Research Article

Developing a Questionnaire for Assessing Iranian English Learners' and Teachers' World Englishes Conceptualization

Flora Efaf Soltani [1], Mohamadreza Khodareza [2*], Davood Mashhadi Heidar [3]

[1, 2] *Department of English, Tonekabon Branch, Islamic Azad University, Tonekabon,, Iran*
Corresponding author: m.khodareza@toniau.ac.ir
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Abstract

The unprecedented growth of the number of World Englishes and needs of communication among experts calls for English language teaching programs to take into consideration the place and relevance of teachers' and learners' conceptualization of paradigm of WEs. The present research studies the global status of WEs and its conceptualization among Iranian English teachers and learners. It is presenting a thematic instrument to examine the extent to which Iranian EFL and ELIC-SP teachers' and learners' conceptualization of WEs can be effective in the fields of global communication, research, development and science. In the first phase of the present study a theoretical framework and its components were developed through reviewing the literature and conducting interviews with ELT experts and EFL and ESP learners. In the second phase, a questionnaire was developed and piloted with 300 participants who were available and willing to participate in the study. The 46 items of the newly-developed 'WEs Con.' scale were subjected to principal component analysis which revealed the presence of four components, relevance of WEs Con. To EFL, ESP, Culture, Ownership of English and Standard English. These phases led to the development of a questionnaire with four components and 46 items.

Keywords: ELIC-SP /English language intensive course for specific purposes, WEs con /world Englishes conceptualization, WEs questionnaire, English ownership, standard English

Introduction

The spread of English throughout the world has altered the distribution of this language. The growth in the number of the speakers of the English language has led to increase in the number of newer world Englishes (WEs) (Alatis & Straehle, 1997; Crystal, 2003; Graddol, 1997; Fiedler, 2010; McKay, 2002; Schneider, 2014). Due to the improvement in communication and transnational mobility that marks the 21st century, an increasing demand of speakers for knowledge transfer seems necessary.

The prevalence of WEs in today's English language communication appears to have made 'World Englishes' (WEs) conceptualization among its users increasingly relevant to TEIL/Teaching English as International Language (Kirkpatrick, 2007; Matsuda, 2012, 2013; Sharifian, 2014). According to Sadeghpour, and Sharifian, (2017), the metamorphosis of English into WEs, requires "a different way of looking at the language, which is more inclusive, pluralistic, and applicable than the traditional, monolithic view of English in which there is one standard way of using English that all speakers must strive for" (Matsuda 2003, p. 727).

Consequently, for having effective communication, it is necessary to pay attention to the quality and quantity of conceptualization and awareness among teachers and learners regarding WEs that are globally used around the world, being mostly Glocalized, that is, which is becoming a phenomenon in which Localized Englishes are used by nonnative users and have achieved a measure of legitimacy.

Knowing scientific and glocal needs of the users must be met in the process of English language education. The practice of ELT needs to be modified in its language teaching and learning aims, to make them compatible with the new status of English in the world and to prepare experts and all other communicators for the international and intercultural contexts of today's technical and scientific world.

By September 2015, more than 750 studies investigated different features of language teachers' perceptions, knowledge, and beliefs in language teaching (Sadeghpur, 2017; Borg, 2015). Nevertheless, most of the studies conducted even in Iran were about learners' and teachers' knowledge. Rarely can we find research on learners' perceptions and conceptualization

of WEs. Up until late 2019, among the studies of teachers' knowledge, and beliefs, only minor studies investigated teachers' and learners' perceptions in the context of Iran, none of which examined teachers' and learners conceptualization of WEs due to lack of suitable assessing instruments of such conceptualization.

The current study was designed to present an instrument to assess and study English language teachers' and learners' conceptualizations of WEs, based on conceptualization effects on their teaching and learning in English Language, a movement that happened in learning English language, from cognition to conceptualization. There are language-specific patterns of conceptualization. In World Englishes as laguage varieties, in the process of Language Learning or where the speakers' conceptualization of content in language processing is based, not only single form-function relations, but also groups of form-function relations which are language-specific happened. The current research was an attempt to measure such conceptualization of WEs in order to see its effects on English language learners' and teachers' English learning.

The questions that basically stimulated and were hypothesized for the first step were: to what extent are teachers aware of the existence of varieties of English and their status (in terms of their growth and legitimacy) in the world and in Iran? Can a device be presented in TEFL context of universities, for measuring the conceptualization growth of World Englishes?

To address these aims, first, an open-ended interview protocol was designed. Then, it was reviewed by some experts in applied linguistics and piloted with some Iranian EFL teachers. The questionnaire format was geared to be as close as possible to the standard questionnaire proposed by Dornyei (2007). The methodology adopted for transcription of the data was a combination of *tape analysis* and *partial transcription* (Dornyei, 2007). The data was collected, and the reliability index of this instrument was calculated which turned to be Cronbach α = .767 that was considered acceptable. The semi-finalized questionnaire was administered to 300 Iranian participants with a demographic questionnaire, and a factor analysis was run to determine the construct validity of this scale. As a large sample

was required for this phase of the study, the sampling technique was non-probability convenience sampling (Ary, Jacob, & Razavieh, 1990). The 46 items of the WEs Con. questionnaire were subjected to principal components analysis (PCA) using SPSS version 22. Before performing PCA, the suitability of the data for the factor analysis was assessed. The Kaiser- Meyer-Olkin value was (.719) that was more than the recommended value of KMO ≥.6 (Kaiser, 1974) and Bartlett's Test of sphericity (Bartlett, 1954) close to statistical significance, supporting the factorability of the correlation matrix. The 'Total Variance Explained' was used to determine the number of components (factors). Based on Kaiser's criterion, the components that had an eigenvalue of 1 or more were selected. The findings showed that 13 components recorded eigenvalues above 1. These components explained 74.397% of the variance.

World Englishes

World Englishes refers to the different varieties of English and English-based creoles developed in different regions of the world specifically in developing countries or, as Kachru (1986b) called, expanding circle. Emergence of WEs has challenged the notion of Standard English as "different varieties of Englishes mean that ELT can no longer afford to choose between only British or American English as the primary target variety for instruction." (Bhowmik, 2015, p. 143). Crystal (1994, p.114) does not confirm prescription of British English as standard English as he states that with the dissemination of English to the world, British English has lost its prestige as an English variety for many speakers. Unlike the monolithic view toward English that looks at English as the language of certain nations, the paradigm of WEs discusses that there exists no single model for teaching and learning English. Further, acknowledging the mixture in the landscape of English and pointing to the increasing number of WEs speakers, Crystal suggested that instead of one single standard variety, "regional standards" should be used.

Due to the significance of learners' awareness of WEs in teaching English as a language of wider communication, the choice of an instructional variety or varieties is of special importance since it informs learners about the existence of English varieties in international communication.   Baumgardner (1987) states that bringing nativised

Englishes along with the Inner Circle Englishes to the classroom raises English language learners' awareness of the diversity of WEs and learners' awareness of the aspects of their own local Englishes. To do so, Baumgardner (1987) brought Pakistani local English newspapers as an ELT material and focused on both the context and form of the Pakistani English. According to Matsuda (2012) being aware of the existence of multiple English varieties and learning strategies that can facilitate communication between users from different nations and cultures are of special importance. She further suggests several approaches to increase English learners' awareness of the existence of Englishes. Firstly, teaching materials which expose learners to different Englishes and show the differences to learners through an examination of media texts and written materials can be used. Secondly, providing opportunities to interact with speakers of other Englishes, including recruiting teachers who are proficient and experienced in varieties of English, and introducing learners to the social networks in which they can be exposed to varieties of English can be beneficial. Finally, she suggests that it is important "to increase learners' meta-knowledge about Englishes by making it a lesson of focus" (p.25) or by explicitly discussing the existence of other Englishes and their differences.

The relationship between teachers' knowledge, thinking, belief and practice is not a direct one (Birello, 2012), as there are a range of contextualized factors that mediate between them, and determine the extent that teachers put their cognitions into practice (Borg, 2009; Birello, 2012) which is true for learners. Therefore, any attempt to measure teachers' and learners' perception and conceptualization should be made in a clear-cut context.

Simply focusing on learners' or teachers' behavior and trying to promote learning or teaching behaviors that lead to successful learning hide the fact that beneath the behavior are thoughts, feelings, attitudes, and ideas (Birello, 2012). Borg (2009) argues that we cannot program learners or teachers to behave in certain manners as the futility of this process is evident in many main attempted reforms in educations in which significant change did not occur. He argued that for reforms to be successful, it is critical to look at how they form their constructs.

Studying learners and teachers' conceptions can be challenging as these are mental unobservable constructs for researchers. The only way to learn about these mental constructs is by asking teachers and learners themselves and it is from learners and teachers' own responses that their perceptions to conceptions can be elicited by using direct and indirect strategies employed by the researcher. In a direct approach, learners and teachers are asked to talk about their perceptions and beliefs. Borg (2009) believes that this strategy may not be the most productive strategy as teachers may not have been asked about what they know, believe and think about that problem before and may not be fully aware of, or may have difficulty in putting what they think and believe into words. It is the same for English language learners; therefore, he suggests a second, more productive strategy in which teachers are asked to put their beliefs and thoughts into a piece of work, or their thoughts are inferred from their own teaching like using their lesson plans or using specific and specialized questionnaire.

Conceptualization and World Englishes

Numerous terms are used to denote the international status of English. These terms are employed in their singular and plural forms and include: "English as an international (auxiliary) language, global English(es), international English(es), localized varieties of English, new varieties of English, nonnative varieties of English, second language varieties of English, World English(es) (WE[s]), alongside more traditional terms such as ESL (English as a second language) and EFL (English as a foreign language)" (Bolton 2004, 367, Tamimi Sa'd, 2018). Specifically, WEs refers to "localized forms of English" which are used across the world (Bolton, 2005). English is now regarded as the international lingua franca. To conceptualize the global spread of English, Kachru (1986a, 1992a) introduced three circles: inner, outer, and expanding; each circles has its own diversities and backgrounds and move on towards its own destiny, which is not apart from its user's needs and requirements.

Languages, their linguistic structure, semantic and pragmatic meaning, should change over time and adapt to the norms and standards of the needs and contexts and their speakers. English, as one of the most popular languages, has also been in contact with various languages and been spoken by modern communities. Kachru (1994) explains two situations that occur

in contact with English language. The first is what Kachru (1994, p.136) calls *Englishization*, or when English has impact on other languages, and the second is the process of *nativisations*, or the situation that other language affects the English language. Saussure (1966) also discussed that any language has synchronic variation within itself when spoken by different language speakers.

Research studies on language variation and on English as a global language have confirmed that English has been one of the most changeable international languages (D'Angelo, 2014a, 2014b; Graddol, 1997, 2006; Jenkins, 2009; Kirkpatrick, 2009, 2010a, 2010b, 2011, Sharifian, 2006, Schneider, 2014a, 2014b). English in its travel to the world has been "spread" and not "distributed", as in distribution there is no change in the form and the function of a language, but English has been adapted by its speakers and contexts to meet the new speakers' contextualized and psychological needs and realities (Widdowson, 1997).

When a language, like English, is spread and used in new cultural and linguistic contexts, L2 speakers apply specific changes to that language to make it more appropriate for their own real contexts and needs according to their own culture. According to Widdowson (1997, p.137) "human minds are infinitely various and changeable, formed and reformed by a multiplicity of social and psychological influences", "and since language is inextricably implicated in ideas, beliefs, values, it is naturally subjected to the same process". So, any language adopted by users other than its prior users will, in various socio-cultural settings, go through a processing where, according to Schneider (2010, p. 4), the language is "embraced, appropriated, transformed, made 'our own' "; a processing that Kachru (1982, 1994) called "nativization", or Pandharipande (1987, p.149) termed 'hybridization'.

One major consequence of nativization of English has been emergence and development of different varieties of English (Jenkins, 2014; McKay, 2002; Matsuda, 2012). Language varieties are defined as the various actualizations of a language that have "sprung up in a relatively extempore and expedient way in response to the immediate communicative needs of users and speakers in different communities with quite different ancestors"

(Widdowson, 1997, p.141). As Seargeant (2012, p. 26) puts it, a language variety is a "recognizable system of linguistic features which are associated with a community of users and speakers or with a particular social context".

During the last three decades, according to Bolton (2005, p. 69), "the term 'World Englishes' and 'new Englishes' have been widely used to refer to the localized forms of English found throughout the world by its users, particularly in the Caribbean, West and East Africa, and parts of Asia". With the cognition of new English varieties, there has been a paradigm shift in the world from a monolithic to a pluricentric view of English.

Concerns about "who owns English" and "who are English speakers" are particularly compelling in the multicultural and multivarietal context of scientific fields where both English as L1/mother tongue speakers and WEs users are present, and according to Parmegiani (2008, p.107), there are "power imbalances among speakers of different languages".

The ownership of English as a global language has been a controversial issue in the literature and scientific fields. In some of the discussions, ownership of English is viewed to be closely related to the legitimacy of varieties of English (e.g., Bourdieu, 1977; Higgins, 2003; Kandiah, 1987; Prator, 1968; Quirk, 1988, 1990). For many of the proponents of this view, Expanding and Outer Circle English speakers are not owners of English as they do not speak a legitimate variety of English. For instance, Prator (1968) and Kandiah (1987) perceived English as mother tongue users of the Inner Circles as the owners of English and argued that EAL /English as additional language speakers in the Outer and Expanding Circles speak illegitimate and anomalous forms of the English. In response to those who view and believe British, American, or English as mother tongue speakers as the only owners of English, some argue that due to the global status of English and the ever-increasing number of EAL speakers, English no longer belongs to a specific nation, but rather it belongs to all those who use and speak it contextually (Crystal, 2003; Kachru, 1983, 1986b; Matsuda, 2003, 2012; Smith & Sridhar, 1992, Sinicrope, Norris, Watanabe, 2007; Widdowson, 1994). Martin (2010, p.247) mentions that "[t]he sociolinguistic profile of English reveals that ownership of the language is shared across continents and cultures". Confirming that with the globalisation of English all English users and speakers in all Kachruvian Circles are owner of English, Strevens

(1982, pp. 427-8) calls the English as L1/mother tongue speakers as the "co-possessors" of English.

If we welcome Englishes and consider it as a world language and a language of wider communication which people use to fulfill different needs over various time spans, then we must accept that it is a language that belongs to all people who use it.

The Effectiveness of Conceptualization of Learning Language

There is no doubt that the knowledge of the language structure and the linguistic competence play a fundamental role for learning and teaching it. However, language teachers and learners need to move beyond this knowledge and gain a deeper understanding about the language (Andrews, 1998, 2001; Benesch, 2001; Birello, 2012; Byrnes, Kiger, & Manning, 1997; Dogancay-Aktuna, 2006; Ovando, 2001; Pennycook, 2001).

Reagan (1997) defines "metalinguistic knowledge" as the 'knowledge of' and 'knowledge about' the language that language learners and teachers need to know. Various research studies have emphasized the significance of teacher training and teacher education programs to focus on developing teachers' skills based on the specific contextual demands of the teaching (Holliday, 2005; Derwing & Munro, 2005; Dogancay-Aktuna, 2006; Kirkpatrick, 2002, 2006a, 2007a). Different studies on teacher education and knowledge have listed different skills, knowledge, and qualifications based on the context of their study. For instance, Kirkpatrick (2008a, p. 30) reported that Liu Jun, the president of the Hong Kong TESOL (Teaching English to Speakers of Other Languages) at the time defined four main areas in which ELT teachers should be proficient: "language, instruction, culture, and assessment".

Changes in the nature of English have affected ELT significantly. As responses to the increase in the use of English, new paradigms in linguistics and applied linguistics, such as WEs and EIL, have emerged. In implementing these new paradigms into ELT, teachers' responses to these new paradigms are of special importance. Dogancay-Aktuna (2006) asserts that respecting the new role of English, the role of teachers of EIL, and the scope of language teacher education need to be reviewed. She states that in

teaching EIL, cultural and socio-political factors affecting ELT should be considered.

During the 1970s, with the advancements in cognitive psychology, the notion of universal and mechanical teaching behavior was criticized, and it was acknowledged that there is a complex relationship between teachers' knowledge, perceptions, and attitudes and their pedagogical practices; teaching practices are context-based and individual teachers and learners are different from each other due to their unique beliefs, perceptions and thoughts (Borg, 2009). During the 1980s and 1990s, teachers' beliefs, perceptions and thoughts, which were referred to as teacher cognition by Borg (2003), found a central place in studies concerned with general education and teaching. Then teacher cognition entered L2 research.

Borg (2003) discusses the effects of teacher education on teacher cognition. Although there are studies which confirm that teacher education affects teacher cognition (like, Freeman, 1993; Richards, et al., 1996), there are some who think that this effect is not significant (Kagan, 1992).Borg (2003) asserts that teachers have cognition about all aspects of their teaching. Teacher cognition is initially influenced by teachers' prior experiences as learners and then may be affected by their educational background (Abdi & Asadi, 2011; Binnie-Smith, 1996; Borg, 2003, 2015; Cumming, 1989; Freeman, 1992, 2002; Golombek, 1998; Gutierrez Almarza, 1996; Johnson, 1994). Contextual factors can also play a mediating role regarding teacher cognition and teacher practice (Lutnpe & Chambers, 2001).

The relationship between teachers' knowledge, thinking, beliefs and practice is not a direct relationship (Birello, 2012), as there are a range of contextualized factors that mediate between them and determine the extent that teachers put their cognitions into practice (Borg, 2009; Birello, 2012). Therefore, any attempt to measure teacher perception should be done in a clear-cut context.

Studying learners and teachers' conceptions can be challenging as these are mental constructs unobservable for researchers. The only way to learn about these mental constructs is by asking teachers and learners themselves and it is from 'their own responses that perceptions to conceptions can be elicited by using direct and indirect strategies employed by the researcher.

In a direct approach, learners and teachers are asked to talk about their perceptions and beliefs.

Method

Design

The study was aimed at developing, piloting, and validating a World Englishes Conceptualization assessment instrument. A qualitative approach is believed to be the most appropriate approach for this study as it allows the researcher in her first step to flexibly study English teachers, experts and learners' perceptions and conceptualization from their own perspectives and according to their own terms by the means of interview and without imposing pre-determined hypotheses or researcher's biases. In social sciences, the qualitative research approach has received significant attention especially in the field of applied linguistics. Dornyei (2007) emphasizes the qualitative approach because it gives the researcher and experts a deep and broad intuition into the analysis of the data and allows for further study and analysis when the outcomes of the study are unpredictable or surprising. Since conceptualization is a psychological construct, this study lends itself to the qualitative and quantitative approach. In qualitative applied linguistics studies, interviews are merely employed to explore language related issues (Hu, 2012).

As the first method of inquiry, semi-structured face-to-face interviews with open- ended questions were prioritized. In so doing, besides a comprehensive literature review and the researchers' conceptualization of this construct, a '*sequential exploratory strategy*' (Creswell, 2007) was also used. In this popular strategy for mixed method design, which is based on Creswell (2007) and Dörnyei (2007), first small-scale qualitative interview was obtained, and then the results were used to obtain some specific thematic items and statements from participants. These statements were then arranged as specific items for scales to create a survey instrument.

Instruments

Since teacher or student perception is a mental and therefore unobservable issue or construct, the only source of information about them is the teachers or learners themselves, and, as Borg (2009) suggests, interviews are the

most productive data collection instruments for eliciting teachers' or learners' knowledge, perceptions, and attitudes.

Semi-structured interviews with open- ended questions enable the interviewees "to elaborate on the issues raised in an exploratory manner" (Dörnyei, 2007, p. 136). Semi-structured interviews enable the interviewer to ask for clarifications and information if needed, and they are more easily interpreted and analyzed than unstructured interviews (Barribal & While, 1993). Therefore, semi-structured interviews were chosen for the present study because their flexibility will allow the researcher to capture teachers and learners' conceptualizations in the most complete way on World Englishes in Iran.

English language teachers and learners received a demographic questionnaire by e-mails, Whatsapp or on paper during the face-to-face interview. The demographic questionnaire consisted of seven questions addressing age, gender, English teaching experience, English learning experience, level/levels of education, mother tongue, and the institution they learned English in.

The demographic survey questions were designed to investigate the possible impacts of demographic, professional, and educational backgrounds of teachers and learners on their WEs perceptions and conceptualization.

The purpose of the last phase was to validate the newly developed WEs Con. questionnaire. According to Hashemi and Babaii, (2013), questionnaire survey facilitated by preceding interview (Qual. to Quan.) is one of the most frequently recommended procedures for designing a new questionnaire and is routinely used when researchers are trying to build a new instrument.

Participant –Centered Research

A participant-centered study, as presented by Woods (1996), focuses on the participants' perceptions of events in the context of study, and creates an opportunity for the researcher to see and study the topics which may only be available, noticeable, and perceptible or conceptual to insider participants. In current study, 2 groups of participants took part ad interviewees and questionnaire participants.

For interviewees, an open-ended interview protocol was designed; then it was reviewed by two experts in applied linguistics and piloted with five Iranian TEFL teachers; two TEFL colleagues were asked to review the interview for any item addition and omission to increase the clarity. In pre-interview procedure, the questionnaire format was geared to be as close to standard questionnaire proposed by Dornyei (2007) as possible.

Then nine experienced TEFL teachers along with three experts in applied linguistics and 13 learners in medical and paramedical fields were interviewed. Each interview took about half an hour, was audio recorded and transcribed to be coded and analyzed. The methodology adopted for transcription of the data was a combination of *tape analysis* and *partial transcription* (Dörnyei, 2007) in which the researchers took notes during listening to the recordings and also prepared a partial transcription of the most critical and relevant sections.

The transcribed data were read and reread, followed by coding of the data. The approach which was used in coding the data was mostly deductive, and the items were also recorded so that the general questions based on the results of the reviewing and piloting processes went through several modifications. For example, following the expert reviewers' comments, some general questions about WEs would come first and the significant cultural relevance questions would come in the middle of the protocol; at the end some attractive questions as Ownership of English and Standard English were processed. To achieve credibility in this qualitative phase of the study, *member checking* (Lincoln & Guba, 1985) was used.

Second group of participants were WEs Con Questionnaire participants. To calculate the reliability of the newly-developed 'WEs Con. questionnaire (with 46 Likert-scale items), it was piloted with 42 Iranian participants, 22 females and 20 males (18 ESP teachers, 14 EFL/TEFL learners, 10 ESP Medical and Paramedical learners), and the reliability index of this instrument was turned to be Cronbach $\alpha = .767$ that was considered acceptable indicating that the questionnaire could be considered as a reliable tool for other studies. Ideally, the Cronbach's alpha coefficient of a scale should be above .70 (De Vellis, 2003).

The semi-finalized questionnaire and demography paper were administered to 300 Iranian participants, and a factor analysis was run to determine the construct validity of this scale. The participants of this phase of study (i.e., construct validation of the scale) were 152 females and 148 males (N = 300) Iranian learners of EFL, linguists, translators and other English specialists with the age range between 20 and 50. As a large sample was required for this phase of the study, the sampling technique was nonprobability convenience sampling (Ary, Jacob, & Razavieh, 1990) of learner and teacher participants who were invited for the study via Whatsapp , emails or university complex. The 46 items of the 'WEs Conceptualization' questionnaire were subjected to principal components analysis (PCA) using SPSS version 22. Before performing PCA, the suitability of the data for the factor analysis was assessed. In addition to calculating the Kaiser- Meyer-Olkin value, Bartlett's Test of sphericity (Bartlett, 1954) was considered.

Procedures

The initial questions were developed based on the research gap and the research questions of the study. The pilot interviews were then transcribed, categorized, and the emergent themes were identified, providing a guide to further questioning. Based on the new themes which emerged in the pilot study, new questions were suggested; therefore, some interview questions were modified and 3 more interview questions were added to the previous 7 questions. The new interview questions were piloted with 3 other volunteer teachers. Since there was ambiguity in the new questions, they were modified and rephrased on the basis of the volunteers' responses by two applied linguists and EFL teachers. The final 10 questions were selected as the main interview questions of the study. The interviews for this study took between 15 to 45 minutes based on the interviewees' responses and the time each individual was able to allocate. The results were used for preparing items for the questionnaire.

It should be mentioned that in the interview sessions, the participants were briefed about the interview; they were provided with an explanatory statement, which clarified the research aims, gave them a clear picture of the research and stated that the results of the study can be emailed to the participants if they would like to find out about the outcomes of this study

had been. Then, the participants were assured that their participation and collected information would only be used as research data and would be kept confidential. The participants were asked to fill out the demographic questionnaires before the interviews. Participants of the face-to face interviews filled the paper-based questionnaires. The purpose of the next phase was to validate the questionnaire with a large sample representative of the population. This sequential procedure which is described as 'questionnaire survey facilitated by preceding interview (QUAL to QUAN) by Dörnyei (2007, p. 171) is one of the most frequently recommended procedures for designing a new questionnaire and is routinely used when researchers are trying to build a new instrument (Hashemi & Babaii, 2013). Construction of the WEs Con questionnaires underwent the following steps:

   (1) The main items were borrowed from some valid samples in the above literature, reinforced by a pool of items collected through tentative random interview with some experts in the field.

   (2) Two TEFL colleagues were asked to review the questionnaires items for any item addition and omission to increase the clarity and avoid ambiguity. The questionnaire format was geared to be as close to standard questionnaire proposed by Dornyei (2011) as possible. The newly-developed WEs Con. questionnaire (with 46Likert-scale items) was piloted with 42 Iranian participants; the data were collected, and the reliability index of this instrument was calculated.

   (3) To test the questionnaire construct validity, they were handed to 90 TEFL, 63 linguistics, 46 translations, 61 medicals, and 40 paramedical learners for the first round piloting and they were asked to give their descriptive comments and views about any problems.

   Calculating reliability and construct validity of the questionnaire by Cronbach's alpha coefficient, the researchers performed principal components analysis (PCA). Yet, before performing PCA, the suitability of the data for the factor analysis was assessed through checking the Kaiser-Meyer-Olkin value , and Bartlett's Test of sphericity (Bartlett, 1954) , statistical significance, the factorability of the correlation matrix, and the Total Variance Explained to determine the number of components (factors)

to extract, and the Scree plot and the Parallel Analysis were used to confirm the presence of extra components.

Results

The qualitative data analysis (adapted from Monash University researches about WEs, 2016), begins with four general concepts in world Englishes:

- Relevance of WEs to EFL and ESP in Iranian universities,
- Culture and world Englishes conceptualization among Learners,
- Standard English or World Englishes,
- Ownership of English Language,

The data of this study were analyzed qualitatively with the aim of discovering the following:

a. Emerging themes in relation to teachers and learners' perceptions to conceptualizations of WEs in universities

b. Emerging themes in relation to teachers and learners' perceptions to conceptualizations of the relevance of WEs to teaching English and learning materials in ELT, ELL and ELIC-SP in universities

c. Emerging themes in relation to teachers and learners' conceptualizations of the concept of culture regarding language and language use in ELT, ELL and ELIC- SP in universities.

d. Exploring the impacts of professional course work, schooling, and contextual factors on the conceptualizations of the participants about WEs.

To analyze the interview and transcripts data, the researcher and experts were given the opportunity to re-read the data, and become more familiar with the information obtained.

To codify the interview and transcripts, 3 steps were taken: "making the text manageable", "hearing what was said", and "developing theory" (Lewins & Silver, 2007, pp. 262-267). In "making the text manageable" the aim was to look for the answers to research questions and theoretical concepts obtained from the literature. For the next step or "hearing what was said" the recurrent data were collected and organized for creating new themes.

The data were reviewed again. Any data that did not relate to the recognized categories or sub-categories were coded as miscellaneous data, which created the following questions:

1. What are English learners' perceptions of the relevance of WEs to their practices and learning materials?

2. How much EFL teachers/learners are aware of relevance of WEs to EIL?

3. How can world Englishes be elaborated in EFL learning and teaching classes?

4. What are teachers' perceptions of the relevance of WEs to their pedagogical practices and teaching materials in EFL classes?

5. To what extent is culture relevant to learning in EFL classes?

6. What are English Language teachers' perceptions of the concept of 'culture' (in terms of language and language use), and its relevance to their pedagogical practices?

7. What are English learners' perceptions of the concept of 'culture' (in terms of language and language use), and its relevance to their pedagogical practices?

In developing the interview protocol according to the above question, first, an open-ended interview protocol was designed with 7 items (Table 1).

Table1
Primary Interview Questions

Items	Primary Interview Questions
1	What does the term "World Englishes" mean to you?
2	Can you name up to 10 different varieties of English? (For example: British English, Singapore English)
3	Do you think that the world Englishes are relevant to your teaching/learning English. Can you elaborate please?
4	What does the term "culture" mean to you when it comes to language and language use in your field of study?
5	Do you think that the notion of "culture" is relevant to your curriculum (teaching/learning materials)?
6	Who is the English owner? Do you consider yourself an English owner?
7	What is Standard English? Which English variety/ies do you select for your learning/teaching in your speaking? Do you correct yourself toward certain English (e.g., American English)?

The questions in Table1 were reviewed by two experts in applied linguistics and piloted with five Iranian TEFL teachers. Two TEFL colleagues were asked to review the interview for any item addition and omission to increase the clarity and avoid ambiguity. Three items were added to fulfill the aims of interview (Table 1).

Table2
Final Interview Questions

Items	Final Interview Questions
1	What does the term "World Englishes" mean to you?
2	Can you name up to 10 different varieties of English? (For example; British English, Singapore English)
3	Do you think that the number of Englishes is increasing worldwide?
4	Do you think that the world Englishes are relevant to teaching / learning ELIC-SP.(English Language Intensive Course for Specific Purposes) Can you elaborate please?
5	Do you think that World Englishes is relevant to the material that you learn/teach? Please elaborate
6	Do you think that the notion of "culture" is relevant to your curriculum (teaching/learning materials)?
7	What does the term "culture" mean to you when it comes to language and language use in your field of study?
8	Do you think that the notion of "culture" is teachable in your curriculum (teaching/learning materials)?
9	Who is the English owner? Do you consider yourself an English owner?
10	What is Standard English? Which English variety/ies do you select for your learning/teaching in your ELIC-SP? Do you correct yourself toward certain English (e.g., American English)? Does your university ask you to teach specific verity of English?

The interviews were conducted in the winter of 2018 in five different universities in Guilan. Each interview took about half an hour; they were audio recorded and transcribed to be coded and analyzed. In so doing, the data transcriptions and interpretations were sent to the participants for review.

The purpose of this strategy was checking the researchers' understanding and interpretation of the data by giving an active role to the participants of

the study. Some more pilot interviews were conducted to test the efficacy of the questions. Finally, with some modifications in the wording of the questions, the final questionnaire was completed and then the items of the questionnaire were constructed.

1. Reliability of "WEs Con" Questionnaire

The newly-developed 'WEs Con' questionnaire (with 46 Likert-scale items) was piloted with 22 females and 20 males (18 ESP teachers, 14 EFL/TEFL learners, 10 ESP Medical and Paramedical learners) (Table 3).

Table 3
Demography of the Participants in the Pilot Study

Characteristic of Participants in WEs Conceptualization		
	Scale	Frequency
Gender	Male	20
	Female	22
Age	20-30	14
	31-40	16
	41-50	12
Teaching Experience	0-3	8
	3-5	16
	5-7	6
	< 7	12
	Learnt it abroad	0
Degree	MA	10
	PhDcon	10
	PhD	6
	Medical s.	10
	Para Medical S.	6
Major of Study	TEFL	18
	EFL Learners	7
	TEFL Learners	7
	ESP Medical Learners	5
	ESP Para Medical Learners	5
Teaching Context	Institution	20
	University	15
	School	7
Mother Tongue	Farsi	27
	Turkish	13
	Kurdish	1
	Arabic	1
Total		42

The data were collected, and the reliability index of this instrument was calculated which turned to be Cronbach α = .753 (Table 4) that was considered acceptable indicating that the questionnaire could be considered as a reliable tool for the main study. Ideally, the Cronbach's alpha coefficient of a scale should be above .70 (De Vellis, 2003).

Table 4
Cronbach's Alpha of the Piloted Questionnaire
Reliability Statistics

Cronbach's Alpha	N of Items
.753	46

2. Construct Validity of "WEs Con" Questionnaire

The finalized questionnaire and demography paper was administered to 300 Iranian participants, and a factor analysis was run to determine the construct validity of this scale. (Table 5).

Table 5
Characteristic of Participants in WEs Conceptualization

Characteristic Participants in WEs Conceptualization		
	Scale	Frequency
Gender	Male	148
	Female	152
Age	20-30	193
	31-40	69
	41-50	38
Learning Experience	0-3	67
	3-5	90
	< 5	63
	< 7	61
	Learnt it abroad	19
Major Of Study	TEFL Learners	90
	Linguistic Learners	63
	Translation Learners	46
	Medical Learners	61
	Paramedical learners	40
Mother Tongue	Farsi	184
	Turkish	63
	Kurdish	44
	Arabic	9
Total		300

The 46 items of the 'WEs Conceptualization' questionnaire were subjected to principal components analysis (PCA) using SPSS version 22.Before performing PCA, the suitability of the data for the factor analysis was assessed (see Table 6).

Table 6
Sampling Adequacy
KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.719
Bartlett's Test of Sphericity	Approx. Chi-Square	10815.761
	df	1035
	Sig.	.000

The Kaiser- Meyer-Olkin value, as illustrated in Table 6, is .719, more than the recommended value of KMO ≥.6 (Kaiser, 1974) and Bartlett's Test of sphericity (Bartlett, 1954) was close to statistical significance, supporting the factorability of the correlation matrix.

As Table 7 indicates, the 'Total Variance Explained' was used to determine the number of components (factors) to extract. Based on Kaiser's criterion, the components that had an eigenvalue of 1 or more were selected. The findings showed that 13 components recorded eigenvalues above 1. These components explained 74.397% of the variance.
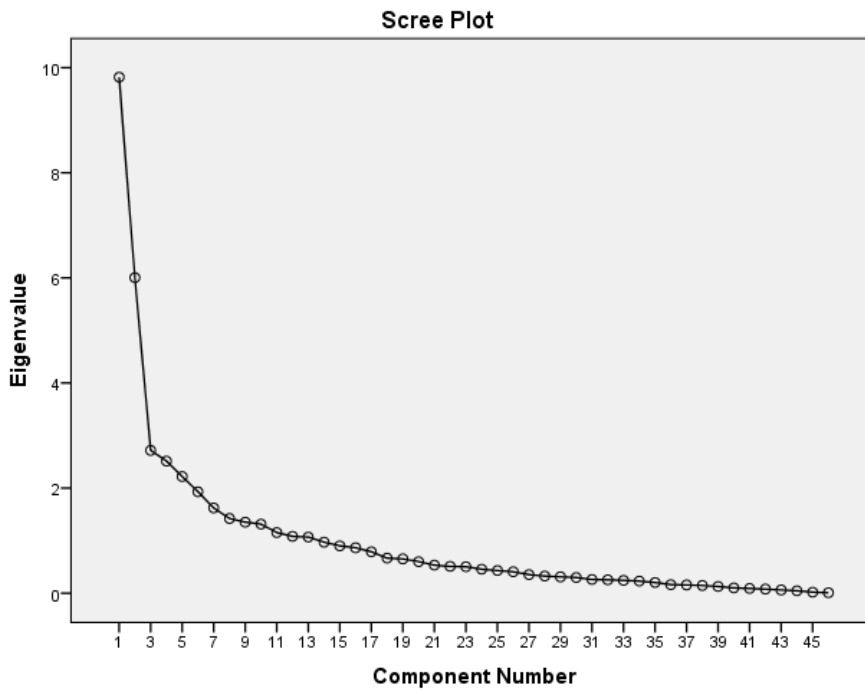
Table7

Extraction Method: Principal Component Analysis.

Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	9.820	21.348	21.348	9.820	21.348	21.348	6.144	13.357	13.357
2	6.005	13.054	34.401	6.005	13.054	34.401	4.759	10.346	23.703
3	2.717	5.908	40.309	2.717	5.908	40.309	3.920	8.522	32.225
4	2.515	5.468	45.777	2.515	5.468	45.777	2.981	6.480	38.706
5	2.220	4.826	50.603	2.220	4.826	50.603	2.894	6.292	44.998
6	1.931	4.197	54.800	1.931	4.197	54.800	2.293	4.984	49.982
7	1.622	3.527	58.326	1.622	3.527	58.326	1.929	4.193	54.175
8	1.422	3.091	61.418	1.422	3.091	61.418	1.761	3.829	58.004
9	1.352	2.938	64.356	1.352	2.938	64.356	1.757	3.819	61.823
10	1.315	2.858	67.214	1.315	2.858	67.214	1.704	3.704	65.527
11	1.154	2.509	69.723	1.154	2.509	69.723	1.451	3.153	68.681
12	1.081	2.351	72.074	1.081	2.351	72.074	1.437	3.124	71.805
13	1.069	2.323	74.397	1.069	2.323	74.397	1.193	2.592	74.397
14	.970	2.109	76.506						
15	.901	1.960	78.466						
16	.865	1.880	80.346						

The inspection of the Scree plot below and the results of Parallel Analysis both confirmed the presence of 13 components. In the present study, 13 components with eigenvalues exceeding the similar criterion values for a randomly generated data matrix of the same size (46 items × 300 respondents) were found.

Scree Plot

The Component Matrix was used to show the un-rotated loadings of each of the items on the 13 components. All components with eigenvalues above one were retained. Most of the items loaded quite strongly ($\geq .6$) (see Table 8)

Table 8
Summary of Table 7
Summary of Rotated Component Matrix[a]

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

Discussion

Studying learners and teachers' conceptions can be challenging as it is a mental construct and unobservable for the researchers. The only way to learn about this mental construct is by asking teachers and learners themselves and it is from learners' and teachers' own responses that their perceptions to conceptions can be elicited by using direct and indirect strategies employed by the researcher. In a direct approach, learners and teachers are asked to talk about their perceptions and beliefs. Borg (2009) believes that this strategy may not be the most productive strategy as teachers may not have been asked about what they know, believe and think about that problem before and may not be fully aware of, or may have difficulty in putting what they think and believe into words. It is the same for English language learners, therefore, he suggests a second, more productive strategy in which, teachers are asked to put their beliefs and thoughts into a piece of work, or their thoughts are inferred from their own teaching like using their lesson plans or using specific and specialized questionnaire.

Languages, their linguistic structure, semantic and pragmatic meaning, should change over time and adapt to the norms and standards of the needs and contexts and their speakers. English, as one of the most popular languages, has also been in contact with various languages and been spoken by modern communities. Research studies on language variation and on English as a global language have confirmed that English has been one of the most changeable international languages (D'Angelo, 2014; Jenkins, 2009; Kirkpatrick, 2010b). English in its travel to the world has been "spread" and not "distributed", as in distribution there is no change in the form and the function of a language, but English has been adapted by its speakers and contexts to meet the new speakers' contextualized and psychological needs and realities (Widdowson, 1997). When a language, like English, is spread and used in new cultural and linguistic contexts, L2 speakers apply specific changes to that language to make it more appropriate for their own real contexts and needs according to their own culture. According to Widdowson (1997, p.137) "human minds are infinitely various and changeable, formed and reformed by a multiplicity of social and psychological influences", "and since language is inextricably

implicated in ideas, beliefs, values. It is naturally subjected to the same process". So, any language adopted by users other than its prior users will, in various socio-cultural settings, go through a processing where according to Schneider (2010, p. 4) the language is "embraced, appropriated, transformed, made 'our own'"; a processing that Kachru (1982, 1994) called "nativization", or Pandharipande (1987, p.149) termed it 'hybridization'.

The last three decades, according to Bolton (2005, p. 69), "the term 'World Englishes' and 'new Englishes' have been widely used to refer to the localized forms of English found throughout the world by its users, particularly in the Caribbean, West and East Africa, and parts of Asia". With the cognition of new English varieties, there has been a paradigm shift in the world from a monolithic to a pluricentric view of English. Concerns about "who owns English" and "who are English speakers" are particularly compelling in the multicultural and multivarietal context of scientific fields where both English as L1/mother tongue speakers and WEs users are present.

The ownership of English as a global language has been a controversial issue in the literature and scientific fields. In some of the discussions, ownership of English is viewed to be closely related to the legitimacy of varieties of English (e.g., Bourdieu, 1977; Higgins, 2003;). In response to those who view and believe British, American, or English as mother tongue speakers as the only owners of English, some argue that due to the global status of English and the ever-increasing number of EAL speakers, English no longer belongs to a specific nation, but rather it belongs to all those who use and speak it contextually (Crystal, 2003; Matsuda, 2003, 2012). Martin (2010, p.247) mentions that "[t]he sociolinguistic profile of English reveals that ownership of the language is shared across continents and cultures". Confirming that with the globalisation of English all English users and speakers in all Kachruvian Circles are owner of English, Strevens (1980, pp. 427-8) calls the English as L1/mother tongue speakers as the "co-possessors" of English. If we welcome Englishes and consider it as a world language and a language of wider communication which people

use to fulfill different needs over various time spans, then must accept that it is a language that belongs to all people who use it.

Changes in the nature of English have affected ELT significantly. As responses to the increase in the use of English, new paradigms in linguistics and applied linguistics, such as WEs and EIL, have emerged. In implementing these new paradigms into ELT, teachers' responses to these new paradigms are of special importance. Dogancay-Aktuna (2006) asserts that respecting the new role of English, the role of teachers of EIL, the scope of language teacher education needs to be reviewed. She states that in teaching EIL, cultural and socio-political factors affecting ELT should be considered.

The relationship between teachers' knowledge, thinking, believe and practice is not a direct relationship (Birello, 2012), as there are a range of contextualized factors that mediate between them, and determine the extent that teachers put their cognitions into practice (Borg, 2009; Birello, 2012). Therefore, any attempt to measure teacher perception should be done in a clear-cut context. Studying learners and teacher conceptions can be challenging as it is a mental construct and unobservable for the researchers. The only way to learn about this mental construct is by asking teachers and learners themselves and it is from their own responses that perceptions to conceptions can be elicited by using direct and indirect strategies employed by the researcher.

Over the past decade there has been a gradual shift in the attitudes toward accepting the diversities in English. By Measuring WEs Con. Researcher can find that how different English speakers have localized English to express their own cultural conceptualizations, identities, and worldviews. This study provides suggestions for teacher educators, curriculum designers, and test developers on how to pave the way for teaching English as a pluricentric language in universities, specifically in ESP Fields, by providing a measuring instruments which deeply shows how today English Learners view the variations in WEs as existing merely at the phonological and lexical level or going beyond of the awareness of the existence of phonological or lexical diversity.

Although current research was successful in shedding light on the perceptions of English language teachers and learners but, it has below

limitations. The major source of data in this study was teachers and learners reported perceptions of their experiences in the class. So, what actually happens in classroom and their understanding of learning English or speaking ability and what was included in the teaching materials in English language teaching can be different from what they reported. Participants of this study came from different provinces of Iran with different backgrounds and many of them received their English qualifications outside university from private institution. All participants equally not having access to the curriculum of equal education providers, made studying the impacts of the education and training on learners' perceptions difficult.

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Appendix

a) Items of WEs Con. Questionnaire

(Printed questionnaire includes full words not abbreviations)

	a. "World Englishes"	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
1	The number of World Englishes is increasing all around the world.	5	4	3	2	1
2	The number of World Englishes is growing all around the technological and scientific fields.	5	4	3	2	1

3	WEs awareness has effect on communication via speaking.	5	4	3	2	1
4	WEs knowledge improves communication in ESP Felids.	5	4	3	2	1
5	WEs causes phonological variations in English language.	5	4	3	2	1
6	WEs causes lexical variations in English language.	5	4	3	2	1
7	WEs causes grammatical variations in English language.	5	4	3	2	1
8	WEs causes functional variations in English language.	5	4	3	2	1
9	WEs causes phonological, lexical and grammatical variations in English language by its speakers and users.	5	4	3	2	1
10	English is spread to the world and adopted to the world by its speakers	5	4	3	2	1
11	WEs awareness integrate linguistic and applied courses to help teachers to teach English as a pluricentric language	5	4	3	2	1
12	WEs awareness are helpful in Learning /teaching English ,Teacher education programs are encouraged to expose teachers to WEs to develop their implicit awareness of WEs.	5	4	3	2	1
13	To modify teachers' biased views or misconceptions about WEs, in-service teacher training programs are invited to provide opportunities for action research on how to teach English as a pluricentric language.	5	4	3	2	1
b. "**Varieties of English**"						
14	There is NO standard Model for learning WEs in the field of ESP/English for Specific Purposes	5	4	3	2	1
15	WEs is relevant To ELIC-SP, but only at the Level of increasing Learners /Teachers awareness of existence of varieties of Englishes.	5	4	3	2	1
16	Integration of WEs into ELIC-SP is against Learners expectation and confusing learners.	5	4	3	2	1
17	Integration of WEs into ELIC-SP is impractical due to time constraints.	5	4	3	2	1
18	Integration of WEs into ELIC-SP is impractical due to teachers' incompetency in speaking WEs.	5	4	3	2	1
19	Integration of WEs into ELIC-SP is impractical due to unavailability of teaching resources that addresses WEs.	5	4	3	2	1
20	WEs is relevant to ELT to show the landscape of English and to increase teachers awareness of diversity in the nature of English	5	4	3	2	1
21	WEs is relevant ELL course materials to show the landscape of English and to increase learners /teachers awareness of diversity in the nature of English	5	4	3	2	1
22	ESP teachers must be aware of WEs and its diversity.	5	4	3	2	1
23	ESP Learners must be taught about WEs and its diversity.	5	4	3	2	1
24	WEs and EIL/English as international language integrated in EFL/English as Foreign Language, Learning and teaching.	5	4	3	2	1
C. The notion of "culture" is relevant to teaching WEs.						

25	Communicating via English language is a mechanism for channeling culture.	5	4	3	2	1
26	You prefer integrating culture in your teaching/learning practices	5	4	3	2	1
27	The term "culture" mean when it comes to language and language use in field of learning /teaching.	5	4	3	2	1
28	The term "culture" mean when it comes to language and language learning/teaching in EFL context.	5	4	3	2	1
29	There is no relation between culture and learning English for ESP.	5	4	3	2	1
30	The notion of culture (in terms of language and language use) is a complex and complicated and not easy to explain	5	4	3	2	1
31	Culture is an inextricable part of language Learning especially in learning English as a global language	5	4	3	2	1
32	There is no need integrating culture in technological language learning.	5	4	3	2	1
33	Intercultural approaches for incorporating culture to learning English in ELIC-SP in universities is essential	5	4	3	2	1
34	You have dynamic approaches for teaching/Learning culture in your teaching /Learning English as ESP teacher.	5	4	3	2	1
35	You have dynamic approaches for learning culture in your ESP / English for Specific purposes communication.	5	4	3	2	1
36	Language, culture and identity are interrelated.	5	4	3	2	1
37	Socially culture is not Teachable, must be practiced in social context.	5	4	3	2	1
38	The notion of "culture" is relevant to the ESP curriculum (teaching materials).	5	4	3	2	1
d. "**Ownership of English Language**"						
39	English speakers (whom English is their mother tongue) are owner of English Language (Only inner circle speaker , Kachru ,2011),	5	4	3	2	1
40	Inner and Outer Circle English speakers might be owners of their English Language	5	4	3	2	1
41	When communication happens via speaking English, user is owner of English language.	5	4	3	2	1
42	"English language as global language sharing of ownership" most of us cheer it	5	4	3	2	1
43	Users from ESL, EFL and ELF (English as Lingua Franca) context are claiming ownership over this language	5	4	3	2	1
44	Ownership of English has seen a shift away from native speaker to its local users in any context.	5	4	3	2	1

45	Whole new mass of people wanting to learn English, **not** for the pleasure or prestige of knowing the language, but because English was the key to the international currencies of technology and commerce	5	4	3	2	1
46	Whole new mass of people wanting to learn English, **only** for the pleasure or prestige of knowing the language, but because English was the key to the international currencies of games , sports and other entertainment.	5	4	3	2	1

b)Rotated Component Matrix[a]

	Component												
	1	2	3	4	5	6	7	8	9	10	11	12	13
Q1	-.007	.644	.248	.073	.266	-.053	.504	.013	-.014	-.010	.004	-.076	-.047
Q2	-.055	-.104	-.040	.021	.039	.859	-.045	-.027	.069	-.011	.005	.045	.055
Q3	.754	.162	.014	.144	-.048	-.016	-.193	.049	-.086	-.093	.252	.019	-.052
Q4	.080	.792	.188	.022	.167	-.042	-.126	-.056	-.055	-.022	.134	.001	-.017
Q5	.029	.715	.178	.079	.399	-.121	.101	-.115	.010	-.040	.027	-.153	-.015
Q6	.321	-.043	.118	.726	-.010	.351	.065	.008	-.061	-.061	-.048	.087	.285
Q7	-.002	-.025	-.020	-.089	.028	-.048	.777	-.085	.063	.162	.159	-.067	.138
Q8	.011	.631	.239	.023	.219	-.019	.210	.194	-.044	.053	-.241	.234	-.019
Q9	.086	.142	-.027	.198	-.004	-.100	.706	.060	.041	-.176	.108	.240	-.073
Q10	.035	.155	.130	.156	.242	-.052	.172	.147	-.014	.089	-.029	.657	-.015
Q11	.043	.150	-.027	.207	.194	.028	.093	.040	-.078	.076	.558	.264	-.218
Q12	.116	.182	.176	-.032	.771	-.032	-.098	.146	.070	-.081	.023	.199	.067
Q13	.791	.190	.003	.002	-.139	-.023	-.053	-.090	.017	-.106	-.098	.400	-.022
Q14	.141	.343	.691	-.021	-.036	-.059	-.095	-.116	.015	-.136	.055	.397	-.010
Q15	.159	.768	.200	-.127	.001	-.022	-.048	-.073	.018	-.073	-.100	.399	.016
Q16	-.056	-.099	.034	-.027	.023	.023	.176	-.033	.026	.024	.789	-.150	.132
Q17	.097	.308	.093	.042	.771	-.048	.073	-.003	-.032	-.079	.112	-.016	-.036
Q18	.049	.314	.709	.088	.023	-.138	-.176	-.072	-.004	.014	.163	.065	-.087
Q19	.136	.044	.078	.326	.176	.290	.400	.174	-.194	-.213	-.021	.193	-.038
Q20	.349	.124	.038	.765	.032	-.100	-.032	.016	.343	.162	.124	.042	-.022
Q21	.030	.226	.748	.075	-.011	.029	.034	.325	-.110	-.059	-.042	-.016	-.016
Q22	.341	.037	.134	.785	-.036	.195	.089	.041	-.143	-.084	-.036	.085	.123
Q23	.031	.113	.758	.089	.189	-.178	.092	.075	-.006	-.029	-.105	-.023	-.149
Q24	.040	.696	.180	.212	.246	-.085	.012	.086	.400	.212	.115	-.062	-.034

Q25	.708	.032	.059	.163	-.051	.049	.017	.587	-.079	-.035	.002	-.008	-.016
Q26	.746	-.026	-.004	.226	.042	.067	.067	.122	.413	-.053	.033	-.054	.158
Q27	.017	.734	.219	.035	.047	.027	.036	.316	-.046	-.106	-.007	.092	.004
Q28	.698	.016	.017	.217	.026	-.078	.020	.523	.275	-.048	-.011	.032	-.039
Q29	-.014	-.007	-.037	-.049	-.008	.118	.024	-.030	.807	-.073	-.097	-.009	-.053
Q30	.013	.112	-.077	-.019	-.255	.461	.002	.137	.045	.111	-.035	-.300	-.048
Q31	.704	.034	.007	.280	.236	.290	.211	-.052	-.108	.001	-.039	-.076	-.028
Q32	-.032	-.091	-.062	.082	.047	.881	-.058	-.047	.055	-.021	.057	-.020	-.044
Q33	.780	.045	.002	.091	.041	.027	.070	-.039	.091	-.009	-.042	-.068	.036
Q34	.111	.264	.136	-.075	.510	-.035	-.091	.607	-.059	-.033	.043	.187	-.051
Q35	.761	-.030	.020	.142	.208	-.054	.117	-.083	.009	.045	-.021	-.091	-.071
Q36	.005	.245	.785	.140	.205	-.010	.117	.074	.067	-.014	-.057	-.010	-.047
Q37	.018	.600	.277	.041	.238	.021	.056	.538	-.008	.023	-.093	.016	.053
Q38	-.064	-.015	-.034	.083	-.018	-.017	.051	-.013	-.011	-.034	.026	-.013	.897
Q39	.131	.286	.158	.039	.738	.122	.170	.039	.008	.006	.012	.052	-.048
Q40	.754	.018	.041	.123	.026	-.113	-.070	.113	-.017	.000	-.002	.141	-.057
Q41	.296	.058	.085	.763	.044	-.130	.027	.026	.015	-.038	.103	-.010	-.110
Q42	.007	.034	-.056	.129	.006	.058	.081	.001	.588	.529	.372	-.002	.136
Q43	-.035	.093	.793	-.026	.140	.114	-.008	-.049	-.030	.017	.050	.041	.246
Q44	.026	-.007	-.053	.025	.007	-.102	-.067	-.104	.116	.815	.145	.053	-.090
Q45	.743	-.012	.042	.083	.129	-.066	.020	-.008	-.172	.031	-.050	.015	-.008
Q46	-.138	-.056	-.037	-.113	-.171	.125	.052	.087	-.196	.672	-.149	-.030	.022

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.[1]

1. Rotation converged in 8 iterations.

Biodata

Flora Efaf Soltani holds a BA degree in English Translation from Guilan Azad University, MA degree and PhD in TEFL from Tonekabon Azad University in Iran. She has been working more than 15 years as an interpreter at the import and export department of Pinak Textile Machineries.

Mohamadreza Khodareza did his PhD in SLA at Esfahan University, Iran. He has been teaching PhD courses including Research Methods, Methodology in TESL, Testing, Discourse Analysis and TEFL. He has supervised or advised numerous PhD dissertations on TEFL, and published numerous professional papers both nationally and internationally.

Davood Mashhadi Heidar is an assistant professor of TEFL in the Dept. of ELT at Islamic Azad University - Tonekabon Branch in Iran. He has taught courses on Critical discourse analysis, FLA, SLA and ESP in ELT. His current research focus includes Psychology of language, Critical thinking and EFL speaking.