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In the Name of God



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Journal article with volume number

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Journal Article with DOI

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Direct citation 1

She states, "the 'placebo effect' ... disappeared when behaviors were studied in this manner" (Miele, 1993, p. 276), but she did not clarify which behaviors were studied.

Direct citation 2: Fewer than forty words

Lee (1999) found that "The EAP writing curriculum incorporate reading and analysis of major academic journal articles in the specific field to identify macro-level organization an obligatory 'moves' in conjunction with writing practice." (p. 21)

Direct citation 3: More than forty words

Miele (1993) found the following:

The "placebo effect," which had been verified in previous studies, disappeared when behaviors were studied in this manner. Furthermore, the behaviors were never exhibited again, even when reed rings were administered. Earlier studies were clearly premature in attributing the results to a placebo effect. (p. 276)

One work by two authors

- Smith and Takamoto (1997) argued that. ...
- In recent study of SLA (Smith & Takamoto, 1997) ...

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Displaced Self in Polyethnic America: Rhizomatic Identity of African American Flâneur in August Wilson's *The Piano Lesson*

Roksana Dayani¹, Bahee Hadaegh²

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Abstract

The figure of flâneur as a cosmopolitan wanderer in the existential quest for the self can find its transregional manifestation among African Americans as the ceaseless travelers who have similarly been forced to relocate self in the hostile polyethnic land of America. It is the self whose ongoing trans-regional mode of existence and its performative actions find appropriate incarnation in postmodern African American dramatic context. Being distinguished by their performative identity in negotiation with the other and a quest for the displaced self, Wilsonian character can be the best manifestation of flâneur in contemporary time. Besides, considering Wilson's special focus on the determinative role of the marginal character called the warrior spirit in being the authentic narrative of African American history, this study, applying Baudelaire's definition and Benjamin's theory of flâneur on Wilson's *The Piano Lesson* (1990), aims at demonstrating how Boy Willie as one of the warrior spirits of Wilson can be the potential manifestation of African American flâneur. Drawing on Deleuze and Guattari's postmodern theoretical concept of rhizome in *A Thousand Plateau* (1980), it also seeks to explore how the significant identity transformation of Boy Willie to African American flâneur can be a proper conduit for Wilson's postmodern recursive dramatic vision for remapping African American history. Moreover, it also sheds light on how rhizomatic Wilsonian flâneur can regain Africanness in America while disclaiming any privileged thinking subject in the dichotomy of Black and White.

Keywords: August Wilson, Baudelaire's and Benjamin's flâneur, Deleuze, Guattari, rhizome, *The Piano Lesson*, warrior spirit

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Introduction

Wilson's fourth play in the Pittsburgh Cycle, *The Piano Lesson* (1990) with its setting in the thirties, dramatizes the debate of Boy Willie and Berniece, the Charles's siblings, about the piano around which the dramatic conflict of the play revolves. According to Bissiri's (1999) comment on Wilson's attempt "to achieve the preservation of black African identity through theater performance in terms that are quite reminiscent of ritual theater" (p.111), what can be highlighted in this play is the significance of characters' performative reaction towards the piano as the conduit for self-realization. To Berniece, the piano is a shrine for memorial of her ancestor, that is dusting in the parole of house while for Boy Willie it is a commodity which can help him reach financial success meaning his own land in the south. It is implied that the defining role of performance to ritual theater is the pivotal role of performative characters to Wilsonian drama. To pursue his agenda of stimulating unconscious or ignored African sensibility, Wilson has configured performative identity for his characters which requires them in the process of ceaseless negotiation "psychic and spiritual intermingling of self and others" (Olaniyan, 2009, p.30). Therefore, character's ability to articulate and "perform identity" defines the major concern of *the Piano Lesson*. Moreover, characters' confrontation and struggle with the piano representing their heritage and their slavery past is to reconsider "the historical and personal significance of slavery" and to demonstrate how African Americans are going to deal with it while it has haunted their present (Üsekes, 2009, p. 94). Being the permanent wanderer for the lost identity in the polyethnic land of America (Bogumil, 1994, p. 465) and well-known for their performative identity, Wilsonian characters can be strongly reminiscent of the figure of flâneur proposed by Baudelaire and Benjamin who has "insatiable appetite for non-I" (Baudelaire, 1970, p. 9), "existential attempt to discover the secret of being" (Tester, 2014, p. 8) and is a performative spectator and actor (Schipper, 2017, p. 193) in the metropolitan America. In addition, this study, exploring African American flâneur in *The Piano Lesson*, seeks to not only identify Wilsonian character with African American flâneur but also more significantly to trace how the rejected version

of flâneur, described by Benjamin as “a spy of capitalist” (1998, pp. 425, 429), can turn into component flâneur in capitalist society and be authentic archivist of African American history in the Great Depression of 1930s haunted with achieving American Dream.

Review of Literature

Notwithstanding, having this intriguing association with Wilsonian characters and dramatic context, flâneur has hardly been the main issue of the aforementioned context but the main focus of fictional and non-fictional world. Accordingly, its analytical power nominated him as a methodology to analyze the modern and postmodern urban landscape of a society (Castro, 2009; Lane, 2002) while its temporal and spatial expansion can be exemplified in modern and postmodern various literary genera, such as Pynchon’s *The Crying of Lot 49*, Iain Sinclair’s *Lights Out for the Territory*, José Cardoso Pires’s *Lisboa: Livro de Bordo*, Edmund White’s *The Flâneur*, David Kirby and Allen Woodman’s picture book *The Cows Are Going to Paris*, Yan Lian’s and Ramsey Nasr’s poetries and Woody Allen’s *Midnight in Paris*. With this in mind, flâneur’s trans-regional mode of existence calling for the transnational identity of many immigrants wandering in the host land has rarely been the main argument of African American drama especially those of August Wilson’s. However, the early transnational incarnation of African American flâneur in only one of Wilson’s plays, *Joe Turner’s Come and Gone* (1986), has been explored by Dayani and Hadaegh (2021). *The Piano Lesson*, like the fourth play of *Pittsburgh Cycle*, *Joe Turner’s Come and Gone* (1986), can appropriately accommodate the trans-regional expansion and postmodern manifestation of flâneur which itself will function as the suitable candidate for carrying Wilsonian dramatic agenda. However, the distinctive feature of African American flâneur of *the Piano Lesson* is its decentered violent characteristic, called “warrior spirit” (Nadel, 2010, p7) and more significantly its performance towards the economic crisis of the 1930s. Accordingly, it can be described as the character daring fight with the obstacles in his way and the kind of African American who, as Wilson explains, looks “around to see what the society has cut out for them, who see the limits of

their participation, and are willing to say, 'No, I refuse to accept this limitation that you're imposing on me . . . ' " (Moyers, 1989, p. 179). The antagonistic forces of Boy Willie have associated him with flâneur's spirit of connecting with non-I, such as white society to deal with the capitalism of 1930s. On the other hand, this flânerie spirit of interconnecting with the other can be reminiscence of "Rhizome" proposed by Deleuze and Guattari in *Capitalism and Schizophrenia* (1987) which can be a suitable framework to evaluate postmodern identity of African American flâneur. On the other hand, the postmodernity of performance of Wilson's character is significant to reinforce when he is known as the pioneering figure in the New Age Post-Revolutionary developmental epoch of African American theater (Pinkney, 2004, p.12).

With retrospect to the immense bulks of scholarly works and publications with various critical discourses on *The Piano Lesson*, it is requiring to see whether the aforementioned identity has been explored. In the same vein, most scholarly works on this play have explored how Wilsonian characters deal with the debates on the piano and the legacy of slavery past (Tackach & Benoit, 2008; Rudolph, 2003; Morales, 1994; Boan, 1998; Scott, 2016). Of utmost concern of these scholarly works is how they seek to shed light on Wilson's recursive representation of African American history in the contemporary America while refocusing on character's reaction towards past, and consequently their reconstruction of present time. However, while some other discussions, such as Londr'e's (2007, pp.113-123) clarify the vital performances of main characters, such as Boy Willie in emancipation and representation of historiography of Black Community, they rarely concentrate on the postmodern engagement of Black and White and the past and the present in American hostile society from Deleuzian perspective, and how a decentral character, such as Boy Willie might be identified with flâneur, and thus the best candidate for following the postmodern recursive vision of the playwright. The postmodern Deleuzian performance is the main concern of Robert LaRue's (2011) study when he found the appropriate statue for postcolonial individual in what Deleuze and Guattari theorized as a the rhizomatic statue in *A Thousand Plateaus*. By interconnecting two theories of

postcolonialism and Deleuzean, LaRue's research has made the application of the latter's theoretical framework on African American context of Wilson's play possible. Much the same is true when Bruce B. Janz (2001) in "The Territory Is Not the Map Place, Deleuze and Guattari, and African Philosophy" has sought to rethink African philosophy through taking the concepts proposed in *A Thousand Plateaus* as the clues. Furthermore, while at the core of all critical commentaries on Wilson's play lies the assumption that Wilsonian characters are wanderers in search of their lost identity, they have not exceeded this fundamental to justify how being the lost wanderer in existential quest in the 1930s can play a determinative role in carrying Wilsonian project of postmodern historiography with special focus on tracing character's process of transformative identity from "consumer materialism" (Morals, 1994, p.109) to the narrator of African American history. To this end, besides exploring Wilson's postmodern inclusive dramatic vision for his characters configuration, this study attempts to intensify this non-counterdiscursive vision through finding postmodern African American manifestation of white flâneur whose versatile cosmopolitan nature reciprocally calls for multifaceted hybrid nature of Black Americans. Meanwhile, the "Rhizomatic Cosmopolitan And Wilsonian Recursive Vision In *Joe Turner's Come And Gone*" explored the postmodern African American flâneurs with concentration on the characters who can be identified with competent flâneurs at the time of their appearance and specially on their performance in early stages of immigration when Black Americans were obsessed with reunion and immigration in the economic constraints of the 1930s (Dayani & Hadaegh, 2020). Regarding the fact that flâneur's trans-regional mode of existence as African American in the 1930s has not been the focus of studies of dramatic art or Wilson's plays, the following parts seek to examine how a decentered Wilsonian character as the manifestation of Benjamin's rejected version of flâneur can survive as competent flâneur in the polyethnic American society of the 1930s. Moreover, both flâneur and Wilsonian blacks are prone to be significantly identified as a nomadic non-dualistic identity proposed by Deleuze and Guattari's nomadological postmodern perspective in *A Thousand Plateaus* (1987). The main focus of this

study is how Wilsonian antihero infatuated with achieving White's social standing can dismantle counterdiscursive encounters with dichotomy of White/Black and regain his lost Africanness to accomplish Wilson's agenda of representing his characters as "Africans in America" (Young, 2011, p.142). Nonetheless, the present study seeks to identify the decentered Wilsonian character as the potential flâneur through examining its gradual identity transformation throughout the play while challenging Benjamin's critical statement that the flâneur being enmeshed with commodification of capitalism cannot survive as the competent flâneur. Accordingly, the vital inquiry of the present research is how the decentered Wilsonian flâneur can exceed the capitalist values of the 1930s which was not the challenging economic situation of flâneur of early era of *Joe Turner's*. In this sense, the first part will identify one of the main characters, Boy Willie, with Baudelaire and Benjamin's flâneur while the second part in three parts, drawing on Deleuze and Guattari's concept of rhizome, becoming and body without organ, is to examine African American flâneur's social historical performance towards the central conflict of the play and his possible phases of identity formations. *Plateaus'* theoretical framework serve suitable for studying African American flâneur in terms of its centrality on the absent of any binary opposition and instead the constant existence of rhizome in unrestricted assemblage with opposing elements. In other words, Deleuzian anti-transcendentalist concepts can serve Wilson's crucial attempts at disclaiming any privileged thinking subject or African American's position in opposition to the white. Finally, it sounds safe to claim that warrior spirits as one of the manifestations of African American flâneur is a rhizomatic wanderer who can be the best narrative conduit for representing the true history of African Americans as the dramatic agenda of Wilson.

Discussion

Boy Willie: African American Archivist

Boy Willie is one of the focal characters who bears remarkable resemblance to flâneur. He has been decentralized by Wilson to illustrate "various phases of his identity formation" and to make him his primary spokesman (Clark, 2009, p. 50). Regarding his gradual identity transformation

as the main dramatic agenda of the play, one can find the beginning of the play remarkable. Initially, Boy Willie shows slight resemblance to some of the flâneur's features as wandering "traveler" in constant movement (Baudelaire, 1970, pp.6-11). Nevertheless, his financial goal of roaming for selling goods makes him identical with Benjamin's definition of failed flâneur (1998, p. 429) afflicted by the commodification of the 1930s. As it is evident, the play is depicting the time of Great Depression of the 1930s which hits African Americans the hardest because they have recently experienced financial constraints, and now they have found some legitimate jobs in discriminated white society. Explaining the problems Black deal with during the 1930s, Wilson says:

Today I would say that the conflict in black America is between the middle class and the so-called underclass, and that conflict goes back to those who deny themselves and those who aren't willing to. America offers blacks a contract that says, "If you leave all that African stuff over there and adopt the values of the dominant culture, you can participate." ... The ones who accept go on to become part of the growing black middle class and some areas even acquire some power and participation in society, but when they finally arrive where they arrive, they are no longer the same people...They've acculturated and adopted white values (Lyons, 1999, p. 2).

All of these burdens make Boy Willie appear initially as the quester of economic freedom through selling heirloom piano, and thus possessing ownership of land. Desperately occupied with his monetary goal, Boy Willie cannot acknowledge the historical function of piano as lineage kinship bound to their heritage; therefore, unable to find his self-worth in other places in relation to the ownership of land and economic thriving (Morales, 1994, p.106). Following his avid for personal freedom in commerce depart from community, he can be the Benjamin's rejected version of flâneur who is a passive observer wanderer, "a spy of capitalist" and its advertiser (Benjamin, 1998, pp. 425, 429) rather than being that active observer of the city intended to mingle with non- I of the crowd (Hanssen, 2006, p.43). Still, looking further into other parts after

the initial conflict of the play and observing Boy Willie's later performance render to anticipate Boy Willie's significant identity transformation from failed flâneur to flourishing competent flâneur. With this in mind, referring to Wilson's comment on the play in his interview with Kim Powers, one can apprehend the crucial role of Boy Willies: "The importance of history to me is simply to find out who you are and where you've been. It becomes doubly important if someone else has been writing your history" (1984, p.52). By the same token, Morales' notion that Boy Willie is one of those characters assuming the role of man of memory by "recounting the history of the piano carvings to Maretha" (1994, p.107) witnesses to Boy Willie as a repository of history and archivist flâneur when he struggled to emphasize Wilsonian notion of knowing one's historical origin:

Boy WILLIE : You ought to mark down on the calendar the day that Papa Boy Charles brought that piano into the house. [. . .]. If you did that she wouldn't have no problem in life. She could walk around here with her head held high. [...] Mark that day down with a special meaning. That way she know where she at in the world. You got her going out here thinking she wrong in the world. Like there ain't no part of it belong to her (Wilson, 1990, p. 93).

Along with that, Boy Willie is one of the residences of blues' metaphysical space, and thus the repository of musical tradition which is a great conduit of representing development of Black history for Wilson (Adell, 1994, pp. 52-53). As a performer of blues, being repertoire of African American life, Boy Willie also carries community history, the kind of function that is not so irrelevant to historical gaze of flâneur (Hanssen, 2006, p. 11). In other words, the Blues is narrating the life of African Americans as long as it "constitute archives of Black culture" (Elam, 2004, p.30). In the same vein, Boy Willie as blues musician is "expert at reproducing unrestricted mobility locomotive made possible" (Elam, 2004, p.37) which nominates him as the potential flâneur. Even more strikingly, Boy Willie's single-mindedness and his decisive act of remoting the piano or fighting with material obstacle in his journey towards self-realization are suggestive of his potentiality for being "a runaway

slave" (Boan, 1998, p.269); a flâneur who is eager to change the disorder around and make his new world out of that alien world in which he is both an outsider and a native observer (Tester, 2014, p.3): "Boy Willie: But my mama ain't birthed me for nothing. [...] I got to mark my passing on the road. Just like you write on a tree, "Boy Willie was here." [...] Trying to put my mark on the road" (Wilson, 1990, p. 98). In other words, it is the merit of Boy Willie's philosophy of achieving what he wants out of his free will that appropriates him for being identity quester (Boan, 1998, p.269) or that "doing not being" identity Benjamin found struggling for "existential completion" by leaving his comfort zone to "bath in multitude" (Tester, 2014, p.5). Thus, Boy Willie along with his aggressive warrior spirit is prone to be evolved as the component flâneur.

The revolutionary statue of Boy Willie's historical perspective has been dramatized in the powerful sequence of the play when he himself spurs Sutter's ghost's apparition and invites him into a personal battleground: "Hey Sutter! Sutter! Get your ass out this house! Sutter! Come on and get some of this water! You done drowned in the well, come on and get some more of this water!" (1990, p. 109). Significantly, not only Sutter's ghost signifies collective hallucination but it embodies slavery past haunting their present (Morales, 1994, p.111) and ongoing white's pressure over Black's life which should be exorcised to "reestablish kinship ties" (Nadel, 2010, p.194). Therefore, fighting with Sutter's ghost is fighting with slavery past and its burden as a way of binding to ancestor, and thus metaphorically regaining Africa in American society. The revolutionary identity formation of Boy Willie is evident from "consummate materialist" (Morals, 1994, p.109) and of the early stage to "historical materialism" (Benjamin, 1998, p. 460) or flâneur with historical perspective. In fact, the play is reflecting the period of the economic prestigious of white by owning land and Euro-Americans' exploitation of African Americans who have been serving the labors of the land. Boy Willie's struggle for selling the piano to buy white's land and enjoy the equal rights as whites (Üsekes, 2009) suggests his obsession with capitalist value. Boy Willi's different performances towards the piano, and consequently his identity transformation

from consummate materialism to historical materialism evokes the process of flourishing as the competent flâneur with historical gaze and understanding. It is this historical gaze that necessitates reconnecting and reassembling with the torments of past or Sutter's ghost in order to actualize the past, as flâneur does, in the present in a way that the past is "what has been" and always is rather than being stratified in the past (Hanssen, 2006, p.229; Benjamin, 1998, p.458). While rejecting Sutter's apparition as something in the mind, Boy Willie seems to acknowledge the burden of the past in a way that his performance represents the moment of remembrance of slavery past, and thus the moment of awakening. Referring to flâneur's treatment with the past, one can find Boy Willie's moment of awakening equal to awakening of the historical past which, once being actualized, lies with the higher grades of actuality in comparison to its time of existence in the slavery past (Hanssen, 2006). The significance of this imaginary fighting relies in the fact that, as Benjamin (1998) explains, awakening and dreaming is a dialectical image. The moment of awakening is the immersion into one's dream time. There is a paradoxical simultaneity in which the figure of awakening liberates from its common connotation of clarity and dream liberates from its association with darken (Hanssen, 2006). Accordingly, it is "the revolutionary completion of the past, the explosion of past possibility in the actuality of the present" that Boy Willie's life-and-death struggle contributed (Hanssen, 2006, p. 11). With this in mind, Boy Willie's confrontation with Sutter's ghost does not provide him with ownership of Sutter's land or gaining capital but earn him self-expression, self-realization, and figurative ownership of Africanness and Africa (Nadel, 2010; Londre, 2007).

In fact, it is on Boy Willie's initial configuration as "warrior spirit" and then its transformation into blues legacy, associated with flâneur's tendency in reordering chaos (Tester, 2014, p.5) that the dramatic arc of the play relies. Boy Willie's performance in line with Bernice's playing piano finally culminates in communal redemption (Nadel, 2010). It seems safe to claim that Boy Willie's revolutionary identity transformations from passive consumerist wanderer to historical active observer can be manifested as African American flâneur, and

thus nominated as the appropriate character for accomplishing Wilsonian dramatic agenda of gaining African sensibility and authentic historiography. Boy Willie's performance can be the best conduit for representing counter-hegemonic while it is rejecting privileging any either binary of White or Black. The postmodern performance of African American flâneur of Wilsonian dramatic context can shed light to the application of the postmodern nomadological perspective of Deleuze and Guattari.

African American Flâneur; Rhizomatic Solution

Referring to postmodern concepts proposed in *Plateaus*, such as rhizome, becoming, and body without organ, one can delineate how Wilsonian African American flâneur has postmodern nomadological perspective and performance towards events of the past, and thus how he can be determinative in depicting Black's historiography in the 1930s when most of Black Americans struggled to have economic thriving and regaining their lost African identity. In terms of pivotal concern of *the Piano Lesson* over deciding about selling or keeping the piano and also about frequent apparition of the Sutter's ghost, Boy Willie's redemptive role can be identified with a potential flâneur. Deleuze and Guattari (1987) defined Rhizome as nomadic state of existing in multiple lines without any definite point of departure and destination while are prone to mingle with "heterogeneous" elements, "ruptures" or "block" in their way to experiment other multiplies and thus self-expansion (*A Thousand Plateaus*. pp. 8, 69-70). Hence, as the writers assert, "the rhizome is an acentered, nonhierarchical, nonsignifying system" that works by "variation, expansion, conquest, capture, offshoots" (*A Thousand Plateaus*.p.1). In this sense, rhizome for Black's life means their movement and struggle in making connection between two contradictory elements of the past and the present when some memories of slavery past can be one of the functioning blocks in the process of their becoming-black. Those blocks or the ruptures in their present life make ordeal for them in a way that "de-stratification" of the challenging past and haunting their present, are demanding and appeal "deterritorialization of the majority" (Deleuze & Guattari, 1987, pp. 69-70). Following what Eugene W.

Holland (2013) explains about deterritorialization and becoming, we can perceive that orchid and the wasp –favorite example of Deleuze– as two contradictory heterogeneous elements construct rhizome. The former deterritorializes the latter by imitating its image and then the wasp in return reterritorializes the former by being orchid’s reproduction tool (p.39). In fact, deterritorialization is experiencing and maintaining consistency in connection with varieties without any imitation or imposing any unity or organization (Holland, 2013, p.9). Important to notice in the process of becoming is that imitation is not mere resemblance or the reproduction of something, but it is capturing codes of one different organization or system to have “a becoming-wasp of the orchid and a becoming-orchid of the wasp”(Deleuze & Guattari, 1987, p.10). This interconnection between two contrary lines is called “a parallel evolution” that Deleuze and Guattari quoted from Remy Chauvin (1987). Evolution and becoming of two unrelated elements are suggestive of multiplicities of rhizome when one line or circle extends its connection outside of its own territory and into lines of flight to increase its territory (Norton, 1986, p.85). While the Great Migration was African American’s attempt to make distance between their present and the ghosts of the slavery time (Young, 2011, 137), rhizome converts it into interconnection and “conjugation” with those ruptures to create an “assemblage” or combining of various elements which is “increase in the dimensions of a multiplicity” (Deleuze & Guattari, 1987, pp.8, 256). Accordingly, flâneur’s constant wandering and mobility from one place to another during indefinite period of time is the same rhizome process of becoming on “the plane of consistency” since their rambling encounters them with various divergent entities and multiplicities leading to their freedom (1987, p.255). By the same token, it can be claimed, as Wilson emphasizes, it was “carrying the burden of the past” (Boan, 1998, p.263). In the first crucial conflicting moment in which Wining Boy struggles with Boy Willie’s attempt at carrying the piano with rope and wheel out of the house (Wilson, 1988, pp. 104-105), Boy Willie is still affected by his monetary goal of selling the Piano to gain ownership of the land; he is an exploitative white man enforcing to sell the piano or African’s property and ancestor while a black

man, here Wining Boy, is standing against him. Wining Boy's protesting performances are to create an awakening moment for Boy Willie to regain his Black identity through acknowledging Sutter's ghost dramatized in his "death-and-life fight" in the following sequence of the play. Feeling the presence of Sutter, all characters asked Avery, the preacher, to bless the house and the piano while Boy Willie still believed in no ghost in the house but in Berniece's mind: "Ain't no ghost in this house. He needs to bless Berniece's head. That's what he needs to bless" (Wilson, 1988, p.107). It is this powerful sequence anticipating resolution of the play when Avery's tools of blessing were inefficient and the scene is left for Boy Willie to spur Sutter into his personal battleground as starting up the stairs to fight him:

BOY WILLIE Come on, Sutter!

[...] *(The sound of SUTTER's GHOST is heard. As BOY WILLIE approaches the steps he is suddenly thrown back by the unseen force, which is choking him. As he struggles he frees himself, then dashes up the stairs.)*

BOY WILLIE Come on, Sutter!

(There are loud sounds heard from upstairs as BOY WILLIE begins to wrestle with SUTTER's GHOST. It is a life-and-death struggle fraught with perils and faultless terror. BOY WILLIE is thrown down the stairs. AVERY is stunned into silence. BOY WILLIE picks himself up and dashes back upstairs.)

[...] *(There are more sounds heard from upstairs. DOAKER and WINING BOY stare at one another in stunned disbelief (Wilson, 1988, p.109).*

Knowing Boy Willie as an obstinate man holding fast to his disbelief in any ghost (Boan, 1998, p.260), the readers, along with Doaker and Wining Boy, are stunned by finding him in this outburst against the threat he had been ignoring. Inviting Sutter's ghost to battle and involving in so pertinacious fighting, Boy Willie is provoking flâneur's appetite for any divergences or any non-I to acknowledge his identity, and consequently is evoking mingling with "lines of flight" in the plane of consistency of rhizome (Deleuze & Guattari, 1987, p.256). The lines of flight or ruptures are those obstacles and diversities that

rhizomatic being deals with and is eager to interconnect with to expand the dimensions of the self (Bogue, 1989, p.108). Here, we witness the process of becoming in which Boy Willie as “the subject of becoming” makes Sutter’s dominancy detached from its majority and in this “deterritorialization” Boy Willie is withdrawn from his minatory (Holland, 2013, p.9). Finally, in his last triumph for removing the ghost, he regains his blackness and Africanness while experiencing becoming-black. In other words, through this assemblage and conjugation with such divergent entity as Sutter he has uprooted Sutter’s, and thus whites’ aggressive power. In this light, Boy Willie has deterritorialized white’s society and consequently found that permanent dwelling in the domain of white society (Deleuze & Guattari, 1987, p.105). In other words, he deterritorialized white society by subverting its social standards and traditional cods, such as class structure (Bogue, 1989, p.88) which deprived Blacks of their rights. In sharp contrast with his previous vision of making deal with Sutter’s family to buy their land and thereby gaining ownership and emancipation, Boy Willie mingled with Sutter’s ghost and regained his black identity and ownership of his ancestral land Africa instead:

(A calm comes over the house. [...]. BOY WILLIE enters on the stairs. He pauses a moment to watch BERNIECE at the piano.)

BOY WILLIE Wining Boy, you ready to go back down home? Hey, Doaker, what time the train leave?” (Wilson, 1988, pp.110-11).

Instead of forgetting and ignoring the ongoing terror of whites, its acknowledgment, in the form of deterritorialization, can contribute to Blacks emancipation (Menson-Furr, 2009, p.120). Obviously, it has been accomplished through both flâneur’s mingling with non-ego and rhizome’s becoming-everything in conjugating with ruptures that he “reduces oneself” to “trait” or “abstract line” and finds “one zone of indiscernibility” (Deleuze & Guattari, 1987, p.280) with others where black and white, oppressed and oppressing are not distinguishable from any “forms of subjectification and signification” (p.190). Therefore, the resolution of the play is not counter-discursive vision of black against white but, as Wilson claims, recursive vision of retaining African sensibility in African American society (Clark, 2009). From nomadological

perspective of Deleuze and Guattari, it is through disengaging from “molar being” of black and white or American and African individuality that the subject of becoming or becoming-Black will be emerged (Holland, 2013, p.107). Through this becoming, Boy Willie undergoes that “body without organ,” that body out of its molar function of being black and African to engage with white’s body , to “prolong his self” (Deleuze & Guattari, 1987, p.280) and add more dimensions to his being which now as flâneur has tendency to experience all infinite (Baudelaire, 1970, p.9). Now, he, as a body without organ or without his individuality, is “a full body clinging with multiplicities” rather than his own subjectivity (Deleuze & Guattari, 1987, p.30). It is the deterritorialization or subversion of white’s restrictive social cods that made the body without imposed subjectivity and subjugation possible (Bogue, 1989). Unlike Boy Willie of first stage, present Boy Willie is deprived of his individuality and materialism of capitalism demanding him to sell his ancestor for gaining the land. It is worthwhile to remember what Elam (2009) claims about initial Boy Willie that he is “caught up in an agrarian vision of the American capitalist dream, and [he] associates the acquisition of wealth and property with masculinity” (p.132). Therefore, it is due to the activation of his potentiality of being flâneur and experiencing body without organ that he can be “abstracted from the Self”, constructed by “subjectification” of capitalism (Deleuze & Guattari, 1987, pp.158, 457) and relocate his social and political identity. If Bernice’s simultaneous playing piano to exorcise the ghost is ritual renewal and way of regaining protection for Blacks, Boy Willie’s becoming-black has the same function of exorcising and more significantly “restorative” ritual praying of ancestor, the qualities that its absence has been felt in Avery’s preaching and praying (Young, 2011, p.108). Additionally, Boy Willie’s becoming can underscore the significance of the intersection of African-American cultural practices and the identity formation Wilson intends to emphasize (Clark, 2009). Experiencing Africanness is itself embracing pure intensities, experimentation and means assemblage (Londr’e, 2007) with divergences, and thus the freedom of which capitalism had deprived Boy Willie and other Blacks. Boy Willie’s death-and-life struggle with the ghost is that rhizome motion and free

movement of body without organ (BWO) that is flowing in “all directions”, out of any forms and becoming “destratified, decoded, deterritorialized” (Deleuze & Guattari, 1987, p.40). In the same vein, we can claim that *Plateau*’s BWO has been greatly incarnated in flâneur’s “insatiable appetite for the non-I”, “his passion and profession to become one flesh with the crowd” and in his “immense joy to set up house in the heart of the multitude...in the midst of the fugitive and the infinite” (Baudelaire, 1970, pp.9,11) since body without organ “cuts across assemblages [...] without contour” as “a line of nomad art and itinerant metallurgy” (Deleuze and Guattari, 1987, p. 507). Here, by itinerate metallurgy, the writers of *Plateaus* mean the same deterritorialization or transformation out of any prepared framework without any inclination towards positing dichotomy

Becoming-Present and Counter-Narrative of Slavery

We should refocus our attention back on how the present time of Wilsonian characters has inextricably informed by their past correlative objective of which is the piano as memories of family’s sacrifice. Therefore, all sympathetic or critical attitudes towards the past can be evaluated by the quality of reaction that each character will have towards the piano (Pereira, 1995). As Wilson asserts, the central issue is how Black American, carrying the torment of past, “are going to use it?” and If “the real issue is the piano” (DeVries, 1987, p. 25), as slavery past and African American legacy, therefore their approach towards it is more significant as it shaped the dramatic framework of the story. The final crucial sequence of the play dramatized the resolution of present through the conduit of the past when Boy Willie collectively intertwined with his past through fighting with the ghost of the slavery past. It is the same actualization or presentation of the past in the present that contributes to Wilsonian counter -narrative of history. Likewise, it reminds us of the historical gaze of flâneur in “blast [ing] [...] his finds out of the homogeneous course of history, rescues them from their context (Wohlfarth, 2006, p. 19) to rhizomatically de-stratify the homogeneity of established history in order to reconstruct it rather than simply repeat or represent it (Hanssen,

2006, p.19). As it is mentioned before, in the process of becoming, Boy Willie has deterritorialized and “tipped the strata” of signification, stratification, and subjectification “away from the plane of organization” of capitalist society (Holland, 2013, p.111). In conjugating with the past, this African American flâneur is in the process of becoming-present in that he, as haunted by slavery past, is withdrawing the past from its majority while the feature of the present, as redeemed from the past, is detached from the minority. Therefore, deterritorializing and blasting the past from its homogeneity, African American becomes present free from past’s torment or “something-other-than majoritarian”-slavery past (Holland, 2013, p. 105). It is this vital moment in the play that an African American can regain his African sensibility and redemption by the virtue of being configured as rhizomatic flâneur in dealing with multitudes and ruptures of American society. These deterritorialization and historical responses of character towards the past are that necessary “counter-hegemonic process” that Scott (1972) believes “are not captured in mainstream historiography, but for Wilson [...] they embody the very foundation for remapping a vibrant subjectivity which sustained the new black migrant community of the North” (p.28).

With this in mind, it should be emphasized that the transformation, experimentation, and awareness coming out of rhizome are not only undergoing various becomings, becoming-black, becoming the present, and the creation of new world of potentialities (Burger, 1985, p.34) but also it is the creation of new slave narrative. Here, Wilson’s statement that history is to “find out who you are,” “where you’ve been,” and more significantly who “has been writing your history” (Shannon & Williams, 2004, p.52) implies the significance of writing your history while you are aware of your identity and origin. Hence, the performance of Wilsonian character is making history as his storytelling is generating Black history (Londr’e, 2007). In this sense, referring to Harrison’s (1989) discussion on Black storytelling “resistance to static exposition and fixity of conclusion” (p. 120), we can concentrate on various stories Boy Willies along with Doaker and Wining Boy narrates about the piano, the Charles family, Parchman Farm, and the Ghosts of the Yellow Dog that while are sometimes in

conflicting details, they “augment one another to merge into whole historiography of the play” (Wilson, 1988, p.114). Harrison’s statement finds their narration’s proclivity towards flexibility and experimentation in picking up stories they remind us of their generations. Thus, it is not farfetched to claim that flânerie and rhizomatic movement are within the flexible nature of Black Americans’ narrations attempting to summon both convergent and divergent historical lines of history in contrast to stable institutionalized master history of white society. As Londr’e intensifies (2007), in *the Piano Lesson* there are “plenty of history” that “is simply not the kind of history we learn in school” (p.114). Collective performance of Boy Willie and Berniece all are nomadic and rhizome to write their history at the same time when they are relocating African self and identity in American society. It is the same collective memory or “blood memory,” that is Wilson’s “dramatic landscape” helping him to “redefine African Americans’ identities through the re-imagination of their history” (Shannon, 2009, p. 26).

In addition, flâneur’s movement and desire to mingle with the slavery past to blast it out of its harmony and reorder his present, his rhizome confrontation with ruptures of past to deterritorialize it for undergoing various becomings all are counterpoints of Boan’s “black folk tradition of call-and-response” (1998, pp.268-289). The call is the slave narrative carved on the piano and the response is Boy Willie’s effort and reaction towards his slavery past and how he will “translate” it “into reality” of his present to achieve emancipation (1998, p.246). More stunningly, we can remember what Eduardo Cadava comments on Benjamin’s point of view towards history:

For Benjamin, the truth of history does not involve the representation of an “eternal past” but rather the production – in relation to an agent and a present moment [...]– of an image. This truth of history is performed when we take the risk of making history rather than assuming it to belong only to the past. It happens, in other words, when we understand historicity as a kind of performance rather than as a story or a form of knowledge (1997, pp. 71, 72–3).

Therefore, the relationship between the past and the present is in

simultaneity in which one apprehend, as Gourgouris (2006) asserts, “the *now*” in tandem with “*what has been* to form assemblage” (p. 221). In this sense, Boy Willie’s performance of deterritorializing past is the truth of history, understanding historicity, and making history rather than just knowing about the past.

Visible and Invisible World; Nomadic Historiography and Redemption

Flâneur’s “no repugnance for the things of metaphysics” (Baudelaire, 1970, p.9) qualifies him for accomplishing Wilson’s dramatic project of integrating African sensibility into his realistic play through intersection of invisible and spiritual world (Young, 2011, p.142). In other words, African American flâneur is capable of strolling between visible and invisible, mystical and realistic realm (Tester, 2014, p.5), the intersection that configured the realistic foundation of the play to set ritual revival as a way to redemption (Young, 2011, pp.132, 142). As Young (2011) discusses, Boy Willie’s fight with the ghost as the resolution of the play has been criticized by many critics, such as Berkowitz claiming that the ending is “a theatrically weak climax, since the mystical element seems imposed on the essentially realistic play” (Young, 2013, p.105). However, mystical spiritual elements of the play along with the realistic part of the play are mirroring the experimental nature of African American dramatic text, and thus its potentiality for being rhizome. In other words, asymmetrical mobility of flâneur between two divergent entities necessary for assemblage and becomings (Burger, 1985) necessitates the coexistence of two conflicting worlds of real and eternal, realistic, and spiritual which is itself at the center of African American psyche (Young, 2011). Black flâneur’s becoming-black is informed by assemblage between and intersection of these two conflicting divergent worlds or lines out of which comes “the zone of proximities” rather than resemblance and analogies (Deleuze and Guattari, 1987, p.272). Not only does the inclination towards keeping mobility and multitudes of life denote flâneur’s desire to be with infinite (Baudelaire, 1970) but also refers to mapping or “cartographic” ((Holland, 2013, p.40) perspective of rhizome. It is the “cartographic” view in

contrast to the photographic view with tendency towards repetition that requires openness to multitudes and divergences to have reconstruction rather than imitation and repetition (Deleuze & Guattari, 1987, p.12). By the same token, Wilson's cartography and re-historicizing African American experience are in contrast to mainstream historical studies of this period as Great Migration, the revival of which is experimentation or what Scott (1972) calls "outlaw cultural forms" (p.18). By the same token, representing magic and supernatural as the unassailable parts of African American culture, Wilson validates embracing spiritual world of ancestor within present time as a medium of salvation (Scott, 1972).

If supernatural is a way of awareness and a "truthful account of black history" for Wilson (Scott, 1972, p.20), then it is worthwhile to consider what Deleuze and Guattari propose on history:

History is made only by those who oppose history [...]. That is not done for provocation but happens because the punctual system they found ready-made, or themselves invented, must have allowed this operation: free the line and the diagonal, draw the line instead of plotting a point, produce an imperceptible diagonal instead of clinging to an even elaborated or reformed vertical or horizontal. (pp. 295-6)

Accordingly, Boy Willie in his connection with supernatural freed the line and produced that diagonal movement he himself created rather than moving based on the defined system that white history has dictated for Blacks. Therefore, such a rhizomatic mobility of black flâneur is opposite to the history at the same time that it is making history: "all history is really the history of perception, and what we make history with is the matter of a becoming, not the subject matter of a story" (Deleuze and Guattari, 1987 p.347). "Minoritarian becoming" (Deleuze & Guattari, 1987, p.291) that Boy Willie has experienced in his assemblage with the ghost is representative of all decentered characters that Wilson prefers to characterize for re-historicizing and remapping history. These minoritarian becomings are full of "immanent potential" that "lies for propitious change," and thus valid narration of history (Holland, 2013, p.137). If

Boy Willie is one of those cultural figures with historical gaze, he can be called “universal figures” and “anti-memory” of Deleuze and Guattari (1987) in their debate on writing history (p.470). In this light, there is a difference between State history and Minoritarian becoming. While the former tries to increase the developments of its past to reproduce State rule, the latter “de-codes the actual determinations of the past” to change direction of history (Holland, 2013, p.137). In this counter movement, minoritarian becoming experiences the plane of consistency in the present, and thus the maximum potential of “become-otherwise in the future” (p.137). Becoming-everything contains undergoing experimentation and transversal directions against the linear development of history that always written by “the victor” or white society (p.138). With this in mind, Wilsonian flâneur in his connection with diversities such as magic, supernatural or ancestral roots is decoding, de-stratifying the system of organization or state history (Deleuze & Guattari, 1987, p. 292) that claims slavery time is past and thus approaching emancipation. Decoding and de-stratifying state history is revealing the ongoing racial discrimination and permanent aftermath of slavery past during post-reconstruction era.

What should be pinpointed is the recursive dramatic vision of Wilson underlying all events in his play. In the process of history making, there is priority neither with past nor with present, nor with Black or White. Every becoming the character experienced is not in hostility with the medium of becoming (Bogue, 1989, p.75) or the whites but his conjugation and assemblage is that emancipation and freedom or “the zone of proximity”:

Becoming-revolutionary remains indifferent to questions of a future and a past of the revolution; it passes between the two. [...] It constitutes a zone of proximity and indiscernibility, a no-man's-land, a nonlocalizable relation sweeping up the two distant or contiguous points (Deleuze and Guattari, 1987, pp. 292-3).

Subverting the binary of White and Black has been accomplished through the zone of proximity in which two distinct and heterogeneous entities, such as White and Black are not to captivate or exploit any place or land but “hold together in a topological relation of ‘vicinity’” (Bogue, 1989, p.151). It is a

debate that Morales (1994) raises to examine what specific “philosophy of history” has been emerged from Wilson’s dramatic work specially focusing on *the Piano Lesson* (p.105). In the same vein and in retrospect to the historical performance of character in becomings, Wilson has a historical project in representing Blacks’ life and identity. In other words, as Morales (1994) explains, Wilson has “simultaneous reactive/reconstructive engagement with the representation of blacks and the representation of history by the dominant culture” (p.105). As Boy Willie is expanding the dimensions of self in the process of becoming in connection with divergent lines, he is representing the state history and the culture of this dominant culture. What makes difference between state history and minoritarian becoming is the latter’s *flânerie* desire to experience non -I and its rhizomatic tendency in assemblage with divergences (Holland, 2013, p.137). These divergences are visions, magic, ghost, and supernatural elements that have characterized Wilson’s historical project as “an experiment in African American historiography” (Morales, 1994, p.106). Character’s link with ancestors, ghost, and supernatural is the link between living and dead, the present and the past, and the manifestation of expansion of history and obtaining self-worth (p.106). Therefore, it is the connection with these mystical elements that differentiates mapping perspective of Wilsonian characters from tracing perspective of state history or white society. By the same token, this finding clarifies and signifies what Wilson really means when he explains that his project “more and more concerned with pointing out the differences between blacks and whites, as opposed to pointing out similarities. We’re a different people. We do things differently” (Rothstein, 1990, p.8). African American rhizomatic *flâneur* is quite distinct in that he as a *flâneur* has the ability to “celebrate the unanticipated” and to “domesticate the potentially disruptive” (Fergusson, 2013, p.31), as an African American is from Africa of “always, already hybrid” (Richards, 1999, p.92) and as rhizome they are ready to mingle with lines of flights (Norton, 1986, p.85): “The nomad exists only in becoming, and in interaction” (Deleuze and Guattari, 1987, p. 430). Cartographic or mapping performance of Wilsonian character represents distinct narratives of history provoking nomadic point of view of Deleuze and

Guattari that so well Bruce B. Janz (2001) explains: "History becomes another map, another way of charting and defending space and determining citizenship" (p.399). Wilsonian dramatic agenda of history writing is what Deleuze and Guattari calls "Nomadology":

History [...] is always written from the sedentary point of view and in the name of a unitary State apparatus, at least a possible one, even when the topic is nomads. What is lacking is a Nomadology, the opposite of a history. (p. 23)

In retrospect to Black flâneur's simultaneous engagement with variety of mystical and historical world in African American context of Wilson, one can pinpoint the postmodern perspective of *Plateaus* in that performance of Wilsonian character is postmodern in the virtue of the process of constant destruction and reconstruction of self through deterritorialization (Deleuze and Guattari, 1987, p.160). In a similar vein, Susana Vega- Gonzalez (1972) defines this postmodern agenda as a kind of remapping of the "dualistic vision of reality [that is the either/or], typical of the Western culture, [which] gives way to a symbiotic hybridity that puts into question traditional binary opposites such as [...] natural/supernatural, good/evil, life/death, past/present" (as cited in *August Wilson's Pittsburgh cycle*, p. 29). In this way, this "symbiotic hybridity" is equivalence of the zone of proximity and becoming-imperceptible emerging out of flâneur's becoming in which any call for their "molar aggregate" or function of oppressed and oppression has been eliminated (Deleuze & Guattari, 1987, pp.273, 279). To become imperceptible, as Deleuze and Guattari (1987) explains, is through being like everyone else to the extent that it contains being unnoticed and undistinguishable from black or white:

To be a stranger, even to one's doorman or neighbors. [...] Not everybody becomes everybody [...], makes a becoming of everybody/everything. This requires much asceticism, much sobriety, much creative involution: [...] eliminate the too-perceived, the too-much-to-be-perceived. (p. 279)

In this sense, the plane of consistency or flânerie of Boy Willie, desiring to become non-I, cannot be defined by any opposition between its own experimental destratified plane and the stratified strata of organization. It just

wanders between the strata and animates them through constant deterritorialization (Deleuze & Guattari, 1987, pp. 69-70). Again, it is the reminiscence of Benjamin's materialist historian or flâneur when he moves between the past and the present and creates "the revolutionary completion of the past, the explosion of the past possibility in the actuality of the present" (Hanssen, 2006, p.11). The same rhizomatic flâneur as materialist historian can be found in another Wilson's play *Joe Turner's Come and Gone* named Loomis who finally acknowledged his miserable past through rejoining it as one of the ruptures in his way (Dayani & Hadaegh, 2021, p.15). More stunningly, Wilson has tried to "re- animates the marginalized ancestral voices of the African American past, silenced by the oppressive power of the Euro- American narrative of nation", through characterization of his nomadic characters (Scott, 1972, p. 29), historical awakening figure of flâneur who can be the representative of the true concept of history, who "invites the dead to the table" (Benjamin, 1998, pp. 480,912). Thus, the outcome of this assemblage with the past, the ruptures or divergences is what Morales (1994) calls "historical self-definition" (p.111).

Conclusion

To sum up, pursuing his self-realization and existential quest in confrontation with divergences of slavery past, lines of flights, and metaphysics in polyethnic American society, African American flâneur penetrates to extract eternal reality of life. As Ferguson (2014) concurs, it is the physiognomy of competent flâneur to "channel" or "to use productively" "upon what he sees" and not "to lose the detachment required for creativity" (p.30). Therefore, the active integration with the torments of Sutter's ghost's apparition in the house is in line with the intellectual activity of flâneur and flânerie. It is reaching this level of competency and involution into BWO that Boy Willie has been configured upon. He is now an unorganized or destratified body free from subjectification of capitalism and white society after having assemblage with ruptures. With this in mind, performing as true flâneur is tantamount with performing as free, nonstratified Black capable of retaining Africanness and reconstructing African American historiography. To put it differently, flâneur's

eagerness to make meaning out of what he sees and his experimental encounter with the world around is African American assemblage and interjection with their slavery past and their present as the dominant world around them. If Black flâneur's narrative and re-narration of past means actualization of past into present in a way that "what has been" is "always", then flâneur is in plane of consistency in which he deterritorializes the present narrative of Black history by re-narrating and re-voicing their past. As Bissiri (2001) asserts, *The Piano Lesson* dramatizes Wilson's agenda "to achieve the preservation of black African identity through theater performance in terms that are quite reminiscent of ritual theater" (p. 111) which is the actualization of African legacy and presence in their contemporary time.

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Delving into EFL Teacherpreneurship: The Perceptions of Iranian EFL Teacherpreneurs and their Followers in Social Affinity Spaces

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Abstract

English as a Foreign Language (EFL) teacherpreneurship, a branch of entrepreneurship, is a pioneering practice in the teaching profession that makes use of innovation and technologies. This study, using a basic interpretive design, aimed to explore the motivating factors of EFL teacherpreneurs as well as the EFL teacherpreneurs' followers' motivating and demotivating factors to follow them. EFL teacherpreneurs are self-driven teachers who refuse traditional school environments and harness technology to gain autonomy in social affinity spaces as an educational platform. Two groups of participants consisting of 25 Iranian EFL teacherpreneurs and 100 followers of the EFL teacherpreneurs following them in social affinity spaces, such as Facebook, Telegram, WhatsApp, Eitaa, and Instagram, were selected via purposeful sampling. To collect the data, two semi-structured interviews in individual and focus group forms were implemented with the two groups of participants. Data analysis was conducted via the manual thematic analysis of the transcribed interviews. The results indicated that the motivating factors of EFL teacherpreneurs were making financial gain, providing innovative opportunities for others, experiencing professional development, using technology, sharing knowledge, coping with teaching burnout, practicing creativity and criticality, and enhancing self-efficacy and self-confidence. Moreover, the motivating and demotivating factors for the EFL teacherpreneurs' followers were finding new ways of EFL teaching/learning, building new working and social relations, becoming aware of the latest developments in EFL teaching/learning, learning self-directed EFL learning, finding a new identity, enhancing EFL teaching/learning effectiveness, along with suffering from shortage of time, financial problems, shortage of facilities, students' unwillingness and demotivation to learn, and low digital literacy.

Keywords: EFL learning/teaching, EFL teacherpreneur, EFL teacherpreneurship, social affinity spaces.

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Introduction

Teacherpreneurship, in general, and English as a Foreign Language (EFL) teacherpreneurship, in particular, are branches of entrepreneurship that have taken increasing attention from teaching English as a foreign language (TEFL) scholar within the last ten years. The term teacherpreneur was first proposed by Davis (2006) and was defined as a teacher who does trans-classroom partnerships to achieve shared goals and useful learning opportunities for their students (Keyhani, 2020; Nova, 2015). Likewise, an EFL teacherpreneur is a teacher who is engaged in the processes of EFL teaching and learning to teach students to act creatively and competitively in the global village (Obar & Wildman, 2015).

EFL teacherpreneurship is an interesting field with many proponents and users. It is a channel through which EFL teachers can transform the monotonous state of their job, add novelty to it, earn extra income, teach cooperatively and collaboratively, and experience risk-taking (Asaoka, 2020). This is documented by the increasing attention paid to this issue by a multitude number of scholars (Buckley & Futonge, 2016; Kemdikbudristek, 2020; Pilkita et al., 2022). However, it is still in its infancy in social affinity spaces, such as Instagram where people affiliate with others based primarily on shared activities, interests, and goals, not shared race, class culture, ethnicity, or gender (Gee, 2004). EFL teacherpreneurship in social affinity spaces is an opportunity to add new flourishing dimensions to EFL teaching and learning, taking advantage of educational technologies as well as universal entrepreneurship strategies (Pilkita et al., 2022).

Further, as documented in the literature (Caulat, 2022), power distribution asymmetry in mainstream vs. affinity spaces has compelled EFL teachers to use social affinity spaces as a ground for EFL teacherpreneurship; that is, affinity spaces provide more opportunities for EFL teachers to achieve what they seek with more satisfaction and gains and fewer limitations. It seems that social affinity spaces have emerged as a heaven for EFL teachers escaping the cramped confines of traditional face-to-face classrooms. Real teaching spaces, as put by Barkhoda and Karami (2022), deprive teachers from useful

power dynamics which can make EFL teaching more productive and fertile. The so-called virtual era has empowered EFL teachers beyond the limitations of enclosures of face to face classes (Cai & Wang, 2020). The outcome of this asymmetrical power distribution has been the attractiveness of social affinity spaces for extra activities of EFL teachers in the name of EFL teacherpreneurship. According to Carpenter et al. (2016), Lasekan and Alarcon (2021), and Kemdikbudristek (2020), EFL teacherpreneurship in affinity spaces is a way to influence education beyond the immediate educational contexts. This is why the EFL teacherpreneurship has emerged in the World as a realm that calls for various competencies on the part of EFL teacherpreneurs.

Additionally, EFL teacherpreneurs who are active in social affinity spaces have some followers having several motivating and demotivating factors that can encourage them to continue or discontinue following EFL teacherpreneurs. This leads us to accept that the two main parties in EFL teacherpreneurship in social affinity spaces are EFL teacherpreneurs and their followers, both of whom are motivated by some factors which are worth uncovering. Indeed, if such motivating factors remain in an aura of uncertainty, the main nature of EFL teacherpreneurship will remain unknown. Obviously, uncovering EFL teacherpreneurs' and their followers' perceptions of the factors that motivate or demotivate them may decode many aspects of EFL teacherpreneurship in social affinity spaces. However, EFL teacherpreneurship in social affinity spaces is among those research areas that suffer from research scarcity in the context of Iran. In particular, to the best knowledge of the researcher, the perceptions of EFL teacherpreneurs and their followers in social affinity spaces in terms of motivating and demotivating factors have not been explored yet. This is why the researchers could not find any eye-catching materials on why EFL teacherpreneurship is implemented in social affinity spaces in Iran. To fill this gap, this study sought to explore the motivating factors of EFL teacherpreneurs and the motivating and demotivating factors of EFL teacherpreneurs' followers in social affinity spaces.

In so doing, the following research questions were proposed:

1. What are the motivating factors of the EFL teacherpreneurs in affinity

spaces as an educational platform?

2. What are the EFL teacherpreneurs' followers' motivating and demotivating factors to join/follow teacherpreneurs in social affinity spaces?

Literature Review

Theoretical Background of Teacherpreneurship

Three main viewpoints are prevalent in teacherpreneurship. With regard to the first viewpoint, some researchers, such as Heinonen and Poikkijoki (2006), Shelton and Archambault (2019), Lasekan et al. (2021), and Carpenter et al. (2016) emphasized the need for teachers to be entrepreneurial themselves to properly foster entrepreneurial mindsets in their students. In this viewpoint, a heavy emphasis was placed on what competencies were transferred to the students as a result of who the teacher was and what they did (Peltonen, 2015). The second viewpoint looked at teacher entrepreneurs in a more traditional sense by linking their work to a form of business development. For example, Wu (2018) studied rural Chinese teachers who had started a business, such as a Bed and Breakfast to increase their income. The third category considered teacher entrepreneurs as in-service teachers who had entrepreneurial competencies and used them in direct relation to their classrooms or the education system they worked in (Oplatka, 2014). This category itself was divided into two subcategories: those who viewed teacher entrepreneurship as a negative and externally determined behavior (Groundwater-Smith & Sachs, 2002), and those who viewed it as a more positive and innovative phenomenon (Martin et al., 2018). Some competencies were enumerated for teacher entrepreneurs in this viewpoint, including being democratic, reflective, creative, and accountable.

Empirical Studies

Some studies have been conducted on teacherpreneurship in terms of the strategies used and the roles of teachers and students in teacherpreneurship. For example, Shalini et al. (2017) conducted a study to see

whether teachers' entrepreneurial orientations could lead to the enhancement of students' problem-solving abilities. It was unraveled that teachers who are proponents of the entrepreneurial stance taught strategies to students that directly or indirectly improved their higher-order problem-solving competence. With a view to the role of problem-solving in EFL achievement, this study shows that teachers' entrepreneurial orientations could lead to promising results in students' EFL achievement. Thapanee (2017) explored the most prevalent instructional strategies used by teacherpreneurs. The results led to the identification of the following strategies as the most frequent ones in teacherpreneurs' activities: plan-based learning, problem-solving, creative learning, creative thinking, research-oriented learning, problem-laden learning, project-based learning, creative teaching, and critical thinking. This can be enlightening for teachers willing to start entrepreneurial practices. However, revealing the motivation behind such activities is not without its benefits. Aladağ (2017) explored the relationship between teachers' views and the strategies they used to enact entrepreneurship abilities. Content analysis of the interviews confirmed a strong association between teachers' stances and opinions and entrepreneurship strategies used by them. This is convincing enough to conclude that entrepreneurship strategies can be taken at the service of changing teachers' views in positive directions which can contribute to their professional success. Linkhauer (2016) set out a study to explore students' perceptions of successful entrepreneurship. In so doing, interviews were implemented with creative students. The outcomes showed that the interviewees perceived that the four necessary elements of successful entrepreneurship are amusement, freedom, experience, and flexibility. While students' perceptions provide valuable insights, their limited experience in entrepreneurship suggests that incorporating teachers' perspectives could enhance the robustness of the findings. Garomssa's (2016) qualitative study probed the state of entrepreneurialism in public universities. The researcher reported weak self-monitoring ability and low entrepreneurial culture, the load of procedures, low compensation, lack of real space for bottom-up initiatives, lack of incentive, lack of financial and technical support for innovative ideas,

poor financial recording, and management system as the factors contributing to inapplicability of entrepreneurialism in public universities. These factors can be taken as demotivating ones in discouraging teacherpreneurs. Therefore, the findings of our study can increase the validity of the results of this study. In a piece of research undertaken by Ruskovaara and Pihkala (2015), the role of teachers in delivering teacherpreneurship practices in schools was investigated. The outcomes suggested that the teachers and their training had a lot to do with how they practiced entrepreneur education. The findings suggest that teacher education programs should be equipped with training on teacherpreneurship practices so that future teachers can deliver teacherpreneurship practices in the classes.

Moreover, motivating and demotivating factors in EFL teacherpreneurship have been the concern of some studies. For instance, some studies on this research area (e.g., Garomssa, 2016) enumerated seeking innovation, experiencing creativity (Shalini et al., 2017), achieving professional development (Chilvers, 2018), gaining economic advantages (Kalas & Raisinghani, 2019), and being involved with technological achievements (Onuma, 2016) as motivating factors in EFL teacherpreneurship. In addition, self-efficacy and self-confidence enhancement was reported by Kalas and Raisinghani (2019) as motivating factors in EFL teacherpreneurship. Cochran-Smith et al. (2018), Garomssa (2016), and Kalas and Raisinghani (2019), Naegels et al. (2018) tackled the same issue and reported social relations, time and money shortage, digital illiteracy, lack of financial and technical support as effective on (de)motivation of individuals to participate in EFL teacherpreneurship.

In sum, the reviewed studies show that teacherpreneurship as done in social affinity spaces is among under-investigated topics. Further, the perceptions of EFL teacherpreneurs and their followers in social affinity spaces in terms of the motivating and demotivating factors behind their practices have not been explored yet. This acts as the main motif behind conducting the present study.

Method

Research Design

To serve the purpose of the study, a basic interpretive design within the qualitative paradigm (Ary et al., 2019) was used to extract the motivating factors of the EFL teacherpreneurs in affinity spaces as an educational platform, as well as the EFL teacherpreneurs' followers' motivating and demotivating factors to join/follow EFL teacherpreneurs. According to Ary et al. (2019), a basic interpretive design can unearth how humans make sense of their subjective reality and attach meaning to it. The basic interpretive design was appropriate for conducting this study because this approach is appropriate for the exploration of people's perceptions (Ary et al., 2019).

Participants and Context

Two groups of participants were selected to take part in the present study based on the purposive sampling method. The first group, teacherpreneurs, as information-rich cases (Merriam & Tisdell, 2015), was selected based on the criterion of having hands-on experience in teaching English in social affinity spaces as an EFL teacherpreneur. These teachers were reported to have practiced several strategies of teacherpreneurship in social affinity spaces, including but not limited to Plan-based learning, problem-solving, creative learning, creative thinking, research-oriented learning, problem-laden learning, project-based learning, creative teaching, and critical thinking. They consisted of 25 (10 males and 15 females) Iranian EFL teacherpreneurs who held B.A, M.A, and Ph.D. in different branches of the English Language field. English as a Foreign Language teacherpreneurs made videos on new and innovative ways of EFL teaching/learning; planned new online courses for teaching English skills; prepared e-books to be taught in EFL classes; developed innovative teaching methods to teach EFL to specific groups of learners, including those with learning problems and developed game-based English learning methods. Such games were developed by the teacherpreneurs based on promoting active learning and critical thinking skills (Navarrete, 2013). The games, simulating talk shows and acting in role plays of interviews

among learners, aimed at enriching learners' cognition, and communicative skills. They were in the 30-60 age range.

The second group of participants included 100 (50 males and 50 females) Iranian followers of the EFL teacherpreneurs who were sampled from among the identity information (ID) which were in the list of the followers of the EFL teacherpreneurs in social affinity spaces, including virtual platforms, such as Facebook, Telegram, WhatsApp, Eitaa, and Instagram. In this group, there were 50 (25 males and 25 females) EFL teachers teaching English at different levels. This group of participants were in the 40-55 age range and had at least 15 years of educational experience. The criterion for the selection of these participants was whether they were available and willing to participate and if they could communicate their experiences and opinions in an articulate, expressive, and reflective manner (Spradley, 1979). Moreover, the teachers had to have followed the teacherpreneurs in social affinity spaces for five years to be reflective enough to provide their opinions. Moreover, among this group (i.e., followers of the EFL teacherpreneurs), there were 50 (25 males and 25 females) Iranian EFL learners who were learning EFL at different universities or private language institutes with an age range of 28-40. In order to maintain the probabilistic nature of the samples to ensure the generalizability of findings and minimize the potential for bias, the learners were chosen from among different levels of English proficiency (i.e., intermediate, upper-intermediate, advanced). It is worth noting that in line with the qualitative nature of the study, the size of the sample of the present study was determined based on the data saturation point. It is the point where no new thing is added to the findings by further data collection. To observe ethical issues, the consent of the participants was taken for participation in the study. Moreover, they were ensured about the anonymity and confidentiality of their personal information. It should be mentioned that some participants did not respond quickly to the researcher's request and he was obliged to send them his request for two or three times. The context of the study was Iran. Demographic information of the participants is provided in Table 1.

Table 1
Demographic Information of the Participants

Teacherpreneuers	Frequency	Percentage
Gender		
Male	10	40%
Female	15	60%
Education		
B.A	10	40%
M.A	10	40%
Ph.D.	5	20%
Age		
30-40	8	32%
41-50	10	40%
51-60	7	28%
Followers	Frequency	Percentage
Gender		
Male	50	50%
Female	50	50%
Job		
EFL teachers	50	50%
EFL learners	50	50%
Education of teachers		
B.A	25	50%
M.A	15	30%
Ph.D.	10	20%
Age of teachers		
40-45		
46-50	12	24%
51-55	20	40%

Instruments

The present study benefited from two semi-structured interviews both in individual and focus group forms (Ary et al., 2019). The interviews were developed to uncover and clarify the two groups of participants’ motivating factors in affinity spaces as an educational platform. It is worth mentioning that interview questions were designed based on social entrepreneurship theory according to which individuals resort to teacherpreneurship practices through the innovative use and combination of resources to pursue opportunities to catalyze change and/or address the needs of themselves and others (Kalas & Raisinghani, 2019). All interview sessions were audio-taped for transcription

and further analysis. The interviews included five open-ended questions. Both of the interviews were implemented by the researcher in English with no time limitation. To establish the dependability and credibility of the interview data, low-inference descriptors and member checks were used. Low-inference descriptors involved presenting direct quotations from the interviews which let the reader experience the participants' world by seeing the actual words of the respondents (Ary et al., 2019). Using member checks involved the researcher's sharing his interpretations of the data with the participants to avoid any miscommunication, identify inaccurate interpretations, and show courtesy to the participants by letting them read what has been written about them (Ary et al., 2019).

Data Collection

Concerning the first research question 'What are the motivating factors of the EFL teacherpreneurs in affinity spaces as an educational platform?', the first interview was implemented with EFL teacherpreneurs. With regard to the second research question 'What are the EFL teacherpreneurs' followers' motivating and demotivating factors to join/follow teacherpreneurs in social affinity spaces?', the second interview was implemented with the EFL teacherpreneurs' followers.

The interviews were run in two stages, namely individual and focus group interviews. The individual semi-structured interview was done in a one-to-one form by the researcher. That is, the interviewees were interviewed individually and separately from each other in WhatsApp and Telegram. The interviews were audio-recorded with the permission of the interviewees for further analysis. Finally, the audio-recorded interviews were transcribed verbatim. Then, the focus group interview was run wherein 8 members of each group voluntarily participated in a group interview. Similar to the individual interview, the focus group interview was done virtually via WhatsApp and Telegram for the ease of the interviewees. Only one focus group was constructed. To avoid the influence of interviewees on one another in the focus group interview, the participants were asked to elaborate their views in more

detail. The focus group interview lasted 45 minutes. The role of the researcher in the focus group interview was the facilitator or moderator of the discussion. The interview was also audio-recorded for further analysis as permitted by the interviewees. Eventually, the audio-recorded interviews were transcribed verbatim.

Data Analysis

To analyze the data, the transcribed versions of the interviews were subjected to manual thematic analysis in four steps. In the first step, which is the familiarization step, the researcher sought to know the data, and get an overview of all the data that were collected before he started analyzing the data. More specifically, he tried to be familiar with the data through taking notes or looking through the data.

In the second step, that is the coding step, the data were coded. It involved making some phrases and sentences of the text bold or highlighted and coming up with some codes which represented the content of the bold or highlighted parts. In this step, the researcher highlighted all the sentences or phrases that were perceived as relevant. In this way, some codes were extracted which allowed the researcher to get an overview of the recurrent points and meanings in the data.

In the third step, which is generating themes, the codes were looked over to identify the recurrent patterns in them and extract the themes. In so doing, related and similar codes were combined to reach a single theme since themes are usually broader than codes. Moreover, the codes which were non-relevant were omitted. The outcome of this step was the extraction of the following themes: making financial gain, providing innovative opportunities for others, experiencing professional development, using technology, sharing knowledge, coping with teaching burnout, practicing creativity and criticality, and enhancing self-efficacy and self-confidence, finding new ways of EFL teaching/learning, building new working and social relations, becoming aware of the last developments in EFL teaching/learning, learning self-directed EFL learning, finding a new identity, enhancing EFL teaching/learning effectiveness,

along with suffering from shortage of time, financial problems, shortage of facilities, students' unwillingness and demotivation to learn, and low digital literacy.

In the fourth step, which is reviewing themes, the extracted themes were reviewed by the researcher to ensure their accuracy and usefulness. To this end, the researcher returned to the data to compare the themes against it. If any problems were identified with the themes, they were broken down, combined, or omitted. In sum, in this step, the researcher tried to make themes more useful and accurate. For inter-coder reliability considerations, the researcher did the thematic analysis jointly with a trained colleague on the thematic analysis. In cases where a consensus was not achieved, a third party who was an expert in this type of research area was consulted.

Results

Concerning the first research question 'What are the motivating factors of the EFL teacherpreneurs in affinity spaces as an educational platform?', the thematic analysis of the data led to the emergence of the following themes and sub-themes concerning the motivating factors of the EFL teacherpreneurs in affinity spaces as an educational platform:

Personal Factors

The first main theme emerged was "personal factors" which encompass factors which are personally relevant to the EFL teacherpreneurs. It includes the following sub-themes: Making financial gain, experiencing professional development, coping with teaching burnout, practicing creativity and criticality, and enhancing self-efficacy and self-confidence.

Making Financial Gain. The first sub-theme that emerged was making financial gain. It was enumerated as a motivating factor of EFL teacherpreneurs by Kalas and Raisinghani (2019). It revolves around the monetary advantage of teacherpreneurship for the EFL teacherpreneurs. The following quotations show this:

One of the important aspects of life is financial matters. Without money,

life is really difficult. I cannot manage my family costs without extra income. Teacherpreneurship is an opportunity to gain money. (Participant 8)

To me, teaching wage is not enough. One way to supplement my extra expenses is teacherpreneurship. I experience financial satisfaction with teacherpreneurship. (Participant 2)

Experiencing Professional Development. The second sub-theme that emerged was experiencing professional development. It means that teacherpreneurship helps EFL teacherpreneurs achieve professional development. Chilvers (2018) also found professional development as a motivating factor of EFL teacherpreneurs. The following quotations corroborate this:

To develop professionally, I decided to choose this direction. Teachers cannot attain job satisfaction without professional development. Teacherpreneurship is an appropriate channel for the goal of professional development. (Participant 4)

As an English teacher, I like to improve in my job. Stagnancy acts like calamity in teaching job. After much search, I finally found teacherpreneurship as very helpful in improving my status in the teaching job. (Participants 1)

Coping with Teaching Burnout. The third sub-theme that emerged was coping with teaching burnout. It implies that EFL teacherpreneurs participate in teacherpreneurship to deal with burnout. No study was found wherein resisting burnout has been found as a motivating factor of EFL teacherpreneurs. The following quotations confirm this:

I was experiencing a burnout feeling. A sense of demotivation irritated me. After working on teacherpreneurship, this negative emotion was reduced in me. (Participant 24)

Teaching is a job which is associated with high risk of burnout. Teacherpreneurship activities are diverse enough to degrade the severity of this syndrome. (Participant 19)

Practicing Creativity and Criticality. The fourth sub-theme that

emerged was practicing creativity and criticality. It says that EFL teacherpreneurs resort to teacherpreneurship to enhance their creative and critical thinking. Practicing creativity was found among the motivating factors of EFL teacherpreneurs in the study by Shalini et al. (2017). The following quotations show this:

I became interested in teacherpreneurship because it requires creative thinking. In fact, teacherpreneurship is nothing but injecting creativity into the routine procedures. This creativity-stimulating feature of teacherpreneurship motivated me. (Participant 22)

Questioning the status quo through the lens of critical thinking empowers teachers to take new roles beyond mere presenters of educational materials. I set out teacherpreneurship to exercise criticality in my job. (Participant 20)

Enhancing Self-efficacy and Self-confidence. The fifth sub-theme that emerged was enhancing self-efficacy and self-confidence. It echoes that EFL teacherpreneurs use teacherpreneurship to improve their sense of self-efficacy and self-confidence. Self-efficacy and self-confidence were confirmed by Kalas and Raisinghani (2019) as motivating factors of EFL teacherpreneurs. The following quotations indicate this:

Self-efficacy is a must for effective English teaching. Entrepreneurial extra tasks make me feel this self-efficacy. They help me think I can achieve my pre-set goals. (Participant 14)

A byproduct of teacherpreneurship was enhancement of self-confidence. I deeply improved in my confidence in my capabilities as a consequence of teacherpreneurship. (Participant 8)

Social Factors

The second main theme emerged was social factors. It refers to the factors that are by nature social rather than personal. The sub-themes associated with this theme are providing innovative opportunities for others, using technology, and sharing knowledge.

Providing Innovative Opportunities for Others. The first sub-theme

that emerged was providing innovative opportunities for others. It confirms that teacherpreneurship provides some new opportunities for EFL teacherpreneurs. Garomssa (2016) presented practicing innovation as a motivating factor of EFL teacherpreneurs. The following quotations indicate this:

The main impetus behind my entrepreneurial practice is to make others more innovative. I like other teachers and students learn innovative ways of teaching and learning English. (Participant 21)

Humanity is concerned with generating innovation opportunities for our mates. I cannot claim that it was the only present motif for my teacherpreneurial activities. But I'm sure that it remarkably pushed me forward. (Participant 25)

Using Technology. The second sub-theme that was unearthed was using technology. It echoes the sentiment that teacherpreneurship allows EFL teacherpreneurs to use technology. Being engaged in technological achievements was among the motivating factors enumerated by Onuma (2016). The following quotations document this:

Today, technological advancements have encompassed us in education. To benefit from these technologies, different substrates are available one of them is entrepreneurship in teaching. Digital world has many things to deliver EFL teachers. Teacherpreneurship is a place where digital potentials can be operationalized. (Participant 13)

Educational technologies have been successful in transforming teaching EFL. Virtual space and social networks are manifestations of technological tools. To be a teacherpreneur is a means of taking technology at the service of teaching. (Participant 10)

Sharing Knowledge. The third sub-theme that was identified was sharing knowledge. It corroborates that EFL teacherpreneurs are engaged in teacherpreneurship to share their knowledge with others. This theme was not mentioned in any study as a motivating factor. The following quotations reflect this:

Knowledge leadership is important in growth of knowledge. An effective way to do this is to share knowledge. Through teacherpreneurship, I

could share my acquired knowledge with my colleagues and students in different parts of the World. (Participant 15)

I think knowledge is valuable as far as it is conveyed to others. If kept in the hands of one person, knowledge loses its value. I believe that teacherpreneurship is a main place through which knowledge can be efficiently shared. (Participant 12)

For more clarity, the extracted themes and sub-themes are presented in Table 2.

Table 2
Themes and Sub-themes of Motivating Factors of EFL Teacherpreneurs

Themes	Sub-themes
Personal factors	making financial gain
	experiencing professional development
	coping with teaching burnout
	practicing creativity and criticality
	enhancing self-efficacy and self-confidence
Social factors	Providing innovative opportunities for others
	Using technology
	Sharing knowledge

On the second research question ‘What are the EFL teacherpreneurs’ followers’ motivating and demotivating factors to join/follow teacherpreneurs in social affinity spaces?’, the following themes and sub-themes were identified as EFL teacherpreneurs’ followers’ motivating factors to join/follow teacherpreneurs in social affinity spaces:

Personal Factors

The first main theme emerged was personal factors which refer to the factors that are personally related to the EFL teacherpreneurs’ followers. The subthemes of this theme were finding new ways of EFL teaching/learning, becoming aware of the last developments in EFL teaching/learning, learning self-directed EFL learning, finding a new identity, and enhancing EFL teaching/learning effectiveness.

Finding New Ways of EFL Teaching/Learning. The first sub-theme that emerged was finding new ways of EFL teaching/learning. According to this sub-theme, followers follow EFL teacherpreneurs to teach or learn EFL in new ways. This sub-theme was supported by Garomssa (2016). The following quotations are reflective of this:

I seek new English teaching methods in posts of EFL teacherpreneurs. Some techniques provided in these posts are really effective for me.
(Participant 83, teacher)

Learning English has become very easier after joining the pages and channels of EFL teacherpreneurs. Short learning strategies were very good. (Participant 69, learner)

Becoming Aware of the Last Developments in EFL Teaching/Learning. The second sub-theme that was extracted was becoming aware of the last developments in EFL teaching/learning. According to this sub-theme, followers follow EFL teacherpreneurs to remain conscious of the latest achievements in EFL teaching/learning. Chilvers (2018) also implicitly referred to this factor as a motivating one. The following quotations echo this:

EFL teacherpreneurs present, among other things, the most recent findings of the field of teaching. Textbooks are not much informative in this regard. I think that their materials are very informative. (Participant 53, teacher)

One thing I like about EFL teacherpreneurs is that they attach the most recent improvements on English learning. I could learn conversation in a short time through a package bought from the channels. (Participant 27, learner)

Learning Self-directed EFL Learning. The third sub-theme that emerged was learning self-directed EFL learning. This sub-theme revolves around the fact that followers follow EFL teacherpreneurs to practice self-directed learning. This sub-theme was unique to the present study and was not supported by the previous studies. The following quotations document this:

EFL teacherpreneurs are expert at teaching autonomous English language learning. They have good hints in their hands which have been

hidden from my eyes as a teacher. I learnt how to teach my students in a way that my students learn with less dependence to textbooks. (Participant 100, teacher)

A stimulus which served as an impetus for me to join EFL teacherpreneurs' networks was my friends' accounts of how they could learn English independently after implementing the educational instructions of them. This led me to join them. (Participant 82, learner)

Finding a New Identity. The fourth sub-theme that emerged was finding a new identity. According to this sub-theme, followers follow EFL teacherpreneurs to acquire a new identity. Similar to the previous sub-theme, this one was not found in the previous studies. The following quotations confirm this:

When you learn a new thing, you feel that your identity as an English teacher is being re-constructed. You enjoy a sense of teacher identity reconstruction. This motivated me to remain a member of EFL teacherpreneurship groups. (Participant 45, teacher)

I learnt to self-present myself due to my newly acquired English knowledge in new ways. Accordingly, my sense of being did changed considerably. I experienced a personal transformation. (Participant 78, learner)

Enhancing EFL Teaching/Learning Effectiveness. The fifth sub-theme that emerged was enhancing EFL teaching/learning effectiveness. Based on this sub-theme, followers follow EFL teacherpreneurs to teach or learn EFL more effectively. Chilvers (2018) reported this sub-theme as a motivating factor. The following quotations represent this:

English teaching is a job which needs constant success or effectiveness if a teacher wants to achieve job satisfaction. EFL teacherpreneurs provide a bed for reaching teaching effectiveness. (Participant 14, teacher)

I believe that I learnt English more effectively after familiarity with EFL teacherpreneurs. I debt long-term retention of materials in my mind to the strategies proposed by EFL teacherpreneurs. (Participant 39, learner)

Social factors

The second main theme emerged was social factors, referring to the factors that are socially oriented. The only sub-theme regarding this theme is building new working and social relations.

Building New Working and Social Relations. The only sub-theme that emerged was building new working and social relations. This sub-theme displays that followers follow EFL teacherpreneurs to construct new ties in working and social circles. Cochran-Smith et al. (2018) enumerated this factor as a motivating one in their study. The following quotations document this:

Social networks are a good place to find new friends and colleagues. I found this a favorite experience. Acquaintance with others is a positive thing. (Participant 91, teacher)

I found many new friends in teacherpreneurship accounts. It is a good opportunity to broaden the circle of your friends. (Participant 11, learner)

The extracted themes and sub-themes are presented in Table 3.

Table 3

Themes and Sub-themes of Motivating Factors of EFL Teacherpreneurs' Followers

Themes	Sub-themes
Personal factors	finding new ways of EFL teaching/learning
	becoming aware of the last developments in EFL teaching/learning
	learning self-directed EFL learning
	finding a new identity
	enhancing EFL teaching/learning effectiveness
Social factors	building new working and social relations

Moreover, the following themes and sub-themes were identified as EFL teacherpreneurs' followers' demotivating factors to join/follow teacherpreneurs in social affinity spaces:

Personal Factors

The first main theme emerged was personal factors. The sub-themes of

this theme were shortage of time, financial problems, personal problems, and low digital literacy. Kalas and Raisinghani (2019), and Naegels et al. (2018) referred to these factors as the ones that demotivate persons.

Shortage of Time. The first sub-theme that emerged was shortage of time. This sub-theme reveals that followers are demotivated to follow EFL teacherpreneurs due to lack of enough time. The following quotations indicate this:

My free time is so short that you cannot pay much attention to EFL teacherpreneurship. Extra activities are missing links of my life. I am very busy with teaching. I cannot check the posts of EFL teacherpreneurs regularly. (Participant 24, teacher)

Problem of time is really serious. I should work eight to nine hours a day. Two days a week, I should participate in language classes. Naturally, a short time remains for buying and reading the programs of EFL teacherpreneurs. (Participant 70, learner)

Financial Problems. The second sub-theme that emerged was financial problems. This sub-theme shows that followers are demotivated to follow EFL teacherpreneurs because of monetary problems. The following quotations show this sense:

My salary is so low that it cannot even afford my life in the first ten days of one month. Monetary problems demotivate teachers in joining EFL teacherpreneurs because our wage is very low. When teachers are demotivated, teacherpreneurship is not a big concern for them. (Participant 55, teacher)

The biggest problem for me is high costs of the products of EFL teacherpreneurs. It is really unaffordable. If they were not very expensive, it was better. For example, a pack called English for KIDS costs 2 million. (Participant 99, learner)

Personal Problems. The third sub-theme that emerged was personal problems. According to this sub-theme, followers are demotivated to follow EFL teacherpreneurs because of their own personal problems. The following quotations corroborate this:

My family members are not satisfied with my work. As repeatedly said by

them, they like travelling, shopping, etc., but these things are not compatible with teaching job. This irritating condition leaves no energy for practicing EFL teacherpreneurship. (Participant 28, teacher)

My husband doesn't like my job. He always nags and complains about my work. This makes English learning more boring for me. I do not have a peaceful life out of work place. Problems related to children, problems in matrimonial life, etc. make me tired and inattentive to EFL teacherpreneurship. (Participant 51, learner)

Low Digital Literacy. The fourth sub-theme that emerged was low digital literacy. Based on this sub-theme, followers are demotivated to follow EFL teacherpreneurs because they are not digitally literate. The following quotations indicate this:

Following EFL teacherpreneurs needs computer literacy. You should be competent in electronic devices. This is a problem for me because I'm weak in these things. (Participant 13, teacher)

When you are accustomed to traditional systems, adaptation to modern and digital education is difficult. I am not familiar with many softwares. This is disappointing for me to join EFL teacherpreneurs. (Participant 9, learner)

Social Factors

The second main theme was financial factors. The sub-themes of this theme were shortage of facilities and students' unwillingness and demotivation to learn.

Shortage of Facilities. The first sub-theme that emerged was the shortage of facilities. This sub-theme indicates that followers are demotivated to follow EFL teacherpreneurs due to a lack of enough facilities. The following quotations document this:

Our physical resources are limited. Running some developed applications by EFL teacherpreneurs need improved facilities like high storage capacity mobiles. This is while we suffer from basic facilities in English classes such as internet and computer. This does not permit us to use these applications. (Participant 42, teacher)

A main problem is lack of facilities. This makes me to learn English through traditional methods. EFL teacherpreneurs usually market high-tech programs. A mind which is preoccupied with lack of facilities does not seek to join EFL teacherpreneurs. (Participant 17, learner)

Students’ Unwillingness and Demotivation to Learn. The second sub-theme that emerged was students’ unwillingness and demotivation to learn. According to this sub-theme, followers are demotivated to follow EFL teacherpreneurs due to the unwillingness and demotivation of students. The following quotations show this:

Students don’t show tendency to learn English. They complain that English is a hard lesson and they don’t understand it. I feel students are not eager to learn English. They are always tired in English classes. These make me demotivated to join EFL teacherpreneurs’ channels. (Participant 90, teacher)

Lack of interest in English learning is the main challenge that leaves no motivation for me to follow teacherpreneurs. I don’t want to learn English. My motivation to study English is weak. (Participant 18, learner)

The extracted themes and sub-themes are presented in Table 4.

Table 4
Themes and Sub-themes of Demotivating Factors of EFL Teacherpreneurs’ Followers

Themes	Sub-themes
Personal factors	shortage of time
	financial problems
	personal problems
	low digital literacy
Social factors	shortage of facilities
	students’ unwillingness and demotivation to learn

Discussion and Conclusion

This study was set out to answer two research questions. In regard with the first research question ‘What are the motivating factors of the EFL teacherpreneurs in affinity spaces as an educational platform?’, the following

motivating factors were identified for the EFL teacherpreneurs in affinity spaces as an educational platform: making financial gain, providing innovative opportunities for others, experiencing professional development, using technology, sharing knowledge, coping with teaching burnout, practicing creativity and criticality, and enhancing self-efficacy and self-confidence.

To interpret the findings, it is expectedly natural that the overall motivation of the EFL teacherpreneurs is shaped by a variety of domains, such as monetary benefits, altruism, professionalism, interpersonal interactions /relations, reduction of negative emotions and syndromes, and enhancement of positive ones. Based on this argument, it can be proposed that EFL teacherpreneurship is a notion which is not generated in a vacuum, but it is formed within the boundary of different personal and social factors. In fact, EFL teacherpreneurship is not a simple uni-faceted concept that is simply shaped in a formulaic sense. Nevertheless, it is a multifaceted issue which needs the interaction of several factors to be shaped.

Financial benefits penetrate different aspects of the EFL profession. EFL teacherpreneurship is not an exception in this regard. Innovation-seeking is a tendency in almost any normal human being and it is not a wonder that EFL teacherpreneurs tend to be innovative. Professional development in the light of technological advancements is an inseparable part of different jobs, including EFL teaching. Teachers are well aware that they cannot remain passive in their jobs. They are also well-conscious that technology can help them profoundly in this regard. Sharing knowledge is inherent in teaching EFL. No teaching can be imagined in the absence of knowledge sharing. Burnout is a syndrome which often jeopardizes teachers. That is why EFL teachers try to cope with it through EFL teacherpreneurship. Finally, such concepts as creativity, criticality, self-confidence, and self-efficacy are building blocks of effective EFL teaching. Therefore, they cannot be neglected by EFL teachers when practicing EFL teacherpreneurship.

The findings resonate with those of previous research illustrating innovation (Garomssa, 2016), practicing creativity (Shalini et al., 2017), professional development (Chilvers, 2018), economic advantages (Kalas &

Raisinghani, 2019), and being tuned with technological achievements (Onuma, 2016) as the main aspects of EFL teacherpreneurship. Moreover, some factors, such as self-efficacy and self-confidence improvement were enumerated by Kalas and Raisinghani (2019) as motivating factors of EFL teacherpreneurs.

On the second research question 'What are the EFL teacherpreneurs' followers' motivating and demotivating factors to join/follow teacherpreneurs in social affinity spaces?', the following motivating factors were the outcomes of thematic analysis: Finding new ways of EFL teaching/learning, building new working and social relations, becoming aware of the last developments in EFL teaching/learning, learning self-directed EFL learning, finding a new identity, and enhancing EFL teaching/learning effectiveness. Furthermore, the following demotivating factors were extracted: shortage of time, financial problems, shortage of facilities, students' unwillingness and demotivation to learn, and low digital literacy.

First of all, what was stated in interpreting the results related to the first research question is also true about the obtained results of this question. The main point is that the role of different factors in (de)motivating the EFL teacherpreneurs' followers cannot be ignored. Different factors are at play in shaping a colorful phenomenon called joining/following the EFL teacherpreneurs in social affinity spaces. Inevitably, any normal human being seeks to transform the way he/she learns or teaches EFL. This requires new relations, knowledge of the recent findings in the field, etc. Moreover, achieving autonomy or self-directedness, identity reconstruction, and teacher/learner effectiveness can reasonably be considered among the set goals by the EFL teacherpreneurs' followers when joining/following the EFL teacherpreneurs in social affinity spaces. Clearly, when a goal is set, a path should be passed. Additionally, a path without problems or challenges is hard to imagine. Parallel to motivating factors, there are almost always some factors, such as time limitations, financial constraints, demotivation of students to learn English, and electronic illiteracy of the followers of the EFL teacherpreneurs which demotivate them from joining/following the EFL teacherpreneurs or prevent them from continuing joining/following the EFL teacherpreneurs.

The findings are in the same line with the results of the studies by Cochran-Smith et al. (2018), Garomssa (2016), Kalas and Raisinghani (2019), and Naegels et al. (2018) wherein social relations, time and money shortage, digital illiteracy, lack of financial and technical support were revealed to be influential on (de)motivation of individuals to participate in EFL teacherpreneurship activities. However, factors, such as self-directed EFL learning and the formation of a new identity were unique to the present study.

Based on the results of the present study, it can be concluded that involvement in EFL teacherpreneurship needs technical knowledge and facilities to be materialized. These could be related to personal, social, and economic aspects of the life of the EFL teacherpreneurs. Moreover, it can be concluded that involvement in EFL teacherpreneurship, whether in the role of the followers of the EFL teacherpreneurs or the EFL teacherpreneurs' followers, calls for some conditions lack of which can demotivate persons in practicing EFL teacherpreneurship. Still another conclusion which can be made is that, as perceived by the participants of the present study and documented in the extant literature, because EFL teacherpreneurship is associated with positive outcomes for both the EFL teacherpreneurs and their followers in the social affinity spaces, any strategic measure by top-level authorities to make EFL teacherpreneurship more easier for the parties involved can lead to promising transformations in the current status of EFL teacherpreneurship in social affinity spaces in Iran.

In sum, the results of the present study can be beneficial for different groups of stakeholders in the field. As the first group, the EFL teacherpreneurs can improve their current practices by making changes in them, including reducing the prices of their products or supplementing their packages with preliminary technical instructions so that more followers can join and buy them. The second group for whom the findings can be beneficial is the followers of the EFL teacherpreneurs who can do their best to be ready to benefit from the programs, products, and packages marketed by the EFL teacherpreneurs.

In terms of the limitations, there were various elements that made the generalizability of this piece of study open to question. One of the limitations of this

study was obtaining the consent of the participants for participation in this study. In addition, the potential lack of honesty of the participants in answering the interview questions can threaten the validity of the findings. Last but not least, this study was cross-sectional research devoid of any longitudinal orientation.

The present study opened up a new avenue of research for researchers in the realm of EFL teacherpreneurship. There are some suggestions for future study. First of all, the instrument used in the present study was a semi-structured interview. Further studies can use other instruments, such as narrative writing, open-ended questionnaires, reflective journals, and diary writing to triangulate the data obtained in the present study. Furthermore, variables, such as age, gender, educational background, and experience of the participants were not the main concerns of this study, as these were not among the variables determined in this study. Further studies can also control any of these variables or examine their potential effect on the results. They can also examine if the results of this study converge or diverge from the studies in other countries. Finally, further studies can replicate the present study in a larger setting with a longitudinal approach.

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Perceptions of EFL Teachers about Pedagogical Content Knowledge: A Q Methodology Study

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Abstract

Pedagogical content knowledge (PCK), as a concept representing teacher professionalism and expertise, has received considerable attention since 1980. However, it remains understudied in the field of English language teaching (ELT). In this paper, the Q methodology was used to investigate the shared perceptions of EFL teachers about PCK. This study explored EFL teachers' priorities regarding PCK components. Fourteen EFL teachers participated in the Q study. Forty-six statements were finally selected as the Q sample. Factor analysis revealed that participants grouped into three factors, expressing three distinct viewpoints of PCK components: student-focused, pedagogy-focused, and proficiency-focused components. The findings indicated that teachers placed greater priority on the subject matter, student, and lesson plan components. The results shed light on what teachers choose to focus on and what not to emphasize in their teaching. One practical implication of the findings is that educators and teacher education programs must pay more attention to the student-focused aspect of teaching.

Keywords: EFL teachers, pedagogical content knowledge, Q methodology, teacher perception

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Introduction

The research focus on language teaching has changed from observation of teachers' behavior to the exploration of the language teachers' cognition (Fang, 1996). Teacher cognition, as an important constituent of foreign and second language teacher education (Richards, 2008), encompasses what teachers know, think, and believe. It also plays a significant role in shaping teachers' classroom practices (Borg, 2003). The exploration of the concept of teacher cognition has led to beneficial insights into teachers' professional knowledge.

Pedagogical content knowledge (PCK) as one of the most important components of teachers' professional knowledge (Shulman, 1986, 1987) has prompted scholars to focus on the unique professional expertise that is considered as the distinctive quality of teaching and to distinguish the teaching profession from other professions (Kind, 2009). Mirel (2011) describes PCK as specialized knowledge that teachers use to communicate knowledge to students. Because PCK positively affects the quality of instruction (Kunter et al., 2013) and learning outcomes (Coe, et al., 2014), it has become a vital factor for teachers to conduct effective instruction. Therefore, understanding and examining teachers' PCK is crucial for innovation in teaching and learning.

The literature review demonstrates that a substantial number of studies on PCK are mainly in the fields of science and mathematics (Kind & Chan, 2019). Limited attention has been paid to the study of PCK in language learning in general and foreign language in particular. Therefore, the present study explores what EFL teachers perceive and mentally go through when they transmit and represent English lessons to their students. More specifically, the study investigates EFL teachers' perceptions and subjectivities of PCK using Q methodology. Q is a unique approach and procedure to measuring subjectivity objectively (Brown, 1993). The systematic nature of the Q methodology causes and maintains the whole person and view of every participant in the process of identifying individual views and what they share (Irie, 2014).

Literature Review

Pedagogical Content Knowledge

Teacher knowledge has become a focus of interest to educators and policy makers (Shulman, 1986) and has attracted the attention of scholars and researchers. Shulman's (1987) multi-faceted model of teacher knowledge, one of the longest standing models, involves content knowledge, pedagogical knowledge, and pedagogical content knowledge (PCK), among other types. Shulman claims that while other types of knowledge have their parallels in different professions, PCK remains unique to teachers. As Kind (2017) argues, PCK is identified as a characteristic of teachers' practice and deserves particular attention as an idiosyncrasy of their work. This form of knowledge is described as an important notion in defining the aspects of high-quality education (Gess-Newsome et al., 2017).

According to Park and Oliver (2008), one of the most common ways for researchers is the conceptualization of PCK in terms of its components. Clarifying the PCK components makes the concept of PCK more transparent and less demanding to be applied. It is worth noting that although PCK is theoretically an integrated construct and its components cannot be separated, clarifying its components has practical significance. When the components are distinctly identified, educators and researchers will have clear ideas of what they require to develop and explore with teachers (Jing- Jing, 2014). An overall depiction of PCK components has been made since Shulman (1986) first described the concept of PCK. Shulman (1986) characterized two main components in PCK: (a) the foremost commonly instructed topics in one's field and the foremost valuable ways of presenting those topics and (b) understanding of what makes different topics simple or troublesome to learn (Jing-Jing, 2014).

In case of teaching languages, Borg (2006), for example, considers that teaching English as a foreign language differs from teaching other subjects for several reasons. Other researchers maintain that the medium and content of instruction are intertwined in language teaching and that EFL teachers' PCK has distinctive attributes (Canagarajah, 2013).

The language aspect of the PCK construct has been underlined in some studies (Andrews, 1997, 2008). Andrews (1997) found that language awareness has a profound effect on first and second language teaching. Language awareness encompasses not only the language domain but also the sociolinguistic and cultural domains and has an immediate impact on teachers' teaching performances. Further, Andrews (2008) mentioned that language awareness, which embraces strategic competence and psychomotor skills, is an indispensable building block of the PCK of language teachers and assumes a significant part in the selection of resources for language input.

Although mastery of the language or a high level of target language proficiency is a basic requirement for EFL teachers, it is not conceived to be sufficient for effective teaching. Scholars and researchers have attempted to broaden the PCK components and offer definite indications for this knowledge, nonetheless (Cesur & Ertas, 2018; Shariatifar et al., 2017).

According to Cesur and Ertas (2018), EFL teachers need to be specialists in language teaching methodology and learning as well as mastering a range of skills, competencies, and knowledge types to address the needs of students. They are required to develop specific capabilities to construct stimulating communicative learning environments and provide opportunities to develop content- associated skills. In another study, Shariatifar et al., (2017) concluded that EFL teachers' PCK involves three categories of knowledge: teaching and assessing curriculum components, planning, developing, and managing language instruction, and assessing and developing instruction materials. Recently, Sadeghi et al. (2022), adopting the grounded theory approach, found that EFL teachers' PCK may consist of five dimensions: English language proficiency knowledge, pedagogy knowledge, student knowledge, curriculum knowledge, and assessment knowledge.

The importance of PCK has been highlighted since the late 1980s, and consequently some attempts have been made in the ELT field to shed light on this notion. However, typically the studies that do exist most frequently focus on teachers' perceptions regarding the components of PCK. These studies did not take into account how teachers rank and prioritize the PCK components.

Therefore, there is a need for further research with a new perspective on teachers' pedagogical content knowledge, especially EFL teachers' PCK. That is why this notion has been addressed in this study. Indeed, to achieve this, the Q methodology was adopted.

Q Methodology

Q methodology was first introduced by the British psychologist, William Stephenson, in 1935 and has attracted attention in fields outside psychology (Watts & Stenner, 2012). The methodology is considered as a mixed method that provides qualitative results through statistical analysis to objectively scrutinize participants' perceptions (Newman & Ramlo, 2010). This methodology uses some statistical techniques to obtain a set of shared viewpoints of the participants on a specific topic (Watts & Stenner, 2012).

Q is different from the typical factor analysis, i.e. the R method. While R examines correlations between variables, Q examines correlations between participants on a sample of variables. Q applies factor analysis "to identify groups of participants who interpret a set of items in a comparable manner" (Watts & Stenner, 2005, p. 68). R examines assumptions made a priori by the researcher and included in the study, while Q methodology is closer to a theory-building approach. The typical factor analysis primarily involves a data reduction process, whereas in Q methodology, each statement makes sense in relation to the other, thus representing the overall view of participants holistically (Watts & Stenner, 2005).

In a Q study, participants are asked to rank a set of statements on a forced quasi-normal distribution on a continuum in accordance with the value or priority that they assign to each statement, thus ranking each statement against all others. The importance that participants assign to the statements is not only subjective and personal but also important in relation to all other sorted statements. This complete final sorting of statements, known as a Q-sort, holistically recognizes the perspectives of the participants.

The Q methodology possesses some distinctive characteristics. One of them is that it involves "*forced choice*", requiring participants to prioritize or

rank certain components over others, which reduces the probability of reporting bias. It is particularly significant for establishing teachers' priorities. One limitation of surveys and Likert scales is that teachers desire to see themselves positively. This characteristic presents fewer barriers to the interpretation of Q sorts because teachers rank views in relation to one another rather than agreeing or disagreeing with each viewpoint (Watts & Stenner, 2005).

Another distinctive characteristic of the Q methodology is that it can be conducted with only a few people (Brown, 1993). The Q methodology requires a small number of participants or even single case studies to examine existing perceptions and open them up to investigation (McKeown & Thomas, 2013), but it must have enough participants to establish that there are a variety of viewpoints on the topic being studied (Watts & Stenner, 2012). Participants should be chosen wisely to ensure they have specific and relevant views on the topic (McKeown & Thomas, 2013).

The Q methodology was first presented in the discipline of psychology, but it has since been used in many other disciplines, such as education. The use of this methodology within education is increasing (Fraschini & Park, 2021). For example, it has been used to study teachers' perceptions about educational multilingual reform (Lundberg, 2019) and language learners' self-concept and motivation (Zheng et al., 2020). However, the use of this methodology in foreign language education studies is still scarce. In some rare instances, researchers examined EFL teachers' viewpoints regarding satisfaction within their professional context (Thumvichit, 2022) and L2 learners' affective variables (Li, 2022). In some cases, researchers studied the perspectives of pre-service EFL teachers about teaching competence (Irie et al., 2018). However, to the best of our knowledge, there seem to be virtually no studies examining EFL teachers' perceptions about the components of pedagogical content knowledge.

Purpose of the Study

This study was motivated by a gap in the literature. A thorough literature search on PCK of EFL teachers revealed that it has remained

understudied compared to other fields. This study adopted the Q methodology to investigate the shared perceptions of EFL teachers about PCK in a sample of Iranian teachers. This study explored EFL teachers' priorities regarding PCK components. It hopes to provide more nuanced and complex insights than other approaches. This study was guided by the following research question:

- 1) How do EFL teachers perceive the PCK components?

Method

Participants

Participants included 14 EFL public high school teachers. The participants' ages varied from 36 to 49 years with 5 to 29 years of teaching experience, and their educational degrees ranged from Bachelor to Ph.D. The teachers were selected through purposive sampling method. Because of its qualitative and exploratory nature, the Q methodology does not require a large number of participants as it focuses not on generalizing the results but on determining the importance of each perspective to the participants (Slaughter et al., 2019). The number of participants sufficient for the Q study is typically between one and three dozen (Webler, et al., 2009). The participants were selected from three provinces in Iran: Lorestan (6 teachers), Ilam (3 teachers), and Khuzestan (5 teachers). The teachers were promised anonymity for their names, and abbreviations, such as "*Teacher 2*" and "*T2*" were used alternatively.

Procedures

The Q methodology involves some basic procedures: concourse development (discourse), Q sorting, and factor analysis (Newman & Ramlo, 2010). The concourse involves a series of statements that represent all possible perspectives and viewpoints on the research topic, which the participants are asked to sort. There are various methods for developing a concourse (Ramlo, 2008). Interviews are a typical way to develop a concourse. Essays, articles, and published materials are also a popular source for developing concourses in Q studies (Davis & Michelle, 2011).

To develop the concourse in this study, the researchers gleaned information through semi-structured interviews and a review of the literature on the topic. Thirty EFL public high school teachers were interviewed. An initial set of 90 items was selected from the interviews and from the relevant literature. Due to the large volume, this set was then examined for repetition, relevance and overall coverage by a panel of three experts in the field. This process reduced the initial set to 50 statements, called the Q sample. When the statements were generated, they were sorted into categories. The categories are there purely to ensure that all aspects of the topic of interest to the researchers and participants have been covered. The statements were typed on Q cards, and then the cards were randomly numbered. In order to ensure that the statements were unambiguous, they did not contain double negatives, and covered the broad spectrum of viewpoints, a pilot study was conducted with some EFL teachers.

The pilot study prompted us to revise the final configuration of the Q-sort grid. Each column on the grid was labelled with a number ranging from +5 (most important) to -5 (least important), with 0 as the neutral middle value in the pilot study. For the Q-sort, participants were first asked to categorize the statements into three groups: agree, disagree, and neutral. The participants stated that they did not find it easy to classify the cards into positive (agree) and negative (disagree) groups because although some statements had lower priority for them, they did not oppose or disagree and they felt uncomfortable placing the cards on the negative side of the grid because negative numbers reflect a negative viewpoint or opposition to them. Therefore, we changed the intervals into positive numbers, from 1 to 11 (from least to most important). Generally, it should be noted that the numbers assigned to the columns are relative and do not affect the factor analysis. Another revision included the modification and elimination of some statements from the initial set. The final Q sample was reduced to 46 items (see Appendix). The final statements involved six categories of knowledge: proficiency (9 items), pedagogy (9), student (10), curriculum (10), assessment (4), and teacher's personality trait (4). Unlike surveys, the Q sample has no "claim to validity or reliability" (Brown, 2019),

because it is not the priori objective meaning of a statement that matters but the subjective viewpoints of participants (Slaughter et al., 2019).

After piloting, participants were presented with the 46 statements to rank on a quasi-normal distribution of the statements on a continuum from the least important to the most important, reflecting their feelings, views, or priorities. Figure 1 shows the final presentation of the Q sort of a participant (participant 5) in the investigation, as recorded by the researchers. The numerical values denote the statements. Participants were interviewed about the reasons for their prioritization of Q statements. They were asked to explain their highest and lowest ranking statements. The rankings or scores were then statistically analyzed using inverted factor analysis to demonstrate the diversity of participants' perceptions.

Figure 1
An Instance of the Sorting of Q Cards (Participant 5)

Least Important						Most Important				
1	2	3	4	5	6	7	8	9	10	11
27	6	42	46	45	44	24	28	16	9	15
	5	7	39	30	3	32	33	1	4	
		8	13	10	11	35	34	26		
		14	17	40	18	37	36	2		
			41	25	20	38	43			
				29	22	21				
				19	31	12				
					23					

Data Analysis

When the Q sorts were collected, the numerical data were exposed to factor analysis using SPSS software (Note: Data were entered into SPSS as positive, negative and neutral values). Factor analysis was performed through varimax rotation and principal component analysis. A three-factor solution was chosen. The validity of the three-factor solution was established using a scree plot of factor eigenvalues. The eigenvalues of all three factors were above 1.00

(see Figure 2 below). The value of the total variance explained is shown in Table 1.

Table 1
The Total Variance Explained of Three Identified Factors

Factors	Rotation Sums of Squared Loadings			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
Factor 1	2.733	19.524	19.524	3.845	27.465	27.465
Factor 2	2.530	18.069	37.592	2.164	15.455	42.920
Factor 3	2.074	14.818	52.410	1.329	9.490	52.410

Table 1 shows that the factor analysis identified three factors. The three factors accounted for 52.41% of the study variance. The first factor constitutes 19.52% of the total variance, the second factor and the third factor account for 18.06% and 14.81% of the total variance, respectively. Figure 2 shows the Scree Plot. In this diagram, the three factors can be seen quite clearly. The factors 1, 2, and 3 positions display that they have the greatest explanatory power compared to the other factors because they have the highest eigenvalue.

Figure 2
Scree Plot of Factors

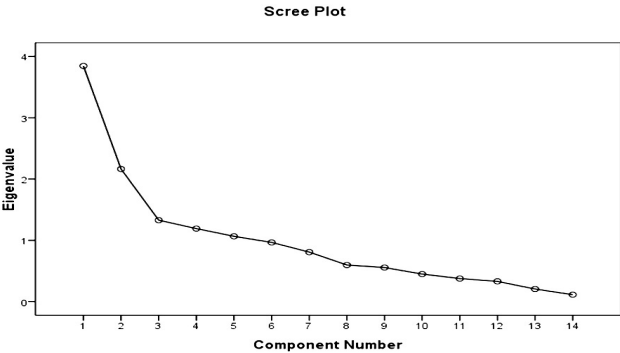


Table 2 below shows the rotating matrix of factors. This matrix is used to identify those participants who fall under each of the three factors. As you can see, participants number 1, 6, 8, 11, 13, and 14 collectively constitute factor 1, participants number 2, 3, 7, and 9 make up factor 2, and participants number 4, 5, 10, and 12 make up factor 3.

Table 2
The Rotating Matrix of Factors

Participa nts	Component		
	1	2	3
P1	.623	.489	-.033
P2	.180	.647	.324
P3	.087	.694	.262
P4	-.060	.189	.658
P5	-.079	.250	.702
P6	.615	.244	-.378
P7	.252	.497	-.600
P8	.588	-.398	.330
P9	.170	.668	.048
P10	.342	.162	.433
P11	.660	.035	-.029
P12	-.003	.009	.411
P13	.751	.274	-.036
P14	.603	.526	-.024

Results

The results of the Q analysis are presented below in the form of a narrative description (Watts & Stenner, 2012). In parentheses, the first number denotes the statement number, and the second number indicates the factor array for that statement (see Appendix for the full list of statements with the factor arrays). The analysis and extracted results are grounded on the list of distinguishing statements for each factor. In other words, the researchers first considered whether a statement for one factor was significantly higher (or

lower) than other factors, and then whether the statement ranked higher (or lower) than other statements of the same factor (Fraschini & Park, 2021). Distinguishing statements define the major perspective in each factor and help identify common and different perspectives among the factors (Watts & Stenner, 2012). The presentation of each factor was approved and illustrated with explanations and comments in the interviews. The three factors were labeled as "*student-focused*", "*pedagogy-focused*", and "*proficiency-focused*" components.

Factor 1: Student-Focused Components

This factor accounted for 19.52% of the study variance. The eigenvalue was 3.80. Six participants (participants 1, 6, 8, 11, 13, and 14) loaded significantly on this factor, all (except for one) were female. They were between the age range of 36 and 41 years old and had between 3 and 26 years of teaching experience. They had an average of 11 years of teaching experience. Three participants had an MA, one had a doctorate, and two had a bachelor's degree.

Teachers loading on this factor ranked significantly high for the statements indicating knowledge of "*master of subject matter*" (42, +5), knowledge of motivating students (19, +4), and knowledge of emotional and supportive relationship with students (18, +4) as the most important components in effective transformation of lessons to students.

One of the teachers (T8) described her prioritization as follows:

"First and foremost, a teacher must master the subject matter, that is, he/she must know what to teach. Even the best teachers with sufficient knowledge of language theories and learning will not succeed in teaching if they do not master the subject matter sufficiently. She continued, 'I think learners need to be motivated enough to learn. In fact, I these two items (mastery of subject matter and

motivating student) are related; that is, when the teacher knows what she wants to teach (subject matter), she can motivate the student."

Teachers loading this factor believed that they need to establish an emotional and supportive relationship with students (19, +3) and be aware of students' expectations (5, +2), motivation, interest, and enthusiasm (41, +2) before teaching and providing instruction. Some of the teachers gave examples of how important it is to build an emotional and supportive rapport with students. For example, Teacher 14 acknowledged:

"Well, since most of the students have limited proficiency in English, they usually feel anxious. I notice that they feel frightened and have negative feelings toward the subject. So, I first try to build a supportive and emotional relationship with them and motivate them." Teacher 6 stated that *"creating an emotional and supportive relationship with students increases students' trust in the teacher and results in students learning the lessons faster and better."*

Another important feature of teachers loading on this factor is the concern for having lesson plans (44, +3) and having clear objectives for each lesson (11, +3). In this regard, teacher 11 explained:

"Without a lesson plan, nothing goes right. Without a lesson plan, the teacher can forget important points."

Participant 1 confirmed:

"Based on the subject matter and the lesson plan, we set up and what we know about the students, we can clearly define the objectives of each lesson. Without any of these, our work would be incomplete."

Table 3*Distinguishing Statements of Factor1*

No.	Statements	Factor Array
5	Knowledge of students' expectations	+2
8	Assigning effective homework	+1
11	Having clear objectives for each lesson	+3
13	Awareness of the structure of the textbook	+2
18	Knowledge of motivating students	+4
19	Knowledge of emotional and supportive relationship with students	+4
20	Awareness of possible differences students may encounter	+2
41	Awareness of students' motivation, interest, and enthusiasm	+2
42	Master of subject matter that teacher is supposed to teach	+5
44	Having lesson plan	+3
45	Developing materials to supplement the textbook	0
9	Being highly proficient in target language	-2
15	Using various methods and techniques	0
16	Feedback provision for students' performance	-1
17	Using traditional methods (GTM, ALM)	-5
25	Knowledge of computer-assisted language teaching	-3
26	Using Eclectic method	-1
29	Knowledge of general goals and objectives of ELT materials	-2
34	Knowledge of teaching theories	-2
36	Knowledge of appropriate ways of assessment	-1
37	Being well-organized in professional work	-1
38	Promoting critical thinking skills in students	-3
40	Being enthusiastic about teaching	-3

On the other hand, teachers perceived knowledge of using traditional methods (GTM and ALM) (17, -5) and awareness of educational system policies (27, -4) as the least important components to be considered in teaching.

In relation to this prioritization, Teacher 13 said:

"It is better that we as EFL teachers do not know traditional methods because when

you know them and you want to run away from them, it becomes harder. This component is destructive in my opinion. It inhibits the creativity of teachers."

Another teacher (Teacher 14) remarked that:

Traditional methods do not play a key role in learning second language effectively.

As for the "awareness of educational policies" component, participant 11 explained why she ranked the item lower as follows:

"In my opinion, knowledge of educational policies does not have a helpful effect. Usually, the policies do not lead to effective language learning, even if it is officially stated so. It is better not to know them and do our job properly. However, many policies are dictated to teachers, and they acquire this knowledge willingly or unwillingly."

Participant 1 mentioned that:

"Knowledge of material development is more effective for tutoring classes because teaching materials are pre-prepared and the teacher has to teach them."

This explanation can approve the low priority of the statement "knowledge of the general goals and objectives of ELT materials" (29, -2) as determined by the education system.

Teachers also ranked the knowledge of being enthusiastic about teaching (40, -3), knowledge of computer-assisted language teaching (25, -3), and the promotion of critical thinking skills in students (38, -3) lower than other factors. Participant 8 stated:

"The use of computers for language teaching is very important, but it is not considered essential in Iran and our schools because most schools do not have the necessary facilities. On the other hand, Konkour (Iranian University Entrance Exam) has made students focus on multiple-choice tests, which can be administered with a test book."

Participant 11 noted,

"In language teaching, the physical presence of a strong teacher in the

classroom is the most important factor, and the presence of educational technology and computers to teach concepts is not considered very necessary. The presence of a computer in the classroom can cause students to be mentally distracted from their learning goals."

Factor 2: Pedagogy-Focused Components

This factor explained 18.06% of the variance in the study. Its eigenvalue was 2.30. Four participants (participants 2, 3, 7, and 9) loaded significantly on this factor, two of them were female and two were male. Their age range is 36-48 years and their teaching experience ranges from 2 to 29 years. They had an average of 12 years of experience. Three participants had an MA and one had a Ph.D.

Teachers whose sorts load on the factor share the perception that the knowledge of using various methods and techniques (15, +5), high proficiency in English language teaching (9, +4), and knowledge of classroom management (31, +4) are the most important components to be considered. The focus seems to be more on pedagogical teaching. Participant 9 maintained that:

"The use of various teaching techniques and methods is critical to teaching English and classroom management enables the teacher to make the best use of time and not waste class time."

In this group, the pedagogy, student, and personality components are ranked higher. According to participants, to be an effective teacher, teachers must use eclectic methods (26, +3), be enthusiastic about teaching (40, +3), establish a good teacher-student relationship (39, +3), have knowledge of students' differences (10, +3), be confident in the classroom (7, +2), be aware of students' attitudes toward learning (14, +2), and be well-organized in their professional work (37, +2).

In this factor, knowledge of the culture of the target language (46, -5) is the least important component regarding its impact on teachers' effective teaching. Teacher 2 explained her prioritization as follows:

"Knowledge of the culture of the target language is not considered important because in Iran English language is not used much for

communication and because the textbooks are designed based on our own culture." Participant 7 stated, " *Knowledge of the culture of the second language does not have a crucial role in language teaching, and learners can meet their needs without knowledge of the culture of the target language."*

Similar to factor 1, teachers in this factor believed that awareness of educational system policies (27, -4) and material development (3, -4) are not so important. Regarding the priorities, participant 3 stated:

"Because the textbooks are prepared in advance and the content is predetermined, this component does not matter much to teachers. Educational system policies are also dictated and teachers are implicitly aware of them, so teachers do not need self-conscious knowledge."

These teachers also felt that knowledge of challenging students (22,-3), motivating students (18, -3), and having a lesson plan (44, -3) were not as important as the other components.

Table 4
Distinguishing Statements of Factor 2

No.	Statements	Factor Array
15	Knowledge of using various methods and techniques	+5
31	Knowledge of classroom management	+4
7	Being confident in the class	+2
10	Knowledge of students' differences	+3
14	Awareness of students' attitudes toward learning	+2
17	Knowledge of using traditional methods	+1
21	Knowledge of learning styles	-1
29	Knowledge of general goals and objectives of ELT materials	+1
30	Knowledge of how to connect old and new topics	+1
37	Being well-organized in professional work	+2
38	Promoting critical thinking skills in students	+2
40	Being enthusiastic about teaching	+3
1	Knowledge of CLT method (speaking)	+1

2	Knowledge of vocabulary	0
13	Awareness of the structure of the textbook	-2
18	Knowledge of motivating students	-3
20	Possible difficulties students may encounter	-1
22	Knowledge of challenge for students	-3
24	Different assessment to ascertain students' understanding or confusion	-2
32	Knowledge of pronunciation	-1
33	Knowledge of writing	-3
35	Knowledge of teaching reading	-1
43	Knowledge of listening	-2
44	Knowledge of lesson plan	-3
46	Knowledge of culture of target language	-5

Factor 3: Proficiency-Focused Components

This factor accounted for 14.81 % of the study variance. Four participants (participants 4, 5, 10, and 12), two males and two females, significantly loaded on this factor. Its eigenvalue was 1.40. The age of the participants ranged from 36 to 49 years. All participants hold a master's degree. They had an average of 16.25 years of experience.

As for participants in factor 2, teachers loading on this factor perceived the component of being highly proficient in the target language (9, +4) to be critical. However, what most distinguishes the viewpoint of the participants loading on the factor from factor 2 is knowledge of the CLT (communicative language teaching) method (knowledge of speaking) (1, +5) and knowledge of vocabulary (2, +4), emphasizing the importance of language proficiency.

Participant 4 explained the reasons for this prioritization as follows:

"Since the CLT approach is the education system's intended curriculum for language learning, and mastery of the target language and vocabulary is so important in this approach." Teacher 10 pointed out that 'the CLT method is the most appropriate method for language teaching, and such a teaching method requires a high level of foreign language proficiency on the part of the teacher. Usually, the high level of

proficiency and mastery of the language by the language teacher is reflected in the speaking skill, which requires a high level of vocabulary and grammatical knowledge of the language."

In other words, in this factor, participants prioritized the statement indicating teacher's professional (proficiency) knowledge as significantly high. They believed that teachers must have knowledge of teaching theories (34, +3) and language skills and components, such as listening (43, +3), reading (35, +2), writing (33, +2), pronunciation (32, +2), and grammar (28, +3) to effectively represent content to students.

In support of the priorities, Participant 5 noted:

"Having specialized knowledge is key to a teacher's success; without it, it is impossible to convey information to students. A teacher without specialized knowledge is not truly qualified to be a teacher and will not succeed in teaching and learning content to students. Without this knowledge, the teacher will not be respected enough by the students in the classroom, and his confidence will decrease. Without self-confidence, the teacher is unable to motivate students and create a positive environment of cooperation and collaboration in the learning and teaching process." In addition, Teacher 12 commented that *"Vocabulary and grammar skills, have always been a priority for both teachers and learners, especially vocabulary, due to their importance in the university entrance exam, Konkour. Language theories can also help teachers teach better."*

Teachers also paid more attention to the assessment. They prioritized the knowledge of appropriate ways of assessment (36, +2), knowledge of feedback provision for students' performance (16, +1) and different assessments to ascertain students' understanding and confusion (24, +1), and knowledge of correction (4, +1) in higher ranks. In this factor, the component of knowledge about computer-assisted language teaching (25, -1) enjoys a higher rank. One of the participants stressed the importance of assessment as follows:

"Teachers' language proficiency, pedagogical knowledge, and other knowledge components are useful as long as the teacher can assess

learners, and know how to assess each group and subject. For example, what is the best way to assess grammar and vocabulary knowledge and reading comprehension? " (T10). Participant 5 acknowledged that " classroom assessments not only identify areas of student difficulty and weakness but also serve to inform teachers about instruction."

On the other hand, teachers rated classroom management (31, -5) and being confident in the class (7, -4) in the lowest positions. Compared to Factors 1 and 2, the components of knowledge of students' expectations (5, -2), emotional and supportive relationship with students (19, -3), knowledge of students' differences (10, -3), attitudes toward learning (14, -2), good teacher-student relationship (39, -2), awareness of students' motivation, interest, and enthusiasm (41, -1) were ranked lower in this factor. Knowledge of learning styles (21, -3) and having a good sense of humor (6, -2) were also prioritized in the lower ranks.

Teacher 5 commented:

"The ability to create an emotional relationship with students and to understand the individual differences between students is less important than having specialized knowledge. Without specialized knowledge, the ability to recognize individual differences and the ability to build an emotional relationship with students are not beneficial, and only along with the teacher's specialized knowledge, can these factors be considered as complementary factors for teaching concepts and designing the learning process."

Table 5
Distinguishing Statements of Factor 3

No	Statement	Factor Array
1	Knowledge of CLT method (speaking)	+5
2	Knowledge of vocabulary	+4
4	Knowledge of correction	+1
16	Knowledge of feedback provision for students' performance	+1

22	Challenge for students	0
24	Different assessment to ascertain students' understanding or confusion	+1
25	Knowledge of computer-assisted language teaching	-1
27	Awareness of educational system's policies	-2
28	Knowledge of grammar	+3
32	Knowledge of pronunciation	+2
33	Knowledge of writing	+2
34	Knowledge of teaching theories	+3
35	Knowledge of teaching reading	+2
36	Knowledge of appropriate ways of assessment	+2
43	Knowledge of teaching listening	+3
5	Knowledge of students' expectations	-2
6	Having good sense of humour	-2
7	Being confident in the class	-4
10	Knowledge of students' differences	-3
14	Awareness of students' attitude toward learning	-2
19	Knowledge of emotional and supportive relationship with students	-3
21	Knowledge of learning styles	-3
23	Knowledge of teaching strategies	+1
31	Knowledge of classroom management	-5
39	Creating a good teacher-student relationship	-2
41	Awareness of students' motivation, interest, and enthusiasm	-1
42	Master of subject matter that teacher is supposed to teach	-1
45	Developing materials to supplement the textbook	-4

Discussion and Conclusion

The main purpose of this study was to investigate EFL teachers' perceptions of pedagogical content knowledge (PCK) in a sample of Iranian EFL public high school teachers. More specifically, this study explored EFL teachers' variant perceptions and priorities regarding their focus on PCK components to identify subjectivity clusters within this sample of teachers. The findings of this study can be applied to similar situations. By permitting teachers to identify their perceptions and priorities using the Q methodology, this study enriches the literature by providing a broader and richer perspective on the PCK

components of EFL teachers. In this study, three factors were identified: student-focused, pedagogy-focused, and proficiency-focused. Each of these factors reported significantly different perceptions and priorities. These factors conceptualize EFL teachers' instruction. It can inform or possibly guide their instructional practices.

The first point to note is that teachers consider the subject matter knowledge as the most important component of pedagogical content knowledge. Many studies have acknowledged the leading role of the knowledge of the subject matter in teaching practice (Gess-Newsome, 1999; Wilson et al., 1987). The finding underscores the importance of knowledge of subject matter in teaching English.

Another noticeable point is that more participants loaded on the first factor, i.e., student-focused components. This is a strikingly dominant perception. In this factor, in the perceptions of EFL teachers, a higher value and priority is placed on the components related to subject matter knowledge, student-related issues, and having lesson plans. Considering Shulman's (1986) definition of PCK as blending subject matter or content knowledge and pedagogy knowledge to transform and convey content in a form that can be comprehensible to students, the findings imply that once teachers have acquired subject matter knowledge, they need to consider the components of students and lesson planning before selecting pedagogical components to transfer the subject matter to students. This finding is consistent with Kind and Chan's (2019) position that student knowledge is considered as a "*bridging*" component between content knowledge and pedagogical knowledge. It helps teachers make the right decisions concerning the selection of instructional strategies to transfer content knowledge to students.

The top priority of components related to students, such as "*knowledge of emotional and supportive relationship with students*" and "*creating a good teacher-student relationship*", as well as teachers' comments may propose that foreign language teachers need to adjust their teaching approaches and methods to maximize the beneficial effects of positive emotions and minimize the harmful effects of negative emotions. This concern is aligned with the

position of scholars such as MacIntyre and Gregersen (2012), who assert that emotions can significantly affect foreign language learning. This finding is in line with the view of Richards (2020), who claims that teaching is not only about how to deliver subject matter to learners but also about how to manage the emotional dimensions of teaching and learning. In other words, teachers must remember that while content and well-planned classes are important, a student needs to be motivated with phrases or rewards not only *academically* but also *emotionally* (Nugent, 2009).

Factor 2, the pedagogy-focused components, sheds light on the prominence of the teacher's knowledge of using various methods and techniques and classroom management as well as knowledge of the differences between students. In this factor, knowledge of using various methods and techniques was placed at the top of the ranking, implying that it is the most crucial factor for teachers to consider when teaching.

According to the teachers' priorities, classroom management is placed as a top priority, while lesson planning has the lowest ranking. The teachers seem to use classroom management as a tool to control the presentation of content. Even knowledge and awareness of the differences among students serves as a means of better management. The importance of classroom management in the successful delivery of instruction has been highlighted by scholars, such as Anderson and Kincaid (2005) and Ben (2006), who contend that effective classroom management prepares and facilitates effective instruction through the creation of a prolific teacher-student relationship. This is critical to the advancement of teaching and learning.

Factor 3, proficiency-focused components, illustrates the perception of teachers who care the most about language proficiency. In this factor, teachers placed the most emphasis on their own language proficiency: Knowledge of the CLT method (speaking), vocabulary, teaching theories, grammar, and listening comprehension. On the other hand, they neglected or downplayed the students and the factors that affect their learning. For this reason, classroom management has become the most insignificant factor because the emotional and supportive connection with students is not considered important.

According to this group, the class can probably be managed with mastery of language skills, and classroom management knowledge is not essential.

This can be explained by the fact that participants in this factor had the highest average teaching experience compared with other factors. Previous studies confirm that experienced language teachers put more emphasis on language issues in their decisions than less experienced teachers (Nunan, 1992), and that experienced teachers learn to automate the routines related to classroom management, and therefore can emphasize more on content issues (Borg, 2003).

The findings from the study reveal that the perceptions held by EFL teachers tend to represent a multidimensional concept. They underscore the idea that PCK goes beyond the mere amalgam of two constituent knowledge areas: knowledge of subject matter and knowledge of pedagogy. Indeed, the findings imply that EFL teachers' PCK encompasses subject matter knowledge, lesson planning knowledge, learner knowledge, teaching methods and techniques knowledge, classroom management, and assessment knowledge. They demonstrate a more specific clarification of the PCK components.

The findings of the study also suggest that teachers' priorities do not exist in isolation from their context. Participants described priorities in accordance with their contextual conditions that have a profound effect on their actual practices. The conditions, which include factors such as school facilities, high-stake exams, and macro-political concerns, are the circumstances in which teachers would need to change their pedagogical actions and decisions.

This study offers several implications for the areas of continuing professional development and teacher education. The clearest issue identified by the study concerns the priority given to student-focused components in teacher education programs. Teachers and teacher educators should be aware of the effect of the teacher-student relationship and the emotional dimension in their EFL classroom, as these have an important impact on students' attitudes and achievement (Nugent, 2009).

The diverse perceptions identified in this study can raise EFL teachers'

awareness of the different viewpoints of effective transformation of lessons to students and the accounts of the distinctive perceptions of teachers' knowledge concerning the most important components of PCK. Additionally, teacher educators who gain insight into the perceptions of in-service teachers about language teaching may identify areas to which they should pay more attention during teacher training programs. The findings can also lead to the identification of professional development and training mechanisms that may enhance students' learning experiences in the classroom. Based on the results of this study concerning student-focused issues, training programs for teachers, teacher educators, and EFL teachers could take advantage of advances in educational psychology.

Q method is an analytical method for exploring subjectivity, but it examines subjectivity within a single group. The generalization and relevance of this study can be enhanced by applying this methodology on a larger scale or by supplementing it with qualitative research methods such as reflective diaries and classroom observation. Furthermore, complementing the study by examining the experiences of students in the classroom may provide additional insight into the priorities teachers set when delivering instruction in the classroom.

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Appendix

The statements of Q-sort and factor arrays of the statements in three factors

No.	Statements	Scoring Statements in Extracted Factors		
		Factor 1	Factor2	Factor3
		Factor Array	Factor Array	Factor Array
1	Knowledge of CLT method (knowledge of speaking)	+3	+1	+5
2	Knowledge of Vocabulary	+1	0	+4
3	Knowledge of Material development	-4	-4	0
4	Knowledge of Correction	0	0	+1
5	Knowledge of Students' expectations	+2	+1	-2
6	Having Good Sense of Humour	0	0	-2
7	Being Confident in the class	0	+2	-4
8	Assigning Effective Homework	+1	-1	-1
9	Being highly proficient in target language	-2	+4	+4
10	Knowledge of Students' Differences	0	+3	-3
11	Having Clear Objective for each Lesson	+3	0	0
12	Knowledge of Curriculum	-1	-1	-1
13	Awareness of the Structure of the Textbook	+2	-2	0
14	Awareness of Students' Attitudes toward Learning English	+1	+2	-2
15	Knowledge of Using Various Methods and Techniques	0	+5	+1
16	Knowledge of Feedback Provision for Students' Performance	-1	0	+1
17	Knowledge of Using Traditional Methods (GTM,ALM)	-5	+1	-1
18	Knowledge of Motivating Students	+4	-3	+2

19	Knowledge of Emotional and Supportive Relationship with Students	+4	0	-3
20	Awareness of Possible Difficulties Students may Encounter during Learning	+2	-1	0
21	Knowledge of Learning Styles	-2	-1	-3
22	Knowledge of Challenge for Students	-1	-3	0
23	Knowledge of Teaching Strategies	+2	+2	+1
24	Different Assessments to Ascertain Students' Understanding or Confusion	-1	-2	+1
25	Knowledge of Computer-Assisted Language Teaching	-3	-2	-1
26	Knowledge of Using Eclectic Method	-1	+3	+3
27	Awareness of Educational System's Policies	-4	-4	-2
28	Knowledge of Grammar	+1	+1	+3
29	Knowledge of General Goals and Objectives of ELT Materials (Textbooks)	-2	+1	0
30	Knowledge of How to Connect Old and New Topics	-3	+1	-3
31	Knowledge of Classroom Management	+1	+4	-5
32	Knowledge of Pronunciation	+1	-1	+2
33	Knowledge of Writing (writing composition, letter,)	-2	-3	+2
34	Knowledge of Teaching Theories	-2	-1	+3
35	Knowledge of teaching Reading	0	-1	+2
36	Knowledge of Appropriate ways of Assessment	-1	0	+2
37	Being Well-organized in Professional Work	-1	+2	0

38	Promoting Critical Thinking Skills in Students	-3	+2	+1
39	Creating a Good Teacher-Student Relationship	+3	+3	-2
40	Being Enthusiastic about Teaching	-3	+3	+1
41	Awareness of Students' Motivation, Interest and Enthusiasm	+2	+1	-1
42	Master of Subject Matter that the teacher is Supposed to Teach	+5	0	-1
43	Knowledge of Teaching Listening	+1	-2	+3
44	Having Lesson Plan	+3	-3	-1
45	Developing Materials to Supplement the Textbook	0	-2	-4
46	Knowledge of the Culture of Target Language	0	-5	0

Predictors of New Zealander and Iranian English Teachers' Productive and Maladaptive Teacher Immunity

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Abstract

This study strived to determine the main factors in New Zealander and Iranian English instructors' productive and maladaptive teacher immunity. Moreover, it examined the differences between the productive and maladaptive teacher immunity types of these groups of teachers. To this end, first, the researchers used convenience sampling for selecting 294 male and female New Zealander English instructors and 286 male and female Iranian English instructors at language institute settings as participants. Second, they used Google Forms to administer the teacher immunity, emotional intelligence, spiritual intelligence, perfectionism, and demographic information questionnaires of the study to New Zealander and Iranian participants. New Zealander and Iranian teachers completed and returned these questionnaires to the researchers in a one-month and seventy-day period of time, respectively. Third, the researchers used logistic regression and chi-square tests to perform the data analysis. The results indicated that New Zealander teachers' emotional intelligence, spiritual intelligence, and experience were the major factors in their productive and maladaptive teacher immunity. On the other hand, Iranian teachers' income, age, and emotional intelligence constituted the main factors in their teacher immunity types. Lastly, New Zealander teachers' teacher immunity was more productive than Iranian instructors' teacher immunity. The results were ascribed to the context-sensitive nature of English teachers' productive and maladaptive teacher immunity. These results may have practical implications for the teacher education and supervisor education courses in foreign language contexts.

Keywords: emotional intelligence, experience, spiritual intelligence, teacher immunity.

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Introduction

The close perusal of the recent empirical studies in the field of language instruction (e.g., Hiver, 2016, 2018; Khalili et al., 2023) highlights the fact that *language teacher factors* have attracted considerable attention. Richards et al. (2016) defined these factors as the teachers' multitudinous affective and cognitive characteristics that are likely to have noticeable impacts on teacher's pedagogical efficacy. Likewise, Cirocki and Farrell (2017) pointed out that teacher factors encompass teachers' internal variables that influence teachers' professional conduct in their workplace.

The construct of *Teacher Immunity* (TI) is one of the affective teacher characteristics that reflect teachers' psychological health (Cirocki & Farrell, 2019). Hiver (2015) introduced this construct into the field of language teaching by drawing a comparison between the biological immune system of human body and psychological immune system of teachers' mind. Accordingly, he defined TI as the psychological shield that protects the teachers against the diverse sources of stress in their relevant academic settings. As Hiver and Dörnyei (2017) pointed out, TI may be affected by language teachers' *affective* and *personal* characteristics.

In the field of language teaching, Emotional Intelligence (EI), Spiritual Intelligence (SI), and perfectionism are considered to be affective variables which can influence teachers' performance (Lindvall et al., 2018). Goleman (1995) defined EI as the category of intelligence that capacitates the individuals to exercise conscious control over their feelings and to take advantage of their positive emotions for establishing working and harmonious relationships with other individuals in different situational contexts. As he explained, people with higher levels of EI are aware of their internal resources and can easily acclimatize themselves to various situations. Moreover, Zohar and Marshall (2000) argued that SI refers to the intelligence category that empowers people to exhibit behaviors which are congruent with their underlying values and their conceptualizations of their foremost objectives in different contexts. As they explained, people with higher levels of SI are conscientious and use their critical thinking skills effectively in the process of task performance. Lastly,

Stoeber and Corr (2015) defined perfectionism as the individuals' innate desire to be superior to others and to express their supremacy over their rivals in different professional settings. As they noted, individuals with higher levels of perfectionism strive to refine their performance in their settings with the help of self-evaluation and peer-evaluation.

Furthermore, in language instruction, teachers' *age*, *experience*, and *income* are among the major personal factors (Klassen & Chiu, 2010). Kim and Roth (2011) defined teachers' age as the biological age of their body. Furthermore, they noted that teacher experience is determined based on teachers' practical language instruction in various academic settings. Lastly, they pointed out that income is mostly equated with teachers' monthly wages along with their added bonuses.

Review of the Related Literature

Teacher Immunity

Hiver (2017) delved deeply into the structure of this construct to itemize its sub-components. To this end, he used factor analysis and particularized seven major sub-components of TI, including *instruction self-efficacy*, *resilience*, *openness to change*, *attitudes towards instruction*, *burnout*, *affectivity*, and *coping*.

As he explained, instruction self-efficacy refers to language teachers' beliefs in their instructional capability in their classes. Moreover, Gu and Day (2013) noted that resilience determines the degree to which the teachers can adapt themselves to diverse teaching situations without being influenced by contextual stressors. Furthermore, Dewaele and Li (2021) stated that openness to change shows the teachers' attitudes towards the developments in their field and their acceptance of alternative teaching approaches and techniques. In addition, as Mierzwa (2019) pointed out, attitudes toward instruction refer to the teachers' perspectives on the utility of their pedagogic practices for ameliorating the learners' language learning. Additionally, Lauerman and König (2016) averred that burnout encompasses the teachers' psychological exhaustion that stems from their prolonged exposure to stress-inducing factors

in their academic settings. Besides, Dewaele et al. (2019) stated that affectivity specifies the extent to which teachers are able to control their feelings during their teaching. Lastly, Salkovsky et al. (2015) noted that coping comprise the teachers' use of various affective strategies for dealing with the stressors in the context of the classroom.

In addition to the specification of the sub-components of TI, Hiver and Dörnyei (2017) expounded on the types of this construct. To this end, they distinguished *productive* TI from *maladaptive* TI. As they explained, productive TI is similar to an efficient immune system and empowers the teachers to stifle their negative emotions and to capitalize on their positive aroused emotions for dealing with the contextual sources of stress in their workplace. On the other hand, maladaptive TI is comparable to an overactive immune system. That is, it turns language teachers to cynical individuals who oppose changes in their field and are greatly disturbed by the environmental distresses.

Emotional Intelligence

The close perusal of the literature on EI indicates that EI was first introduced to the field of instruction by Beldoch's (1964) article where he explored the concept of effective communication in academic settings. Nonetheless, this concept attracted considerable attention in this field and became a recurrent line of research due mainly to its explanation in Goleman's (1995) textbook that delved more deeply into its nature. Goleman (1995) defined EI as the intelligence type that empowers individuals to understand, control, and use their emotions in order to develop more harmonious relationships with other people and to perform their educational or occupational tasks more effectively.

In his later work, Goleman (1998) strived to determine the main sub-components of EI. To this end, he itemized five sub-components of EI including *motivation, self-awareness, empathy, self-regulation, and social skill*. As Goleman (1998) noted, the motivation refers to the individuals' cognizance of the factors that encourage them to perform their tasks effectively. Moreover, the self-awareness determines the degree to which the individuals are able to specify

the impacts of their positive and negative emotions on their interpersonal relationships. Furthermore, the self-regulation comprises the individuals' ability to capitalize on their positive emotions to stifle their negative feelings. Lastly, the social skill encompasses the individuals' ability to develop harmonious relationships with their peer in various settings.

Spiritual Intelligence

The concept of SI was developed by Zohar (1997) in order to draw a parallel between spiritual side of human beings and their cognitive side. In her later work, Zohar (2000) defined SI as the individuals' ability to perceive the underlying meaning of human existence and the relationship between the human life and the material world. As she explained, a higher level of SI ameliorates the individuals' psychological well-being, improves their ability to establish working relationships with the other people and ameliorates their task performance capability.

In light of this definition, Emmons (2000) particularized the main sub-components of SI and averred that this concept encompassed five sub-components including *transcendence*, *consciousness*, *sanctification*, *resources*, and *virtuosity*. As he explained, the transcendence and the consciousness refer to the individuals' ability to disregard the material issues and to exert control over their consciousness levels, respectively. Moreover, the sanctification and the resources encompass the individuals' tendency to consider their experiences as worthwhile life moments and their ability to utilize their spiritual resources, respectively. Lastly, virtuosity comprises the individuals' virtuous behavior in the course of their life.

Perfectionism

Parker and Adkins (1995) stated that the perfectionism constitutes one of the psychological constructs that may have a major effect on individuals' occupational or educational efficacy. They defined perfectionism as individuals' constant effort to perform their relevant tasks flawlessly and to evaluate their performance critically in light of pre-specified criteria. Considering this

definition, Hewitt and Flett (1990) itemized three underlying sub-components of perfectionism, including *self-oriented perfectionism*, *other-oriented perfectionism*, and *socially prescribed perfectionism*. Based on Hewitt and Flett's (1990) view, self-oriented perfectionism encompasses the individuals' efforts to satisfy their own criteria in task performance. Moreover, other-oriented perfectionism specifies the degree to which an individual expects his/her peers to achieve perfection in task performance. Finally, socially prescribed perfectionism refers to the extent to which individuals strive to perform their tasks in light of external standards of their relevant society.

Age, Experience, and Income

A perusal of teacher factors shows that EFL teachers' age and experience have been recurrent research lines in language instruction. Edwards (1993) stated that teachers' age refers to the period of their life in the material world. Moreover, teachers' experience is determined based on the length of their language instruction in in-person or online language classes. As he explained, the interest in EFL teachers' age and experience stems from the fact that the maturation in age and the increase in experience may have significant impacts on teachers' language teaching and learning beliefs along with pedagogical practices. In addition to age and experience, researchers have examined income as a significant language teacher factor. Alter and Haydon (2017) stated that EFL teachers' income is determined based on their weekly and monthly wages along with added bonus. In their view, this factor may have a noticeable impact on EFL teachers' affective factors and their performance in their academic settings.

Purpose of the Study

The examination of empirical studies of teacher factors shows that researchers have followed specific lines of empirical research on TI. In this regard, specific studies (e.g. Dobakhti et al., 2022a; Wang et al., 2022) have focused on the role of teachers' personal factors regarding their TI. Moreover, some studies (e.g. Rahmati et al., 2019) have investigated the effect of teachers'

reflective practices on their TI. Furthermore, certain studies (e.g. Dobakhti et al., 2022b; Maghsoudi, 2021; Songhory et al., 2018) have examined the impact of teacher education on TI. Lastly, a few studies (e.g. Pourbahram & Sadeghi, 2020) have tried to compare language teachers' TI in language institute and school settings. Notwithstanding, these studies have not made an attempt to determine the factors in language teachers' productive and maladaptive TI types in second and foreign language contexts. Furthermore, they have not compared ESL and EFL teachers' productive and maladaptive TI types. The development of a satisfactory understanding of the predictors of TI types in second and foreign language contexts and the differences between language teachers' TI in these contexts may have practical implications for teacher education courses. More specifically, it can help the teacher educators to provide pre-service and in-service teachers with tailor-made education that empowers them to deal with stress-inducing factors in their classes in an effective way. The present study strived to deal with the above-mentioned inadequacy of research by focusing on the ESL context of New Zealand and EFL context of Iran. To this end, we made an endeavor to answer three questions:

1. What are the factors that predict New Zealander English teachers' productive and maladaptive TI?
2. What are the factors that predict Iranian English teachers' productive and maladaptive TI?
3. Are there significant differences between New Zealander and Iranian English teachers' productive and maladaptive TI?

Method

Participants

In this study, the researchers utilized convenience sampling to select 294 (145 male & 149 female) New Zealander English instructors and 286 (142 male & 144 female) Iranian English instructors at language institute settings as the participants of the study. New Zealander participants were selected from among the English teachers at various language institutes in fourteen cities in New Zealand, including Auckland, Wellington, Christchurch, Dunedin, Hamilton,

Rotorua, Tauranga, Nelson, Palmerston North, New Plymouth, Napier, Gisborne, Porirua, and Blenheim. They had a B.A., M.A., or Ph.D. degree in the field of English Language Teaching (ELT) and ranged in age from 28 to 69. Moreover, their level of experience was in the range of 3 to 41 years. Iranian participants were selected from among the language instructors in seventeen cities in Iran, including Urmia, Tabriz, Ardabil, Zanjan, Tehran, Ilam, Yazd, Kerman, Ahvaz, Kermanshah, Rasht, Shiraz, Isfahan, Mashhad, Qazvin, Karaj, and Yasuj. Similar to New Zealander participants, they were B.A. M.A. or Ph.D. graduates of ELT. Notwithstanding, they were in the age range of 25 to 66 and ranged in experience from 2 to 42 years. The researchers obtained written informed consent from both New Zealander and Iranian participants prior to the onset of the study.

Instruments

The researchers used a number of instruments, including TI, demographic information, EI, SI, and perfectionism questionnaires to collect the data. TI questionnaire was used to gather data on participants' productive and maladaptive TI. On the other hand, the remaining instruments were utilized to examine the participants' age, experience, income, EI, SI, and perfectionism. The researchers used the predictive correlational design to determine the extent to which participants' personal factors (i.e. age, experience, & income) along with their affective factors (i.e. EI, SI, & perfectionism) predicted their productive and maladaptive TI. The following sections provide adequate information about the instruments:

TI Questionnaire. Considering the main objective, the researchers used Hiver's (2017) TI questionnaire in order to investigate New Zealander and Iranian English instructors' TI. This instrument encompassed 39 items that were rated on a 7-point Likert-scale ranging from *strongly agree* to *strongly disagree*. These items focused on the aforementioned seven sub-components of TI. Hiver (2017) stated that this questionnaire was a reliable (0.82) and valid (0.89) instrument for examining the language teachers' TI. Nevertheless, the researchers used Cronbach's alpha measure of internal consistency in a pilot

study (which involved 28 New Zealander and 26 Iranian EFL teachers) for examining the reliability of the questionnaire in the contexts of New Zealand and Iran. Based on the results of the pertinent analyses, reliability indices of this instrument were .84 and .81 in the contexts of New Zealand and Iran respectively. Consequently, this instrument could be used in the present study. The cut-off point of this questionnaire was 156. Therefore, the researchers classified TI scores that were less than 156 into the *maladaptive* TI category. On the other hand, they classified the TI scores that were larger than 156 into the *productive* TI category. The Google Forms were used for administering this questionnaire to New Zealander and Iranian English teachers.

Demographic Information Questionnaire. The researchers used a demographic information questionnaire for collecting data on New Zealander and Iranian EFL instructors' *age, gender, level of experience (in years), and income (in US dollars)*. The participants were asked to complete the questionnaire and to return it to the researchers using Google Forms.

Emotional Intelligence Questionnaire. In view of the aforementioned objectives, the researchers used Wong and Law's (2002) EI questionnaire to determine New Zealander and Iranian English instructors' EI. This instrument comprised 16 items. These items were rated on a 5-point Likert scale ranging from *totally agree* to *totally disagree*. Law et al. (2008) investigated the psychometric properties of this scale and reported that its reliability and validity indices were satisfactory. Nevertheless, in this study, the researchers examined its reliability using Cronbach's alpha measure. Based on the obtained results, reliability indices of the scale were .83 and .79 in the contexts of New Zealand and Iran, respectively. Therefore, this instrument was utilized. Google Forms were used to administer this questionnaire to New Zealander and Iranian participants.

Spiritual Intelligence Questionnaire. The researchers took advantage of King and Decicco's (2009) SI questionnaire to determine New Zealander and Iranian English teachers' SI. This questionnaire encompassed 24 items that were rated on a 5-point Likert-scale ranging from *not at all true of me* to *completely true of me*. King and Decicco (2009) noted that this scale was

a reliable and valid instrument. Nonetheless, in the above-mentioned pilot study, the researchers utilized Cronbach's alpha measure to specify the reliability of this questionnaire. The results indicated that the reliability indices of this instrument were .81 and .87 in the case of New Zealander and Iranian participants and the instrument constituted a reliable SI scale. Google Forms were used for administering this instrument to both of the groups of participants.

Perfectionism Questionnaire. Based on the purposes of the study, the researchers used Hewitt and Flett's (1990) perfectionism scale in order to examine New Zealander and Iranian EFL teachers' perfectionism. This scale encompassed 45 Likert-scale items that were scored on a 7-point scale ranging from *completely agree* to *completely disagree*. According to Hewitt and Flett (1990), psychometric properties of the instrument were acceptable. Notwithstanding, Cronbach's alpha measure was utilized to determine its reliability. The obtained results accentuated the fact that the reliability indices of this scale were .79 and .81 in the contexts of New Zealand and Iran, respectively. Consequently, the instrument was used in the study. Google Forms were employed for sending this questionnaire to New Zealander and Iranian English instructors.

Procedure

In this study, first, the researchers identified 61 prestigious language institutes in the above-mentioned fourteen cities in New Zealand. Second, they examined the websites of these institutes to specify the teachers who had B.A., M.A. or Ph.D. degrees in the field of ELT. The preliminary search provided the researchers with the contact information of 541 language teachers, including 266 male and 275 female teachers. Third, they used these teachers' email addresses to contact them and to apprise them of the main intent and the procedure of the study. Ninety-eight of these teachers did not respond to the researchers' emails. Moreover, 149 of these teachers stated that they could not participate in the study due to diverse reasons. After all, 294 New Zealander EFL instructors, including 145 male and 149 female instructors agreed to

participate in the study. The researchers obtained these teachers' informed consent using Google forms prior to the onset of the data collection. Fourth, the researchers utilized Google Forms to send instruments to these participants. More specifically, they used these forms to administer Hiver's (2017) TI questionnaire, researcher-developed demographic information questionnaire, Wong and Law's (2002) EI questionnaire, King and Decicco's (2009) SI questionnaire, and Hewitt and Flett's (1990) perfectionism questionnaire to New Zealander English teachers. The teachers completed the above-mentioned questionnaires and returned them to the researchers in about two months.

Fifth, the researchers identified 69 prestigious language institutes in the aforementioned seventeen cities in Iran. Sixth, they contacted the management departments of the relevant institutes, apprised their managers of main objectives, and requested the contact information (e.g. telephone number, or Whatsapp/Telegram number) of the teachers who had a B.A., M.A. or Ph.D. degree in the field of ELT. At this point, the managers provided the researchers with the contact information of 597 teachers including 352 male and 245 female teachers. Seventh, they contacted all of these teachers and informed them about the main purpose and the procedure of the study. Eighty-six of the teachers did not respond to the researchers' telephone calls or Whatsapp/Telegram messages/calls. Moreover, 225 of these teachers refused to participate in the present study owing to different reasons. Consequently, 286 (142 male & 144 female) Iranian EFL instructors took part in this study. Similar to New Zealander teachers, Iranian teachers completed the informed consent forms. Eighth, the researchers sent the above-mentioned instruments to Iranian teachers using Google Forms. These teachers completed and returned these questionnaires to the researchers in about seventy days. Finally, data were analyzed using SPSS 24.

Design

The present study used the *predictive correlational design* to determine the significant factors in New Zealander and Iranian English instructors' productive and maladaptive TI. Mackey and Gass (2016) noted that this design

can be used to determine the degree to which the independent or *predictor* variables can predict the variance in a certain dependent or *criterion* variable. Accordingly, in this study, the researchers strived to examine the degree to which New Zealander and Iranian teachers’ age, level of experience, income, EI, SI, and perfectionism predicted the variance in their productive and maladaptive TI.

Results

The first question made an endeavor to determine the significant factors that predicted New Zealander English teachers’ productive and maladaptive TI. In the same vein, the researchers used Binary Logistic Regression (BLR) test to perform the data analysis. Nonetheless, there was a need to check the multi-collinearity assumption. To this end, the researchers examined the Tolerance values of predictor variables. Table 1 provides the relevant results:

Table 1
Collinearity Diagnostics of Predictor Factors in New Zealander Teachers’ Productive and Maladaptive TI

Variable	Tolerance
Age	.422
Experience	.511
Income	.643
EI	.254
SI	.454
Perfectionism	.654

Based on Table 1, Tolerance values of predictor variables were larger than 0.1. Therefore, multi-collinearity assumption was not violated (Pallant, 2007). Based on these results, the researchers examined the tests of the model

coefficients that expounded on the goodness of fit of the relevant model. Table 2 shows these results:

Table 2
Omnibus Tests of Model Coefficients of New Zealander English Teachers' Productive and Maladaptive TI

Test	Chi-Square	df	Sig.
Step	92.239	6	.000
Block	92.239	6	.000
Model	92.239	6	.000

According to Table 2, the results of Omnibus Tests of Model Coefficients were significant ($p<0.05$). Consequently, the researchers could examine the goodness of the fit. Table 3 provides these results:

Table 3
Hosmer and Lemeshow test of New Zealander English Teachers' Productive and Maladaptive TI

Chi-Square	df	Sig.
13.605	8	.193

As shown in Table 3, goodness of fit result was not significant ($p>0.05$). This result assured the researchers of the goodness of fit of the model (Pallant, 2007). Consequently, the summary of the relevant model was examined. Table 4 shows the pertinent results:

Table 4
Model Summary of New Zealander English Teachers' Productive and Maladaptive TI

-2 Log likelihood	Cox & Snell R Square	Nagelkerke R Square
96.552	.297	.406

The *Cox and Snell R Square* and *Nagelkerke R Square* values in Table 4 indicated that the model explained between 29.7 and 40.6 percent (i.e. R Square values multiplied by 100) of the variance in New Zealander English teachers’ productive and maladaptive TI. Considering these results, contributions of predictor factors to these participants’ productive and maladaptive TI were examined. The relevant results are provided in Table 5:

Table 5
Variables in the Equation on New Zealander English Teachers’ Productive and Maladaptive TI

Variable	Wald	Sig.
Age	.233	.629
Experience	4.948	.026
Income	.174	.677
EI	12.554	.000
SI	6.795	.009
Perfectionism	.714	.398

The examination of the Wald values and their relevant probability values in Table 5 shows that New Zealander English teachers’ EI (12.554), SI (6.795), and experience (4.948) were respectively the first, the second, and the third predictor variables that made the strongest significant contributions to the explanation of their productive and maladaptive TI.

The second question attempted to specify the significant predictors of Iranian English teachers’ productive and maladaptive TI. To this end, the researchers used BLR test to specify the above-mentioned factors. There was a need to check the multi-collinearity assumption. Therefore, the researchers examined the results of collinearity diagnostics. These results are shown in Table 6:

Table 6
Collinearity Diagnostics of Predictor Factors in Iranian English Teachers' Productive and Maladaptive TI

Variable	Tolerance
Age	.342
Experience	.431
Income	.588
EI	.431
SI	.236
Perfectionism	.594

According to Table 6, none of the Tolerance values was less than 0.1. Therefore, multi-collinearity assumption was not violated and the researchers could examine the tests of the model coefficients (i.e. goodness of fit tests). Table 7 provides these results:

Table 7
Omnibus Tests of Model Coefficients of Iranian English Teachers' Productive and Maladaptive TI

Test	Chi-Square	df	Sig.
Step	88.560	6	.000
Block	88.560	6	.000
Model	88.560	6	.000

As shown in Table 7, results of Omnibus Tests of Model Coefficients were significant ($p < 0.05$). Therefore, researchers could examine goodness of fit results. Table 8 provides these results:

Table 8
Hosmer and Lemeshow test of Iranian English Teachers' Productive and Maladaptive TI

Chi-Square	df	Sig.
11.292	8	.726

As shown in Table 8, the goodness of fit result was not significant ($p>0.05$). This result assured researchers of the goodness of fit of the model (Pallant, 2007). Therefore, summary of the relevant model was examined. Table 9 provides the relevant results:

Table 9

Model Summary of Iranian English Teachers' Productive and Maladaptive TI

-2 Log likelihood	Cox & Snell R Square	Nagelkerke R Square
31.142	.645	.872

The *Cox & Snell R Square* and *Nagelkerke R Square* values in Table 9 indicated that the model explained between 64.5 and 87.2 percent of the variance in Iranian English instructors' productive and maladaptive TI. Based on these results, contributions of predictor factors to these participants' productive and maladaptive TI were examined. Table 10 shows these results:

Table 10

Variables in the Equation on Iranian English Teachers' Productive and Maladaptive TI

Variable	Wald	Sig.
Age	6.074	.014
Experience	.870	.351
Income	7.594	.006
EI	4.461	.035
SI	.126	.873
Perfectionism	.550	.458

The examination of the Wald values and their relevant probability values in Table 10 shows that Iranian English teachers' income (7.594), age (6.074), and EI (4.461) were respectively the first, the second, and the third predictor variables that made the strongest significant contributions to the explanation of their productive and maladaptive TI.

Finally, the third question strived to determine the difference between New Zealander and Iranian English teachers’ productive and maladaptive TI. Considering this objective, the researchers used Chi-Square Test for Independence to perform the data analysis. Table 11 provides the frequency and percentage of New Zealander and Iranian English teachers’ productive and maladaptive TI:

Table 11
Frequency and Percentage of New Zealander and Iranian English Teachers’ Productive and Maladaptive TI

Groups	Productive TI	Maladaptive TI
New Zealander English Teachers	186 (63.3%)	108 (36.7%)
Iranian English Teachers	151 (52.8 %)	135 (47.2%)

The researchers used Chi-Square Test to determine the significance of the differences between the frequencies of New Zealander and Iranian English teachers’ productive and maladaptive TI. Table 12 provides these results:

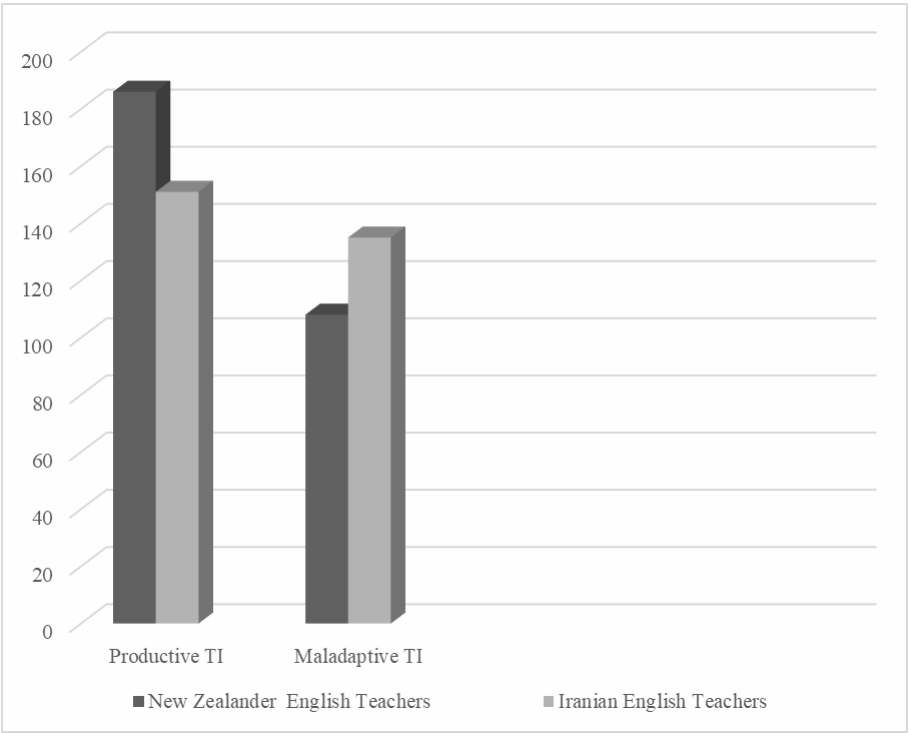
Table 12
Chi-Square test of New Zealander and Iranian English Teachers’ Productive and Maladaptive TI

Tests	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	6.526	1	.011
Continuity Correction	6.103	1	.013

Pallant (2007) noted that in 2 by 2 Chi-square tables, the Continuity Correction value has to be checked instead of the Pearson Chi-Square value. The examination of this value in Table 12 showed that the result of Chi-Square test was significant ($p<0.05$). Consequently, there were significant differences between New Zealander and Iranian English teachers in terms of their

productive and maladaptive TI. Figure 1 shows these results:

Figure 1
New Zealander and Iranian English Teachers' Productive and Maladaptive TI



Discussion

The first question was an effort to determine the factors in New Zealander English teachers' productive and maladaptive TI. The obtained results indicated that these teachers' EI, SI, and experience were respectively the first, the second, and the third predictor variables that made the strongest significant contributions to the explanation of their productive and maladaptive TI. In general, these results corroborate the results of a number of studies including the studies that were conducted by Chan and Siu (2016), Taghvaininia and Mirzaei (2017), Edara (2021), and Dobakhti et al. (2022b). These studies reported that individual factors such as personality and EI are likely to predict the variance in teachers' psychological well-being.

Goleman (1995) pointed out that individuals' EI capacitates them to establish constructive relationships with their peers in different situational contexts. As he explained, the people with higher levels of EI are able to formulate and implement diverse social support coping strategies. These strategies enable them to acclimatize themselves to their relevant settings and to develop and maintain supportive and harmonious relationships with the other individuals in their relevant settings. Moreover, Goleman (1998) pointed out that, these individuals are cognizant of their competence and capabilities and adopt positive attitudes towards their ability to perform their tasks in their occupational and academic settings.

Furthermore, Zohar (2000) noted that SI constitutes an affective factor that enables the individuals to appreciate the significance of diversity and change in the course of life. In her view, the individuals with higher levels of SI respect the changes in their environment and make an endeavor to rely on these changes to ameliorate their performance in diverse situational contexts. In addition, Zohar (2010) noted that these individuals can manage various emotions in the process of task performance by implementing efficacious affective strategies.

Lastly, Malakolunthu et al. (2010) stated that the language teachers' experience is likely to empower them to deal with their occupational insecurities in an effective way. They explained that a large number of the novice teachers have different inhibitions about teaching the target language in the context of the classroom due mainly to the fact that they are not cognizant of the pedagogical efficacy of their instructional approaches and strategies. As they explained, the teachers' practical experience of teaching the target language apprises them of the effective language instruction techniques and enables them to appraise the effectiveness of various teaching strategies. They concluded that the teachers' confidence in the utility of their teaching strategies might have a positive impact on their psychological well-being in their workplace.

Considering the above-mentioned discussions, it can be argued that, in the present study, New Zealander English teachers' EI significantly predicted

their productive and maladaptive TI since it empowered them to develop working relationships with their language learners and prompted them to take favorable attitudes towards their language instruction ability. Furthermore, these instructors' SI was a significant factor in their TI due mainly to the fact that it helped them to value the changes in their academic setting and enabled them to regulate their emotions by using efficacious affective strategies. Lastly, these instructors' experience was a significant predictor of their TI owing to the fact that it ameliorated their confidence in their pedagogical capabilities in their classes.

The second question endeavored to itemize the significant predictors of Iranian English instructors' TI. Based on the results, these instructors' income, age, and EI were respectively the first, the second, and the third predictor variables that made the strongest significant contributions to the explanation of their productive and maladaptive TI. In general, these results corroborate the results of the studies which were conducted by Abbasi et al. (2018), Guerra-Bustamante et al. (2019), and Kayed and Kazemian Moghadam (2021). These studies reported that a number of personal attributes such as age and income were likely to influence the teachers' psychological health in different situational contexts.

Hanushek and Rivkin (2007) pointed out that income is one of the contextual factors that may deeply affect the teachers' mental health. As they explained, in most of the societies, teachers do not receive high wages and consider their income as the only steady source of livelihood that enables them to provide for their families. Consequently, the threats to their wages influence their psychological well-being and reduce their pedagogical efficacy. Likewise, Reardon and Portilla (2016) pointed out that, teachers' income might be a significant factor in their mental health owing to the fact that it affects all of the aspects of their personal and social life. According to them, teachers with low wages constantly grapple with financial problems and are likely to suffer nervous breakdowns. They concluded that, a high and steady income can promote the language teachers' mental health in diverse academic settings.

Moreover, Chetty et al. (2014) noted that the teachers' age may have a

beneficial impact on their appraisal of their pedagogical efficacy in their academic and occupational settings. They explained that teachers tend to establish a stronger professional identity over the course of their service years. According to them, in the early years of their teaching, teachers predominantly rely on external support to deal with the stress-inducing factors in their workplace. Nonetheless, their maturation in age has a beneficial effect on their professional maturation and empowers them to take advantage of their inner resources for relieving their psychological tension.

Lastly, Dhani and Sharma (2016) stated that teachers' EI plays a decisive role in their emotion-regulation. As they explained, teachers with higher EI levels are able to develop a satisfactory understanding of the facilitative or debilitative impacts of their emotions on their professional performance and are able to stifle the negative feelings that may interfere with their use of efficacious teaching practices.

Based on these discussions, it can be pointed out that, in this study, Iranian English teachers' income was a significant predictor of their TI since it affected all of the aspects of their personal and professional lives. Furthermore, these teachers' age significantly predicted their TI since it had an advantageous effect on their professional maturation. Lastly, Iranian English teachers' EI was a significant factor in their TI since it empowered them to regulate their emotions by suppressing their negative feelings.

Finally, the third question examined the difference between New Zealander and Iranian English teachers' productive and maladaptive TI. The results indicated that New Zealander teachers' TI was more productive than Iranian teachers' TI. In general, these results corroborate the results of the study that was conducted by Hiver (2017) and indicated that teachers' TI types varied from context to context. In his study, Hiver (2017) reported that TI was essentially a context-sensitive construct. As he explained, English teachers' TI types may be affected by numerous contextual factors. Moreover, according to him, the contextual factors may have differential impacts on the teachers' TI types. Based on this discussion, it can be stated that, the difference between the predictor factors in New Zealander and Iranian English teachers' productive

and maladaptive TI stemmed from the context-sensitive nature of the construct of TI.

Conclusion

This study made an endeavor to specify the significant factors in New Zealander and Iranian English teachers' TI. The results indicated that New Zealander teachers' TI was mainly influenced by their internal resources. Nonetheless, Iranian English teachers' TI was heavily affected by their income which constituted an external variable. These results highlight the need to redress current teacher education courses in the context of Iran. More specifically, there is a need to overhaul the syllabus of the courses and to re-educate their teacher educators. First, perusal of the content of most of these courses shows that they do not provide teachers with adequate information on teacher factors including TI. Consequently, it is necessary to include a specific teacher factor module in the syllabi of these courses to inform prospective teachers about construct of TI along with its sub-components. Moreover, they should be apprised of the contextual factors (e.g. income) which may have a deleterious influence on their psychological health and might result in the development of their maladaptive TI. Moreover, the majority of EFL teacher educators are experienced teachers who have attended numerous national and international teacher education courses and have obtained their certificates. As a result, they are predominantly concerned with the practical consideration of language instruction, and consequently disregard the role of major teacher factors, such as TI in the teachers' pedagogical efficacy. Therefore, the re-education of teacher educators has to inform them about the significant role of teacher factors (e.g. TI) in teachers' professional performance and has to prompt them to make the teachers aware of the negative effects of specific stressors (e.g. low income) on their psychological well-being.

In addition, there is a need to rectify the EFL supervisor education courses in Iranian context. Similar to the teacher education courses, overhaul process has to target course content and educators. First, current courses mainly focus on the supervisors' general English knowledge, mastery over

teaching methodology of the relevant institutes, and the use of efficacious teaching and learning strategies. Notwithstanding, they overlook the teacher factors such as TI and gloss over their role in teachers' academic performance. Therefore, there is a need to add a module to the syllabi of these courses whereby the prospective supervisors can be informed about the impacts of teachers' factors on their classroom performance. Furthermore, the supervisor educators need to receive education on emotional and psychological support. This kind of education can help these educators to prepare the prospective supervisors for dealing with the distraught English teachers' psychological tension and empowering the teachers to regulate their negative emotions using affective strategies.

This study had certain limitations since it did not control the effects of certain individual teacher factors, such as the participants' gender and language background on the results. Furthermore, the researches delimited the study by focusing on language institutes. The future studies can deal with these issues. Furthermore, these studies need to determine the differences and similarities between the significant factors in English teachers' TI in various contexts. Lastly, these studies should examine the degree to which affective-strategy-oriented teacher education courses influence the ESL/EFL teachers' TI.

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The Effect of Web-based Dynamic Assessment (WDA) on Iranian Intermediate EFL Learners' Pragmatic Knowledge: Apology, Refusal and Request

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Abstract

Speech acts, as a main category of pragmatic competence in the success of communication, are considered one of the important research areas in the field of English Language Teaching (ELT) due to the heed to pragmatic competence as a main component of language competence. As a dominant change in the area of language assessment, the emergence of an assessment procedure, namely dynamic assessment (DA), can be mentioned. This quasi-experimental study sought to investigate the effect of web-based dynamic assessment (WDA) on Iranian intermediate EFL learners' pragmatic knowledge. The participants of this study consisted of 100 female Iranian intermediate EFL learners studying English in one of the private language institutes of Tehran, Iran. They were selected through convenience sampling in the form of five intact classes based on their availability. The Michigan Test of English Language Proficiency (MTELP) and a multiple-choice Written Discourse Completion Test (WDCT), adapted from Birjandi and Rezaei (2010, taken from Tajeddin & Bagherkazemi, 2014) and other WDCTs available in the market, were used to collect the data. For data analysis, descriptive statistics and the analysis of covariance (ANCOVA) along with Bonferroni multiple comparisons were run. The results showed that web-based Brown's graduated prompt approach and Feuerstein's mediated learning experience (MLE) approach were more effective than the other two models (Guthke's learntest approach and Carlson and Wield's testing the limits approach) on EFL intermediate learners' appropriate use of apology, refusal, and request. The findings have implications for EFL teachers, learners, and curriculum planners.

Keywords: apology, pragmatic knowledge, refusal, request, web-based dynamic assessment (WDA)

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Introduction

Language teaching is an arena wherein some notions are closely interrelated. Among such notions, instruction and assessment can be mentioned. Due to such a relationship, any change in instruction can contribute to modifications in assessment and vice versa (Poehner, 2008). As a dominant change in the area of language assessment, the emergence of an assessment procedure, namely dynamic assessment (DA), can be considered (Poehner, 2008).

DA, obtained from Vygotsky's (1989) Socio-cultural Theory of Mind (SCT) and his theory of Zone of Proximal Development (ZPD). It cultivates its roots in the opinion that viewing people's free-standing execution reveals the consequences of their past improvement; however, the objective of most evaluations is to predict learners' performance in the future (Poehner, 2008). Based on this view, if one wishes to have a thorough grasp of the development processes and to scaffold individuals to cope with learning difficulties, he or she should be aware that it does not suffice to just observe their sole performance in the present (Lantolf & Poehner, 2011). Rather, what is needed is interaction with individuals is to activate their full range of abilities and support their development (Lantolf & Poehner, 2011). Applying this to the context of education, educators ought to recognize their learners' abilities (assessment) and help them develop (instruction) in dialectically merged activities. This approach is what Poehner (2008) called DA.

Researchers are increasingly focusing on web-based DA (WDA) in education, a form of DA that eliminates face-to-face interaction between teachers and students using web 2.0 technologies like wikis, blogs, and social networking (Besharati & Ahmadi, 2017). However, there are different DA models and some are really under-investigated. They include Guthke's Lerntest Approach, Carlson and Wield's Testing-the-Limits Approach, Brown's Graduated Prompt Approach, and Feuerstein's Mediated Learning Experience Approach.

On the other hand, Speech acts, a key component of pragmatic competence, constitute a crucial research area in English language teaching

(ELT) due to their significant role in language proficiency (Kasper, 2000).

The speech acts of request, refusal, and apology are researched more and more frequently than other speech acts for several reasons. These types of speech behaviors are more prevalent in casual conversations. We make requests in order to get things done, refuse requests in order to deny requests, and apologize in order to show we feel bad about what we did. Getting what we desire and preserving social relationships depend on these speaking behaviors. Compared to other speech acts, these three are more intricate. To utilize them successfully, we need to consider the social environment, the speaker-listener connection, and the speaker's objectives. Learning these speech acts is more difficult for those who experience second language learning. They call for a sophisticated comprehension of etiquette and linguistic rules (Searle, 1969; Thomas, 1983; Bardovi-Harlig & Dörnyei, 1998, 2002; Matsumoto, (2002).

Speech act knowledge consists of language user's sociocultural knowledge and his/her sociolinguistic knowledge (Sadri et al., 2018). Moreover, according to Austin (1962), speech acts are considered as important factors in effective communication (Mendes & Martines, 2022; Sadri et al., 2018). As stated by Leech (1983), the main contribution of speech acts is to reduce disruption and to keep the social balance and friendly ties. In linguistic theory, this is an important issue regarding relational communication (Sadri et al., 2018).

Given the proved effectiveness of the use of technology on EFL learners' pragmatic knowledge (Alibeigloo et al., 2021), and with a view to the fact that implementing WDA is based on using technology, coupled with the significant effect of DA on different aspects and skills of English language, possibly different models of DA contribute to improvement in EFL learners' pragmatic knowledge. Although the number of advocates of using technology in language teaching is increasing, there is no consensus on the issue that using technology can result in academic success and language achievement; in other words, technology use has led to contradicting results in different fields, including science, technology, engineering, math, etc. (Moranski & Kim, 2016).

The other side of the problem under investigation in this study is that

in spite of the increase in the popularity of the use of technology in education worldwide, field observations show that in the Iranian system of education, traditional teaching methods are still used regarding the instruction of English pragmatics in many settings. Thus, naturally many language teachers and learners are not familiar with the potentials of this technology for language teaching and learning. For example, Olyaei et al. (2020) and Alibeigloo et al. (2021) have referred to Iranian EFL teachers' low familiarity with different technological tools and approaches.

Last but not least, despite the potential of DA in any form or type to promote EFL learning and measure language learning potential, traditional assessment methods in the Iranian educational system are still prevalent, and many Iranian EFL teachers are unfamiliar with DA's potential. The same argument has been mentioned by Besharati and Ahmadi (2017) when they spoke of prevalence of traditional teaching and assessment procedures in education system of Iran. In addition, most studies done in this area have failed to show which DA model is more appropriate to be used in classrooms. For example, Besharati and Ahmadi (2017) examined the impact of WDA on EFL learners' essay writing and showed the significant impact of DA on essay writing of learners; however, they did not deal with different DA models. There are some other similar studies in the literature among which those by Ebadi and Saeedian (2016) and Ashraf et al., (2016) can be mentioned.

In sum, it seems that literature suffers from a scarcity of research on the effectiveness of different models of DA and WDA in EFL learning. In this scarcity, the researcher found no study on the effect of different WDA models on Iranian EFL learners' pragmatic knowledge. As an attempt to bridge this gap, this study sought to answer the following research questions:

1. Do different models of web-based dynamic assessment (WDA) have a significant differential effect on EFL intermediate learners' appropriate use of apology?
2. Do different models of web-based dynamic assessment (WDA) have a significant differential effect on EFL intermediate learners' appropriate use of refusal?

3. Do different models of web-based dynamic assessment (WDA) have a significant differential effect on EFL intermediate learners' appropriate use of request?

Review of the Related Literature

This study is theoretically based on DA. In DA, both instruction and feedback occur in the testing process (Allal & Ducrey, 2000). The purpose of DA is to change language behavior and to see what happens in the learning process. Furthermore, DA can improve students' performance on a test by presenting them some help during assessment (Allal & Ducrey, 2000).

On the whole, DA originates in two theories: the first one is Vygotsky's sociocultural theory, and the second one is Feuerstein's structural cognitive modifiability. In the former, it is stated that social understanding is interrelated with cognitive development (Vygotsky, 1978). He suggested that higher mental functions stem from our interactions with more capable people. Vygotsky put forward the idea of "difference score", which is the difference between a learners' pretest (before intervention) and his post test (after intervention) scores, or it can be the score on the posttest alone (Sternberg & Grigorenko, 2002).

In structural cognitive modifiability theory, it is claimed that people are able to modify their cognitive ability, and the mediator should take full responsibility for this (Feuerstein et al., 2002). The building block of this theory is MLE. In MLE, it is stated that what causes change in individuals is not environmental stimulus rather the mediation offered by a more capable person (Poehner & Lantolf, 2005). MLE is formed based on some assumptions. First, human beings are able to modify their cognitive abilities; second, cognitive abilities are not impeded from making a progress by factors, such as age; third, MLE lends itself to cognitive modifiability better than unmediated learning experience (Feuerstein et al., 1980).

Among different DA models, this study was delimited to Guthke's Lerntest Approach, Carlson and Wield's Testing-the-Limits Approach, Brown's Graduated Prompt Approach, and Feuerstein's Mediated Learning Experience

(MLE). The rationale behind the researchers' decision to concentrate on specific models was that each of the four models possesses unique advantages and can help evaluate and enhance the pragmatic proficiency of intermediate EFL students.

Guthke's *Lerntest Approach* (1992) is especially well-suited to encourage learners' intrinsic motivation and their self-directed inquiry and learning. This method allows students to take charge of their education and experiment with ideas and abilities through unstructured assignments. In the same vein, deeper involvement and better learning results can be achieved. Trying the limited approach by Carlson and Wield (1992) is very useful for pushing students and enabling them to grow in their cognitive capacities. Giving students challenging assignments, this method helps them discover their strengths and shortcomings and acquire new abilities. The approach's steady assistance can also aid in learners' development of self-assurance and independence. Brown's (1984) *Graduated Prompt Approach* balances freedom and direction by enhancing critical thinking and problem-solving skills. Feuerstein's MLE fosters higher-order cognitive abilities and metacognition by improving memory and concentration. The four DA models evaluate and enhance the pragmatic competence of intermediate EFL students, benefiting students with varying skill levels. (Feuerstein et al., 1980; Vygotsky, 1978; Flavell, 1979; Bloom, 1956).

Guthke and his colleagues offered their own model of DA. They named their model *Lerntest* (Guthke, 1977). Building on Vygotsky's theory, Guthke (1977) claims that people do not possess only one ZPD, but multiple ZPDs. He stated that DA should not only include intelligence testing, but language aptitude, too (Guthke et al., 1986).

Guthke et al. (1986) believes that mediation should occur within the test. In the early versions of what they called *Leipzig Lerntest* (LLT), assistance was offered to students, and if the students, despite the assistance provided, could not answer correctly, the mediator revealed the answer (Guthke et al., 1986). Therefore, as mediation is integrated with assessment, LLT can be considered to be dynamic. A second administration of the test is required in

LLT, and this does not mean that students will not need any hints during the second administration; it is expected that the hints should be more implicit. If this is the case, we can claim that the students have reached their potential level.

An alternative approach to LLT was put forward by Wield called Testing-the-Limits. What makes this approach different from that of Guthke(et al. 1986) is that the mediation in the former is much more extensive than the latter. The other point which should be noticed is that what is significant in this approach is to know how students found the correct answer. In other words, whether they give a correct or an incorrect response to an item is not of paramount importance, but the process of reaching the answers is significant in this approach (Poehner, 2008).

Carlson and Wield (1992) have come up with some standardized hints to encourage learners to think aloud. Carlson and Wield (1992) argue that there should not be a separate period to mediate learners; the mediator should mediate whenever necessary. As in this approach standardized hints are given to students, examiners can adopt this approach readily (Poehner, 2008).

Like other interventionist models, Brown's Graduated Prompt Approach is an interventionist model that uses standardized hints to teach students but differs from other models by incorporating transfer tasks, allowing students to solve new problems in new situations (Campione & Brown, 1987).

First of all, students are required to solve some problems called *near transfer*. After they are done with these tasks, new tasks called *far transfer* should be provided for them by the teacher. In the end, the students are required to answer very far transfer problems (Campione & Brown, 1987). Mediation never ends in this approach; if they do not face problems, no mediation is offered. The teacher or the examiner is always there to help whenever there is a problem.

Finally, Feuerstein's MLE is directly related to interactionist model. In this model, instruction and assessment are completely merged. In MLE, it is argued that the development of human cognitive abilities can be changed

(Feuerstein, 2003). The mediator paves the way for the child's internalization, as a result of which, the child passes the inter-mental plane and moves towards the intra-mental plane (Vygotsky, 1978).

Feuerstein suggests that students' failures can vary depending on the situation and can be identified through Dynamic Assessment, an intensive observation of their interaction with a skilled person. (Feuerstein et al., 1988). Empirically looking at the issue, several studies have been done concentrating on pragmatic knowledge and DA. For instance, Alsmari (2020) reported the significant effect of the flipped teaching on pragmatic knowledge and English achievement of Saudi EFL undergraduates. In a similar study by Katchamat (2018), the impact of the flipped learning on EFL learners' pragmatic knowledge was examined and a significant effectiveness of the flipped learning was confirmed. Within the same research path, Haghighi et al., (2018) uncovered that flipped classroom has led to significant improvements in EFL learners' appropriate use of refusal. Further, Ashraf et al., (2016) supported the significant influence of a form of WDA on the listening skill of Iranian EFL learners. Additionally, Ebadi and Saeedian (2016) found that WDA has the potential to develop Iranian EFL learners' reading comprehension in a significant way. Finally, Alemi (2015) approved the effect of DA on Iranian EFL students' writing self-assessment. What is clearly perceived from the reviewed literature is that more investigations are needed to document the effect of different WDA models on Iranian EFL learners' pragmatic knowledge. This study was an attempt to bridge this gap.

Method

Research Design

This study used a quasi-experimental pre-test post-test control group design. The independent variable in this study was WDA in four different models, and the dependent variable was pragmatic knowledge.

Participants

one hundred female Iranian intermediate EFL learners studying

English in one of the private language institutes of Tehran, Iran, took part in the study. Since five intact classes were picked up, the sampling method was convenience sampling. They were randomly divided into five groups, including four experimental groups and one control group for the purpose of the present study. Their age range was 19-37. To observe ethical issues, the consent of the participants was taken for participation in the study. Moreover, they were ensured that their personal information would be kept anonymous.

Instruments

The required data were collected through the following instruments:

Michigan Test of English Language Proficiency (MTELP). For the purpose of homogenizing the participants in terms of their English proficiency, the MTELP was administered at the beginning of the study. The test is composed of grammar, vocabulary, reading and listening sections. The test consists of 120 multiple choice items (40 grammar, 40 vocabularies, 20 reading, and 20 listening) and the learners were asked to choose the correct option. The scores were in a range from 0 to 120.

Written Discourse Completion Test (WDCT). A multiple-choice Written Discourse Completion Test (WDCT), adapted from Birjandi and Rezaei (2010, taken from Tajeddin & Bagherkazemi, 2014) and other WDCTs available in the market, was used as pre-test and post-test. The test consisted of 21 multiple choice items, 7 items on the use of refusal speech act, 7 items on the use of request speech act, and 7 items on the use of apology speech act. Each item of the test described a situation; there were three responses following each situation; the respondents were asked to select the most appropriate response in each situation. The whole test was validated by the expert judgement. Moreover, the test-retest reliability of the test was confirmed through a pilot study as .89.

Data Collection Procedure

At the outset of the study, the participants were selected through convenience sampling in the form of five intact classes consisting of female

Iranian intermediate EFL learners studying English in one of the private language institutes of Tehran, Iran. Next, in order to homogenize the participants, the Michigan Test of English Language Proficiency (MTELP) was administered. More specifically, those whose scores fell within one standard deviation above and below the mean were selected as the participants of the study. Next, the selected classes randomly divided into five (four experimental groups and one control group) to receive different treatments:

Group 1 received instruction through web-based Carlson and Wield's testing-the-limits approach, group 2 through web-based Guthke's lertntest approach, group 3 through web-based Brown's Graduated Prompt (GP) Approach, and group 4 through web-based Feuerstein's MLE. However, the fifth group, which was the control group, was deprived of any DA approach in web-based format and was just exposed to the web-based mainstream method and educational materials used in the institute.

Before the treatment period starts, an adapted multiple choice WDCT was implemented in the five groups as the pre-test in 40 minutes through Adobe Connect Application. Next, all the five groups were exposed to 14 sessions of instruction on the appropriate use of refusals, apologies, and requests. It is worth mentioning that in all the experimental groups, DA was administered through designing multiple-choice quizzes based on popular course books on speech acts available in the market (e.g., Searle, 1969, 1979). More particularly, for each class session, the researcher designed a quiz consisting of five multiple choice questions on speech acts, and administered WDA through it in the last 40 minutes of the class time. That is, when the participants were answering the questions of the quizzes, the researcher administered WDA using Adobe Connect Application, as explained in the next paragraph. In this way, parallel with the length of the treatment period, 14 quizzes were designed and used in the present study. It should be mentioned that WDA was administered in the experimental groups as complementary to the mainstream teaching method and instructional materials used in the institute.

In the first group, participants were given web-based Carlson and

Wield's testing-the-limits approach during the last 40 minutes of class time. This method encouraged them to think aloud while answering quizzes, explaining why they chose a choice among available options. The process of arriving at the correct answer was paramount in this group, and the teacher (mediator) asked the participants to explain how they arrived at the answer. Some hints were also given to help the participants reach the correct answer, such as focusing on the first two choices when choosing the correct answer.

In the second group, participants were instructed using Guthke's *Lerntest* approach and Lantolf and Poehner's (2011) scale for mediation. If correct answers were given, no mediation was provided. If incorrect answers were given, the mediator moved forward until full explanation was provided. Similar to the previous group, hints were used to guide participants. If incorrect answers were given, the mediator suggested identifying relevant options, and if incorrect answers were repeated, the mediator made more explicit hints. If all hints failed, the mediator provided the correct answer and explained why it was correct. The study aimed to provide a more comprehensive approach to mediation.

In the third group, Brown's GP Approach was utilized to teach the participants. In this approach, the teacher predicted the participants' readiness to learn the benefits of the instruction. What made this approach different from other approaches was the use of transfer tasks in this approach. The participants in this group were provided with opportunities to answer some questions in new situations in order to make sure that they are able to transfer their knowledge to new tasks. To be more specific, if the question was concerned with making request in a restaurant, a new question on making request in a formal session was given to the participants to make sure that they have learnt the point fully. Therefore, in this group, there were some questions in different situations which served as transfer tasks.

In the fourth group, the participants enjoyed Feuerstein's MLE. This approach is called interactionist model. In this model, teaching and assessment are fully integrated. Based on this model, the mediator gave hints and mediated whenever it was necessary. The hints in this approach were not standardized

because the mediator was supposed to pave the way for the participants' internalization. In this approach, the following attributes were used: 1) intentionality and reciprocity; 2) mediation of meaning; and 3) transcendence.

In the fifth group (i.e., control group), the participants were just taught through the mainstream teaching method and instructional materials used in the institute in the absence of using any DA model.

Ten days after the termination of the treatment sessions, the WDCT was implemented in the five groups as the post-test in 40 minutes through Adobe Connect Application. It is worth mentioning that in all the five groups, teaching was conducted through a web-based method using Adobe Connect Application.

For data analysis, first, descriptive statistics for the research variables in pretest and posttest administration was run. Then, prerequisite assumptions of the analysis of covariance (ANCOVA) were checked. The results of the ANCOVA along with Bonferroni multiple comparisons were the last part of data analysis

Results

Descriptive Statistics

The mean and standard deviation of the subscales of pragmatic knowledge in pretest and posttest administration are presented in Table 1.

Table 1
Descriptive Statistics of the Control and Experimental Groups

	control		Cuthke		Carlson & Wield		Brown		Feuerstein	
	\bar{x}	SD	\bar{x}	SD	\bar{x}	SD	\bar{x}	SD	\bar{x}	SD
Apology, pretest	4.65	1.50	4.85	1.39	4.80	1.39	4.70	1.40	4.85	1.39
Refusal, pretest	5.20	1.34	4.65	1.14	4.90	1.15	5.05	1.32	4.90	1.33
Request, pretest	5.10	1.12	5.10	1.12	5.10	1.12	5.10	1.12	5.10	1.12

	control		Cuthke		Carlson & Wield		Brown		Feuerstein	
	\bar{x}	SD	\bar{x}	SD	\bar{x}	SD	\bar{x}	SD	\bar{x}	SD
Apology, posttest	5.35	1.90	6.90	1.48	6.70	1.30	8.45	0.94	8.30	1.22
Refusal, posttest	5.50	1.36	7.25	1.37	7.50	1.57	8.70	1.30	8.60	1.14
Request, posttest	5.35	1.10	7.35	1.27	7.65	1.53	8.65	1.09	8.85	1.18

As presented in the Table 1, the mean scores of pragmatic knowledge subscales (apology, refusal and request) dramatically improved after being exposed to WDA in the experimental groups.

Examining the Underlying Assumptions of ANCOVA

The ANCOVA procedure was tested for its prerequisite assumptions, including normality of data distribution using Shapiro-Wilk's test, homogeneity of variance using the Leven test, and homogeneity of regression using a customized F test. In Table 2, the result of Shapiro-Wilk’s test of the pretest scores is presented.

Table 2
The Results of Shapiro-Wilk’s Test of the Pretest Scores to Check the Normality of Data

Groups		Shapiro-Wilk	d.f	P
Apology	Control	0.95	20	0.44
	Cuthke’s Lerntest Approach	0.93	20	0.14
	Carlson & Wield's Testing the limits	0.93	20	0.14
	Brown's Graduated Prompt Approach	0.92	20	0.12
	Feuerstein’s Mediated Learning Experience	0.93	20	0.14
Refusal	Control	0.94	20	0.21
	Cuthke’s Lerntest Approach	0.91	20	0.06
	Carlson & Wield's Testing the Limits Approach	0.92	20	0.11
	Brown's Graduated Prompt Approach	0.93	20	0.17
	Feuerstein's Mediated Learning Experience	0.93	20	0.17

	Groups	Shapiro-Wilk	d.f	P
Request	Control	0.91	20	0.06
	Cuthke's Lerntest Approach	0.91	20	0.06
	Carlson & Wield's Testing the Limits Approach	0.91	20	0.06
	Brown's Graduated Prompt Approach	0.91	20	0.06
	Feuerstein's Mediated Learning Experience	0.91	20	0.06

Table 2 shows that the assumption of normality is met in all pretest phase subjects for all three pragmatic knowledge subscales, but in some post-test, phase groups, as shown in Table 3.

Table 3

The Results of Shapiro-Wilk's Test of the Posttest Scores to Check the Normality of Data

	Groups	Shapiro-Wilk	d.f	P
Apology	Control	0.97	20	0.66
	Cuthke's Lerntest Approach	0.93	20	0.13
	Carlson & Wield's Testing the limits	0.96	20	0.18
	Brown's Graduated Prompt Approach	0.87	20	0.01
	Feuerstein's Mediated Learning Experience	0.91	20	0.06
Refusal	Control	0.93	20	0.18
	Cuthke's Lerntest Approach	0.90	20	0.04
	Carlson & Wield's Testing the Limits Approach	0.92	20	0.12
	Brown's Graduated Prompt Approach	0.72	20	0.07
	Feuerstein's Mediated Learning Experience	0.85	20	0.13
Request	Control	0.86	20	0.09
	Cuthke's Lerntest Approach	0.94	20	0.27
	Carlson & Wield's Testing the Limits Approach	0.92	20	0.09
	Brown's Graduated Prompt Approach	0.80	20	0.23
	Feuerstein's Mediated Learning Experience	0.85	20	0.01

The analysis of variance and covariance is robust to normality violations, making small deviations from the normal distribution ignorable. The

Leven test was used to examine error variance equality, with results presented in Table 4.

Table 4
The Results of Leven Test for the Equality of Error Variance

Dependent Variables	F	d.f1	d.f2	P
Apology	2.09	4	95	0.09
Refusal	0.88	4	95	0.48
Request	1.49	4	95	0.21

As it can be seen in Table 4, the assumption of homogeneity of variance has been met in all cases. Then the homogeneity of the regression assumption was examined using the inspection of the interaction between pretest scores and levels of the independent variable. Table 5 shows the results.

Table 5
The Results of Interaction between Pretest and Independent Variable to Examine the Assumption of Homogeneity of Variance.

source	S.S	d.f	M.S	F	P
Apology*Group	8.67	4	2.17	2.08	0.17
Refusal*Group	2.84	4	0.71	0.38	0.83
Request*Group	6.10	4	1.53	1.23	0.30

As presented in the Table 5, there was no evidence of violation of the homogeneity of regression assumption.

First Research Question

The ANCOVA model was used to examine the first research question, involving pretest scores of participants in appropriate use of apology, posttest administration scores, and the group variable, including the control group and four other conditions (DA approaches). The results are presented in Table 6.

Table 6*ANCOVA Results to Examine Differences between Groups in Appropriate Use of Apology*

source	SS	df	MS	F	P	η^2
Apology (pretest)	32.91	1	32.91	19.99	0.0001	0.18
Groups	125.40	4	31.35	19.04	0.0001	0.45
Error	154.79	94	1.65			
Total	318.04	99				

Table 6 shows significant differences in mean scores between two groups, with the independent variable explaining 45% of the total variance of the dependent variable after controlling for pre-existing differences.

To find out the differences between mean scores of which groups are significant, Bonferroni multiple comparisons were used. The result of the these pairwise comparisons is presented in table 7.

Table 7*The Result of Bonferroni Cuptle Comparisons to Examine between Group Differences (Apology)*

Groups		Mean Difference	Std. Error	P
control	Cuthke	-1.47*	0.41	0.005
	Carlson & Wield	-1.27*	0.41	0.02
	Brown	-3.04*	0.41	0.001
	Feuerstein	-2.88*	0.41	0.0001
Cuthke	Carlson & Wield	0.20	0.41	1.00
	Brown	-1.57*	0.41	0.002
	Feuerstein	-1.40*	0.41	0.01
Carlson & Wield	Brown	-1.77*	0.41	0.0001
	Feuerstein	-1.60*	0.41	0.002
Brown	Feuerstein	0.17	0.41	1.00

Table 7 shows that all experimental groups had significantly higher mean scores than the control group in terms of appropriate use of apology. Guthke's approach group had higher mean scores than the control group, but its differences with Carlson and Wield's approach group were not significant. Brown's approach group and Feuerstein's approach group had greater mean scores than the other two groups.

Second Research Question

The ANCOVA was conducted to address research question two, involving pretest scores of participants in appropriate refusal use as a covariate, posttest administration scores as dependent, and group variables like the control group and four other conditions as independent variables. The results are presented in Table 8.

Table 8
ANCOVA to Examine Differences between Groups in Appropriate Use of Refusal

source	SS	df	MS	F	P	η^2
Refusal (pretest)	1.75	1	1.75	0.95	0.33	0.01
Groups	134.07	4	33.52	18.21	0.0001	0.44
Error	173.00	94	1.84			
Total	308.99	99				

Table 8 shows significant differences in mean scores between two groups, with the independent variable explaining 44% of the total variance of the dependent variable after controlling for pre-existing differences.

To find out the location of this difference, Bonferroni multiple comparisons were used. The result of the these pairwise comparisons is presented in Table 9.

Table 9
The Result of Bonferroni Multiple Comparisons to Examine between Group Differences (Refusal)

Groups		Mean Difference	Std. Error	P
Control	Cuthke	-1.79*	0.43	0.001
	Carlson & Wield	-2.02*	0.43	0.0001
	Brown	-3.20*	0.43	0.0001
	Feuerstein	-3.11*	0.43	0.0001
Cuthke	Carlson & Wield	-0.23	0.43	1
	Brown	-1.41*	0.43	0.02
	Feuerstein	-1.32*	0.43	0.03
Carlson & Wield	Brown	-1.17	0.43	0.08
	Feuerstein	-1.09	0.43	0.13
Brown	Feuerstein	0.08	0.43	1

Table 9 reveals that all experimental groups had significantly higher mean scores in appropriate refusal use compared to the control group. Guthke's approach group had higher scores, but there was no significant difference between it and Carlson and Wield's approach. Brown's and Feuerstein's approach groups had higher scores.

Third Research Question

The third research question was examined using ANCOVA, with pretest scores as covariates, posttest scores as dependents, and group variables as independent. The results are presented in Table 10.

Table 10

ANCOVA to Examine Differences between Groups in Appropriate Use of Request

source	S.S	df	M.S	F	P	η^2
Request (pretest)	1.84	1	1.84	1.19	0.28	0.01
Groups	134.56	4	33.64	21.78	0.0001	0.48
Error	145.16	94	1.54			
Total	281.56	99				

Table 10 shows significant differences in mean scores between two groups, with the independent variable accounting for 48% of the total variance in appropriate use of request.

To locate the significant differences, Bonferroni multiple comparisons were run whose result is presented in table 11.

Table 11

The Result of Bonferroni Multiple Comparisons to Examine between Group Differences (Request)

Groups	Mean Difference	Std. Error	P
control			
Cuthke	-1.75*	0.39	0.0001
Carlson & Wield	-2.05*	0.39	0.0001
Brown	-3.05*	0.39	0.0001
Feuerstein	-3.25*	0.39	0.0001

Groups		Mean Difference	Std. Error	P
Cuthke	Carlson & Wield	-0.30	0.39	1
	Brown	-1.30*	0.39	0.01
	Feuerstein	-1.50*	0.39	0.002
Carlson & Wield	Brown	-1.00	0.39	0.13
	Feuerstein	-1.20*	0.39	0.03
Brown	Feuerstein	-0.20	0.39	1

Table 11 reveals that the control group had lower mean scores on appropriate use of requests compared to all experimental groups. However, Guthke's and Carlson and Wield's approach groups had higher mean scores than the control group.

Discussion

This study sought to find answer to three research questions. Concerning the first research question, the results showed that web-based Brown's approach and Feuerstein's approach were more effective than the other two models on EFL intermediate learners' appropriate use of apology. The study suggests that web-based versions of Brown and Feuerstein's approaches are more effective for teaching and evaluating EFL intermediate learners' proper use of apology than Carlson and Wield's testing-the-limits method and Guthke's alertness technique. Furthermore, WDA delivery can be beneficial for teaching and testing students in language competency due to its vast array of materials and exercises, as well as its ability to gather and evaluate student performance data, providing personalized support and feedback.

Regarding the second research question, as revealed by the results, Brown's approach and Feuerstein's approach proved to more influential than the other two models on EFL intermediate learners' appropriate use of refusal. Furthermore, WDA delivery could be handy for instructing and testing students in this area of language competency. This is because web-based platforms may give students access to a vast array of materials and exercises that will enable them to study and practice using refusal in several situations. Web-based systems may also gather and evaluate student performance data, which can be

utilized to give them individualized support and feedback. The study's findings point to the potential of web-based Feuerstein's and Brown's approaches for instructing and evaluating EFL intermediate learners in the proper use of refusal. These strategies' emphasis on providing clear direction and teaching and the advantages of web-based distribution may make them incredibly successful.

Finally, regarding the third research question, it was indicated that Brown's approach and Feuerstein's approach were more effective than the other two models in case of EFL intermediate learners' appropriate use of request. Based on the study's findings, web-based versions of Brown's and Feuerstein's approaches may be more effective in teaching and evaluating EFL intermediate learners' proper use of requests in comparison to Carlson and Wield's testing-the-limits method and Guthke's alertness approach. Furthermore, WDA delivery could be handy for instructing and testing students in this area of language competency. This is because web-based platforms can give students access to various materials and exercises that enable them to study and practice using requests in several situations. Web-based systems may also gather and evaluate student performance data, which can be utilized to give them individualized support and feedback.

The study highlights the potential of web-based Feuerstein's and Brown's approaches for teaching and evaluating EFL intermediate learners, highlighting their clear direction and teaching advantages. The study's findings imply that each of the four DA techniques, that is Field's MLE, Brown's Graduated Prompt (GP) Approach, Guthke's alertness approach, and Carlson and Wield's testing-the-limits strategy, was successful in raising the participants' cognitive capacities. Feuerstein's MLE, however, was the most successful strategy; it was followed by Guthke's alertness technique, Brown's Graduated Prompt (GP) technique, and Carlson and Wield's testing-the-limits strategy. The study suggests that DA can be effectively managed by combining complex tasks with assistance and scaffolding, aligning with previous research suggesting that challenge and support are key to improving learning outcomes. The study also found that web-based platforms are the most efficient for

delivering DA, offering a wide range of materials and tasks. The above findings are consistent with the outcome of the research by Tajeddin and Tayebipour (2012) which showed the effect of DA on pragmatic competence of EFL learners. Furthermore, the results are implicitly in line with Naeini's (2015) and Fani and Rashtchi's (2015) study, which reported the significant effect of Brown's graduated prompt on Iranian EFL learners' English learning. Additionally, the outcomes are somehow similar to the results of the study by Hessamy and Ghaderi (2014), and Jarrahzade and Tabatabaei (2014), which revealed that employing Feuerstein's MLE approach can significantly enhance EFL learners' English achievement. At a more general level, the findings support the reports of the research by Khoshsima and Farokhipours (2016) and Mohammadimoghadam (2015) wherein the effect of DA on different English skills was significant in EFL contexts. However, it is worth noting that the enumerated studies have been conducted in face-to-face contexts since the researchers could not find any study on the effectiveness of WDA models on the pragmatic knowledge of EFL learners.

The results reveal that the effectiveness of web-based Brown's graduated prompt approach in EFL learners' pragmatic knowledge can be attributed to the scaffolding and hints provided during treatment sessions, ensuring maximum benefit for the learners. On the effectiveness of Feuerstein's MLE approach on EFL learners' pragmatic knowledge, the ground can be taken that MLE can enhance learners' problem-solving potential (Feuerstein, 2000). Moreover, with the help of MLE, learners gain more control over the language learning process. In addition, it makes ZPD co-construction easier (Ash & Levitt, 2003; Isman & Tzuriel, 2008; Poehner, 2009; Harraqi, 2006). Finally, the belief by Anton (2009), Hessamy and Ghaderi (2014), and Knodel (1997) that MLE contributes to learners' more engagement in the process of learning by increasing their motivation and reducing their anxiety can be considered as a rationale behind the effectiveness on MLE in the present study.

Moreover, as documented in the extant literature, web-based English language teaching enhances learners' self-regulation and autonomy (Mohsen & Shafeeq, 2014; Yunus et al., 2013), motivation (Shaqaqi & Soleimani, 2019),

higher order critical thinking (Emezue, 2020), self-efficacy (Fathi & Derakhshan, 2019) and their sense of agency in learning (Jan et al., 2017; Radia, 2019). It can also reduce their stress, anxiety (Bracket et al., 2010), and burnout feeling (Mosleh et al., 2022). All these may lead to higher pragmatics learning among them.

Conclusion

The findings showed that using Web-Based Adaptive Teaching (WDA) approaches, such as Brown's graduated prompt approach and Feuerstein's mediated learning experience approach, can significantly improve English for Foreign Language (EFL) learners' pragmatic knowledge. These approaches involve the use of apology, refusal, and request. They can also be used as scaffolding and hints for learners. The study suggests that English teachers can use these WDA approaches to help EFL learners identify their weak points and improve their future performance in EFL pragmatics. WDA components, such as intentionality, reciprocity, transfer of learning to a new situation, meaning mediation, learner competency feelings, goal-setting, self-regulation, individualization, standardized graduated prompts, pre-determined mediations, and psychological differentiation are positively effective on EFL learners' pragmatic knowledge.

Web-based teaching improves EFL learners' self-regulation, autonomy, motivation, criticality, self-efficacy, learning control, agency, stress, anxiety, and burnout, making pragmatics learning easier in EFL contexts and significantly solving English pragmatics learning problems.

The study suggests that English teachers can use WDA approaches like Brown's graduated prompt approach and Feuerstein's mediated learning experience approach instead of conventional treatment to help their students better learn English pragmatics. Curriculum planners can also benefit from these findings and plan future curricula that incorporate WDA-oriented instruction, providing teachers with opportunities to use WDA-oriented instruction in their classes.

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The Role of English Language Proficiency in International Opportunity Recognition and Exploitation: The Case of Iranian Pars Special Economic Energy Zone (PSEEZ)

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Abstract

Numerous studies have shown that the language proficiency of the decision-makers and managers in the oil industry considerably affects the recognition and exploitation of international opportunities. Accordingly, the present interdisciplinary study was conducted to examine the role of English language proficiency in international opportunity recognition and exploitation in the Iranian Pars Special Economic Energy Zone (PSEEZ). For this purpose, a survey questionnaire was developed by the researcher to gather data from PSEEZ companies as the context of the study. Overall, a body of 120 executive managers in PSEEZ participated in the study. SPSS software was used for the analysis of the data. The analysis of the findings showed that English language proficiency had a positive and significant relationship with the recognition and exploitation of international opportunities. This study calls for a more pronounced role of English in the region to further enhance the international opportunities of PSEEZ. The study has also several implications for the English for specific purposes (ESP) domain.

Keywords: English language proficiency, entrepreneurship, ESP, executive managers, international opportunity recognition, international opportunity exploitation.

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Introduction

The theoretical grounds underpinning the present study come from three major fields of inquiry: (1) the entrepreneurial opportunity recognition and exploitation, (2) the language employment in multi-national companies (MNCs), and (3) the internationalization process theory. Language has often been inspected with regard to MNCs and at the corporate level. For instance, researchers have shown ample interest in the corporate language choice, language management within the MNCs, and policies regarding language. On the other hand, some studies have examined language at the level of individuals, for instance, from the standpoint of job opportunities (Vaara, et al., 2005), interunit communication (Barner-Rasmussen & Bjorkman, 2005), and as a source of power and an obstacle or facilitator of interorganizational communication (Marschan-Piekkari, et al., 1999).

Language has been investigated in early studies on the successful internationalization of the companies (Vinnikainen, 2022). For instance, Johanson and Vahlne (1977) asserted that the internationalization of companies occurs through increasing commitments to foreign markets and that a determinative factor in the process is how the decision-makers perceive the psychic distance between home and host markets. Language is one of the important components of experienced psychic experienced (Dow & Karunaratna, 2006; O'Grady & Lane, 1996), and insufficient language skills can be a significant barrier to internationalization (Eriksson, et al., 1997). Although researchers still consider the language to be an obstacle to internationalization, quite a few studies have also indicated that the language skills of the decision-makers may improve a company's likelihood of expanding internationally (Fernandez-Ortiz & Lombardo, 2009; Holzmuller & Kasper, 1990). However, few studies have considered the language as an asset in the internationalization process.

Considering the above mentioned issues, the present research was conducted to find out whether the linguistic competence of the decision-maker played a role in the recognition and exploitation of international opportunities in the context of Pars Special Economic Energy Zone (PSEEZ), a subsidiary of

the National Iranian Oil Company (NIOC). Therefore, with advances in technology and increasing complexities of the global/local economies and political relations, these enterprises have every reason to foster effective communication and interaction with industrial countries to be better able to recognize and exploit opportunities in global markets. Described as one of its objectives, PSEEZ sought to provide the appropriate prerequisites to attract local and foreign partnership with the aim of developing oil, gas and petrochemical industries, as well as interrelated and downstream industries. Therefore, the present study was an attempt to address the following research questions:

1. How do the PSEEZ executive managers perceive the role of English language proficiency in recognizing and exploiting international opportunities?
2. Is there any relationship between different components of English language proficiency and the demographic information of the participants in PSEEZ?

Literature Review

In order to compete in the global job market, employees must be able to communicate effectively. In this context, proficiency in English language as a communication skill is considered increasingly important in employment (Erling, et al., 2012; Fast, 2021; Kossoudji, 1988; Rivera-Batiz, 1990; Vinnikainen, 2022; Shields & Price, 2002) all over the world. Moreover, the process of globalization has had a huge impact on the labor market because it allows skilled workers to move from one place to another, from one country to another, and from one region of the world to another. The globalization of human capital is widely manifested through international migration from developing to industrialized countries (Khadria, 2001). Furthermore, globalization is closely connected to the English language itself. Both globalization and the English language are believed to serve as pull factors for one another, having a significant impact on employment (Debrah & Smith, 2002). They have also been linked to significant labor market changes (Orbeta,

2002). The combination of globalization and the English language have paved the way for local actors to join global networks (Sassen, 2016). Take for example a non-English-speaking migrant, he or she might work in an English-speaking environment where his local English is used in a global context. In this context, indeed, his level of English is critical to his employment trajectory in a global society.

In today's job environment, language skills are a must-have. Several researchers (Casale & Posel, 2011; Dustmann & Fabbri, 2003; Leslie & Lindley, 2001; Lindley, 2002; Schellekens, 2001), have looked into the relationship between English language proficiency and labor market success, advantages, and failures. Chiswick and Miller (2007) conducted a number of empirical investigations on the relationship between migrants' language skills and their salaries in host countries. They suggest that having a good command of a foreign language has a positive impact on an individual's income.

According to Brannen et al. (2014), scholars address language challenges in business from a variety of perspectives. Three aspects of language are particularly significant among the various conceptualizations of the language they use: national languages spoken in MNCs, officially mandated corporate languages, and English as the language of global business. Many researchers concentrate on the national languages of corporate headquarters and geographically distributed subsidiaries, which are spoken alongside one another in MNCs (Angouri, 2014), blending in employees' speech (Janssens & Steyaert, 2014), and so producing linguascapes (Steyaert et al., 2011). Others have focused on the concept of a common corporate language, which is most commonly defined as an administrative managerial tool (Latukha, 2016) serving as a facilitator or a barrier to internal and external communication (Piekkari et al., 2005). Beyond top management system's common but simplistic understanding that a specific national language (mostly English) must always be used (Berthoud et al., 2015), scholars have begun to recognize the complexities of common corporate languages, which often reflect the industrial context and the national language environment in the country of origin (Brannen et al., 2014; Brannen & Doz, 2012). The third component of

language that is commonly explored in business is the role of English. International business scholars conceptualize English as a hegemonic force (Tietze & Dick, 2013), which recreates postcolonial power structures or as a more neutral communicative tool in the form of business English as a lingua franca (BELF) depending on their disciplinary socialization (Kankaanranta & Planken, 2010). Other researchers have looked into the interaction of national and corporate languages with English (Kuznetsov & Kuznetsova, 2014). Language-related economics research emerged significantly independently of those streams of literature. This economic stream explores the impact of semantic structures in national languages on economic behavior at the country level, such as future-time reference (Chen, 2013) or gender marking (Hicks et al., 2015). Linguistic distance, or how difficult it is for speakers of one language to learn other languages (Hutchinson, 2005), is commonly used in cross-national economic research as a predictor of trade patterns and other results (Sauter, 2012; Melitz & Toubal, 2014).

Lindley (2002) investigates the disparities in earnings between fluent and non-fluent ethnic male and female minorities as well as the factors that can influence English language fluency in the United Kingdom and found that lack of fluency has a major impact on the average earnings of both ethnic groups of minorities in Britain. It is concluded that English language insufficiency in vocations and occupations may come at a price.

In a study of Hispanic and East Asian immigrant men's labor market opportunities, Kossoudji (1988) claims that a lack of English is costly in terms of earning and occupational mobility. At every skill level, she discovered that Hispanics pay a larger price for shortcoming in English language than Asians. Schellekens (2001) also found that lack of English competence is a barrier to employment in England and Wales. For example, people are employed in the jobs that are considerably below their skills and experiences. Similarly, in a developing country like South Africa, it has been discovered that those who are very good at reading and writing and have a tertiary degree are likely to make a lot of money (Casale & Posel, 2011). Tainer (1988) claims that English language competency acts as a determinant of earnings and plays an important role in

the earnings of foreign-born ethnic groups when considering language as a human capital. Furthermore, a lack of language skills limits one's ability to obtain positions that fully acknowledge one's qualifications. Shields and Price (2002) claim in a study on ethnic minorities in the United Kingdom that English language fluency has a significant impact on occupational advantages and success. To summarize the findings of the previous studies, it can be concluded that English proficiency has a significant impact on the labor market, particularly in countries where English is the primary language of the host country. English language fluency has also been linked to a higher wage in a variety of circumstances, according to studies. English language knowledge is one of the most crucial determining elements in landing a job, earning a higher income and gaining other benefits in the labor market. As a result, fluency in the English language has been seen as a form of human capital (Dustmann, 1999; Dustmann & Fabbri, 2003).

The success of the labor market is determined by a number of factors. It is claimed that employers prioritize graduates' profession-specific qualifications in the job market, followed by their *well-roundedness*, which refers to personal characteristics and attributes, including English language competence (Arkoudis et al., 2009). According to Syed and Murray (2009), English language proficiency is required for the majority of jobs in Australia. Other studies have found that knowing English is essential for getting hired and succeeding in the job market. The better the English, the higher the engagement rates (DIMIA, 2005). Similarly, the LSIA found that migrants with higher levels of qualifications and English language ability have better job, income, and occupational position in comparison to migrants with lower levels of such human capital characteristics (Ho & Alcorso, 2004; Syed & Murray, 2009). Ho and Alcorso (2004) used LSIA data to show the employment outcomes of English and non-English speaking migrants in relation to their birthplace. They discovered that comparing migrants from English-speaking backgrounds to migrants from non-English-speaking backgrounds, the first cohort outperforms the second cohort in terms of employment outcomes (i.e., employment and unemployment rates, occupational status, and qualification utilization).

According to research, the lack of English language skills acts as a barrier to labor market attainment and success (Stevens, 2005) and can result in job loss (Syed & Murray, 2009).

To investigate the association between knowledge of one or more foreign languages and adult Europeans' employment status, Araújo et al. (2015) used logistic regressions with data from Eurostat's Adult Education Survey (AES) 2011. This study found a link between employment and English knowledge in Germany, Greece, Italy, Latvia, Lithuania, Luxembourg, Malta, the Netherlands, Portugal, and Slovenia. Moreover, English language proficiency is linked to a higher likelihood of employment in Cyprus, Spain, and Finland. Those who know at least some French are more likely to find a job position in Malta, German speakers are more likely to find a job in Denmark, and Russian speakers are more likely to find a job in Bulgaria, Latvia, Lithuania, and Poland. However, there are three shortcomings in this paper. First, it presents the coefficients of the models used, but it does not calculate the marginal effects. While this allows the authors to analyze the strength of existing correlations, no conclusions regarding their magnitude can be formed. Second, disparities in the language–employment link between men and women are not investigated. Finally, the study of the association between employment and language skills is flawed since it only looks at English and only at a very high degree of proficiency.

Roshid and Chowdhury (2013) investigated the previously unexplored relationship between English language proficiency and employment as well as the success of Bangladeshi graduates in Australia in order to determine how English language skills influence the employment mechanism in the Australian job market for graduates from non-English speaking South East Asian countries. The study used an interpretive method in order to better understand the role of university graduates' English language skills in determining their employment prospects and career prospects in Australia. It was discovered that one's English language skills can influence career prospects in a variety of ways, particularly in terms of contributing to the possibility of more secure and better positions.

Hurmerinta et al. (2015) studied the role of language skills in recognizing and exploiting international opportunities. A mixed-methods research strategy was used in their research to obtain data from Finnish food sector companies. The decision-maker's knowledge of a foreign language was found to be related to international opportunity recognition and exploitation, potentially establishing a knowledge corridor that either favors or prohibits international opportunity recognition. This knowledge corridor was investigated using the matching linguistic knowledge concept. According to the findings, managers' recognition of foreign opportunities is guided by matching linguistic knowledge although the value of the knowledge corridor has reduced with the introduction of Business English.

Method

Context of the Study

PSEEZ consists of three regions: Pars one (South Pars), Pars two (Pars Kangan), and Pars three (North Pars) which on the whole included an approximately 46,000-hectare area. PSEEZ was established with the purpose of supporting the development of the world's largest gas field (South Pars Shared gas field). Since its foundation in 1998, PSEEZ has been responsible for establishing required infrastructures, such as access roads, electricity, drinking water, and any welfare facilities to support gas production. It was also required to transfer these infrastructures to different parts of the country. In a ten-year period from 1999 to 2009, around 35 billion dollars has been invested in various upstream and downstream sectors in South Pars. Ten out of twenty-four phases of South Pars have, so far, come on stream. By 2009, foreign entities had invested some 36 billion dollars in the PSEEZ in a span of 10 years. To materialize the targets of the 20-year outlook, based on strategic decisions made by the Petroleum Ministry, over 200 billion dollars will have been invested by the end of the fifth five-year plan, 40 percent of which has been allocated to refinery phases in PSEEZ. The huge volume of investment leads to the vast fundamental developments in national and regional level. This further demonstrates the need for research in this field which will be the first of its

kind in the country. It must be further taken into account that the companies operating in PSEEZ may have been forced to use entirely without or little English language in their activities owing to imposed sanctions on Iran. This might have adverse effects on the research outcome.

Table 1
Demographic Information of the Participants in the Study

Variable	Groups	Frequency	Percent
Gender	Male	96	80.0
	Female	22	18.3
Age	24 -29	15	12.5
	30-36	38	31.7
	37-43	47	39.2
	Over 44	18	15.0
Education	B.A.	37	30.8
	M.A.	64	53.3
	Ph.D.	14	11.7
English learning method	College	31	25.8
	Self-study	32	26.7
	Language Institute	48	40.0
	In-service courses	4	3.3
	No	3	2.5
Experience of marketing trips	No experience	44	36.7
	Once	41	34.2
	Twice	8	6.7
	Three times	9	7.5
	More than 3	18	15.0

Design of the Study

For the purpose of the current study, a survey design was adopted.

Participants

The present research used the companies in the Pars Special Energy Economic Zone (PSEEZ) as its sample to examine the role of English language competency in international opportunity recognition and exploitation. The participants consisted of 120 executive managers from Pars Special Energy Economic Zone (PSEEZ) who were selected utilizing the simple random sampling procedure. Descriptive statistics were used to examine the demographic characteristics of the respondents.

The results of Table1 show that out of 120 respondents, the majority (96 people, 0.80%) were men and most of them were in the age groups of 30-36 (38 people, 31.7%). In addition, the English language skill level of these managers was mostly at the intermediate level (65 individuals, 54.2%). The mother tongue of the majority of the participants (107 individuals, 89.2%) was Persian and the rest being (Arabic (1.7%), Kurdish (0.8%), Lori (0.8%) or Turkish (4.2%)). In terms of academic degrees, 37 participants had a bachelor’s degree (30.8%), 64 participants had a master’s degree (53.3%), and 11 participants had a Ph.D. degree (11%). The participants mostly have learnt English by attending English language classes in private institutes (48 individuals, 40%). Many of the participants (44 individuals, 36.7%) had not made any overseas business trips and 41 participants (34.2%) had made just one international business trip.

In addition, table 2 depicted work experience of all managers and decision makers in PSEEZ.

Table 2

Results of Central Indicators and Dispersion Measures for the Work Experience Variable

	Mean	Std.Deviation	Minimum	Maximum
Work experience	13.9279	6.33707	1.00	40.00

The results of Table 2 show that the average work experience of the respondents is 13.927 in terms of years. The Min and Max values for this

variable is 1.00 and 40.00, respectively.

Instrumentation

In this study, a questionnaire was developed by the researchers to investigate the role of English in international opportunity recognition and exploitation at PSEEZ. To develop the items, the researchers conducted an extensive survey of the literature (Hurmerinta, et al., 2015). In addition, the researchers interviewed ten PSEEZ managers to gain insights about the place of English language in their job in the region. The interview phase of the study showed the areas of concern among Iranian EFL raters. These areas (i.e. themes) acted as guidelines to further develop the questionnaire in the study. In other words, in writing the questionnaire items, the researchers used the ideas of the experienced managers at PSEEZ in the interview sessions. The first draft of the questionnaire included 35 items which asked the participants to respond on a five-point Likert-like scale ranging from strongly disagree to strongly agree.

After the first draft of the questionnaire was developed, to ensure the content validity of the questionnaire, a group of 10 people including 5 English language experts and 5 experienced managers at PSEEZ were asked to reflect on the simplicity, clarity, and readability of the items of instrument. In addition, they were asked to find the correspondence between the items in the questionnaire and the related sub-scale, that is, the experts were asked to indicate what items make a cluster, and are therefore related to one main concept. This resulted in five major concepts: (i) the items related to English language knowledge, (ii) the items related to work-related knowledge, (iii) the items related to English language in the market, (iv) the items related to English language competence outsourcing, and (v) the items related to digitalization. The general consensus among the experts over the underlying constructs of the questionnaire confirmed the content validity of the questionnaire. This indicated that the experts had classified the items in the same clusters. To improve the clarity of the scale, the unclear statements and minor wording errors were changed according to the experts' views. Approximately, eight

questions were rewritten. The internal consistency of the sub-scales was measured by Cronbach's Alpha was 0.87. Based on the literature (Cronbach, 1951; Landis & Koch, 1997); the estimate of Alpha being equal to or higher than 0.70 is considered as a satisfactory reliability measure.

The final version of the questionnaire consisted of 29 items in five domains, including English language knowledge, work-related knowledge, English language in the market, English language competence outsourcing and digitalization. It was based on Likert scale and ranged from strongly agree to strongly disagree (1 to 5). The questionnaire was created in Google Docs and administered via links through e-mail, WhatsApp, and Telegram (Appendix I).

Data Collection Procedure

One of the most important parts of the research was the piloting step as it enabled detection of the unforeseeable minute points and problems with the instruments of the main study, and in this way, it prevented a great deal of frustration and possible extra work later on (Dornyei & Taguchi, 2009). Regarding this, the researcher designed a pilot study. The most important purpose was to allocate the time limit and find out the weaknesses of the research instruments to be eradicated in their final versions.

The data collection procedure took place in two steps. In the first step, the questionnaire survey began with questions on demographic backgrounds of the participants to draw a general picture of the industry, followed by the second step involving questions connected with experience in international opportunity recognition and exploitation in order to obtain the required data for analysis.

Data Analysis

Findings of research questionnaire were analyzed using SPSS (version 22) software. The researcher took advantage of the independent-sample t-test to find the probable effect of managers' English language proficiency on facilitating international opportunities. In addition, the normality status of the data was examined.

Results

Investigating the First Research Question

In order to examine how managers and decision-makers perceived the role of English language in recognizing and exploiting international opportunities in the PSEEZ, the descriptive features of the research variables are examined separately in different tables based on the central tendency measures, such as the mean, standard deviation, and skewness.

Table 3

Central Indicators and Dispersion Measures Related to Knowledge of the English Language

Item	Std.			
	Mean	Deviation	Minimum	Maximum
English Language Knowledge	23.1456	3.55093	12.00	30.00
Written and oral forms	4.462	0.848		
Significant role of English in the workplace	4.233	0.976		
Whether Business English is different from general English	4.008	0.835		
Subject matter and English language knowledge measure employees' knowledge	4.158	0.756		
Teaching courses are offered in the English language	2.908	1.209		
Learning English and other languages	3.375	1.969		

As depicted in Table 3, Indices of mean (M) and standard deviation (SD) for managers and decision-makers' English language knowledge skill are 23.14 and 3.55, respectively. The first subskill of English language knowledge is knowledge of written and oral form with M=4.46 and SD=0.84. The values of M and SD defined for significant role of English in workplace are 4.23 and 0.97, respectively. In addition, M and SD for the difference between business English and general English are 4.00 and 0.83, respectively. The values of M and SD for measuring employees' English knowledge are 4.15 and 0.75. Next, the value of M for offering courses in English is 2.90 and its SD was calculated as 1.20. Finally, the index of M regarding learning English and other languages is 3.37 and its attributed SD is 1.96.

Table 4*Central Indicators and Dispersion Measures Related to Work-related English Knowledge*

Item	Mean	Std. Deviation	Skewness	Kurtosis	Minimum	Maximum
Work-related English Knowledge	17.7333	2.30357	.853	1.831	12.00	25.00
Communicating with staff in English cannot improve work-related English knowledge	1.842	1.250				
Higher levels of work-related English knowledge lead to productivity of employees	4.267	0.905				
Work-related English knowledge facilitates recognition and exploitation of business opportunities	4.275	0.788				
There is a relation between employers and employees in terms of work-related knowledge of English	3.025	1.088				
The important role of the English language in the market	4.325	0.945				

Table 4 displays that the Indices of mean (M) and standard deviation

(SD) related to work-related English knowledge are 17.73 and 2.30, respectively. The subskill values obtained for communicating with the staff in English were M= 1.82 and SD= 1.25. In addition, work-related English knowledge was shown to result in higher productivity of the employees with M=4.26 and SD=0.90. Facilitation of the recognition and exploitation of business opportunities as a result of improved work-related English knowledge produced M= 4.27 and SD= 0.78. In addition, M and SD for the relation between employers and employees in terms of work-related knowledge of English are 3.02 and 1.08, respectively. Lastly, the values of M and SD for the role of the English language in the market are 4.32 and 0.94, respectively.

Table 5

Central Indicators and Dispersion Measures Related to English Language in the Market

Items	Mean	Std. Deviation	Skewness	Kurtosis	Minimum	Maximum
English Language in the Market	31.1333	3.68265	-.043	.002	21.00	40.00
Most managers are not familiar with English	3.717	1.109				
Lack of proficiency in English results in missed contracts	3.842	1.012				
English proficiency is essential for Iranian organizations	2.817	1.283				
Emphasizing English proficiency when recruiting staff	2.817	1.316				
English language leads to international competition	4.592	0.692				
Market-related English is necessary	3.958	1.148				
English knowledge helps with negotiation skills	4.700	0.574				
Strong tendency toward English	4.692	0.577				

Table 5 shows that the values of mean (M) and standard deviation (SD) for the English language in the market are 31.13 and 3.68, respectively. The first subskill is the managers' lack of familiarity with the English language with M= 3.71 and SD= 1.10. The obtained values of M and SD for the lack of proficiency in English are 3.84 and 1.01. The value of M for emphasis on English proficiency when recruiting staff is 2.81 and its SD was calculated as 1.31. Moreover, the index of M with respect to the role of the English language in international competition is 4.59 and its attributed SD is 0.69. The values of M and SD for the role of English knowledge in negotiations are 4.70 and 0.57, respectively. Finally, the obtained M for strong tendency toward English is 4.69 and its attributed SD is 0.57

Table 6

Central Indicators and Dispersion Measures Related to the English Language Competence Outsourcing

Items	Mean	Std. Deviation	Skewness	Kurtosis	Minimum	Maximum
English Language Competence	18.5053	3.05901	-.437	2.711	5.00	25.00
Outsourcing						
The company does not outsource documents to be translated into Persian	3.325	1.078				
Need for bilingual translators and interpreters	3.200	1.206				
Most operations are not conducted in English	3.723	1.004				
Most managers are not proficient in English	3.916	1.042				
Managers need assistance in English communications	4.342	0.704				

As can be seen in Table 6 above, the values of mean (M) and standard deviation (SD) for English language competence outsourcing are 18.50 and 3.05, respectively. The subskill where the PSEEZ companies do not rely on outsourcing documents to be translated into Persian produced M= 3.32 and SD (1.07). The value of M for requiring bilingual translators equals 3.20 and its attributed SD is 1.20. In addition, the indices of M and SD for operations that are not conducted in English are 3.2 and 1.00, respectively. The next subskill is lack of English proficiency among managers with M=3.91 and SD equaling 1.04. Finally, the value of M for assistance in English communications is 4.32 and its attributed SD equals 0.70.

Table 7
Central Indicators and Dispersion Measures Related to Digitalization

Items	Std.		Skewness	Kurtosis	Minimum	Maximum
	Mean	Deviation				
Digitalization	17.6250	2.90772	.355	.442	9.00	25.00
Protocols and orders are digitalized	3.592	0.957				
Direct relationship between staff's proficiency in English and technology awareness	4.042	0.974				
Most courses use digital instruments	3.583	0.875				
Staff do not use digital instruments to improve their English knowledge	3.175	0.993				
Digital facilities are not accessible for the staff in PSEEZ	3.233	1.158				

As shown in Table 7, the indices of mean (M) and standard deviation (SD) for digitalization are 17.62 and 2.90, respectively. The component of digitalized protocols and orders was calculated with M=3.59 and SD=0.95. The other component is direct relationship between the staff's proficiency in English and technology awareness (M= 4.04 and SD=0.97). The values of M and SD defined for utilizing digitalized instruments are 3.58 and 0.78, respectively. Next, the value of M for lack of attention to the role of digital instruments in improving English knowledge is 3.17 and its SD equals 0.99. Finally, the index of M regarding unavailability of digital facilities for the staff in PSEEZ is 3.23 and the SD is measured as 1.15.

Investigating the Second Research Question

The second research question investigated if there were any relationship between different sub-scales of the questionnaire and demographic information of the participants. Table 8 presents the results of the correlation.

Table 8
Results of the Correlation Test on the Components of the Questionnaire

	English language knowledge	Work related English knowledge	English language in the market	English language competence outsourcing	Digitalization	Mangers' proficiency
Gender	-.158	-.125	.006	.022	-.156	-.118
Age	.028	-.050	-.150	-.063	-.087	-.098
English skill	-.015	-.065	.209*	-.036	.060	.061
Language	-.054	-.039	.016	-.034	.086	-.007
Education	-.105	.029	-.001	-.029	-.159	-.084
Learning method	.057	.169	-.161	.076	-.085	.000

Abroad trip	.146	-.089	.082	-.062	.007	.044
Work experience	-.020	-.082	-.202*	-.105	-.234*	-.200*
English language knowledge	1	.284**	.359**	.161	.211*	.652**
Work related English knowledge	.284**	1	.321**	.273**	.238**	.592**
English language in the market	.359**	.321**	1	.273**	.245**	.712**
English language competence outsourcing	.161	.273**	.273**	1	.473**	.653**
Digitalization	.211*	.238**	.245**	.473**	1	.644**
Managers' proficiency	.652**	.592**	.712**	.653**	.644**	1

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

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

The results of the Pearson correlation coefficient test showed that there is a positive and significant relationship between the age variable and English Language in the Market (sig <0.05). There is also a negative and significant relationship between work experience and the variables of English language in the market and digitalization. In addition, the study of the relationship among the components of the research shows that there is a positive and significant relationship among the components (sig <0.05). In other words, by improving one component, other components level up proportionately. In sum, the correlation coefficient is significant at (sig <0.05) between the managers' proficiency in English with the variables of English language knowledge (0.652), work-related English knowledge (0.592), English language in the market (0.712), English language competence outsourcing (0.653), and digitalization (0.644). As can be seen, all the research components are almost equally important in increasing proficiency in English among the PSEEZ executive managers and decision-makers, with English Language in the Market as the most significant component.

Discussion

PSEEZ is a particular economic zone established in 1998 for the utilization of South Pars oil and gas resources. It encourages commercial activities in the field of oil, gas, and petrochemical industries. Based on the

research findings, English language knowledge is essential for managers and decision-makers in their endeavors to tap into the international market opportunities. The findings revealed that the best way for the managers and decision-makers to improve their English or any other international language for that matter, was by attending language classes. The results also indicated that higher knowledge of work-related English can lead to productivity of the staff. Moreover, there may be advantages or opportunities missed or lost altogether in international contracts for want of proficiency in English. The findings showed that English language can also be helpful in case of competing with international organizations through timely recognition and exploitation of business opportunities. In the same vein, holding market-related language courses can help managers in their efforts to recognize and exploit international opportunities as language proficient managers and decision-makers can negotiate better with their international counterparts. The findings also showed that the majority of the work procedures in PSEEZ were not done in English because generally not all the employees there are proficient enough. It should be interestingly noted, however, that they are advised to have bilingual dictionaries available for occasions where the need may arise for them to consult their dictionaries.

In addition, all the operations in PSEEZ are digitalized for employees and their pre-service and in-service courses took advantage of digital instruments; however, they generally do not utilize these digital instruments in boosting their English language skills for various reasons. It should be also mentioned that the digital language leaning facilities are not available all the time in the company.

This study is novel in that it stems from two currents of literature, i.e., entrepreneurship and English language learning and teaching. As far as the authors know, no similar research has been done in Iran, and it is a fairly new interdisciplinary topic in the world. Findings of the present study agree with Vinnikainen's (2022) work which showed the importance of foreign language proficiency for the success of the professionals' career. Moreover, this study is line with the study of Welch et al. (2001) who maintain that the English

language is an essential element in the internalization of a company. Similarly, Stoian, et al. (2011) found that having English or foreign language skills affect the antecedents of business performance and it is projected in all the multinational operations of companies. Parallel to this study, Sheng and Mullen (2011) stated that English language proficiency can facilitate marketing closeness. In addition, Liesch et al. (2002) pointed that language competency can play a significant role in finding and selecting the markets. Lastly, the present research results are consistent with Hurmerinta et al. (2015) who found that matching linguistic knowledge directs managers in their recognition of international opportunities.

While some researchers have continued to consider language as a barrier to internationalization, a number of studies have also shown that the decision-maker's language skills may increase the firm's likelihood of expanding its business internationally (Fernandez-Ortiz & Lombardo, 2009; Holzmuller & Kasper, 1990). Leonidou (2004) and Suarez-Ortega (2003) found that language differences were no longer a significant barrier to SME internationalization. Besides the globalization and the emergence of Business English as the new lingua franca (Louhiala-Salminen & Kankaanranta, 2012; Rogerson-Revell, 2007), this may be due to the increasing number of intermediaries performances as language and cultural interpreters among international companies all over the world-wide market (Fast, 2021; Jansson & Sandberg, 2008; Welch, et al., 2001).

Conclusion

The present study confirmed that Business English is a specialty in English language studies revolving around business, industry, finance, and international affairs. In today's world of global markets and digital communications, Business English is a concept that is becoming increasingly important as English has come to be known as the business language. In this line, learning work-related vocabulary and business jargons could prove very valuable. Moreover, the findings of the present study imply that businesses especially those that seek international recognition should invest on English

language proficiency of their decision-making managers. Development of English language centers which provide consistent language training can considerably affect the visibility of companies in the international markets. The study also implies that introduction of work-related English is important when designing the English program in these contexts.

The present research was the first attempt in Iran to examine the role of the English language in recognizing and exploiting international opportunities, the two pillars of entrepreneurship. However, more examinations drawing on concepts from a variety of disciplines and employing diverse methodologies are required in the future because this field is very fragmented, with serious knowledge gaps in theory, data, methodology, and content in Iran and all over the world. This study fulfilled this gap to some extent but much remains to be done. To motivate future research in this direction, this study suggests advancing the investigation of the role of language in recognizing and exploiting international opportunities on a larger scale and in other industry and business fields. We particularly encourage the integration of insights from different English and business disciplines as an opportunity to gain a deeper insight into language proficiency in international businesses.

Furthermore, future research can investigate the reasons why employees may not be inclined to learn or improve their English or do not feel motivated to use the learning instruments that have been provided for them. Future studies can also focus on other aspects, such as content and need analysis, attitudes of the top management toward learning English as a strategic investment, e-learning and digital considerations, particularly following the Covid-19 pandemic, attention to hiring of qualified teachers and instructors for the programs and workshops, and so on.

The present research also suffers from a number of limitations. To begin with, the research instrument used for data collection was a survey. A common downside of such surveys, whether in-person or online, is that respondents' answers may not always reflect what they in fact know to be true, but may rather reflect what might be commonly expected in a given situation. In

addition, since surveys require the individuals to select their responses based on their judgements, thoughts or beliefs, the self-reported data that is obtained may be disposed to under- or overestimation.

Another limitation concerns the interviews which were conducted as the first step to develop the research questionnaire. With the managers at PSEEZ, in-person interviews were out of questions mainly to observe the safety protocols for the COVID-19 pandemic and also because of their tight and unpredictable work schedules. Thus, they only agreed with the answers to typed-out interviews questions which were sent to them via email or WhatsApp. This precluded the opportunity for interactive interviews which may have led to gleaning more details.

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Appendix I

Dear participant,

The purpose of this survey is to investigate the *role of English language competency in international opportunity recognition and exploitation in Pars Special Economic Energy Zone (PSEEZ)*. I would greatly appreciate it if you could take some of your precious time out of your busy schedule to complete the following questionnaire. I should stress that all of your information and answers will be kept strictly confidential. Your answers would certainly enhance the richness and content validity of the study and obviate its problems. I also welcome any comments that you may have about this research, hence, I have included a comment section at the end of this questionnaire. If you have any questions, please contact the researcher at the following address:

h.ekbatani@alumni.ut.ac.ir

We will be glad to share the results of the study if you write to us at the above address. Thank you again for your assistance in this project.
Sincerely,

Gender: Male ☐ Female ☐

Age: 24-29 ☐ 30-36 ☐ 37-43 ☐ 44 and more ☐

Occupation: Please specify _____

Job experience (in years) _____

Mother language: Please specify _____

Academic degree: BSc ☐ MSc ☐ PhD ☐

Academic major: Please specify _____

How did you learn English?

Institutes ☐ University ☐ In the company ☐ Self-study ☐ None ☐

How do you evaluate your level of proficiency in English?

Beginner ☐ Intermediate ☐ Advanced ☐

How many marketing trips have you ever had? 1 ☐ 2 ☐ 3 ☐ More than 3 ☐

Please choose an answer according to the following criteria:

1- strongly disagree 2- disagree 3- no idea 4- agree 5- strongly agree

No.	Statements	Strongly disagree	Disagree	No idea	Agree	Strongly agree
A.	English Language Knowledge					
1	For marketing purposes, the staff mostly need the English language knowledge in both written and oral modes.					
2	English language knowledge has a significant role in your work context.					
3	The purpose and nature of English language knowledge for marketing is significantly different from English for general purposes.					
4	Both subject matter knowledge and English language knowledge are important criteria for measuring employees'/employers' English language knowledge.					
5	Most in-service courses for the staff are based on English language instruction.					
6	It is better for the staff to learn English along with other languages.					

No.	Statements	Strongly disagree	Disagree	No idea	Agree	Strongly agree
B.	Work-related Knowledge					
7	Communicating with the English staff does not improve your work-related knowledge.					
8	Higher levels of work-related knowledge regarding PSEEZ affect the productivity of the employees.					
9	Work-related knowledge in PSEEZ might lead to various business opportunities.					
10	There is a balance between the employees' and employers' work-related knowledge in PSEEZ.					
11	The importance of the work-related knowledge in the market is often taken for granted.					
C.	English Language in the Market					
12	Most managers and employees are not familiar with the English language.					
13	Organizations may lose the contracts or its benefit(s) due to lack of English proficiency.					

No.	Statements	Strongly disagree	Disagree	No idea	Agree	Strongly agree
14	English proficiency is one of the essential requirements in Iranian organization procedures.					
15	Your organization emphasizes the importance of English language when recruiting an employee.					
16	English language may help competing in foreign markets.					
17	Market-related English language courses are necessary in your business.					
18	English language knowledge can help during negotiations with foreign companies.					
19	There is a strong tendency toward English language compared to other languages.					
D.	English Language Competence Outsourcing					
20	The company does not outsource the documents to be translated into native Persian.					
21	The staff need to have bilingual translators and interpreters for doing trade and business.					

No.	Statements	Strongly disagree	Disagree	No idea	Agree	Strongly agree
22	Most company activities are not operated in English.					
23	Majority of the staff do not have any English language skill.					
24	For business and market, the staff need assistance for communicating in English.					
E.	Digitalization					
25	Most company protocols and orders are digitalized.					
26	There is a direct relationship between the staff English language competence and their technology awareness.					
27	Most pre-service and in-services English language courses utilize digital instruments.					
28	The staff do not use digital facilities to improve their English language skills.					
29	Digital facilities are not accessible for both the employers and employees in the PSEEZ.					

Comments

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Thank you for your helpful cooperation

Abstracts in Persian

نقش دانش زبان انگلیسی در تشخیص و بهره‌برداری از فرصت‌های بین‌المللی: بررسی موردی منطقه ویژه اقتصادی انرژی پارس

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تاریخ دریافت: ۱۴۰۲/۰۵/۱۲ تاریخ تصویب: ۱۴۰۳/۰۵/۲۴

چکیده

پژوهش‌های بسیاری نشان داده‌اند که مهارت زبانی تصمیم‌گیرندگان و مدیران در صنعت نفت تأثیر بسزایی در شناسایی و بهره‌برداری از فرصت‌های بازاریابی بین‌المللی دارد. بر همین اساس، مطالعه بینارشته‌ای حاضر به بررسی نقش مهارت زبان انگلیسی در شناسایی و بهره‌برداری از فرصت‌های بین‌المللی در منطقه ویژه اقتصادی پارس جنوبی می‌پردازد. به این منظور، پرسشنامه نظرسنجی توسط محققان تدوین و به‌عنوان ابزار گردآوری اطلاعات در شرکت‌های منطقه ویژه اقتصادی پارس جنوبی به‌عنوان بستر تحقیقاتی استفاده گردید. مجموعاً، ۱۲۰ مدیر اجرایی در پژوهش حاضر شرکت کردند. به‌منظور تحلیل داده‌های پژوهش از نرم‌افزار اس پی اس اس استفاده شد. تحلیل یافته‌ها نشان دادند که مهارت زبان انگلیسی ارتباط معنادار و مثبتی با شناسایی و بهره‌برداری از فرصت‌های بین‌المللی دارد. مطالعه حاضر نقش بااهمیت زبان انگلیسی در افزایش فرصت‌های بازاریابی بین‌المللی در منطقه ویژه اقتصادی پارس جنوبی را یادآور می‌شود. همچنین، پژوهش حاضر کاربردهایی در زمینه زبان انگلیسی برای اهداف ویژه دارد.

کلیدواژه‌ها: مهارت زبان انگلیسی، شناسایی فرصت‌های بین‌المللی، بهره‌برداری از فرصت‌های بین‌المللی، منطقه ویژه اقتصادی پارس جنوبی، مدیران اجرایی، کارآفرینی، انگلیسی برای اهداف ویژه.

استناد به مقاله:

اکباتانی، حسین؛ قنبری، نسیم؛ محمدکاظمی، رضا (۱۴۰۳)، نقش دانش زبان انگلیسی در تشخیص و بهره‌برداری از فرصت‌های بین‌المللی: بررسی موردی منطقه ویژه اقتصادی انرژی پارس، *افق‌های زبان*، ۸ (۳)، ۱۸۶-۱۵۳.

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این مقاله تحت گواهی زیر منتشر شده و هر نوع استفاده غیرتجاری از آن مشروط بر استناد صحیح به مقاله و عدم تغییر یا تعدیل مقاله مجاز است.

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تأثیر ارزیابی پویای مبتنی بر وب بر دانش کاربرد شناختی زبان آموزان ایرانی: عذرخواهی، امتناع و درخواست

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چکیده

نقش کنش‌های گفتاری در برقراری ارتباط موفق، به عنوان یکی از مؤلفه‌های اصلی توانش کاربرد شناختی، آن را به حوزه مهمی از پژوهش در زمینه آموزش زبان انگلیسی تبدیل کرده است، زیرا توانش کاربرد شناختی، جزء جدایی‌ناپذیر توانش زبانی به‌شمار می‌رود. یکی از تغییرات مهم در حوزه سنجش زبان، پیدایش رویکردی به‌نام ارزیابی پویا است. پژوهش نیمه‌تجربی حاضر به بررسی تأثیر ارزیابی پویای مبتنی بر وب بر دانش کاربرد شناختی زبان‌آموزان ایرانی در سطح متوسط می‌پردازد. شرکت‌کننده‌های این پژوهش، ۱۰۰ دانشجوی زن ایرانی در سطح متوسط بودند که انگلیسی را در یکی از کلاس‌های مؤسسات‌های خصوصی تهران در ایران فراگرفته بودند. شرکت‌کننده‌ها از طریق نمونه‌گیری دردسترس از میان پنج کلاس دست‌نخورده انتخاب شدند. برای گردآوری داده‌ها از آزمون مهارت زبان انگلیسی میشیگان و یک آزمون چند گزینه‌ای تکمیل‌گفتمان نوشتاری از بیرجندی و رضایی (۲۰۱۰)، برگرفته از تاج‌الدین و باقرکازمی، (۲۰۱۴) و دیگر آزمون‌های چند گزینه‌ای تکمیل‌گفتمان نوشتاری موجود در بازار استفاده شد. برای تجزیه و تحلیل داده‌ها، آمار توصیفی و تحلیل کوواریانس به‌همراه مقایسه چندگانه بونفرونی به کار گرفته شد. یافته‌ها نشان داد که رویکرد مبتنی بر پرسش‌های تدریجی برآون و رویکرد تجربه‌یادگیری میانجی‌گری فویرشتین در مقایسه با دو رویکرد دیگر (رویکرد آزمون آموخته‌گوته و رویکرد سنجش محدودیت‌های کارلسون و ویلد)، در یادگیری کاربرد درست عذرخواهی، امتناع و درخواست برای زبان‌آموزان زبان خارجی در سطح متوسط مؤثرتر بوده‌اند. یافته‌های پژوهش کاربردهای آموزشی برای معلمان، دانش‌آموزان و برنامه‌ریزان دوره‌های آموزشی زبان انگلیسی دارد.

کلیدواژه‌ها: عذرخواهی، دانش کاربرد شناختی، امتناع، درخواست، ارزیابی پویای مبتنی بر وب.

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این مقاله تحت گواهی زیر منتشر شده و هر نوع استفاده غیرتجاری از آن مشروط بر استناد صحیح به مقاله و عدم تغییر یا تعدیل مقاله مجاز است.

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تعیین عوامل پیش‌بینی‌کننده امنیت روانی سازنده و ناسازگار مدرسان نیوزلندی و ایرانی زبان انگلیسی

عبدالرضا خلیلی^۱، محمد ظهراپی^۲

تاریخ دریافت: ۱۴۰۲/۱۰/۱۷ تاریخ تصویب: ۱۴۰۳/۰۵/۲۴

چکیده

این پژوهش کوشید تا عوامل اصلی در امنیت روانی سازنده و ناسازگار معلم‌های نیوزلندی و ایرانی زبان انگلیسی را مشخص کند. افزون بر این، پژوهش حاضر تفاوت بین انواع امنیت روانی سازنده و ناسازگار این گروه از معلم‌ها را بررسی کرد. به این منظور، ابتدا محقق‌ها از نمونه‌گیری دردسترس برای انتخاب ۲۹۴ معلم مرد و زن نیوزلندی زبان انگلیسی و ۲۸۶ معلم مرد و زن ایرانی زبان انگلیسی در مؤسسات به‌عنوان شرکت‌کننده استفاده کردند. دوم، آن‌ها از گول‌فرم برای اجرای پرسشنامه‌های امنیت روانی معلم، هوش هیجانی، هوش معنوی، کمال‌گرایی و اطلاعات جمعیت‌شناختی به شرکت‌کنندگان نیوزلندی و ایرانی استفاده کردند. معلم‌های نیوزلندی و ایرانی پرسشنامه‌ها را به ترتیب در بازه زمانی یک ماهه و هفتاد روزه تکمیل کردند و برگرداندند. سوم، محقق‌ها برای انجام تجزیه و تحلیل داده‌ها از رگرسیون لجستیک و آزمون کای-اسکوئر استفاده کردند. یافته‌ها نشان داد که هوش هیجانی، هوش معنوی و تجربه معلم‌های نیوزلندی عوامل اصلی در امنیت روانی سازنده و ناسازگار آن‌ها بودند. از سوی دیگر، درآمد، سن و هوش هیجانی معلم‌های ایرانی عوامل اصلی در انواع امنیت روانی آن‌ها بودند. در نهایت، امنیت روانی معلم‌های نیوزلندی نسبت به امنیت روانی معلم‌های ایرانی سازنده‌تر بود. نتایج به ماهیت حساس به بافت امنیت روانی سازنده و ناسازگار معلم‌های زبان انگلیسی نسبت داده شد. این یافته‌ها ممکن است کاربردهای عملی برای تشکیل دوره‌های آموزش معلم زبان انگلیسی و آموزش راهنمای معلم زبان انگلیسی در بافت‌های زبان خارجی داشته باشند.

کلیدواژه‌ها: امنیت روانی معلم، تجربه، هوش معنوی، هوش هیجانی.

استناد به مقاله:

خلیلی، عبدالرضا؛ ظهراپی، محمد (۱۴۰۳)، تعیین عوامل پیش‌بینی‌کننده امنیت روانی سازنده و ناسازگار مدرسان نیوزلندی و ایرانی زبان انگلیسی، *افق‌های زبان*، ۸ (۳)، ۹۷-۱۲۴.

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ادراک دبیران زبان انگلیسی درباره دانش تعلیمی-محتوایی: روش کیو

ستایش صادقی^۱، محمدعلی اکبری^۲، علی یاسینی^۳

تاریخ تصویب: ۱۴۰۲/۰۵/۲۴

تاریخ دریافت: ۱۴۰۲/۰۶/۲۵

چکیده

دانش محتوای آموزشی، به عنوان مفهومی که بیانگر حرفه ای بودن و تخصص معلمان است، از سال ۱۹۸۰ مورد توجه چشمگیری قرار گرفته است. با این وجود، این مسئله در حوزه آموزش زبان انگلیسی بررسی نشده است. در این مقاله، از روش کیو برای بررسی ادراکات مشترک معلمان زبان انگلیسی در مورد دانش محتوای آموزشی استفاده شد. این مطالعه اولویت های معلمان زبان انگلیسی را در مورد مؤلفه های دانش محتوای آموزشی مورد بررسی قرار داد. چهارده معلم زبان انگلیسی در مطالعه کیو شرکت کردند. در نهایت چهار ویش عبارت به عنوان نمونه کیو انتخاب شدند. تجزیه و تحلیل عاملی نشان داد که شرکت کنندگان به سه عامل گروه بندی می شوند که سه دیدگاه متمایز از مؤلفه های دانش محتوای آموزشی را بیان می کنند: مؤلفه های متمرکز بر دانش آموز، متمرکز بر آموزش، و مؤلفه متمرکز بر مهارت زبانی. یافته ها نشان داد که معلمان اولویت بیشتری را به مؤلفه های موضوع، دانش آموز و طرح درس می دهند. نتایج نشان می دهد که معلمان روی چه مواردی تمرکز کنند و در تدریس خود روی چه چیزهایی تأکید نکنند. یکی از مفاهیم عملی یافته ها این است که مربیان و برنامه های آموزش معلمان باید توجه بیشتری به جنبه دانش آموز محور تدریس داشته باشند.

کلیدواژه ها: روش کیو، معلمان زبان انگلیسی، ادراک معلم، دانش محتوای آموزشی.

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بررسی معلم کارآفرینی زبان انگلیسی: نظرات معلم کارآفرین‌های زبان انگلیسی و دنبال‌کنندگان آن‌ها در فضاهای اجتماعی وابسته

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چکیده

معلم کارآفرینی زبان انگلیسی، شاخه‌ای از کارآفرینی، روشی پیشگام در حرفه آموزش زبان انگلیسی است که از نوآوری و فناوری بهره می‌برد. پژوهش حاضر، با استفاده از روش طرح تفسیری پایه، با هدف بررسی عوامل انگیزشی معلم کارآفرین‌های زبان انگلیسی و عوامل انگیزشی و بی‌انگیزه‌کننده دنبال‌کنندگان آن‌ها انجام شد. معلم کارآفرین‌های زبان انگلیسی معلم‌هایی خود محرک هستند که از محیط‌های سنتی مدرسه اجتناب می‌کنند و از فناوری برای کسب استقلال در فضاهای اجتماعی وابسته به عنوان بستری آموزشی استفاده می‌کنند. دو گروه از شرکت‌کنندگان شامل ۲۵ معلم کارآفرین زبان انگلیسی ایرانی و ۱۰۰ دنبال‌کننده معلم کارآفرین‌های زبان انگلیسی بودند که در فضاهای اجتماعی وابسته مانند فیسبوک، تلگرام، واتس‌آپ، ایتا و اینستاگرام، از طریق نمونه‌گیری هدفمند انتخاب شدند. برای گردآوری داده‌ها، دو مصاحبه نیمه‌ساختاریافته به صورت فردی و گروهی با دو گروه از شرکت‌کنندگان انجام شد. تحلیل داده‌ها از طریق تحلیل موضوعی مصاحبه‌ها صورت گرفت. یافته‌ها نشان داد که عوامل انگیزشی معلم کارآفرین‌های زبان انگلیسی شامل کسب درآمد مالی، فراهم کردن فرصت‌های نوآورانه برای دیگران، تجربه توسعه حرفه‌ای، استفاده از فناوری، به اشتراک‌گذاری دانش، مقابله با فرسودگی شغلی، تمرین خلاقیت و انتقادی‌نگری، و افزایش خودکارآمدی و اعتماد به نفس است. افزون بر این، عوامل انگیزشی و غیرانگیزشی دنبال‌کنندگان معلم کارآفرین‌های زبان انگلیسی عبارت بودند از یافتن روش‌های جدید تدریس/یادگیری زبان انگلیسی، ایجاد روابط کاری و اجتماعی جدید، آگاهی از آخرین پیشرفت‌ها در تدریس/یادگیری زبان انگلیسی، یادگیری مستقل زبان انگلیسی، یافتن هویت جدید، افزایش اثربخشی تدریس/یادگیری زبان انگلیسی، همراه با کمبود وقت، مشکلات مالی، کمبود امکانات، عدم تمایل و بی‌انگیزگی دانش‌آموزان برای یادگیری، و سواد دیجیتال پایین.

کلیدواژه‌ها: معلم کارآفرین زبان انگلیسی، معلم کارآفرینی زبان انگلیسی، تدریس/یادگیری زبان انگلیسی، فضاهای اجتماعی وابسته.

استناد به مقاله:

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خود سرگردان در جامعه چند ملیتی امریکا: هویت ایللیاتی فلانور افریقایی امریکایی در درس پیانو اثر آگوست ویلسون

رکسانا دیانی^۱، بهی حدائق^۲

تاریخ دریافت: ۱۴۰۰/۰۲/۱۹ تاریخ تصویب: ۱۴۰۱/۰۶/۱۹

چکیده

مهاجران آفریقایی آمریکایی به عنوان مسافران بی‌وقفه در پی بازیابی خود در جامعه وحشیانه و چندملیتی آمریکا به مثابه شخصیت فلانور هستند که خود سرگردان جهانی‌اند در پی یافتن خود. این همان خودی است که صورت وجودی فرمانطقه‌ای و اعمال نمایشی‌اش کالبد مناسبی در بافت نمایشی پست‌مدرن آفریقایی آمریکایی یافته است. شخصیت ویلسون به سبب برخورداری از هویت نمایشی در تقابل با غیر خود و به عنوان جوینده‌ای برای خود سرگردانش می‌تواند بهترین نمود فلانور عصر حاضر باشد. افزون‌براین، با توجه به تمرکز ویژه ویلسون بر نقش تعیین‌کننده شخصیت حاشیه‌ای به‌نام روح جنگجو در روایت اصیل تاریخ آفریقایی آمریکایی، این پژوهش با استفاده از تعریف بودلر و نظریات بنجامین فلانور در درس پیانو ویلسون (۱۹۹۰)، بر آن است تا نشان دهد که چگونه پسر ویلی به‌عنوان یکی از روح‌های جنگجوی ویلسون می‌تواند مظهر بالقوه افریقایی آمریکایی فلانور باشد. همچنین از منظر مفهوم پست‌مدرن رزیوم برگرفته از هنر/ فلات (۱۹۸۰) دلوز و گتاری، این پژوهش در پی کشف آن است که چگونه دگرگونی هویتی این شخصیت به سمت فلانور آفریقایی آمریکایی می‌تواند بستر مناسبی برای دیدگاه مستقل نمایشی و پست‌مدرن ویلسون به منظور بازنمایی درست تاریخ‌نگاری سیاه پوستان باشد. افزون‌براین، پژوهش حاضر نشان می‌دهد که چگونه ماهیت چندگانه شخصیت نمایشنامه ویلسون بارزترین نمود گوناگونی ماهیت و دگرگونی مکانی-زمانی شخصیت فلانور است.

کلیدواژه‌ها: آگوست ویلسون، فلانور بودلر و بنجامین، درس پیانو، دلوز، گتاری، رزیوم، روح جنگجو.

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- ۱۲۵-۱۵۲ تأثیر ارزیابی پویای مبتنی بر وب بر دانش کاربرد شناختی زبان آموزان ایرانی:
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ملیکا قربانیان، سعیده آهنگری، مهناز سعیدی
- ۱۵۳-۱۸۶ نقش دانش زبان انگلیسی در تشخیص و بهره‌برداری از فرصت‌های بین‌المللی:
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حسین اکباتانی، نسیم قنبری، رضا محمدکاظمی

فصلنامه علمی

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سردبیر: محمدرضا عنانی سراب

ویراستار زبان انگلیسی: ساره پورصدوقی

ویراستاران زبان فارسی: نرجس منفرد

مدیر اجرایی: نرگس جعفری

اعضای هیئت تحریریه

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آدرین هالیدی: استاد زبان‌شناسی کاربردی، دانشگاه کانتربری انگلستان.

محمدحسین کشاورز: استاد زبان‌شناسی کاربردی دانشگاه گرینه، قبرس شمالی.

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