

عنوان مقاله:

Iranian English Learners' Perception of Native and Non-native English Teachers in New Zealand and Iran: A Multilingual Identity Perspective

محل انتشار:

فصلنامه آموزش مهارت‌های زبان، دوره 42، شماره 1 (سال: 1402)

تعداد صفحات اصل مقاله: 29

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خلاصه مقاله:

This study is a longitudinal mixed method design investigating Iranian English learners' perception of native-speaker English teachers (NSETS) and non-native-speaker English teachers (NNSETS) in New Zealand and Iran within the conceptual framework of Kumaravadivelu (۲۰۰۳), Rudolf (۲۰۱۸), and Benson et al. (۲۰۱۳). A semi-structured interview and a questionnaire (consisting of ۲۱ Likert items and ۳ open-ended questions) were used twice ten months apart in each context. An online narrative interview was employed in ۲۰۲۲ to supplement the data. Non-parametric data analyses were run on the Likert items. Several coding schemes were developed and a thematic analysis was employed. Findings revealed that NNSETS in New Zealand and NSETS in Iran were perceived by the learners as more effective in guiding their students toward developing a multilingual identity. This is interpreted as the "cross-actional influence of context in language learners' perception of teachers regarding L۲ identity development in students" in this research. The findings also showed a shift in students' perception from NSETS to NNSETS in both contexts over time due to the better instructional strategies of NNSETS for teaching reading, listening, grammar, and their deeper understanding of the student's needs. This study informs language teachers, teacher educators, and education authorities on ۱) the cross-actional influence of context on students' perception of teachers regarding L۲ identity development as a normal procedure, ۲) the pattern of a shift from NSETS to NNSETS due to the qualifications of NNSETS should be considered in teacher training programs to make the most proficient language teachers accordingly.

کلمات کلیدی:

Cross-actional influence of context, multilingual identity, Thematic Analysis

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