دانش محتوای آموزشی از دو منظر تعیین کننده است: اولاً به قالب بندی و ارائه موضوعات درسی کمک می‌کند و ثانياً از نظر جهانی-بومی مفهومی نسبی است، که نسبت به گنجانیدن ویژگی‌های برنامه‌های درسی اجتماعی-فرهنگی-مدار متفاوت منعطف است. بر این اساس در این پژوهش تلاش شده است تا پرسشنامه سنجش چنین دانشی تهیه و اعتبار سنجی شود. گویه‌های پرسشنامه با بررسی پیشینه تحقیقات جهانی و مصاحبه با ۸۰ دانشجوی-معلم (بومی) و ۱۲۰ دانشجوی-معلم شرکت‌کننده در مرحله آزمایشی استخراج شد. سپس، ۱۸۰ دانشجوی-معلم دیگر پرسشنامه مقیاس لیکرت آزمایش شده را پاسخ دادند. سپس، پرسشنامه نهایی استوار بر معیارهای جهانی-بومی و قضاوت متخصصان و معیارهای روان‌سنجی از نظر پایایی و روایی به واسطه تحلیل عاملی بررسی شد. معیار اعتبارسنجی شده شامل ۳۹ شاخص بوده که نهایتاً در قالب ۹ عامل ارائه شد که عبارتند از: آموزش مهارت‌های زبان، راهبردهای تدریس زبان، مدیریت کلاس درس، طراحی برنامه درسی و تهیه مواد آموزشی، سواد و توانایی‌های ارزیابی، ارزشیابی کتاب درسی، دانش فنی معلمان زبان، رشد حرفه‌ای معلمان و تأثیر کارآموزی بر تدریس عملی. این مطالعه منتج به ارایه بینش و چشم‌انداز مهمی حول محور آموزش معلمان زبان انگلیسی شده است و پرسشنامه تدوین و اعتبارسنجی شده را می‌توان به عنوان ابزاری پایا و روا برای ارزیابی برنامه‌های تربیت معلمان زبان انگلیسی ایرانی البته با رویکرد جهانی-بومی در زمینه‌های مختلف تدریس زبان انگلیسی تلقی نمود.

واژگان کلیدی: بافت آموزش زبان انگلیسی در ایران، دانش محتوای آموزشی، دانشجو-معلم، برنامه تربیت معلم

اطلاعات مقاله

مقاله پژوهشی

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تاریخ تصویب: سه شنبه، ۱۶ مرداد ۱۴۰۳

تاریخ انتشار: سه شنبه، ۱۰ مهر ۱۴۰۳

تاریخ آنلاین: سه شنبه، ۱۶ مرداد ۱۴۰۳

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چکیده

جوهره‌ی نمایشنامه‌های ضد سرمایه‌داری قرن بیستم، افشای حقیقتی پنهان در پس ظاهری ایدئولوژیک است. دیوید هر، در یکی از شاهکارهای ادبی‌اش، نمایشنامه «فراوانی»، کوشیده تا این کارکرد اجتماعی را محقق کند. در این نمایشنامه، هر، از کشمکش‌های میان شخصیت‌های اصلی، که زبانی عصیانگراند و فشارهای شدیدی که در بافت مردسالارانه متحمل می‌شوند، پرده‌برداری می‌کند. او تعامل میان شخصیت‌ها و بافت سرکوبگری که تغییر دهنده‌ی آگاهی و هویت آنان است را به تصویر می‌کشد. به منظور معین کردن تغییراتی که در شخصیت‌ها و بافت طی سه دهه متوالی رخ داده است، مقاله‌ی حاضر تحلیلی دیالکتیکی به خواننده ارائه می‌دهد. از آنجا که شخصیت‌های عصیانگر در این نمایشنامه پیشرفت و تنزل را هم زمان به نمایش می‌گذارند، این گونه استدلال شده است که این تغییرات می‌توانند مطلوب و یا ناخوشایند باشند. مقصود از این مقاله، نشان دادن این است که چگونه هر، در مقام منتقدی اجتماعی و نویسنده‌ای متعهد و به منظور متحول کردن آگاهی بیننده، قصد دارد از تصویر واقعی انگلستان فروپاشیده پس از جنگ پرده برداری کند. او از ظاهر گمراه‌کننده‌ی آرامش و فراوانی پس از جنگ، که معتقدین آن مردان محافظه‌کار، ایده‌آل‌نگر و مرتجعی که نقطه‌ی مقابل زنان عصیانگر و پیشرو هستند، پا فراتر می‌گذارد. به این منظور، هر ستیز میان زنان تاریخ‌ساز که نشانگر آینده انگلستان‌اند را در بافتی فاسد که در آن ایده‌آل‌نگری‌های شخصی و سیاسی کاملاً نابود گشته و سرخوردگی، از خود بیگانگی، شکست، از هم پاشیدگی و فساد در همه چیز رخنه کرده را به تصویر می‌کشد.

واژگان کلیدی: ظاهر ایدئولوژیک، حقیقت، زنان عصیانگر، آگاهی، تغییر

اطلاعات مقاله

مقاله پژوهشی

تاریخ دریافت: دوشنبه، ۲۵ دی ۱۴۰۲

تاریخ تصویب: پنجشنبه، ۷ تیر ۱۴۰۳

تاریخ انتشار: سه شنبه، ۱۰ مهر ۱۴۰۳

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مطالعه اخلاق زیست محیطی در رمان «واژه برای جهان جنگل است» اثر اورسولا لو گوین

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چکیده

رمان «واژه برای جهان جنگل است» (۱۹۷۲) اثر اورسولا لو گوین زمانی نوشته شد که به سبب ظهور جنبش‌های محیط‌زیستی و موج نوین فمینیستی آگاهی برای مقابله با ارزش‌های ویرانشهری از قبیل دوگانه‌گرایی عقلانی، سلسله مراتب پدرسالارانه، استفاده ابزاری انسان‌محور و هرگونه استضعاف و استثمار که از دهه شصت شروع شده بود روز به روز در حال افزایش بود. اثر گمانه‌زن لو گوین ارزشهای فوق را به چالش کشیده و یک چهارچوب اخلاقی اکولوژیکی پیشنهاد می‌کند که بر احترام، مراقبت، عشق، ارتباطات دو طرفه، دوستی، همبستگی، همگرایی، برابری، آزادی، مسئولیت‌پذیری و ارتباط بین انسان و طبیعت تأکید داشته و تفاوت‌ها و تنوع‌های زیستی انسان‌ها و سایر باشنده‌ها را به رسمیت می‌شناسد. لو گوین در این اثر نشان می‌دهد که برای رسیدن به این فرهنگ اخلاقی انسان بایستی در نوع تفکر و باورهای خود تغییر و تحول بنیادین ایجاد کند و این تحول فکری منجر به ایجاد یک جامعه و اکوسیستم سالم گردیده و مکانی بهتر برای زیست موجودات روی زمین فراهم می‌کند. این مقاله تحقیقی است درباره این روش فکری لو گوین در اثر ماندگار او یعنی «واژه برای جهان جنگل» است. در این مقاله از فلسفه اکوفمینیستی کارن جی. وارن، وال پلاموود و کارولین مرچنت بهره برده‌ایم.

واژگان کلیدی: دوگانگی، پدرسالاری، تغییر، اخلاق زیست‌محیطی، جنگل‌زدایی

اطلاعات مقاله

مقاله پژوهشی

تاریخ دریافت: سه شنبه، ۲۲ فروردین ۱۴۰۲

تاریخ تصویب: شنبه، ۲۰ مرداد ۱۴۰۳

تاریخ انتشار: سه شنبه، ۱۰ مهر ۱۴۰۳

تاریخ آنلاین: شنبه، ۲۰ مرداد ۱۴۰۳

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"تسلط بر اصول حرفه": اجتناب زبانی در نمایشنامه «اولئانا» اثر دیوید ممت

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چکیده

بسیاری از منتقدان، نمایشنامه «اولئانا» (۱۹۹۳) اثر دیوید ممت را به عنوان محلی برای بررسی مسائلی نظیر جنسیت، زن ستیزی، آزار جنسی و غیره قلمداد کرده‌اند. با این حال، گروهی دیگر بر این باور هستند که پتانسیل‌های زبانی و نحوه استفاده از آن‌ها در این اثر هستند که می‌بایستی مورد بررسی قرار گیرند. در این راستا، مقاله حاضر پذیرفته است که تعامل میان جان و کارول نمونه‌ای از مصاحبه می‌باشد که در آن طرفین دائما تلاش می‌کنند تا وجهه خود را از طریق اتخاذ راهبردهای اجتناب زبانی حفظ نمایند. بنابراین، مقاله حاضر با استفاده از چهارچوب‌های اجتناب زبانی پیشنهاد شده توسط جانی (۱۹۹۹) و آنچیمب (۲۰۰۹)، اجتناب زبانی را به مفهوم مدیریت ارتباط اسپنسر-اوتی (۲۰۰۰) پیوند می‌دهد و نشان می‌دهد جان و کارول تا چه حدی با اتخاذ این راهبردها تلاش می‌کنند تا وجهه شخصی و حرفه‌ای خود را به قیمت بیگانگی و سرخوردگی از یکدیگر حفظ نمایند. تحلیل ما نشان می‌دهد که چگونه جان و کارول هر دو از پرخاشگری لفظی برای توجه به نیازهای وجهه شخصی و حرفه‌ای خود بهره می‌گیرند. نتایج تحلیل در این مقاله همچنین تاییدی بر تحقیق انجام شده توسط ژکاراک و اسپنسر-اوتی (۲۰۱۳) می‌باشد که نشان دادند که چگونه نگرانی‌های وجهه‌ای منجر به اتخاذ رفتار خودمحور می‌شود که خود مانعی در پیشبرد روحیه مشارکت و تعامل می‌باشد.

واژگان کلیدی: اجتناب زبانی، مدیریت ارتباط، مشارکت، نگرانی‌های وجهه‌ای، «اولئانا»

اطلاعات مقاله

مقاله پژوهشی

تاریخ دریافت: جمعه، ۴ خرداد ۱۴۰۳

تاریخ تصویب: دوشنبه، ۲۶ شهریور ۱۴۰۳

تاریخ انتشار: سه شنبه، ۱۰ مهر ۱۴۰۳

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«هیچ چیز ارزش ساختن ندارد، هیچ چیز ارزش دانستن ندارد»:
خوانشی از مفاهیم علم و اخلاق در گهواره گریه اثر کرت وانه گات
بر اساس نظریه ژیل دولوز و فلیکس گاتاری

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چکیده

پس از جنگ جهانی دوم، حدود مرز پیش‌رفت علم و فناوری و مسئولیت‌های اخلاقی متعاقب آن به مسائلی عمده در فلسفه و ادبیات بدل شدند، از جمله در رمان‌های کرت وانه گات، به‌خصوص گهواره گریه (۱۹۶۳)، رمانی علمی-تخیلی و پسا‌آخر زمانی که سرشت دوگانه علم به‌مثابه نیرویی توأمان سازنده و مخرب را نمایش می‌دهد. این رمان چون به توان فاجعه‌بار اختراعات علمی می‌پردازد، بستر مناسبی برای تحلیل اخلاق محور بر مبنای تفکر پساساختارنگرانه ژیل دولوز و فلیکس گاتاری فراهم می‌کند، که پیش از این در بررسی مفهوم علم در این رمان به‌کار نرفته است. پژوهش کیفی و کتاب‌خانه‌ای حاضر با استفاده از روش توصیفی-نقادانه و ضمن مقایسه علم با هنر به این مسئله می‌پردازد که در گهواره گریه علم چگونه امکان‌های بالقوه را بالفعل می‌کند. این خوانش با نظریه دولوز و گاتاری پیامدهای اخلاقی معرفت علمی در حکم حقیقت و (نا)اخلاقی بودن علم در این رمان را وامی‌کاود. نتایج حاکی از آن‌اند که در روایت وانه گات علم ذاتاً نه اخلاقی و نه نااخلاقی بلکه به‌طور بالقوه غیراخلاقی است، زیرا در آن دکتر هونیکر دانشمندی است که بدون التفات به اخلاقیات نیروی بالقوه آفرینندگی علم را ارج می‌نهد و نماینده تعریفی از علم است که دولوز از آن را علم فعال می‌نامد. یافته‌های این پژوهش توان بالقوه علم در این رمان، تأثیر آن بر قلمرو دایمی شخصیت‌ها، رابطه آن با اخلاق، و توانایی آن هم در استنباط کارکردها و هم در آفرینش مفاهیم و عاطفه‌های پیشاسوژگانی را تبیین می‌کنند و پیامدهای مهمی برای بررسی سرشت علم در آثار علمی-تخیلی (پسا)آخر زمانی خواهند داشت، به‌ویژه در رمان‌های دیگر وانه گات.

واژگان کلیدی: تفکر دولوز و گاتاری، علم، ساحت بالقوه، اخلاق، گهواره گریه اثر وانه گات

اطلاعات مقاله

مقاله پژوهشی

تاریخ دریافت: شنبه، ۲۰ مرداد ۱۴۰۳

تاریخ تصویب: دوشنبه، ۲۶ شهریور ۱۴۰۳

تاریخ انتشار: سه شنبه، ۱۰ مهر ۱۴۰۳

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دانشگاه شهید مدنی آذربایجان

دو فصلنامه زبان‌شناسی کاربردی ادبیات
کاربردی: پوشش‌ها و پیشرفت‌ها

صاحب امتیاز:

دانشگاه شهید مدنی آذربایجان

مدیر مسئول:

دکتر داود امینی

سردبیر:

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شاپای چاپی: ۲۸۲۰-۸۹۸۶

اعضای هیأت تحریریه بین المللی



پروفسور جین ماتیسون اکستم	استاد ادبیات انگلیسی، ادبیات کانادا و فرهنگ بریتانیا	دانشگاه آستفولد، نروژ
پروفسور لوردس اورتگا	استاد زبان‌شناسی کاربردی، دوزبانگی و فراگیری زبان دوم	دانشگاه جورج تاون، واشنگتن، ایالات متحده آمریکا
پروفسور گری بارکوزن	استاد زبان‌شناسی کاربردی، مطالعات زبان و زبان‌شناسی	دانشگاه اوکلند، اوکلند، نیوزیلند
پروفسور پل جان ثیبالت	استاد زبان‌شناسی کاربردی	دانشگاه آگدر، کریستین ساند، نروژ
پروفسور شمیم رافیک گالا	استاد زبان‌شناسی کاربردی و آموزش زبان انگلیسی	دانشگاه سه گی، پتالینگ جایا، سلانگور، مالزی
پروفسور لوئیس وان فلوتو	استاد مطالعات ترجمه	دانشگاه اوتاوا، اوتاوا، کانادا
پروفسور سورش کاناگاراچا	استاد زبان‌شناسی کاربردی، زبان نگلیسی و مطالعات آسیا	دانشگاه ایالتی پنسیلوانیا، اسنیت کالج، ایالات متحده آمریکا
پروفسور کلئیر جین کرمش	استاد بازنشسته زبان‌شناسی کاربردی	دانشگاه کالیفرنیا در برکلی، کالیفرنیا، برکلی، ایالات متحده آمریکا
دکتر سعید کریمی اقدم	دانشیار آموزش زبان انگلیسی و زبان‌شناسی کاربردی	دانشکده علوم تربیتی و علوم انسانی، دانشگاه نورد، لوانگر، نروژ
پروفسور جیمز پی لانتولف	استاد آموزش زبان و زبان‌شناسی کاربردی	دانشگاه ایالتی پنسیلوانیا، اسنیت کالج، پنسیلوانیا، ایالات متحده آمریکا
پروفسور بل کی ماتسودا	استاد زبان انگلیسی و مدیر برنامه مهارت نوشتاری زبان دوم در دانشگاه ایالتی آریزونا	دانشگاه ایالتی آریزونا، تمپه، آریزونا، ایالات متحده آمریکا
دکتر جاکارا مواکاندان	استاد انگلیسی بعنوان زبان خارجی	گروه زبان و آموزش علوم انسانی، دانشکده مطالعات آموزشی، دانشگاه پوترا مالزی
پروفسور آری هوتا	استاد زبان‌شناسی کاربردی و سنجش زبان	مدیر مرکز مطالعات کاربردی زبان، دانشگاه بیواسکیلا، بیواسکیلا، فنلاند
پروفسور ماربولین ورسپور	استاد زبان‌شناسی کاربردی	دانشکده دکتری چندزبانگی، دانشگاه پانونیا، وزیریم، مجارستان
پروفسور لی وی	استاد زبان‌شناسی کاربردی	دانشگاه کالج لندن، لندن، انگلستان



دانشگاه شهید مدنی آذربایجان

دو فصلنامه زبان‌شناسی کاربردی ادبیات
کاربردی: پوشش‌ها و پیشرفت‌ها

صاحب امتیاز:

دانشگاه شهید مدنی آذربایجان

مدیر مسئول:

دکتر داود امینی

سردبیر:

دکتر کریم صادقی

مدیر داخلی:

دکتر رضا یل شرز

نشانی:

کیلومتر ۳۵، جاده تبریز- مراغه، دانشگاه
شهید مدنی آذربایجان، دانشکده ادبیات و علوم
انسانی، دفتر دو فصلنامه.

تلفاکس:

۰۴۱-۳۴۳۲۷۵۵۹

کد پستی:

۵۳۷۵۱۷۱۳۷۹

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سال دوازدهم، شماره دوم

تاریخ انتشار: سه‌شنبه، ۱۰ مهر ۱۴۰۳

بها: ۵۰۰۰۰ ریال

شمارگان: ۱۰۰ جلد

این دو فصلنامه با مجوز شماره ثبت ۹۱/۳۴۷۱۵
وزارت فرهنگ و ارشاد اسلامی چاپ و منتشر
می‌شود.

شاپای الکترونیکی: ۲۸۲۱-۰۲۰۴

شاپای چاپی: ۲۸۲۰-۸۹۸۶



اعضای هیأت تحریریه داخلی

دکتر داود امینی	دانشیار آموزش زبان انگلیسی	دانشگاه شهید مدنی آذربایجان
دکتر علی اکبر انصارین	استاد آموزش زبان انگلیسی	دانشگاه تبریز
دکتر بیوک بهنام	دانشیار بازنشسته آموزش زبان انگلیسی	دانشگاه شهید مدنی آذربایجان
دکتر بهرام بهین	دانشیار آموزش زبان انگلیسی	دانشگاه شهید مدنی آذربایجان
دکتر کریم صادقی	استاد آموزش زبان انگلیسی	دانشگاه ارومیه
دکتر فرهم فرخی	استاد آموزش زبان انگلیسی	دانشگاه تبریز
دکتر پروین قاسمی	استاد بازنشسته ادبیات انگلیسی	دانشگاه شیراز
دکتر کاظم لطفی پور ساعدی	استاد بازنشسته زبان‌شناسی کاربردی	دانشگاه تبریز
دکتر احد مهروند	دانشیار ادبیات انگلیسی	دانشگاه شهید مدنی آذربایجان

اعضای مشاور هیأت تحریریه

دکتر فریده پورگیو	استاد بازنشسته زبان و ادبیات انگلیسی	دانشگاه شیراز
دکتر علیرضا جلیلی فر	استاد زبان‌شناسی کاربردی	دانشگاه شهید چمران اهواز
دکتر نلایه چلا	استاد زبان‌شناسی کاربردی	دانشگاه USM مانزی
دکتر ابوالفضل رضانی	استادیار زبان و ادبیات انگلیسی	دانشگاه شهید مدنی آذربایجان
دکتر مهناز سعیدی	استاد آموزش زبان انگلیسی	دانشگاه آزاد اسلامی واحد تبریز
دکتر مینو عالمی	استاد آموزش زبان انگلیسی	دانشگاه آزاد اسلامی واحد تهران غرب
دکتر رضا عبدی	استاد آموزش زبان انگلیسی	دانشگاه محقق اردبیلی
دکتر سید محمد علوی	استاد زبان‌شناسی کاربردی	دانشگاه تهران
دکتر بهروز عزیدفتری	استاد بازنشسته زبان‌شناسی کاربردی	دانشگاه تبریز
دکتر جواد غلامی	استاد آموزش زبان انگلیسی	دانشگاه ارومیه
دکتر سعید کتابی	استاد زبان‌شناسی کاربردی	دانشگاه اصفهان

ویراستاران انگلیسی: دکتر ابوالفضل رضانی و شهبلا نظری

صفحه‌آرا و حروف‌چین: مؤسسه آیشن کامپیوتر