

The Movement of EFL learning Approaches toward Identity Constructs: A Gradual Development or a Social Turn

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Abstract

This article aimed to examine the theoretical assumptions underlying the tendencies of current studies toward identity constructs. Attempt was made to see whether or not the identity studies in language teaching have come into existence because of a major movement called social turn. To do so, a study on the relationship between EFL learning and the construction of national identity among Iranian university students residing in Tehran was conducted. An attempt was also made to examine if any associations exist between students' major of study and national identity. The findings are expected to help educators gain insight into the influential role of social factors including national identity in learning a foreign language and the other way around. To compare the learners' performances on a national identity questionnaire, correlation analyses, independent samples t-tests, and a one-way ANOVA were run. The results indicated some differences in the measures of national identity between beginners and more advanced learners. Moreover, participants performed differently on national identity as far as their study majors were concerned. The results of the present study have implications for education professionals especially materials developers.

Keywords: identity, language learning, national identity, social turn

Introduction

The Teaching of a second or foreign language may have two sets of learning outcome for learners: linguistic and nonlinguistic" (Gardner, 1985, cited in Gao et al., 2007, p. 133). Linguistic outcomes include knowledge of language rules, phonology, language proficiency etc.; nonlinguistic outcomes consist of more general changes in the learner's perception, thought, attitude, aptitude, motivation, behaviour and identity. During the past consecutive decades, EFL experts, researchers, text developers and scholars around the world have paid much attention to the linguistic outcome rather than to the overall nonlinguistic outcome of English learning. However, the growing demand to improve English proficiency all over the world and the possible social nonlinguistic outcome have drawn the attention of many sociolinguists and even sociologists. Concerns over the social effect of such an enormous trend are rising. Drawing on identity issues many scholars have conducted studies covering the role of social factors in foreign language learning. Farjami(2008) argues that foreign language teaching research, too, needs to move in the direction of understanding the relationship between identity formation and achievement of foreign language goals. As a non-linguistic phenomenon, language learners' national identity has been affected but not received sufficient attention compared to the abundant research and studies conducted on linguistic factors.

Identity change as a non-linguistic outcome has been given less attention and therefore, needs to be further examined. To this end, an attempt was made to see if there was any relationship between learning a foreign language and the construction of national identity as a social non-linguistic construct.

As the impact of globalization on various aspects of our life is on the rise, it is suggested that the societies make attempts to manage the flows of this recent process and have a global approach. Language learning is a worldwide social phenomenon and acts as the main tool of this global trend and consequently has outstanding effects on our social world. The detrimental effect of globalization, as a new social phenomenon, on national identity has been reported by many scholars, sociologists, policy makers and even psychologists (Blum, 2007). EFL learning is a complex phenomenon which may accelerate such a world movement. So, EFL learning as a tool for this global trend, needs to be examined more closely and its relationship with national identity be found.

The study of identity involves many issues including sociology and psychology. Erikson (1968, cited in Omidian, 2010), the great psychologist, considers identity as the most important subject that individuals deal with during adolescence. Many sociologists have claimed that it is a rather social construct and accordingly provided their own social definition for identity. What remains stable and clear and no doubt is observed about that is the fact that it is not stable but highly dynamic and important to all people in every society and has been significant in all generations and still a worthwhile undertaking. This is true since it goes without saying that the field of second language acquisition has, for a couple of decades, focused on developing strategy repertoires for the effect of foreign language learning on the nonlinguistic aspects of the target language, e.g., identity formation, hoping to enhance learning with less negative impact on learners' more collective level of identity, i. e. national identity. Although findings related to nonlinguistic outcomes are few in number, they are worth noticing (Gao, et al., 2007). Actually, the number of studies dealing with the relation of social factors with EFL learning is on the rise. This event has lead scholars such as Block (2007) call it a social turn. Furthermore, despite the considerable research that has been carried out on nonlinguistic outcomes of learning a foreign language, there is a paucity of research on the relationship between EFL learning and national identity.

A common point to mention about these studies is that there is little knowledge about the connection between language learning and identity formation and hardly any research that follow up the implementation and practices of policies or even any simple solution to overcome the existing problems. "While policy makers may believe that such a connection exists, there is no evidence to show that this is in fact true." (Shohamy, 2006, p.144)

Since millions of people spend hours per week learning a foreign language, it was of interest in this study to examine and provide evidence of whether EFL learning is positively influential to the Iranian language learners' national identity.

Therefore, the following issues remain to be addressed. First, the possible relationship between foreign language learning and learners' national identity needs to be explored. Second, a systematic study on the relationship between Iranian language learners' major of study and their national identity, as a social outcome in EFL context, is yet to be conducted.

Research Questions

This interdisciplinary study, which is largely exploratory in nature, has raised more questions than answered. To investigate the above-mentioned issues the following research questions were put forth.

1. Is there any relationship between EFL learning and national identity among Iranian language learners?
2. Is there any relationship between students' major of study and their sense of national identity?
3. Is a social turn happening in the direction of EFL learning approaches?

If the corresponding null hypotheses of the above research questions are rejected, what the study indicates is that there is some sort of negative or positive relationship between foreign language learning and national identity, leading to the assumption that a social turn is happening in EFL learning approaches. This change in direction would be in line with the world social changes and accordingly needs to be taken into account more seriously.

Review of the Related Literature

Theoretical Background

The theoretical assumptions of an identity approach to SLA suggest that language learning is not a gradual individual process of internalizing a neutral set of rules, structures, and vocabulary of standard language. Rather, according to Norton and Mckinney (2011) such theoretical principles suggest that language learners need to struggle to appropriate the voice of others, and they need to negotiate language as a system and as a social practice. Further, learners' investments in the practices of their communities, whether real or imagined, are also important for SLA (Norton and McKinney, 2011, p. 81).

A reference to post-structuralist theories of language and sociocultural theories of learning makes explicit the theoretical assumptions that underlie the identity approach to SLA. Language learning engages the identities of learners because language itself is not only a linguistic system of signs and symbols but also a complex social practice through which relationships are defined, negotiated and resisted. This view, according to Norton and Mckinney (2011, p. 77) "draws on poststructuralist theories of language, which have achieved prominence in the late 20th century and are associated with the work of Block (2007), Bakhtin (1981), Bordieu (1977), Derria (1980), Kramersch (2010), Kress (1989) and Luke (2004)".

Language learning is an identity constructing effort. McKay and Wong (1996, cited in Ricento, 2005) found that the needs and desires of language learners determined their investment in learning the target language. Norton (1997, cited in Nunan & Choi, 2010, p.21) defines investment as "the socially and historically constructed relationship of learners to the target language and their sometimes ambivalent desire to learn and practice it". When learners interact in their L2, they are continually negotiating their own social identity.

Social turn in the language teaching approach

Although structuralism lasted a few decades, there were outstanding scholars like Chomsky whose ideas challenged the principles of structuralism. Chomsky didn't refute the behaviouristic ideas underlying structuralism but putting forward nativist theory he restricted structuralism and extended the language learning ability beyond conditional learning and simple repetitions. He didn't deny the role of society pointing out that language does not occur in a vacuum. The growing role of social factors in the language teaching task led Block's (2007) realization of social turn in the teaching approach.

The assumptions behind made cultural imperialism arguments assume that texts shape contexts (people's everyday cultural worlds). So, US or Western texts are assumed to change the contexts of people in other parts of the world radically when they are exposed to those texts (Back, Bennett, Edles, Gibson, Inglis, Jacobs, and Woodward (2012). However, they point out that for cultural sociologists the process actually is equally likely to work the other way around. It is not just that texts change contexts; it is also that contexts receive and appropriate texts.

Norton (2006) argues that English in contemporary world provides language learners with the opportunity to remain socially, economically, and politically connected—not only to the USA and United Kingdom—but to the wider international community. Norton's idea has been actualized in globalization process.

Weber and Horner (2012) focus on how global socio-political developments can affect the multilingual policy arrangements in a state. The solution for school system, according to Weber and Horner (2012), is a flexible system of additive bi-/multilingual education. They claim that this is the best solution not only for officially multilingual but also officially monolingual state.

EFL Learning and Identity

It is difficult to give a simple definition of identity. Norton (2000, cited in Hinkel, 2008, p. 898) uses the term identity to "reference how a person understands his or her relationship to the world, how that relationship is constructed across time and space, and how the person understands possibilities for the future". Identity can answer the questions of "who am I?", "what am I?", "where am I from?", "what is my background?" and "what is my desire?" Regarding research on nonlinguistic outcomes, Lambert (1974, cited in Gao, Y., Gao, Y., Cheng, Y., Zhao, Y., & Zhou, Y., 2007)'s concepts of subtractive bilingualism and additive bilingualism constituted a very important contribution. These two types of bilingualism involve changes in the language learners' identity.

Warschauer (2007) asserts that language has always played an important role in the formation and expression of identity. Sociologists dealing with identity in Iranian setting, such as Ahmadi (2010) believe in the key role of language in the construction of identity with a special focus on discourse.

EFL Learning and National Identity

Various definitions of national identity demonstrate how delicate the construct is. Shamshiri (2008), states that national identity is a social, emotional, historical, and also an interdisciplinary construct. It is an identity which people own under certain circumstances. Although a nation needs to speak a common language in order to develop a strong sense of national identity; this is not the case for a multilingual state. So, there is a range of salient forces as contributing towards the creation of national identity: territorial boundaries, language, broader unity, shared cultural authenticity, a common history, common beliefs, social practices, and behaviors vis-a-vis selves and others.

Approaches to identity in SLA research have changed considerably over the past decades. They reflect changes in viewpoints about the effects of interactions between the learner and context of learning. Hinkel (2011) points out that early work in SLA was influenced by the theories of social identity developed by Tajfel (1978). Tajfel understood social identity as being derived from an individual's membership in a social group (or groups). If an individual's emotional needs were not met by their identification with a particular group, that person could change their group affiliation (s), although that might not always be possible.

Pavlenko (2003) argued that foreign-language learners may choose to reject the languages imposed on them, while others may instead reject the dominant national identity and create an alternative one through the means of a foreign language. In her study (2003), Pavlenko focuses on the relationship between national identities and foreign-language education policies and practices. It is assumed that opposing social and cultural values of learners' national identity impede the proper learning of a foreign language, on one hand. On the other hand, if cultural values of the target language are in conflict with those of the learners' national identity, the process of learning moves slowly and concerns grow quickly. So, it would be of interest to have more data examining the relationship between national identity and learning a foreign language, which is the focus of the present study.

A quick look at the relevant researches conducted both in Iran and abroad shows there are a few studies examining the relationship between education and national identity. In a study conducted by Talebi (2000), the results indicated no meaningful relationship between level of study and mode of belonging to national identity. In another study, Enslin (1999) stated that formation of

national identity at school is the underlying object of education and democratic citizenship. Lotfabadi and Nouroozi in a study (2004), using a questionnaire, examined how Iranian high school students handle globalization and its effect on religious and national identities and values.

Methodology

Participants

A total of 350 language learners, both male and female, studying at AllamehTabataba'i University, Tehran participated in this study. The participants were divided into two groups based on their attendance in English language institutes from elementary to more advanced levels. The first group (beginners or elementary learners) was assumed to have received no considerable English language instruction and accordingly, had not been exposed effectively to a foreign language and culture, while the second group (more advanced learners) had received language instruction and had been exposed to a foreign language culture during a long term study at English institutes.

Instruments

The major instrument used to collect data on the participants' views of their national identity was a questionnaire containing 30 items suggested by Moini-e Alamdari (2004). The questionnaire was prepared in Farsi and English with a commonly used 5-point Likert scale format (from 1=strongly disagree to 5=strongly agree). The students could respond in one of these two languages, preferably their native language, Farsi. This national identity questionnaire contained items covering components of territory, language, custom, history, literature and arts. A pilot study was carried out in two institutes in Tehran. Based on teachers' and students' feedback and reliability test results, some items were deleted or revised. The resulting version of the questionnaire was formally administered in the classrooms between July and October, 2012.

The national identity questionnaire has already been developed and its reliability and validity were adequately determined and described by AlizadehAghdam, Shiri and Ojaghlu (2010). Meanwhile, to examine the reliability of the items, Cronbach's alpha reliability coefficient for Likert-Type Scales was calculated and found to be 0.931.

Data Collection Procedure

To research on identity and language learning, researchers often combine a range of methods of data collection such as interviews and written responses to researcher questions, ethnographic observation, and diary studies. Here, all participants were given a national identity questionnaire. The students majoring in English and those who didn't fill out the questionnaires completely were excluded from data analysis. There were 332 participants left. The performance indices for the questionnaires were calculated and compared using independent Samples t-Tests and a one-way ANOVA. The Participants were informed that the information gathered would be kept confidential and used for research purposes only. The raw data was fed into the computer and then analyzed using SPSS software (version 18).

Data Analysis

The design explored the participants' viewpoint toward national identity concerning two main criteria: students' language proficiency levels and their major of study. To make a correspondence between the national identity items and foreign language knowledge, the frequencies of the items were calculated to find the percentage for each part or type. The data analysis performed with SPSS, consisted of three parts. First, correlation analyses were carried out to examine the relationship between English language proficiency levels and national identity. Second, the relationship between participants' major of study and the sense of belonging to national identity was examined using an independent samples t-test and Tukey's Multiple Comparisons.

Results and Discussions

EFL Learning and National Identity

To find any relationship between EFL learning and national identity, the data were collected from the language learners' performance on national identity statements. The learners were categorized into two groups based on their English proficiency levels, i. e. attending either elementary or more advanced classes in English language institutes. Each group's performance was compared against their counterparts. The result was assumed to help educators gain insight into the relation of EFL learning with a social element i.e. learners' sense of belonging to Iranian national identity. The data collected from the students' performance on national identity are presented table 1. The following table shows the performance of the total student participants in the study.

Table 1: Frequency table of all students' performance (including language learners and non-language learners) on national identity

Students	Frequency
Male	120
Female	212
Total	332

As the frequency tables show, the number of female students appeared more than the male counterparts. This was due to the fact that totally girl students form a higher percentage of the students in the university under study. Table 2 presents the frequencies for the students' performance on the questionnaire.

Table 2: Frequency table of language learners' performance on national identity

Language learners	Frequency
Male	40
Female	105
Total	145

As presented in the above tables the number of female students in the university in which the study was conducted outnumbered their male counterparts.

Elementary and Intermediate Learners' Performance on National Identity

An independent samples t-Test was conducted to examine the difference between elementary and intermediate language learners' performance on the national identity questionnaire within the language learners (Table 4). The result showed that there was a significant difference between the two groups as presented in table 3.

Table 3: Group Statistics of elementary and intermediate language learners' performance on national identity

EFL Learners	N	Mean	Std. Deviation	Std. Error Mean
elementary	63	3.4679	.34513	.04348
Intermediate and higher	82	3.3036	.39653	.04379

As the data indicates, the mean obtained by beginners on the national identity questionnaire is significantly different from that of intermediate group. In other words, the beginners outperformed the intermediate group due to their superior performance on national identity statements; therefore,

the null hypothesis for the first research question was rejected and the answer found was that there was somehow a significant difference between the elementary and intermediate learners' performance on national identity.

Table 4. Independent samples t-test of elementary and intermediate language learners' performance on national identity

National Identity	Levene's Test for Equality of Variances		t-test for Equality of Means							Effect size/eta squared
	F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
								Lower	Upper	
Equal variances assumed	1.109	.294	2.614	143	.010	.16430	.06284	.04008	.28853	.045
Equal variances not assumed			2.662	140.732	.009	.16430	.06171	.04230	.28630	

Sig.<0.05

The data summarized in the above mentioned tables shows a statistically significant difference between the beginners' performance on national identity ($M=3.46$, $SD=.34$) and intermediate learners [$M=3.30$, $SD=.39$, $t(143)=2.61$, $sig<0.05$].

Relationship between Students' Majors and their National Identity

This part was formed out of the following research question:

RQ2. Is there an association between students' majors and construction of national identity?

To evaluate the possible relationship between students' majors and national identity, Tukey's multiple comparison test was conducted (see Table 5 in Appendix C). The students' majors included Communication Sciences, Sociology, Counseling, Political Sciences, Law, Social Sciences, Training Sciences, Persian Language and Literature, Theology, Educational Technology and Foreign Languages (English and French, Spanish). The table shows there is no relationship between students' majors and the construction of national identity. Almost all students in various majors performed similarly on national identity questionnaire except counseling. The performance of counseling students was different from those of training sciences, theology and foreign languages. As presented in the following table, the students of counseling obtained lower scores than students in those three majors, but performed similarly on national identity questionnaire compared with the rest.

Conclusion and Pedagogical Implications

Although signs of social activity can be found in most language teaching movements, a sudden jump into social dominance of language learning is observed in post structuralism. This jump is so high that scholars consider it a social turn. It is not just that texts change contexts; it is also that contexts receive and appropriate texts; in other words, contexts could affect texts as well.

It sounded logical to parents and language policy makers to express concern about non-linguistic confrontations occurring during the process of learning a foreign language. This study triggered by the above concern provided the researchers with interesting findings.

Language learners showed some challenges with their national identity in more advanced levels. It was found that elementary learners outperformed intermediate peers on national identity. Although at the beginning levels language learners may have more interest toward their own national identity, such a tendency decreases in higher levels which showed a negative change for advanced learners' interest toward the sense of belonging to national identity. The outcome is clear but it's too soon to judge since the issue is more delicate and complicated than expected. Actually, cultural subjects are complicated and require more comprehensive evidences covering more languages and nationalities. This change might be due to many reasons among which one may refer to the willingness of those advanced learners who want to migrate, or it might be considered rational that they show a more balanced interest toward different cultural values after being exposed to different cultural norms and contexts. Therefore, it is not a far-fetched idea to conclude that learning a foreign language helps reduce the cultural gap between the native and the target cultures. EFL learning is a global and social phenomenon and requires a global approach. The role of social factors is so salient that a turn of movement in TEFL approaches is observed rather than a gradual development in methods. More experience and exposure to a foreign language and culture has helped more advanced learners to widen the scope of their view to welcome and be more tolerant of differences and varieties. However, care should be taken that language learners at more advanced levels especially those interested in migration are at risk as far as national identity is concerned. Early language learners had stronger affinity to national identity compared to participants in more advanced levels leading the researcher to come up with the understanding of the relation between EFL learning and social factors. It was the main purpose of this study to open up these issues for discussion to reveal these hidden agendas.

The outcome revealed that there was no significant difference among the students majoring in different fields of study as far as the sense of belonging to national identity was concerned. If other studies come to the same results, we might conclude that major of study has no significant relation with national identity. To have a more reliable judgment about a multidimensional issue, more comprehensive studies which take some demographic variables into account are required.

The researches of current study have come to the understanding that if other studies approach similar results, a social turn in the direction of EFL learning approaches is happening. EFL learning is a social phenomenon and has an interrelation with other social elements for instance national identity. Social elements are important and should be taken into account appropriately in curriculum development of schools and universities. It is expected from any education and training system's syllabus design to provide some sort of balance between social elements and the more abstract concepts of language learning.

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APPENDIX A
National Identity Questionnaire

Participant Background:

Major:

Please check the appropriate option below:

- a. Gender: Male Female
- b. Age: 18-20 21-23 24-26 27+
- c. Years of Attendance in Language Institutes: 1-2 3-5 6+

Directions: I would be very pleased if you fill out the following questionnaire honestly.

Please indicate the degree to which you agree or disagree with each statement. Your answers remain confidential and they will be used for scientific researches. Thank you.

Common Belonging	Strongly disagree	disagree	undecided	agree	Strongly agree
1 Iran's flag is an honour for Iranians.					
2 I'm proud of our National march.					
3 I'm proud of being Iranian.					
4 I love Iran territory.					
5 I love religious ceremonies.					
6 I'm proud of the religion of my own society.					
7 I cannot bear living far from Iran.					
8 I don't feel that I belong to this land.					
9 If possible, I don't stay in Iran for a moment.					
10 I wish I would have not been born in Iran.					
11 I become happy visiting my fellow homeland abroad.					
12 A real Iranian won't reject his/ her religious ideologies.					
13 I'm proud of my country's athletic achievements.					
14 I'm proud of my country's technical and scientific achievements.					
15 Some believe that to be a real Iranian, needs to be Moslem. Is that right?					
16 Some believe that to be a real Iranian need to be born in Iran. Is that right?					
17 Only a united Iran can protect our national, historical, cultural identity and national interests.					
18 Iranian should not buy foreign products; it leads to unemployment.					

19	I'm proud of my country's political role.					
20	I'm proud of my country's armed forces that guard the borders.					
	Common Heritage					
21	I always love visiting historical and ancient monuments.					
22	I have a good feeling wearing western and foreign dress.					
23	I love Persian language.					
24	I love Iranian traditional dress.					
25	The poets, such as Ferdousi, Hafez and Moulavi are our honours.					
26	I don't like domestic products compared to those manufactured abroad..					
27	I prefer to use foreign words and idioms while talking.					
28	Nowadays, nobody makes use of Persian language.					
29	Iranians have unique cultural capitals that others lack.					
30	Some believe that to be a real Iranian needs to talk in Persian language.					

APPENDIX B

Tukey's multiple comparison test on the relation between majors and national identity						
	Students' majors	Mean Difference	Std. Error Difference	Sig.	95% Confidence Interval of the Difference	
					Lower Bound	Upper Bound
Sociology	Political Sciences	.01266	.12720	1.000	-.3997	.4250
	Counseling	.15535	.08945	.815	-.1346	.4453
	Law	-.05867	.09576	1.000	-.3691	.2518
	Social Sciences	.13802	.12205	.989	-.2576	.5337
	Communication Sciences	.03345	.09113	1.000	-.2620	.3289
	Training Sciences	-.12605	.09576	.966	-.4365	.1844
	Persian Language	-.14986	.13023	.987	-.5720	.2723
	Theology	-.30168	.11985	.298	-.6902	.0868
	Educational Technology	-.03264	.12449	1.000	-.4362	.3709
	Foreign Language	-.16031	.10358	.902	-.4961	.1754
Political Sciences	Sociology	-.01266	.12720	1.000	-.4250	.3997
	Counseling	.14269	.11675	.980	-.2358	.5211
	Law	-.07133	.12165	1.000	-.4657	.3230
	Social Sciences	.12536	.14327	.999	-.3391	.5898

	Communication Sciences	.02079	.11804	1.000	-.3618	.4034
	Training Sciences	-.13871	.12165	.988	-.5330	.2556
	Persian Language	-.16252	.15029	.992	-.6497	.3247
	Theology	-.31434	.14139	.490	-.7727	.1440
	Educational Technology	-.04530	.14535	1.000	-.5165	.4259
	Foreign Language	-.17297	.12789	.959	-.5875	.2416
Counseling	Sociology	-.15535	.08945	.815	-.4453	.1346
	Political Sciences	-.14269	.11675	.980	-.5211	.2358
	Law	-.21401	.08137	.238	-.4778	.0497
	Social Sciences	-.01732	.11112	1.000	-.3775	.3429
	Communication Sciences	-.12190	.07586	.879	-.3678	.1240
	Training Sciences	-.28140*	.08137	.026	-.5452	-.0176
	Persian Language	-.30521	.12004	.284	-.6943	.0839
	Theology	-.45703*	.10869	.002	-.8093	-.1047
	Educational Technology	-.18798	.11379	.858	-.5569	.1809
	Foreign Language	-.31566*	.09043	.023	-.6088	-.0225
Law	Sociology	.05867	.09576	1.000	-.2518	.3691
	Political Sciences	.07133	.12165	1.000	-.3230	.4657
	Counseling	.21401	.08137	.238	-.0497	.4778
	Social Sciences	.19669	.11626	.839	-.1802	.5735
	Communication Sciences	.09211	.08321	.990	-.1776	.3618
	Training Sciences	-.06738	.08825	1.000	-.3535	.2187
	Persian Language	-.09119	.12481	1.000	-.4958	.3134
	Theology	-.24301	.11393	.555	-.6123	.1263
	Educational Technology	.02603	.11881	1.000	-.3591	.4112
	Foreign Language	-.10165	.09668	.994	-.4150	.2117
Social Sciences	Sociology	-.13802	.12205	.989	-.5337	.2576
	Political Sciences	-.12536	.14327	.999	-.5898	.3391
	Counseling	.01732	.11112	1.000	-.3429	.3775
	Law	-.19669	.11626	.839	-.5735	.1802
	Communication Sciences	-.10458	.11247	.998	-.4692	.2600
	Training Sciences	-.26407	.11626	.456	-.6409	.1128
	Persian Language	-.28788	.14596	.668	-.7610	.1853
	Theology	-.43970	.13678	.054	-.8831	.0037
	Educational Technology	-.17066	.14087	.981	-.6273	.2860
	Foreign Language	-.29834	.12277	.351	-.6963	.0996
Communication Sciences	Sociology	-.03345	.09113	1.000	-.3289	.2620
	Political Sciences	-.02079	.11804	1.000	-.4034	.3618

	Counseling	.12190	.07586	.879	-.1240	.3678
	Law	-.09211	.08321	.990	-.3618	.1776
	Social Sciences	.10458	.11247	.998	-.2600	.4692
	Training Sciences	-.15950	.08321	.706	-.4292	.1102
	Persian Language	-.18331	.12129	.915	-.5765	.2099
	Theology	-.33513	.11007	.087	-.6919	.0217
	Educational Technology	-.06608	.11511	1.000	-.4392	.3071
	Foreign Language	-.19376	.09209	.575	-.4923	.1048
Training Sciences	Sociology	.12605	.09576	.966	-.1844	.4365
	Political Sciences	.13871	.12165	.988	-.2556	.5330
	Counseling	.28140*	.08137	.026	.0176	.5452
	Law	.06738	.08825	1.000	-.2187	.3535
	Social Sciences	.26407	.11626	.456	-.1128	.6409
	Communication Sciences	.15950	.08321	.706	-.1102	.4292
	Persian Language	-.02381	.12481	1.000	-.4284	.3808
	Theology	-.17563	.11393	.905	-.5450	.1937
	Educational Technology	.09341	.11881	.999	-.2917	.4786
	Foreign Language	-.03427	.09668	1.000	-.3477	.2791
Persian Language	Sociology	.14986	.13023	.987	-.2723	.5720
	Political Sciences	.16252	.15029	.992	-.3247	.6497
	Counseling	.30521	.12004	.284	-.0839	.6943
	Law	.09119	.12481	1.000	-.3134	.4958
	Social Sciences	.28788	.14596	.668	-.1853	.7610
	Communication Sciences	.18331	.12129	.915	-.2099	.5765
	Training Sciences	.02381	.12481	1.000	-.3808	.4284
	Theology	-.15182	.14412	.993	-.6190	.3154
	Educational Technology	.11722	.14800	.999	-.3626	.5970
	Foreign Language	-.01046	.13090	1.000	-.4348	.4139
Theology	Sociology	.30168	.11985	.298	-.0868	.6902
	Political Sciences	.31434	.14139	.490	-.1440	.7727
	Counseling	.45703*	.10869	.002	.1047	.8093
	Law	.24301	.11393	.555	-.1263	.6123
	Social Sciences	.43970	.13678	.054	-.0037	.8831
	Communication Sciences	.33513	.11007	.087	-.0217	.6919
	Training Sciences	.17563	.11393	.905	-.1937	.5450
	Persian Language	.15182	.14412	.993	-.3154	.6190
	Educational Technology	.26904	.13896	.693	-.1814	.7195
	Foreign Language	.14136	.12058	.985	-.2495	.5322
Educational	Sociology	.03264	.12449	1.000	-.3709	.4362

Technology	Political Sciences	.04530	.14535	1.000	-.4259	.5165
	Counseling	.18798	.11379	.858	-.1809	.5569
	Law	-.02603	.11881	1.000	-.4112	.3591
	Social Sciences	.17066	.14087	.981	-.2860	.6273
	Communication Sciences	.06608	.11511	1.000	-.3071	.4392
	Training Sciences	-.09341	.11881	.999	-.4786	.2917
	Persian Language	-.11722	.14800	.999	-.5970	.3626
	Theology	-.26904	.13896	.693	-.7195	.1814
	Foreign Language	-.12768	.12520	.995	-.5335	.2782
	Foreign Language	Sociology	.16031	.10358	.902	-.1754
Political Sciences		.17297	.12789	.959	-.2416	.5875
Counseling		.31566*	.09043	.023	.0225	.6088
Law		.10165	.09668	.994	-.2117	.4150
Social Sciences		.29834	.12277	.351	-.0996	.6963
Communication Sciences		.19376	.09209	.575	-.1048	.4923
Training Sciences		.03427	.09668	1.000	-.2791	.3477
Persian Language		.01046	.13090	1.000	-.4139	.4348
Theology		-.14136	.12058	.985	-.5322	.2495
Educational Technology		.12768	.12520	.995	-.2782	.5335

*. The mean difference is significant at the 0.05 level.