Developing a Model of Identity for the Iranian EFL Context: with a Focus on Language Proficiency

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Abstract

This study intended to develop a model of identity for the Iranian EFL context with emphasize on their language proficiency. Moreover, the study defined learners' opinions about the language and identity and that method would be the best to be taught. The project had a cross-sectional quantitative research design, collecting both quantitative and qualitative data via interviews, questionnaires and language proficiency test. Considering a total population of EFL learners in Iran, a sample of 120 students were randomly selected to participate in the study. The students were surveyed by testing their identity perceptions in learning English. As a result, language-specific effects on the learners' identities, and how much competency in language learning would be occurred were the most important aspects of this study. The importance of a second language learning skill alongside the native language was thoroughly explained and its relationship to the identity of the language learners was explored and was concluded that there was significant relationship between them. Apart from these discussions, it has clearly seen the importance of the identity of learners and the skill of the learners in the educational implications that have a great impact in this field. Implementation of the methods based on these findings facilitates the emergence and development of a second language system in the learner's mind during the process of learning, and prevents the interplay of first language patterns with second language patterns.

Keywords: Identity, Model, EFL Context, Language Proficiency

INTRODUCTION

Learning a language and learning a culture of that language should occurre simultaneously, so learners are better to learn these two at the same time in different time because their knowledge from their society has direct relationship with the cultural aspects of their target language, through the context (Hinkel, 1999; Salzmann, 1998; Tseng, 2002). According to social ideology researchers, identity is a social construct because the application of symbolic performances

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by the individuals in dynamic social and situational contexts has been proved (Campbell, 2000; Schecter & Bayley, 1997; Star, 1991). For example, consider English learning in a non-English- speaking context; therefore, the identity have to be constructed toward their home culture to decrease language learning conflicts by English learners (Lee, 2002; Milville et al., 2000). This conflict occurs because the identity between home and target cultures are unsuitable (Berry, Kin, Minde & Mon, 1987; de Domanico, Crawford & DeWolfe, 1994). Home cultures for learners are their heritage and represent their origins of minds, thoughts and behaviors which have been lasted and repeated generation after generation. On the other hand, relying on the mother language which performs like a vehicle for affirmation of group identity toward the culture by the L2 learners are undeniable. The second language learning and use are affected by the aspects of mother cultural identity (Peirce, 1995; Hinkel, 1999; Huth, 2006). L2 learners can conduct negotiations between mother language and TL with the support of mother cultural identity which is emblematic. Nevertheless, to understand how learners' mother cultural identity facilitated their pragmatic awareness, few researches were carried out. In the current world of language learning, identity is receiving increasing attention.

In last decade, many scholars in the filed acknowledged the need for investigating the role of identity in language learning (Pavlenko & Lantolf, 2000; Schwartz, 2005). Riley (2007) believed that the way language shaped and was shaped by identity was a key topic within sociolinguistics. Many different factors and elements procreate the identity of people consisting the social, territorial, linguistic, cultural, political, religious and ethnic related issues. For the same reason, identity and language learning were related to each other in which scientists and researchers were interested in the second and foreign language learning, language education, sociological and cultural aspects of language learning were focused greatly. In fact, the expression of self and individual's identity is one of the essential and chief functions of language; however, linguists have neglected this issue especially. In spite of the fact that the expression of self and individuals' identity is one of the principal functions of language, it has largely been neglected by linguists especially in the field of foreign language learning. Religious identity, on top of that, is a factor which is failed to provide for in researches on the relationship between identity and language learning. In addition, Islamic identity is a deeply rooted element that has touched different aspects of life of Iranian language learners. Considering the issues stated above, the current research was an attempt to shed light on the effect of religious (Islamic) identity on learning cultural aspects of foreign language (English) among Iranian language learners. In this study, it was intended to present a model of identity in Iran. The related research questions were as follows:

1. How can identity be formed in Iranian language learners?

2. What are the components of Identity in learners?

3. What validated model of identity can be set forth for Iranian EFL learners through running SEM?

4. What is the relationship between Language Proficiency and the Identity Model?

The notion of identity was understood to mean the aggregate of a person's self-beliefs, which may be private or public and may differ from one relational context to another (Taylor, 2013a, and forthcoming). Throughout the study, the phrase ``relational context`` would be used to refer to a social condition where the learners interacted with the other individuals in a special content, replying to special social expectations. Examples of such relational contexts were teacher-pupil, peer-group or family interactions, where social roles and expectations were usually

clearly defined (Taylor, 2013b, forthcoming).There had not been lots of researches about the relationship between foreign language learning and adolescent identity; however, the subject warranted precise survey because foreign language learning occurred frequently in adolescent, generally in educational centers like schools, and; hence, identity subject matter associated with a new language learning (e.g., Lightbown and Spada, 2006) overlapped with identity subject matter associated with adolescence (e.g., Côté, 2009). Tavakkoli et al., (2014) in an article titled Ego Identity Types and Language Proficiency of Iranian EFL Learners had been had been endeavouring to respond the question which identity types achieved higher levels of proficiency in terms of language learning. The conclusions represented that by comparing two identity types such as achieved ego identity and foreclosed and diffused identity, the achieved ego identity type were preferable and better. The results revealed that the impacts of gender on the language proficiency drew on the researches that they believed the major and important difference found in this regard was not caused because of such differences. Zaree and Matin (2014) conducted a research entitled "The Relationship between EFL Learners' Self-Identity Changes, Motivation Types, and EFL Proficiency", the results revealed that self-confidence change was the prominent change common among foreign language learners. Canonical correlation analysis revealed that motivation types and self-identity changes were related through three pairs of canonical variables: intrinsic orientations related with personal identity changes, instrumental orientations related with cultural changes, and instrumental orientations related with learners' self-confidence change. Theoretical and pedagogical implications for foreign language learning and teaching were also discussed. Unfortunately, there was a lack of studies in this regard, in Iran. The researchers hope that this study provided a good

and useful ground to have the continued studies relating to identity and learning language in Iran. So, a model for identity would be provided that included following themes: culture, society, and identity and language proficiency.

METHODS

This study intended to develop a model of identity for the Iranian EFL context with emphasize on their language proficiency. Moreover, the study defined the learners' opinions about the language and identity and which method would be the best to be taught. The project had a cross-sectional quantitative research design, collecting both quantitative and qualitative data via interviews, questionnaires and language proficiency test. The students were surveyed by testing their identity perceptions in learning English. As a result, language-specific effects on the learners' identities, and how much competency in language learning would be occurred were the most important aspects of this study. As mentioned above, the study explored the changes in learner's identity and language proficiency. It also assessed the participants' views about the language and identity and highlighted the best method to be taught. To do this, a cross-sectional sequential exploratory mixed-method design was used in this study.

Participants

Considering a total population of EFL learners in Iran, a sample of 120 students were randomly selected to participate in the study. The sampling procedure was conducted in two parts. The following provide demographic information of the sample in the qualitative and quantitative sections. In this first section of study, 36 EFL language learners were randomly selected to participate in the in-depth interview. The sample was selected from different provinces of Iran: Azarbayjan Gharbi (3), Azarbayjan Sharghi (3), Fars) 3), Hormozgan (3), Khorasan Razavi (3), Boshehr (3), Tehran (3), Karaj (3), Isfahan (3),

Mazandaran (3), Sistan and Balucheatan (3) and Kerman (3). All participants were randomly selected from different English Language Institutes in these provinces. One of the authors visited the institutes and conducted the interview. 21 learners were female and 12 learners were male. Their age ranged from 18 to 23. Their proficiency level ranged from elementary to advance based on the language proficiency test. In this second phase of study, 120 EFL learners were randomly selected from different parts of Iran. The sample was selected from different provinces including: Fars (9), Hormozgan (10), Khorasan Razavi (9), Boshehr (10), Tehran (13), Karaj (9), Isfahan (11), Mazandaran (12), Sistan and Balucheatan (10), Kerman (15), Azarbayjan Gharbi (5), Azarbayjan Sharghi (7). 69 of the students were female and 51 of them were male. Their age ranged from 18 to 23. Their proficiency level ranged from elementary to the advanced based on the language proficiency test.

Instrument

The study employed some instruments to obtain data to answer research questions. The tools, which were employed, was interview which its reliability could be examined using Alpha Cronbach, and its validity was presented by Factor analysis. For more examination of its validity, TOEFL PBT could be used. To collect the data, the questionnaires would be distributed among the learners, and for data analysis, it would be checked how each component of the identity would be related with proficiency.

Procedures

At first, the TOEFL PBT proficiency test was used to evaluate the EFL learners' literacy skill. TOEFL was used as the test of language proficiency in this study. It administered in a paper-and-pencil format, measured test takers' ability to use and understand English in a classroom setting at the college or university level. In the second stage, the oral interview was used to be asked the ELF learners from 12 different zones

of Iran. The interviews were designed in order to acquaint the EFL learners of language institutes with the nature of the study, to establish rapport, to set a context for SWOT analysis, and then to obtain the depth and details of the participants' experiences. Their viewpoints on the six criteria were recorded for further analysis. The interviewees had been acquainted with the interview questions beforehand, in order for them to have enough time to reflect on the questions and organize their thoughts. They were encouraged to take notes as a guideline in the interview. The interview went on until the facts mentioned became repetitive and nothing was added to the already pointed factors. At this point, the researchers stopped interviewing and started the next phase that was data analysis to design the identity questionnaire. As Ary et al., (2006, p. 504) noted, "The standards of rigor in qualitative study are credibility, transferability, dependability and confirmability". Thus, a qualitative study has to follow these to be acceptable. In order to secure credibility, two strategies considered by Ary et al., (2006) were applied in this research. The first one was member check. At the end of the data collection phase, the data were collected, both the transcribed and video recorded data were given back to the participants for revision and correction if there was any misunderstood point. The second strategy was low-inference descriptions. This strategy means using verbatim or direct quotation in order to help the readers experience the participants' world. Dependability was the second rigor of qualitative study employed in this study. The strategy used for this factor to be secured was "documentation" which means everything was meticulously documented for further reference and work. Eventually, after the oral interview, the developed questionnaire was given to all of the ELF learners in order that all EFL learners answered all the questions available in the questionnaire. All the data from the mentioned instruments were gathered for further analysis according to grounded theory approach.

Design and Analysis

As mentioned earlier, the study studied the changes in learner's identity and language proficiency. It also assessed the participants' views about the language and identity and highlighted the best method to be taught. To do this, a cross-sectional sequential exploratory mixed-method design was used in this study. Munn and Drever (1990) mentioned that when the participants respond to different instruments in the same way, the data become more reliable. A mixed method research (MMR) was employed for carrying out the project. It is defined as the combination of quantitative and qualitative approaches in a single study (Ary et al., 2014). For this purpose, both qualitative and quantitative data were collected through an in-depth interview and a developed questionnaire, respectively. The purpose of this mixed-method design was developing a model of Iranian EFL learners' identity considering their proficiency. It can be difficult to develop a real mixed-method design. We need both quantitative and qualitative data to accomplish our tasks. Each type of data has its own challenges. However, in order to develop a new model for a well-researched context, it's a must. There are different types of mixed-method designs available in the literature. The researchers used a sequential exploratory design in this study as it best fits their purpose. This design is consisted of two phases: qualitative phase followed by the quantitative phase. The purpose of the qualitative phase is to provide data and information necessary for the quantitative phase which is much more widespread than the qualitative phase.

Analysis involves working with data, organizing them, breaking them into manageable units, synthesizing them, searching for patterns, discovering what is important and what to be learned, and deciding what you will tell others (Zikmund, 2000). As mentioned before, the researchers benefit from Strauss and Corbin's (1998) grounded theory regarding three types of coding procedures, namely, open, axial, and selective. The students' comments were first transcribed. After that, the transcribed data was codified based on the above mentioned coding strategy. At first, the data was codified as open coding in order to come to shared concepts and to form categories. Then, the categories obtained were further worked on and the similar concepts were put together to form larger categories. At the end, the categories were attributed to more comprehensive categories known as "themes". In the present study, Structural Equation Modelling (SEM), which is a multivariate analysis technique for exploring causality in models and the causal relations among variables, was run. Also, Exploratory and confirmatory factor analyses were used analytical tests were used to investigate the relationship between the variables of the study.

RESULTS

Qualitative Analysis

According to Maykut and Morehouse (1994), the data analysis is the heart of qualitative research and something that most distinguishes qualitative from quantitative research. Considering three steps in the grounded approach theory known as open coding, axial coding, and selective coding, the researcher coded the data.

Open Coding (Step 1): In this part the data were read and reread several time and the units of meanings, points, ideas, events, behavior, etc., that appeared and reported regularly and repeatedly by most of the EFL students. The researcher faced with very wide range codes in this step and some of them were omitted later.

Axial Coding (Step 2): The open coding leads to development of some categories and some of which changed later. The pieces of data on the same topic were brought together and a category was formed. Several categories in this study came to surface. Here the researcher are going to indicate each category with some pieces of the EFL learners' words as verbatim to make

the reader familiar with the students' views and world.

The first four categories that emerged to be salient in the students' comments was about the "English language" and "social status". Several points were repeatedly stated by the students about talking, learning, etc. After marking the pieces of data, the second five categories that appeared was facts concerning "cultural attachment". They believed that "Iranian students are engaged to strive for improved performance". More importantly, in their views, "Persian history and culture is highly respected and Persian language is taken superior over foreign languages, but they believed that speaking in English language is a value in their society." The third five categories that emerged was related to Persian language adhesion, that they regarded "English as a threat to Persian culture and language". Also, they resisted that "English values are destroying other cultures". Moreover, they mentioned that "mastering Persian skills and the knowledge of Persian language was necessary for national unity". The next two categories referred to "pronunciation posture". They were proud of speaking Persian with English accent and also they preferred American English accent than British, as they said "Speaking American English accent is better than British".

Another received reports in the interview was known as "technology involvement" and "language identity" that is, facts about using technology and computer. The participants of the study reported that "using computer empower their self to achieve language learning goal and they were able to understand materials better". In their ideas, technology improves their "ego" and "self-confidence" that individuals must be able to function in English language. The last shared concept in the interview done with English students was labeled as "second language knowledge"; that is, facts about the English language learning. They stated that "learning English would be useful in future, helped the growth of mind, and enriched their native language and mutual understanding as a global level." In addition, they uttered that "we would like to learn the spoken form of foreign languages that mastering second language grant a high self-esteem to them and could estimate their development".

Selective Coding (Step 3): Selective coding is the last step in codification of data that is assigning the categories defined so far to larger category or according to Ary et al., (2006) "themes". In the present study, the larger categorization which is considered for this step is revealed in the form of six more comprehensive concepts or themes, as 2nd language acquisition and social status, cultural attachment, Persian language adhesion, pronunciation posture, technology involvement and language identity and second language knowledge. The steps taken as open, axial and selective coding, help to ensure the systematicity in the analysis. The purpose is to come to a comprehensive picture of the identity for Iranian EFL context. The categories known from the interviews form the structure of the model and the sub-components inside them acting as the building blocks. Although each category stands by itself, but, they are intermingled and each affecting the other. In addition to the six main themes/factors of identity for the Iranian EFL context, the results highlighted 29 categories of the model indicated in the following table.
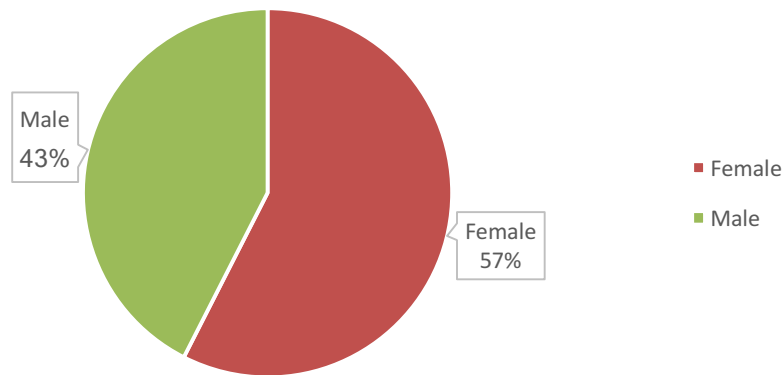
Table1.

Main Themes and Categories of a Preliminary Model of Identity for EFL Context

Theme	Category
1. Second language acquisition & Social Status	Talking English gives respect and prestige. English language makes one's personality more impressive. English language is essential for promoting communication development in groups. Learning English offer feeling of being appreciated.
2. Culture Attachment	Iranian students are engaged to strive for continuously improved performance. Iranian people are rewarded for excellent performance. Communicating in English language is considered as value in our society. Persian language is taken superior over foreign languages. Persian history and culture is highly respected.
3. Persian Language Adhesion	The spread of English in Iran is a threat to Persian culture and language. The set of values that comes with English is destroying other cultures. Mastering 4 skills (speaking, listening, reading, writing) in Persian is priority. The knowledge of Persian language is necessary for national unity. Persian poems, novels and written scripts always captivate me.
4. Pronunciation Posture	Speaking American English accent is much better than British. Feeling proud of speaking Persian with English accent is regarded classy.
5. Technology Involvement & Language Identity	Computer use empower one's self to achieve his/her language learning goal By using computer, I am able to understand materials better and be understandable as well Technology helps me to improve my 'ego' My self-confidence grows by employing high-tech devices in 2nd language acquisition To be up-to-date, people must be able to function in English language I see technology in accordance with reflecting Iranian language learners manifestation (ability)
6. Second Language Knowledge	What I learn during English class will be useful to me in future 24.The English learning really helps me develop as a 'person'. The 2nd language learning enriches our native language (in this case, Persian) 2nd language learning add o mutual understanding as a global level.
Second Language Knowledge	Additional language knowledge helps the growth of mind. I would like to learn only spoken form of foreign languages. Mastering 2nd language grant a high self-esteem to learner. I can estimate my development of 2nd language acquisition by myself.

Although the proposed model appeared from the voices of EFL learners from different language institutes in Iran, the generalizability of the qualitative model was under question because it was not examined with a large body of EFL learners and the model was drawn from the interviews held with a small number (36 participants). Thus, this study, in particular, tried to validate and refine this preliminary model of identity in the EFL context to answer the research questions.

Quantitative Analysis

We now intend to examine the effect of the six components of linguistic identity on learners 'PBT scores using the students' responses to the questionnaire. Statistical analysis is divided into descriptive and inferential statistics. We first analyze the descriptive statistics and then the inferences. We first evaluate and analyze learners' gender, age, language level, and PBT score.

gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female	69	57.5	57.5	57.5
	Male	51	42.5	42.5	100.0
	Total	120	100.0	100.0	

Figure 1.Descriptive Statistics of Learners' Gender

According to the circular chart and frequency table for gender, out of %50 students in the PBT test, 69 students are female and 51 students are male.

Figure 2. Descriptive Statistics of Provinces

Questionnaires were collected from %5 provinces including East Azarbaijan, West Azarbaijan, Bushehr, Fars, Hormozgan, Isfahan, Karaj, Kerman, Khorasan Razavi, Mazandaran, Sistan and Baluchestan and Tehran. Accordingly, the largest number of students who participated in the PBT exam were from Tehran province. On the other hand, East Azarbaijan province has the lowest number of students with two students. Most of the provinces had more than %0 language learner

participating in the PBT exam. Also, there were three provinces with nine language learners.

Table2.

Descriptive Statistics of Participants

	city				
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Azarbayjan Gharbi	10	8.3	8.3	8.3
	Azarbayjan Sharghi	7	5.8	5.8	14.2
	Boshehr	10	8.3	8.3	22.5
	Fars	9	7.5	7.5	30.0
	Hormozgan	11	9.2	9.2	39.2
	Isfahan	11	9.2	9.2	48.3
	Karaj	9	7.5	7.5	55.8
	Kerman	9	7.5	7.5	63.3
	Khorasan razavi	9	7.5	7.5	70.8
	Mazandaran	12	10.0	10.0	80.8
	Sistan and Baluchestan	10	8.3	8.3	89.2
	Tehran	13	10.8	10.8	100.0
	Total	120	100.0	100.0	

More than 62 percent of students in the test are from provinces with more than %0 students in the test. However, about one-third of these are from provinces with less than %0 language learner. Mazandaran province included %0% of all PBT participants. In this regard, Isfahan and Hormozgan provinces with 5.91 of the total number of learners are evaluated after Mazandaran. On the other hand, more than 20% of the learners are from the Northern provinces, while less than 20% of the learners are from the southern provinces. This means that learners in the north are more interested in taking the PBT exam than in the learners in south of Iran. Moreover, the western provinces have 22 participants, while the eastern provinces have 63 participants. Since the difference between the students participating in this test is negligible, this difference can be neglected and the interest of the students in the eastern and western provinces can be considered equally.
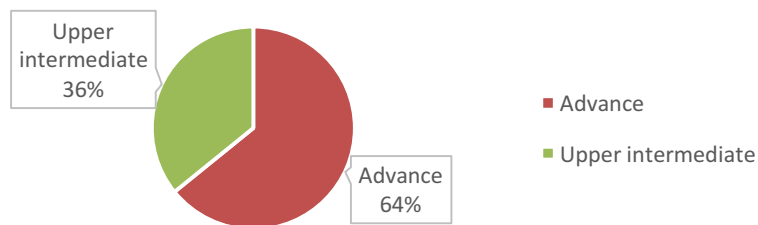
Language Proficiency				
	Frequency	Percent	Valid Percent	Cumulative Percent
Advance	77	64.2	64.2	64.2
Valid	Upper intermediate	43	35.8	35.8	100.0
Total	120	100.0	100.0	

Figure 3. Descriptive Statistics of learners' Proficiency

According to the diagram, the proportion of people whose level is Upper Intermediate is significantly lower than that of Advance learners. More than 60% of PBT participants are Advance level learners, while the students in Upper Intermediates level are only 321. As the differences between the two groups are large, participants in the Advance and Upper Intermediate levels can be distinguished. Therefore, Advance learners are more prepared to take the test than the Upper Intermediate group, so it is better for students to take this test after reaching the Advance level.

The researchers intend to analyze how fac tors of second language acquisition and social state, cultural dependency, Persian language correlation, pronunciation status, the relationship between technology and identity and second language knowledge on learners' PBT scores with statistical inference method. It should be noted that the number of questions for each component varies, and to better and more accurately evaluate the components and their effects, the Likert spectrum options in the questionnaire. Then, the mean of answers to each question were analyzed and their impact on the test score was assessed. Now in the following table observe the correlation of all the components.

Table 3.
Correlation Test between the Variables

		Culture Attachment	Technology Involvement & Language	Pronunciation Posture	2nd language acquisition &	Persian Language Adhesion	2nd Language Knowledge	Mark
Culture Attachment	Pearson Correlation	1	.681**	.625**	.731**	.202*	.728**	.576**
	Sig. (2-tailed)		.000	.000	.000	.027	.000	.000
	N	120	120	120	120	120	120	120
Technology Involvement & Language Identity	Pearson Correlation	.681**	1	.642**	.441**	.277**	.402**	.634**
	Sig. (2-tailed)	.000		.000	.000	.002	.000	.000
	N	120	120	120	120	120	120	120
Pronunciation Posture	Pearson Correlation	.625**	.642**	1	.340**	.042	.216*	.218*
	Sig. (2-tailed)	.000	.000		.000	.646	.018	.017
	N	120	120	120	120	120	120	120
2nd language acquisition & social status	Pearson Correlation	.731**	.441**	.340**	1	.052	.351**	.434**
	Sig. (2-tailed)	.000	.000	.000		.575	.000	.000
	N	120	120	120	120	120	120	120
Persian Language Adhesion	Pearson Correlation	.202*	.277**	.042	.052	1	.160	.106
	Sig. (2-tailed)	.027	.002	.646	.575		.081	.249
	N	120	120	120	120	120	120	120
2nd Language Knowledge	Pearson Correlation	.728**	.402**	.216*	.351**	.160	1	.637**
	Sig. (2-tailed)	.000	.000	.018	.000	.081		.000
	N	120	120	120	120	120	120	120
Mark	Pearson Correlation	.576**	.634**	.218*	.434**	.106	.637**	1
	Sig. (2-tailed)	.000	.000	.017	.000	.249	.000	
	N	120	120	120	120	120	120	120

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

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

According to the covariance matrix, there was a positive correlation between the cultural dependency component and all of the components and scores of the PBT test with respect to the P-value values. The highest correlation was found between cultural dependency and second language acquisition and social status, which was significant with a mean of 0.23%. There is a significant and positive correlation between the relationship of technology and linguistic identity and all components of linguistic identity and test score. The strongest correlations in this section were related to the components of the relationship between technology and linguistic identity and cultural dependency with a value of 0.6 8%. Pronunciation status and mode of expression in comparison with other components is not only correlated with the correlation component of Persian language. Most of the correlations in this section belong to the components of status and pronunciation mode and the relationship between technology and linguistic identity. It should be noted that the correlation between the components of the relationship between technology and linguistic identity with second language knowledge and the relationship between technology and linguistic identity with the PBT test score is significant. The correlation factor of Persian language is only positively correlated with the two components of cultural dependency at the level of 0.02 and the relationship between technology and language identity at the level of 0.0% and its correlation with the other components is zero. In general, all the significant correlations between the components in the covariance matrix are positive; it means that by increasing one unit of per component, the other component increases in the same rate as the coefficient reported in the table. For example, when % unit increase in the component of cultural dependency, 0.68% is added to the component of the relationship between technology and linguistic identity, and vice versa. The highest correlations among all correlations were related to the two components of cultural dependency and second language acquisition and social status, with a value of 0.23%. On the other hand, the smallest correlation coefficient is related to the two components of cultural dependency and correlation of Persian language with a value of .505. In the regression model, we intend to investigate whether the six components of linguistic identity influence the scores of students participating in the PBT test? Since the test score cannot be negative, the constant reported in the model with intercept is as follows:

Table 4.
Constant reported in the model

	Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
	(Constant)	-163.580	31.993		-5.113	.000
1	Technology Involvement & Language Identity	-22.180	10.747	-.392	-2.064	.041
	Pronunciation Posture	49.229	5.848	.698	8.418	.000
	Persian Language Adhesion	-12.495	5.829	-.205	-2.144	.034
	2nd Language acquisition & social status	24.685	9.029	.275	2.734	.007
	Culture Attachment	-7.250	3.879	-.111	-1.869	.064
	2nd Language Knowledge	26.680	4.735	.608	5.635	.000

Coefficients[a]

a. Dependent Variable: Mark

As noted, although all the components and even the intercept are significantly different at significant levels, but since the estimated value of the source is equal to -%63.280 and we do not have a negative score in the test, so the table of coefficients is not correct, theoretically. This means that if the learners completely disagree with all the components, the test score will be negative, which is practically impossible. Therefore, we analyze the regression model regardless of the intercept on the components.

Table 5.
Model Summary

Model Summary				
Model	R	R Square[a]	Adjusted R Square	Std. Error of the Estimate
1	.994	.989	.988	7.195

a. For regression through the origin (the no-intercept model), R Square measures the proportion of the variability in the dependent variable about the origin explained by regression. This CANNOT be compared to R Square for models which include an intercept.

The value of R square (R5) is 0.989, i.e. 9.891 of the variation in PBT test scores depends on the identity component, so only about %1 of the test scores are not included in the model. Therefore, the estimated values of the PBT test scores are accurate.

Table 5.
ANOVA Test

ANOVA[a,b]					
Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	530595.315	4	88432.552	1724.868	.000
1 Residual	5844.685	116	51.269		
Total	636440.000[c]	120			

a. Dependent Variable: Mark

b. Linear Regression through the Origin

d. This total sum of squares is not corrected for the constant because the constant is zero for regression through the origin.

In the analysis of variance (ANOVA) you can see that the regression model is significant at the level of 0. % and the value of SIG is almost equal to zero. Also the square error is very small compared to the regression square error. So the residual values in the model are small. The coefficients table of the regression model shows that the relationship between technology and linguistic identity and second language acquisition and social state are not significant and are excluded from the model. Therefore, the linguistic identity components of the relationship between technology and linguistic identity and second language acquisition and social state do not affect the test score. The rest of the coefficients are significant at the level of 0.0% and only the second language coefficient is significant at the level of 0.02. On the other hand, the coefficient of correlation between Persian language and cultural dependency is negative; this means that the increase in the mentioned components decreases the test score of the learner. In other words, the correlation component of Persian language and dependency had a negative effect on the PBT test score. The other components, namely status, state, pronuncia-

tion, and knowledge of the second language, are positive coefficients that will increase with the increase in the number of these components. The largest coefficient is related to the component of status and pronunciation; therefore, the status and pronunciation of learners has the most positive effect on the PBT test score. Also, the smallest coefficient is related to correlation of Persian. It means that the most negative effect on the score is the correlation between Persian and English.
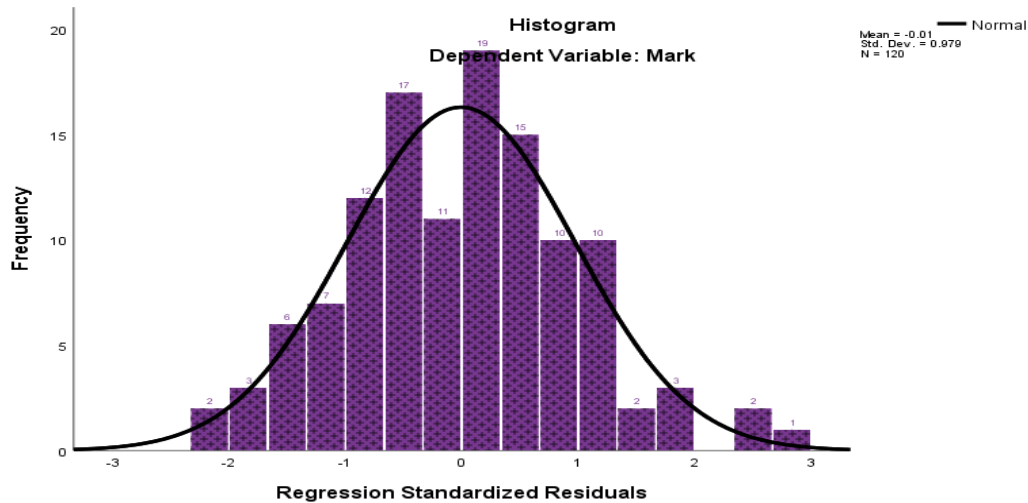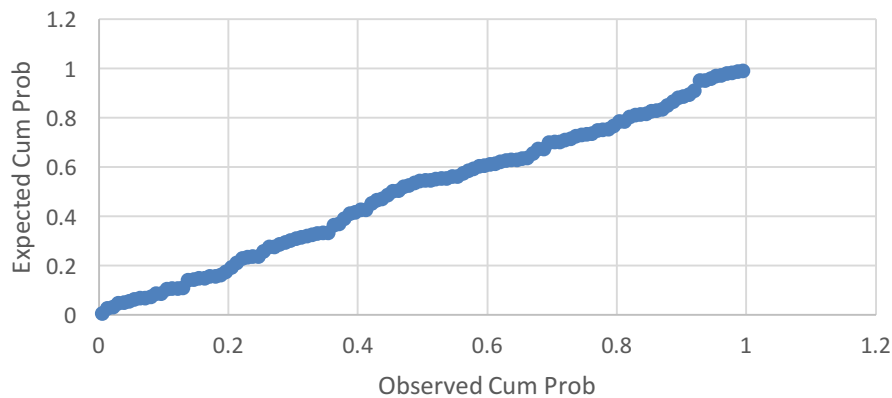
Figure 4. Histogram of Distribution of Score

The above histograms shows that the residuals are perfectly normal. The deviation of the standardized residuals is around zero, and the standard deviation value is %. The above graph shows that since all the points in the graph are slightly fitted to the line and are all around the line, the distribution of errors against the dependent variable is normal.

Structural Equation Method (SEM)

Structural equation modeling is a general and very powerful multivariate analysis technique of the multivariate regression family. In other words, it is extension of the linear model that allows the researchers to analyze a set of regression equations and the relationships between variables, simultaneously. Structural equation method (SEM) examines the implicit relationship between dependent and response variables. This method is used when variables are not normally related to each other.
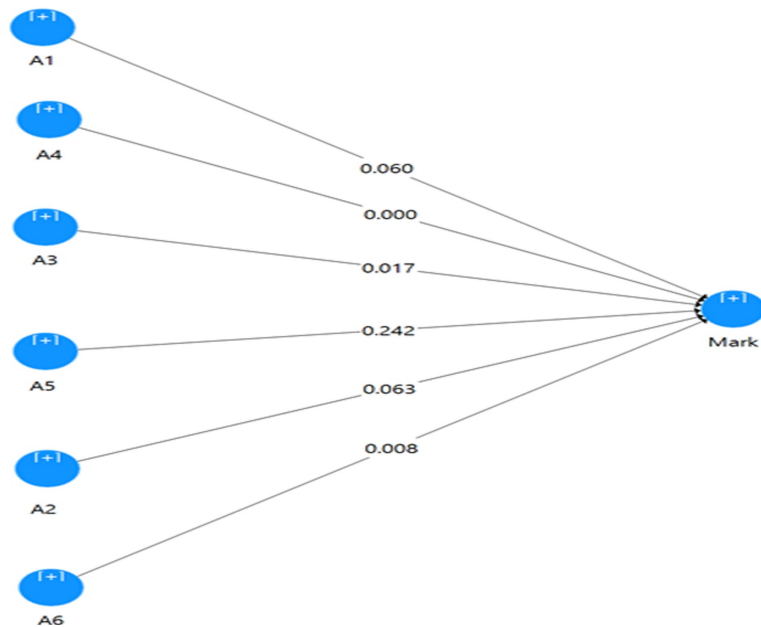

Figure 5.Structural Equation Model

Like the regression model, the effect of technology coefficient factor on PBT test score is not significant. But the coefficients of second language acquisition, social state and cultural dependency are significant at the level of 0. %. Also, the effect of the Persian language correlation coefficient on the score of 0.02 and the effect of the coefficients of pronunciation status and second language proficiency on the PBT test score is significant at the level of 0.0%. Accordingly, the pronunciation status had the strongest and the cultural dependency component had the weakest effect on learners' scores, meaning that learners whose status and pronunciation were stronger than other learners scored significantly better on the test scores. On the other hand, although cultural dependency varies among individuals, this difference in cultural dependency among learners does not significantly influence their scores. Because the effect of technology coefficient factor on PBT test score is not significant, so familiarity and relationship of technology learners does not increase or decrease their score in PBT test.
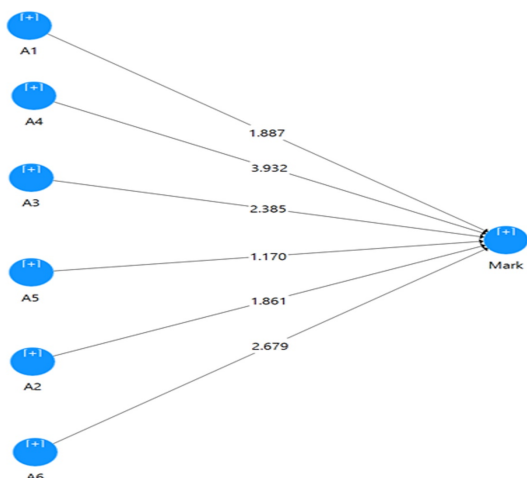
Figure 6.Structural Equation Model

Since the T-value in all components except technology is greater than %.62, the statistical hypothesis of the research confirms the significant relationship between components of linguistic identity and PBT test number. Based on the T-VALUE, the strongest relationship is between the A2 (the status of pronunciation) and the PBT test score, which also confirms the P-VALUE values. But the second language acquisition and social status component had the least and weakest association with the PBT test score, and the T value of the A2 was also lower than the PBT score, not significant and it is equal to zero. Moreover, also the effect of second language acquisition, social status and cultural dependency on the test score is the same and our hypothesis is as follows:

H0: There is no significant relationship between the two groups.
H%: There is significant relationship between the two groups.

In all cases, the hypothesis H0 is rejected, meaning that there is a significant relationship between the two groups, this means that there was a significant relationship between all components and test score. The two components of second language acquisition, Social status and cultural dependency at level %, Persian correlation at level 0.02, and the state of pronunciation and second language knowledge reject the H0 hypothesis at level 0.0%. Now, we try to investigate the effect of component coefficients on the test score.
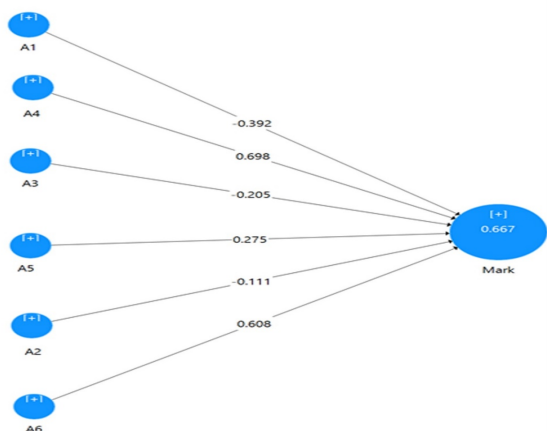

Figure 6.Structural Equation Model

Proposed Model

In this research, two methods of multiple linear regression and structural equation were used to test the scores and components. In the regression model, we found that, despite the high value of R5 and the acceptability of the residuals, two components of the model were omitted, and the effect of the two components of second language acquisition and social state and the relationship between technology and linguistic identity were not significant. Also in the covariance matrix, the Persian language correlation component was correlated with only two components. Moreover, the structural equation method is used when there is a hidden relationship between the independent variables and response. In this method, the effect of technology and linguistic identity on the model was not significant and was excluded from the model. On the one hand, there is a hidden relationship between the components and the PBT test

score and 2 variables have a strong relationship. According to the obtained data, the existence of 2 components, the existence of a hidden relationship between the components, the structural equation model is the most appropriate and efficient model for this research.

DISCUSSION

In this study, researchers studies the linguistic components one by one and to evaluate their impact on the PBT test scores of the selected learners. Second language acquisition creates a special social status for each person and changes the personality of the individuals. Although this component was omitted in the regression model, we found that it had a hidden effect and in the structural equation model it had a significant negative coefficient. The people who learn a new language become culturally dependent and may change or transform all or part of their culture, behavior, and habits. The effect of this component on both models was negative, which means that as the cultural dependency increased, the score of the learner decreased. It is clear that this factor reduces PBT test scores. How to pronounce sentences and words in any

language is very important, and a person who has just learned a language can be more successful in the process with having a good accent. Therefore, this component has a very positive effect on the PBT test scores of learners. Many people think that using modern gadgets can improve their learning English language, that is to say, but in the analyzed researches in this study, this was completely rejected and the use of technology does not help improve language learning and test scores. Like any science in which we need to learn its concepts, terms, and learning language science has a great role in learning it; PBT is accepted. Therefore, second language knowledge is accepted as an influential component of PBT test scores. The results of the present study are in accordance with some studies (e.g., Oller, 1995; Alptekin, 2006; 2008), reporting the positive interconnectedness of identity aspects and learners' performance in language learning. A study conducted by Alptekin (2006) showed that when learners are aware of the cultural norms, they can interpret the text better than when they are not. Naqeeb (2012) has also focused on the impact of identity aspects in learning that language. However, the findings of this study are in contrast with a study conducted by Razmjoo (2010) showing no significant relationship between L2 achievement and the aspects of identity. The fact that Iranian cultural identity had a positive relationship with English language achievement is also in contrast with the concept of social solidarity. Based on such concept, it can be explained that people with more score in aspects of identity would enjoy more solidarity and hence would be less interested in foreign culture and language. In addition, the results of this study are in contrast with a study by Razmjoo and Mavaddat (2015) which revealed that identity did not have any impacts on the relationship between justice judgments and outcomes in EFL classes.

CONCLUSION

The majority of the %50 students are women selected from %5 provinces in Iran. Tehran had the highest and Tabrizi had the least students in the

current study. Their ages range is from %8 to 35 years and most participants are younger than 50 years. Two levels of Advance and Upper Intermediate have been examined. Learners' scores on the PBT test range from 23 to 89. While these scores are not significantly different between male and female levels, these scores are quite different between the two language levels. Although the number of students in advance level was higher than students in Upper Intermediate level, their scores of students in Upper Intermediate level were significantly higher. This indicates that the test score has no relation to the level of the learner. The ratio of learner levels in both sex groups is the same, indicating that gender has no effect on increasing or decreasing the number of participants at language levels. After descriptive analysis of gender, level, province, and score, we then examined the relationship between the components and found that most of the components were correlated with each other, but the Persian language correlation. Existing correlations are all positive, it means that as one component increases, the other component will increase. Then examined the relationship between students' scores on the PBT test with 6 components of second language acquisition and social status, cultural dependency, Persian language correlation, pronunciation status, state of technology and language identity and second language knowledge. In the regression model, the coefficient of determination was acceptable and high, and the model hypothesis was also confirmed. But we found that the two components did not affect the test score. In the structural equation model, the hidden relationship between the components was very high but technology and linguistic identity. The reported PVALUE and T-VALUE indicate a hidden effect and relationship between the independent and response variables. Therefore, the technology and linguistic identity component is not a component of the linguistic identity and it does not affect learners' scores. Second Language Acquisition and Social State Components as well as Cultural Dependency, and Persian Language have a reverse effect on students, meaning that when a student be-

comes more culturally dependent or a second language enters his/ her Persian language, his/ her PBT score will decrease. On the other hand, the state and pronunciation component of second language knowledge have a significant effect on students' scores. Good dialect and pronunciation help students to improve their PBT score. The more you know about the language you are learning, you will learn the language easier, faster and better and your scores will be better. Based on the structural equation model presented and the effect of the coefficients of each component, learners should focus on their cultural dependency and solidarity, as this will cause serious harm to the learner and increase their proficiency in pronunciation and its knowledge. Implementation of the methods based on these findings facilitates the emergence and development of a second language system in the learner's mind during the process of learning, and prevents the interplay of first language patterns with second language patterns. We all know that today's world without global technology is dark. So technology and linguistic identity are certainly an influential component that has not been accepted by students in this study. This shows that the education and skills training in schools is not based on technology, which can be acknowledged as one of the biggest problems in the field of education and training in our country. It is important to note that people in a community must first receive the necessary training and training with technology will greatly increase the accuracy of learning. Second language acquisition can also be effective in facilitating the ability to communicate with larger groups in the workplace. Studies show that second language learners are more creative than others and capable of solving complex problems. Therefore, we need to think about teaching language as a top priority for our business. The importance of why we should have a second language learning skill alongside the native language was thoroughly explained and its relationship to the identity of the language learners was explored and was concluded that there was significant relationship between them. Apart from

these discussions, you have clearly seen the importance of the identity of the learners and the skill of the learners in the educational implications that have a great impact in this field. In second language learning, a new language system is formed apart from that of the native language system in learners' mind. This system is not perfect at first, but it is the interface between the first and second language systems and is therefore called the intermediate system. As the learning process continues, the system expands and becomes closer to the linguistic system of second language speakers. However, several factors are involved in the formation of this linguistic system. These factors can be divided into two categories: external and internal. External factors include: (1) Educational and cultural environment, (2) Available facilities for teaching and (3) the number of learners and teachers. Moreover, the internal factors influencing this process include: learners' age, learners' mother tongue and learners' attitude and motivation to learn the language.

In recent decades, language teaching approaches have undergone many changes, including:

- Inefficiency of traditional language learning methods and their replacement with new,

- Forming new knowledge of linguistics and its evolving theories,

- The emergence of new teaching aids and learning theories in the field of psychology from behaviorism to cognitive science.

The above factors have led to a change in the attitude towards second language teaching and its applied practices. Nowadays, new perspectives on teaching and learning skills - both as a first language and as a second language - have opened up to psychologists and practitioners of language education due to the redefinition of language in new linguistics. Attention to new findings and concepts in language such as being innate, ability, action, domain, generalizations, sensitive period of language learning, language processing paradigms, motivation, and its factors have all emerged in the light of linguistic research and the combination of these findings with psychological achievements as well as learning and skills provide the way for purposeful, coherent and principled approaches to language teaching. Implementation of the methods based on these findings facilitates the emergence and development of a second language system in the learner's mind during the process of learning, and prevents the interplay of first language patterns with second language patterns.

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