

Constructing and Validating an Identity Reconstruction Strategy Questionnaire: Interactive Acculturation Model in a Non-immigrant Iranian EFL Context

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Abstract

The present paper was an attempt to delve into the issue of adolescents' identity reconstruction in a non-immigrant EFL context. Interactive Acculturation Model was used as the basis for a mixed method research to derive sociocultural identity reconstruction strategies adopted by Iranian adolescent EFL learners in their homeland. In the qualitative phase of the study, major identity challenging variables for the adolescent EFL learners were identified and selected as domains and sub-domains in a compiled item pool with statements related to five identity reconstruction strategies of assimilation, integration, separation, marginalization, and individualism. Then 75 items in 17 main domains were selected and put in a close-ended questionnaire which was then validated in the quantitative phase of the study through participation of 349 EFL learners aged 13 to 21 years as the identity confusion stage of adolescence. Factor analyses were performed on questionnaire validation and the result led to a final 24-items questionnaire with 4 main domains of lifestyle, eligibility of English language and performers, social customs and traditions, and perceptions of freedom, on which, Iranian adolescent EFL learners' identity reconstruction strategies can be derived. The questionnaire can be used in interdisciplinary fields of research related to TEFL, Sociology, and sociocultural and identity-related studies to come up with the effect of sociocultural elements in identity (Peirce)construction of EFL learners.

Keywords: Adolescence, EFL learning, Identity reconstruction, Sociocultural identity, Strategies questionnaire

INTRODUCTION

The linguistically and socioculturally diverse world that EFL learners face today brings forward issues related to identity transformations and reconstructions, which result from the new cultures contact and also EFL class discourse with its underlying layers of power and attitude which in turn result in (Peirce)defining individuals' identity. The subsequent result of the contact between new and different cultures may be internalization of a second identity for the EFL

learners, which in turn directs them towards behaving in line with the cultural values and norms embedded in the foreign language, and thus lose their own identity.

Identity reconstruction is a phenomenon that has been considered an outcome of the interaction between different cultures and identities in language learning process. The concept has sometimes overlapped with and has sometimes been deemed similar to 'acculturation' in sociocultural studies, due to the entanglement of both concepts with readjustments made to individuals' cultures during social contacts (Bron, 2002;

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Chirkov, 2009). Identity reconstruction takes place when individuals keep "making and re-making [their] identities through interactions and language learning, as well as adjustment and readjustment to culture, sub-cultures and their symbols, all in the process of social interaction" (Bron, 2002, p. 17). Likewise, acculturation has been defined as "the process of psychological and behavioral change or adaptation that happens in response to cultural contact" (Pitts, 2017, p. 1). Both concepts deal with cultural changes happening to individuals due to culture contact (Chirkov, 2009).

Identity Reconstruction has been considered a process that engages individuals with access to an L2 that demonstrates dominance and hegemony. In such circumstances, according to Peirce (2000), an opportunity exists for language learners to reconstruct their selves in response to cultural differences through their investment in that other language. In fact, research has demonstrated that EFL learning contexts and learners' activities may impact their identity reconstruction to a great extent (Teng-Feng, 2019). The instruments, methods, norms, and values used and expressed explicitly or implicitly in an EFL context by teachers and peers, and the learning content influence learners' identity reconstruction (Verhoeven et al., 2019).

However, little or no research has been conducted on the issue of identity reconstruction in a non-immigrant context, where participants are EFL learners in their homeland, having no access to an environment of L2 speakers. The concept has mostly been studied in immigrant contexts where learners experience L2 in a host country besieged by speakers of the second language (Gu, 2010); whereas, according to Jensen and Arnett (2012), same strategies adopted by immigrants coping with acculturative or identity reconstructive situations may also be adopted by individuals in a 'non-immigrant' setting; especially by adolescents, reconstructing their sociocultural identity during schooling, engagement in social networks, and other activities emerged from globalization. However, similar research on adolescents is also missing in a national (an also worldwide) context.

In addition, in an Iranian national context, besides a total lack of research in a non-immigrant

context, studies related to identity reconstruction have mostly focused on a unidimensional rather than a bidimensional and more comprehensive perspective. In other words, these studies have considered identity reconstruction to be taken place only in one dimension in the form of assimilation to the target culture, not as a concept with different possibilities.

The present study has, therefore, focused on constructing and validating a questionnaire to bidimensionally investigate identity reconstruction strategies of the non-immigrant Iranian adolescent EFL learners inside their country, whose access to English is limited to private EFL classes. Identity reconstruction has been assumed similar to acculturation (Chirkov, 2009) and studied based on the five strategies of assimilation, separation, integration, marginalization, and individualism which were presented in Bourhis et al. (1997)'s Interactive Acculturation Model (Hair et al.). In addition, the choice of age range has been based on proposing adolescence as the stage of identity confusion by Erikson (1977), where experimentation with different social roles and identification with different groups are common before forming a cohesive and positive or negative identity.

LITERATURE REVIEW

Models of Identity Reconstruction Measurement

To date, different models have been proposed to study acculturation or identity reconstruction strategies in immigrant contexts. However, according to Jensen and Arnett (2012) same models can also be applied to non-immigrant settings which involves language learning as well. The strategies have been approached with regards to two basic aspects of dimensionality and domain specificity (ArendsToth & Van de Vijver, 2004).

Some of the proposed models are unidimensional and some are bidimensional. In a unidimensional perspective, the only strategy resorted to by individuals in dealing with the phenomenon is assimilating towards the target culture and norms, which leads to successful or unsuccessful separation of identities (Rassokha, 2010). According to Matsudaira (2006), unidimensional perspectives hold "that individuals relinquish their

cultures of origin as they acculturate to new cultures" (p. 471). In such models, the assumption is that "adherence to one culture lessens adherence to the other" (Miller, 2007, p. 119), and individuals will either be assimilated or not assimilated into the new culture.

An Example of a unidimensional model of identity reconstruction is Gordon (1964)'s American Acculturation Scale. His model characterizes a process of assimilation where immigrants are gradually absorbed into the dominant culture both at individual and group levels. Another example of such models is Suinn-Lew's Self Identity Acculturation scale (SL-ASIA) developed by Suinn et al. (1992) which tries to assess the degree of Asian-Americans' acculturation based on low acculturation to high acculturation. In a national context, Home Culture Attachment Scale developed by Pishghadam et al. (2013) can be considered a unidimensional model of identity reconstruction which measures the concept of cultural attachment on being low, average, or high level attached.

A bidimensional model, however, takes into account simultaneous (degrees of) adherence to the two cultures in contact. In other words, an individual may be at the same time culturally oriented towards both cultures, that of his/her origin and that of the second culture. The bidimensional model "holds that individuals can maintain their cultures of origin even when they acculturate to new cultures [and] posits that psychological acculturation is determined by individuals' selective adoption of the new culture and selective retention of the culture of origin" (Matsudaira, 2006, p. 471). Here, individuals do not necessarily reconstruct their identity through leaving their first identity aside, but rather, as dynamic actors, place their new social and cultural reality in a cultural multiplicity framework along with their previous identity (Zareie et al., 2014). Berry (1995)'s model has been one of the extensively used bidimensional models of identity reconstruction which includes four strategies of 'assimilation', 'separation', 'integration', and 'marginalization'. Another example of a bidimensional model is Interactive Acculturation Model proposed by Bourhis et al. (1997) as a further development of Berry's model. In which the developers

enhanced the model by adding 'individualism' as a fifth strategy. A national Iranian context lacks a bidimensional model totally.

The domain specificity looks at the variety of acculturation preferences among individuals, and assumes that each person may adopt a certain identity reconstruction strategy in a certain domain or aspect of life such as family, marriage, and so on (ArendsToth & Van de Vijver, 2004).

Identity Reconstruction Strategies

For individuals with both migrant and non-migrant backgrounds, different patterns of identity transformation have been observed. Some of these strategies represent molding after the target culture and norm and some have shown repudiating it (Rassokha, 2010). Furthermore, it has been observed that some language learners construct dual, separation or distant identities as well, perhaps other terms for biculturalism, repudiation, and assimilation (Collett, 2014). Assimilation, separation, integration, marginalization, and individualism strategies are also stated by Berry (1995) and Bourhis et al. (1997).

In an immigrant context, assimilation takes place for individuals who do not wish to hold onto their heritage culture after relocation, and welcome the new culture. However, same strategy may be adopted by individuals in a 'non-immigrant' setting, and in the course of learning, they may decide that their heritage culture does not have much to offer them, and instead see the other cultures as where their imaginative future lays, resulting in assimilation towards them (Jensen & Arnett, 2012).

According to Berry (2001), and Bourhis et al. (1997), individuals adopt separation strategy when they have a strong desire to maintain their heritage culture. In a non-immigrant context; however, separation strategy may apply to those individuals seeing their culture on the brinks of change under the influence of globalized identity which is heavily influenced by Western and American cultural values, beliefs, and norms, but prefer to stick to their native culture and leave the globalized identity aside (Chen et al., 2008; Jensen, 2007). It is believed that individuals who are more strongly attached

to their cultural, national and ethnic heritage are expected to resist globalization and its consequences more than others (Tajik, 2012) and thus resort more to a separationist strategy.

As another outcome of acculturation, individuals are integrated when they preserve adherence to both original and foreign culture. Here people seek high heritage culture maintenance and simultaneously wish to achieve high levels of contact and participation among the target society (Piontkowski et al., 2000). When discussed in the light of non-immigrants, this strategy includes a combination of global westernized and native identity; which gives individuals a sense of awareness regarding different behaviors, styles, and values between the two cultures and also a sense of belonging to the global culture which makes engagement and communication with people from other places possible in the course of physical and virtual relocations (Jensen & Arnett, 2012). These individuals develop a global and local identity together, based on their local environment and native traditions and language.

In the same token, a marginalized individual neither preserves his/her culture of origin nor participates in the foreign culture. In other words, marginalization occurs when the acculturated immigrant does not show a desire for maintaining his/her source-culture identity or a desire for participation within the other society (Berry, 2001). A non-immigrant-rooted marginalization occurs in case of individuals who witness a rapid and sizable change in their heritage culture due to globalization, in a way that they don't feel connected to it any longer, but they also feel no feeling of engagement with the new global culture as well (Jensen & Arnett, 2012). The reason may be that they "feel that their new culture is simply too different from their culture of origin for them to adapt it, or they may feel that their new culture rejects them, perhaps

due to their physical appearance, socioeconomic status, or religion" (Jensen & Arnett, 2012, p. 480).

Finally, individualism is the preferred strategy of those who believe on multiplicity of the correct ways to tackle identity-related issues and the necessity of being entitled the right to adopt whatever strategy one wishes as an individual. It emerges when the "cultural strangers prioritize individual characteristics, achievements, and goals over membership, maintenance, or participation in either their heritage or host culture" (Pitts, 2017, p. 4). According to Bourhis et al. (2010), what defines individualists is their preference for "personal characteristics and achievements rather than group memberships" (p. 787) presented either by the heritage or the host culture.

METHOD

Participants

A total number of 349 Iranian adolescent EFL learners (IAELs) studying English in private language institutes were randomly selected to respond to the online self-designed identity reconstruction strategies questionnaire (IRSQ). They were between 13 to 21 years old ($M_{age}=17$), including 170 Males and 179 females. In addition, to ensure the content validity of the original IRSQ, it was presented to 5 experts in the fields of TEFL, Sociology and cultural studies who were university lecturers with backgrounds on teaching and research on sociolinguistics and sociocultural topics.

Materials

In order to design the IRSQ, the Sociocultural Variables Inventory (SVI) developed by (Moghaddasi-Hajiabad et al., 2020) was used which encompasses a comprehensive list of challenging sociocultural variables which were accumulated through analysis of EFL textbooks and opinions of EFL teachers and experts in Sociolinguistics, in addition to Iranian adolescent EFL learners themselves. A list of the main variables is stated in Table 1.

Table 1
SVI's Main Variables

NO	Main Variable
1	Clothing & appearance
2	Cultural Norms
3	English Instructors & Peers
4	Entertainment
5	Family Relationships
6	Food & Drinks
7	Gender Equality
8	Literature
9	Male/Females Relationships
10	Media & TV & Movies
11	Occasions
12	Politics
13	Religiosity
14	Scholars & Celebrities
15	Source Of Information & Progress
16	Superiority Of EL
17	Travel & Immigration
	Main Variable

Procedure

Regarding the measuring instrument for identity reconstruction, no standardized or widely accepted measures exist. It is common for the researchers to design their own acculturation instruments using their own methodologies (ArendsToth & Van de Vijver, 2004). So, in the present study, first, the domains under which IRSQ items were to be included were chosen from the variables identified in SVI (Table 1). An item pool was suggested including all the variables stated in SVI and their subcategories. The variables constituted the main domains of the questionnaire and the items related to them were suggested based on the subcategories of each variable respectively. For each main domain, 3 to 5 items were included to cover the subject as much as possible. Finally, after consulting the experts some items were removed/added and some revisions were made in the wordings of the items, leading to 75 items acceptable items in the IRSQ.

In order to cover the five IAM strategies of assimilation, integration, separation, marginalization and individualism, for each item in every main domain, five statements related to the respective strategy were used. In other words, the first statement showed a tendency towards assimilation, the second a tendency towards integration, the third a tendency towards separation, the fourth

a tendency towards marginalization and the fifth a tendency towards individualism. The respondents were supposed to choose only one statement that best suited their opinions. The choice of native language for the questionnaire was to ensure item clarity and equal level of understanding for all participants with different levels of English proficiency (Mackey & Gass, 2021), and ensure positive effects on the quality of the data obtained (Dörnyei & Csizér, 2012).

The face validity of the questionnaire was observed via an orderly layout and employing appropriate font size. The respondents were briefed about responding method and were assured of data confidentiality. The content validity of the questionnaire was met through the judgments of five experts and some refinements were done in the content of the items and their statements.

Since there was no access to EFL learners in the physical classrooms due to Covid-19 conditions, the questionnaire link was distributed online. A total number of 349 eligible participants fully responded to the questionnaire. After the distribution of the questionnaire and derivation of the data, the validation process of the questionnaire started through exploratory factor analysis (EFA) as well as confirmatory factor analysis (CFA) using IBM AMOS.

For EFA, factor analysis was run using Maximum Likelihood extraction method and Promax rotation, which showed adequacy of the sample and also existence of enough correlations in the data to run the factor analysis. This resulted in extraction of 20 factors under which questionnaire items could be assumed to be categorized, but the inspection of pattern matrix showed that some of the extracted factors did not meet the necessary criteria and were, therefore, omitted. The final analysis was done with 5 fixed factors where the requirements were met. These five factors were named according to the content of their relevant items into Life Style; Eligibility of English Language Sources and Performers; Social Customs and Traditions; Perception of Freedom and Clothing.

The next step was to check the convergent validity, i.e., see if the items included in each factor were significant predictors of that factor. Here, some items in each domain did not meet

the requirements and were thus removed, together with the total items within the fifth factor (i.e. clothing). Then, goodness of fit criteria was checked to see if the four-factor model derived was compatible with the actual model in the society, where except two criteria, the rest were met.

The final stage was to check reliability and validity of the model that could be derived for the IRSs of IAELs. An acceptable reliability was seen through Composite Reliability indices and acceptable Average Variance Explained, which supported the convergent validity of the model. The discriminant validity was also supported by Fornell and Larcker (1981) criterion.

Finally, the results of the statistical procedures led to a total of 24 items in the final IRSQ under the four components of Life Style, Eligibility of English Language Sources and Performers, Social Customs and Traditions, and Perception of Freedom. An English translation of the IRSQ is included in appendix I, which needs further validation since the original questionnaire was in Persian.

RESULTS

The results of the EFA and CFA for validity and reliability of IRSQ are as follows:

Table 3
Total Variance Explained

Factor	Initial Eigenvalues			Extraction Sums of Squared Loadings		Rotation Sums of Squared Loadings ^a	
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total
1	13.460	17.947	17.947	3.533	4.710	4.710	8.223
2	4.326	5.767	23.714	11.399	15.199	19.909	5.677
3	3.425	4.567	28.281	2.764	3.685	23.594	7.288
4	2.458	3.278	31.558	2.934	3.912	27.506	7.026
5	2.222	2.962	34.521	1.940	2.586	30.092	5.351
6	1.948	2.598	37.118	1.384	1.845	31.937	5.639
7	1.759	2.346	39.464	1.538	2.051	33.988	2.956
8	1.599	2.132	41.597	1.198	1.598	35.586	5.920
9	1.521	2.028	43.625	1.194	1.592	37.178	3.312
10	1.454	1.939	45.564	1.014	1.352	38.530	4.891
11	1.448	1.931	47.494	.986	1.315	39.845	1.464
12	1.334	1.779	49.273	.914	1.219	41.064	2.451
13	1.295	1.726	51.000	.774	1.032	42.096	2.768
14	1.239	1.651	52.651	.734	.979	43.075	3.843
15	1.197	1.596	54.247	.725	.967	44.042	3.596
16	1.150	1.534	55.780	.659	.879	44.921	1.450
17	1.125	1.500	57.280	.611	.814	45.736	3.280

Exploratory Factor Analysis

First, the data obtained from 349 participants was used to run an EFA to capture the existing pattern. The KMO results in Table 2 showed the research sample was adequate for running the factor analysis (KMO = 0.8) since according to Tabachnick and Fidell (2013) KMO values equal and above 0.6 are acceptable. In addition, the Bartlett's test was also significant ($p < 0.05$) indicating that there were enough correlations in the data to run the factor analysis.

Table 2
KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy		.860
Bartlett's Test of Sphericity	Approx. Chi-Square	9572.785
	Df.	2775
	Sig.	.000

The results of KMO and Bartlett's test showed that there may be significant factors that could be extracted from the data. For determining the factorability of the data, Maximum Likelihood extraction method and Promax rotation method were used which resulted in extraction of 20 domains/factors with eigenvalues above 1 which explained 47.92% of the cumulative variance (Table 3).

18	1.075	1.433	58.713	.590	.786	46.522	1.170
19	1.068	1.424	60.137	.532	.709	47.231	2.802
20	1.018	1.358	61.495	.518	.691	47.922	1.485
.							
.							
.							
75	.171	.227	100.000				

Extraction Method: Maximum Likelihood.

a. When factors are correlated, sums of squared loadings cannot be added to obtain a total variance.

The inspection of pattern matrix showed that 9 of the 20 extracted domains/factors did not meet the necessary two criteria (i.e., having at least 3 related items and also having loadings above 0.4). Therefore, the analysis was done with 11 fixed factors. In this analysis, again, 4

factors failed to have the two requirements. The analysis with 7 fixed factors also failed with 2 components not meeting the criteria. Finally, the analysis was done with 5 fixed factors (Table 4) where the two requirements were met.

Table 4
Pattern Matrix^a

		Factor				
		1	2	3	4	5
Q01	tie					
Q02	fashion					.647
Q03	western dress style					.605
Q04	my feeling about Western dress style					.568
Q05	Western style appeal					.563
Q06	pet					
Q07	use of dirty words				.411	
Q08	Western-Iranian behaviors					
Q09	smoking					
Q10	talking about private body parts				.468	
Q11	English teacher					
Q12	language class					
Q13	classmates					
Q14	teacher's accent					
Q15	friends					
Q16	party					
Q17	game					
Q18	dance					
Q19	music	.530				
Q20	sports	.477				
Q21	children independence	.411				
Q22	gatherings	.428				
Q23	obedience to parents	.506				
Q24	father's role	.538				
Q25	consumption of alcoholic beverages					
Q26	serving alcoholic beverages					
Q27	eating pork					
Q28	favorite food style	.482				
Q29	female singing			.650		
Q30	actors' hijab			.562		
Q31	men and women rights			.786		
Q32	women employment					

Q33	novels	.526
Q34	poetry and literature	
Q35	stories and myths	
Q36	writing style	
Q37	free relationships with the opposite sex	
Q38	dating the opposite sex	
Q39	marriage style	
Q40	gender freedom	
Q41	kiss	.526
Q42	films	
Q43	actors and actresses	
Q44	anti-Iranian/Islamic films	
Q45	censorship	.441
Q46	rituals and ceremonies	.700
Q47	festivals	.701
Q48	solar and lunar occasions	.515
Q49	valentine and Halloween	.657
Q50	freedom of speech in Iran & America	.467
Q51	citizenship	
Q52	looking at America and the West	
Q53	type of government	
Q54	sanctions	
Q55	religious customs	.412
Q56	ELF class atmosphere	
Q57	hijab	.429
Q58	religious rulings	
Q59	naming	
Q60	celebrities	.619
Q61	artists	.628
Q62	female characters in movies	.523
Q63	famous athletes	.507
Q64	your opinion about learning English	
Q65	English language vs. Persian language	.539
Q66	my feeling towards English	
Q67	progress	
Q68	daily talk	.561
Q69	alphabet	.611
Q70	language rhythm	.608
Q71	your view of the west	
Q72	architecture	
Q73	immigration	
Q74	Israel	
Q75	natural landscapes	

Extraction Method: Maximum Likelihood.

Rotation Method: Promax with Kaiser Normalization.

a. Rotation converged in 11 iterations.

Based on the content of the questionnaire and the obtained pattern through EFA, five factors/domains were derived which were named according to the content of the items related to them. For example, items number

19, 20, 21, 22, 23, 24, and 28 have been included within factor one, which was named as Lifestyle based on the content of the items. Similar process was performed with items related to other derived factors (Table

4) and the final categorization was as follows: Factor 1: Lifestyle; Factor 2: Eligibility of English Language Sources and Performers; Factor 3: Social Customs and Traditions; Factor 4: Perception of Freedom; and Factor 5: Clothing.

Confirmatory Factor Analysis

Once more, the data obtained from 349 participants was used to run CFA with a covariance-based software (IBM AMOS). Figure 1 shows the model based on the five factors derived out of the EFA results with standardized estimates.

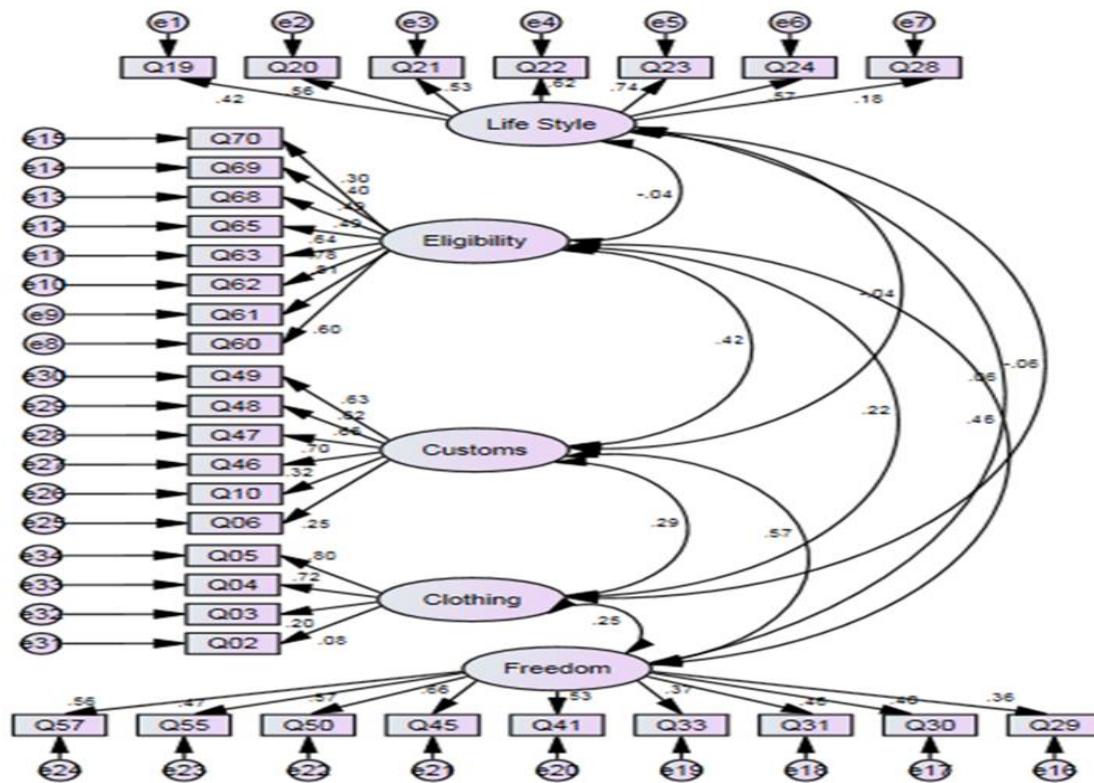


Figure 1
Standardized Estimates of the Initial Model

As is evident from figure 1, the model has five components of Lifestyle, Eligibility, Customs, Freedom and Clothing. The items for each component and the initial estimated loadings are evident in the figure. In order to find if the items included in each factor are significant predictors of that factor the convergent validity was conducted and the results were presented below.

Evaluation of Convergent Validity

According to Hair et al. (2010), two conditions must be met for a model to have convergent validity. First, the loaded value for unstandardized estimation must be significant ($p < 0.05$) and second, the loaded value for standardized estimation must be larger than 0.4 (R Estimate > 0.4 , R Square > 0.16). Therefore, the description of factor loadings for all the five components was evaluated (Tables 5).

Table 5
Initial Factor Loadings for All Five Factors

Observed	Latent Variable	Unstandardized Estimates				Standardized Estimates		
		Estimate	S.E.	T	P	R Estimate	R Squared	
Q19	<---	Life.Style	1.000				.422	.178
Q20	<---	Life.Style	1.489	.291	5.117	.000	.560	.314
Q21	<---	Life.Style	1.370	.275	4.982	.000	.528	.279
Q22	<---	Life.Style	1.668	.313	5.332	.000	.620	.385
Q23	<---	Life.Style	1.931	.344	5.611	.000	.740	.548
Q24	<---	Life.Style	1.690	.329	5.142	.000	.567	.321
Q28	<---	Life.Style	.352	.153	2.304	.021	.179	.032
Q60	<---	Eligibility	1.000				.604	.365
Q61	<---	Eligibility	1.233	.131	9.420	.000	.806	.650
Q62	<---	Eligibility	1.195	.130	9.198	.000	.775	.601
Q63	<---	Eligibility	.917	.114	8.028	.000	.637	.406
Q65	<---	Eligibility	.792	.121	6.564	.000	.494	.244
Q68	<---	Eligibility	.716	.111	6.471	.000	.486	.236
Q69	<---	Eligibility	.690	.126	5.494	.000	.402	.161
Q70	<---	Eligibility	.593	.143	4.152	.000	.295	.087
Q29	<---	Freedom	1.000				.356	.127
Q30	<---	Freedom	1.002	.239	4.192	.000	.402	.162
Q31	<---	Freedom	1.055	.236	4.474	.000	.461	.212
Q33	<---	Freedom	1.031	.256	4.032	.000	.373	.139
Q41	<---	Freedom	1.236	.261	4.731	.000	.529	.279
Q45	<---	Freedom	1.565	.308	5.085	.000	.660	.436
Q50	<---	Freedom	1.304	.269	4.856	.000	.568	.323
Q55	<---	Freedom	1.124	.249	4.521	.000	.472	.223
Q57	<---	Freedom	1.294	.269	4.817	.000	.555	.309
Q06	<---	Customs	1.000				.252	.064
Q10	<---	Customs	1.271	.428	2.968	.003	.316	.100
Q46	<---	Customs	2.780	.764	3.636	.000	.697	.485
Q47	<---	Customs	2.345	.650	3.606	.000	.656	.430
Q48	<---	Customs	2.530	.707	3.580	.000	.624	.389
Q49	<---	Customs	2.746	.765	3.588	.000	.633	.400
Q02	<---	Clothing	1.000				.083	.007
Q03	<---	Clothing	1.979	1.915	1.033	.301	.204	.042
Q04	<---	Clothing	6.850	6.203	1.104	.269	.715	.511
Q05	<---	Clothing	7.448	6.786	1.098	.272	.797	.636

As it is evident from Table 5, most items in the first four categories had significant loads and, therefore, were significant predictors of the factors under which they were categorized, but items 28, 70, 29, 33, 6, 10 did not meet the two criteria ($p < .05$, R estimate > 0.4) and, therefore, had to be excluded from the model and consequently from the questionnaire. Likewise, none of the items related to the fifth factor

'clothing' (items 2, 3, 4, 5) had significant loaded values and, therefore, the whole variable was excluded from the model.

After the exclusion of the items, and using the suggestions made by the software, suggested modifications were done in the model. Figure 2 shows standardized estimates of the model after modifications are applied.

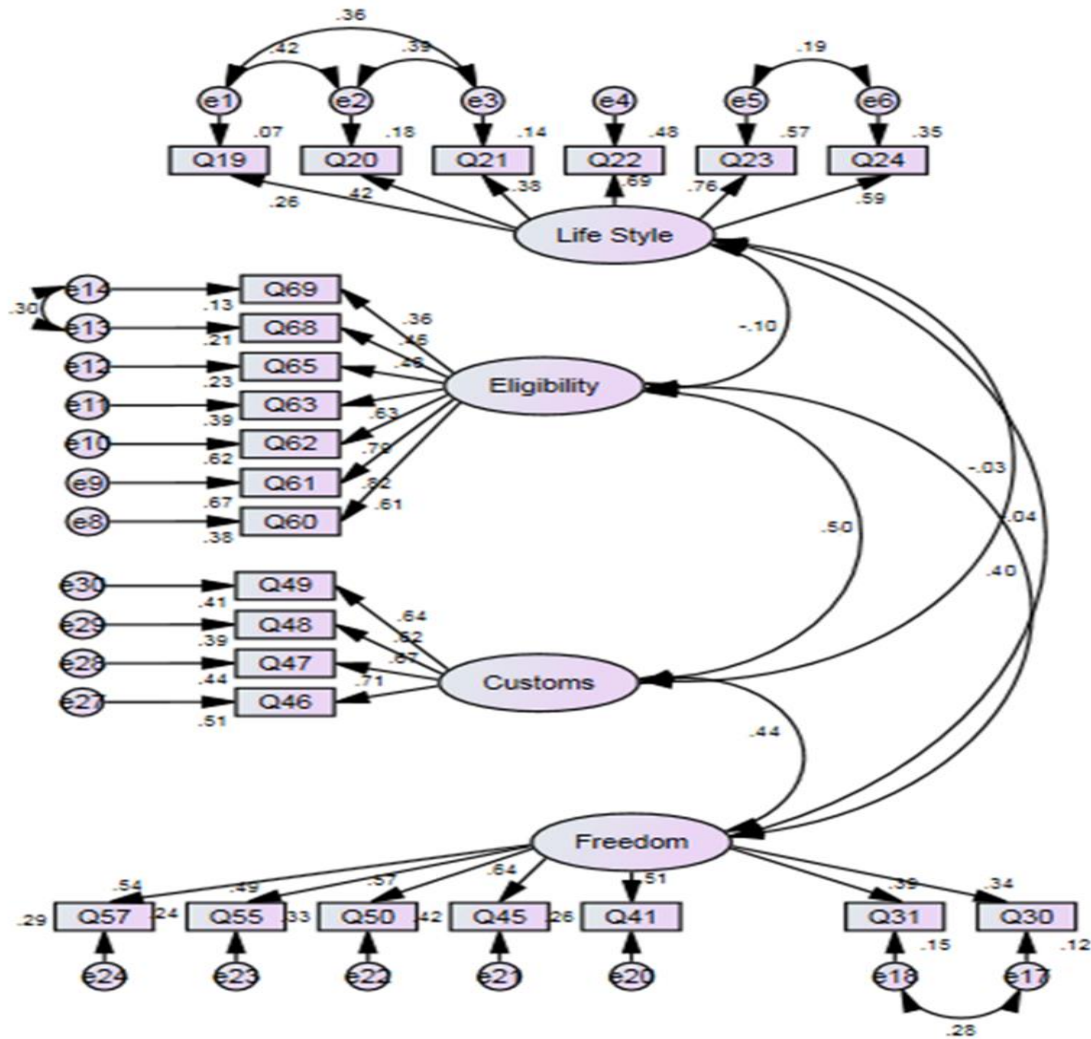


Figure 2
Standardized Estimates of the Modified Model

Goodness of Fit

In order to check the compatibility of the model derived in the research with the actual model in the society, goodness of fit criteria was also checked. According to Hu and

Bentler (1999), in order for the model to have a goodness of fit, a number of criteria have to be met. These criteria alongside the values obtained from the data are reported in Table 6.

Table 6
Evaluation of the Model's Goodness of Fit

Criteria	Observed Value	Required Value	Evaluation
CMIN/df	1.566	< 3	Met
RMSEA	.048	< .08	Met
PClose	.597	>.05	Met
SRMR	.063	<.08	Met
PNFI	.708	> .5	Met
GFI	.884	> .8	Met
AGFI	.855	> .8	Met
NFI	.814	> .9	Not Met
TLI	.914	> .9	Met
CFI	.922	> .9	Met
RFI	.786	> .9	Not Met
IFI	.974	> .9	Met

Table 6 shows that only 2 out of 12 criteria were not met. However, according to Hu and Bentler (1999), only 3 out of the 5 comparative criteria (NFI, TLI, CFI, RFI, IFI) need to be met; therefore, the model has acceptable goodness of fit.

Table 7
Reliability and Validity of the Model

	Composite Reliability	MaxR(H)	Fornell & Larcker's Criterion			
			Life Style	Eligibility	Freedom	Customs
Life Style	0.705	0.746	0.546			
Eligibility	0.797	0.850	-0.096	0.613		
Freedom	0.700	0.720	-0.043	0.402	0.507	
Customs	0.757	0.760	-0.032	0.497	0.443	0.662

As Table 7 shows, the Composite Reliability (CR) for all components were larger than required value of 0.7, which indicates acceptable reliability. Furthermore, Average Variance Explained (AVE) was larger than required value of 0.5, which supports the convergent validity. The Fornell and Larcker (1981) criterion also supports the discriminant validity as each component had the highest values in its own rows and columns. In other words, the square root of average variance explained by each factor (the bold values in the table) were larger than their respective shared variances. Therefore, according to the results of the research, IRSQ was found to be a valid instrument with 24 items and 4 main domains based on which the IRSs of the IAELs can be derived.

DISCUSSION

As demonstrated earlier, a total of 24 items remained in the validated IRSQ under 4 components which have the strongest effect on identifying identity reconstruction strategies adopted by adolescent EFL learners in an Iranian context.

In the category of lifestyle, 3 sub-components of music, sports, and family relationships came together. According to Veal (1993), Lifestyle is related to "the distinctive pattern of personal and social behavior characteristics of an individual or a group" (p. 247) which includes activities involved in relationships with those that the individual has interactions with, such as family, relatives and friends, and also "consumption behavior, leisure, work and civic and religious activity" (p. 248). Therefore, music and sport can

Validity and Reliability of the Model

The validity and reliability of the model was investigated using different indices. Table 7 summarizes the results.

be considered relevant to the same component related to family relationship.

In addition, family is the center of emergence of early bondings and attachments (Boer & Abubakar, 2014) two of which are music and sports which have been found to be among the most widely used leisure activities in family routines. The relationship between family, home and sports has been stressed in research (e.g. Duncan et al., 2015). Likewise, from a developmental perspective, the role of family in shaping child musical tendencies, and the role of music on shaping family rituals and cultures and collective identity has also been recognized in research (e.g. Barrett et al., 2018; Boer & Abubakar, 2014).

Another domain in the validated IRSQ was eligibility of English language and performers. Some items that had previously been classified under the main component of scholars and celebrities found togetherness to this new category, which also includes opinions regarding EFL learners' feeling towards English language. No doubt, English has been used as an instrument to disseminate British and American imperialist system of thought throughout the world and linguistic globalization and formation of an imagined community is set as a goal (Barghouthi, 2008; Phillipson, 2008), and EFL learners may very much be motivated by a desire to become members of this imagined global community (Peirce, 1995).

American movies are an integral part of the American culture/worldview and a reflection of its prevailing concerns, attitudes, and beliefs which influence the culture of their customers.

Since the audience adopt the attitudes and styles of the movie characters, media industry has the ability to shape cultural attitudes and customs (Lule, 2015). The respondents' reception of movies, their attention to positive and negative characters, and the huge number of foreign films available to them shows that "celebrities whether from films, modelling or advertising leave an indelible imprint on our social and cultural values" (Jain et al., 2015, p. 310).

As to the category of social customs and traditions, the results of the study demonstrated no change in the original order of items. The items in this category deal with opinions regarding Iranian and western cultural and religious customs. Undoubtedly, customs and traditions, together with values and histories shared by groups, constitute individuals' culture which has a very strong influence on their behaviors, thoughts, and worldviews (Rovira, 2008). Culture also affects individuals' identity, attitudes and beliefs, especially where there are opportunities for contact between cultural communities (Jensen, 2007), such as an EFL learning context. Therefore, the relationship between the items in this category and identity reconstruction of the Iranian adolescent EFL learners are also established.

The final category came up with 7 items, including opinions towards Islamic covering, views towards religious customs in the country, equality of men and women, freedom of expression, censorship, and public kissing. All the sub-components were categorized under a different heading in the original questionnaire, but in the validated IRSQ their relevance was revealed.

Going-togetherness of these items can be seen in the division of freedom by Harrison and Boyd (2003) into different categories of individual freedom and freedom of opinion, where the former includes freedom of expression, speech, religion, and travel; and the latter freedom of academic, religious and political opinions. Therefore, based on the division made by

Harrison and Boyd (2003) which covers all these items, the heading of this new category was changed to 'perception of freedom'.

CONCLUSION

The present research led to the validation of IRSQ as a valid and reliable tool for identifying identity reconstruction strategies that Iranian adolescent EFL learners face during their EFL learning period. The questionnaire comprises of 24 items in 4 main domains that address issues related to Lifestyle, Eligibility of English Language Sources and Performers, Social Customs and Traditions, and Perception of Freedom.

IRSQ is the first IAM-based questionnaire in the adolescent non-immigrants and also EFL context. It is simple, easy to answer, easy to measure, time-saving and reportedly appealing to the respondents. As a validated tool, and also with a sociolinguistic basis, it can be applied in TEFL and other relevant areas such as social and cultural studies which deal with adolescents engaged in English language production and use.

The validated IRSQ can be used in different methodological settings as a useful tool for EFL instructors in evaluating possible identity reconstructive effects of teaching practices in the classroom. Being aware of EFL learners' IRSs may offer insights for EFL teachers to manage their classes in a way to create a critical environment for their pupils to freely express their feelings towards certain features present in EFL classrooms or certain teaching practices to help mitigate the negative effects of variables at work in their identity reconstruction. It helps teachers handle challenging situations and discourses in the EFL classroom, reinforce their self-image and their view towards their teaching profession and responsibilities, and raise their awareness towards their own capabilities as important cross-cultural agents.

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