REDUPLICATIONS OF BESEMAH LANGUAGE: AN EFFORT TO UNDERSTAND THE UNIQUENESS OF LOCAL LANGUAGES

Sutiono Mahdi

Faculty of Humanities, Padjadjaran University, Bandung-Indonesia
E-mail: sutiono.mahdi@unpad.ac.id; sutionomahdi@gmail.com

ABSTRACT
This study analyzes the morphological process in Besemah language, which focuses on reduplications. This study is aimed to find the forms of reduplication along with the change of meaning that occurres. The methodology used in this study is qualitative method employing the data source from the dictionary of Bahasa Besemah–Indonesia–Inggris and the book entitled Bahasa Besemah. The results of this study showed that there are ten forms of reduplication with their various meanings. The results are expected to be a guide in Besemah language teaching in schools.

KEYWORDS*:* Besemah language, reduplication, affix, prefix, suffix

INTRODUCTION
Indonesia is a very wide country with many islands. It has an estimated population of over 255 million people scattered all over the 34 provinces and from various ethnic groups. There are some 300 ethnic groups, a result of both the country's unique geography and history. These ethnic groups have made Indonesia rich with culture. Culture can be reflected through habit, clothes, art, perspective and language, but the most distinctive feature of a culture is language. The official language, Bahasa Indonesia, is a strong unifying factor in the country where more than 300 distinct of regional languages are still spoken. Unfortunately, UNESCO noted that about 147 of the languages are almost extinct. Therefore, some attempts from the government, the society and linguists are highly needed to preserve the existing language. One of the local language is Besemah language.

Besemah language is one of Indonesian local languages. It is widely spoken by people who live on the highland of South Sumatera Indonesia - specifically around Mount Dempo. According to Bradley J. McDonnell (2013), Besemah (alternatively, Pasemah) is a little-known Malayic language in the Western Malayo-Polynesian branch of the Austronesian language family. Basically, Besemah Language is not included into endangered language since it is still spoken by more than 1000 speakers. However, without any significant action, this language could possibly extinct in some decades.

International Journal of Language Learning and Applied Linguistics World (IJLLALW)
Volume 12 (2), June 2016; 1-10   *Sutiono Mahdi*
EISSN: 2289-2737 & ISSN: 2289-3245   *www.ijllalw.org*

As Indonesian and English, a number of words in Besemah language are formed through reduplication although with some distinction. Reduplication is a part of morphology. According to Aronoff and Fudeman (2006), in linguistics, morphology refers to the mental system involved in word formation or to the branch of linguistics that deals with words, their internal structure, and how they are formed. Reduplication is a wholly or partial repetition with or without affixation of syllable, morpheme or words. It is commonly found in many languages with different process and meaning alteration. Related to reduplication in Besemah language, this study is conducted to answer these questions:

1.   What are the word formations of reduplication in Besemah Language?
2.   What kinds of semantic interpretation that lie behind reduplication in Besemah language?

The result of this study can be significant for education purposes related to ethnic language in Indonesia. This study can be used as a reference in learning this language and conducting further research on Besemah language. Moreover, this study can also be considered as an attempt to enhance people's interest on ethnic cultures and preserve local languages, particularly Besemah Language.

LITERATURE REVIEW
According to Katamba (1993), reduplication is an affixation process which involves the addition of a free morpheme (not necessarily a bound morpheme) to the beginning, the end or within the base. Reduplication is used in a number of languages to varying extents. Sapir (1921:76) in Katamba (1993:180) observed that:

Nothing is more natural than the prevalence of reduplication, in other words, the repetition of all or part of the radical element. The process is generally employed, with self-evident symbolism, to indicate such concepts as distribution, plurality, repetition, customary activity, increase in size, added intensity, continuance.

Related to the formation, reduplication involves copying linguistics constituents or fragments that are not morphemes or even syllable. In *Modern Linguistic Morphology,* Katamba (1993) mentioned two types of reduplication as the following:

1.   Full reduplication deals with the repetition of a whole meaningful constituent, an entire word, word stem (root with one or more affixes), or root. Consider the following data from Maori (Krupa, 1966 quoted in Katamba, 1993): *mano* 'thousand' → *manomano* 'innumerable' (nouns); *reo* 'voice' → *reoreo* 'conversation'.

2.   Partial reduplication deals with the repetition of only a syllable of a word or fragment. it is illustrated as the following: *tango* 'take up, take in hand' → *tatango* 'snatch from another'; *kimo* 'wink, close the eyes' → *kikimo* 'keep the eyes firmly closed' (Krupa, 1966 quoted in Katamba, 1993).

IJLLALW

International Journal of Language Learning and Applied Linguistics World (IJLLALW)
Volume 12 (2), June 2016; 1-10   *Sutiono Mahdi*
EISSN: 2289-2737 & ISSN: 2289-3245   *www.ijllalw.org*

Besides the formation, reduplication also involves certain alteration in meaning. There is a wide range of meanings in addition to the process of reduplication and it can be classified through semantic properties proposed by Moravcsik. According to Moravcsik (1978), there are four semantic properties for identifying the presence or absence of a particular meaning:

Augmentation

Augmentation can be defined as an increase in participant quantity of an event or the event quantity themselves.

a.   Augmentation of participants includes expressions such as, simple plurality: (1) 'Xs', (2) 'all X', (3) 'every X', (4) 'each X', (5) 'very much X', (6) 'very many Xs', (7) 'any X', (8), 'various Xs', (9) 'some X.'
For example in Indonesian: *buku* 'book'→ *buku-buku* 'books' (plurality); *karung* 'sack' → *berkarung-karung* 'some sacks'

b.   Augmentation of events includes implied meaning such as(1) repetition of events: 'to Y repeatedly', (2) habits: 'to have the habit of Y', (3) reciprocal actions in which roles of participants change: 'to Y each other,' or (4) continuation of actions: 'to keep Y'.
For example in Indonesian: *teriak* 'shout' → *teriak-teriak* 'shout repeatedly'; *pukul* 'hit' → *pukul-pukulan* 'hit each other'

Diminution

Diminution can be defined as a decrease of the morpheme quantity. It indicates a smaller form of the intended constituent, usually a noun. For example in English: *book* → *booklet* 'small book'; *pig* → *piglet* 'baby pig'

Intensification

Intensification can be defined as changes in degree. For example in Turkish: *dolu* 'full' → *dopdolu* 'quite full' (Godel, 1941 in Kajitani, 2005)

Attenuation

Attenuation can be defined as   a). 'somewhat (like)X,' b). similarity: 'similar to X,' or c). unreality: 'to pretend to be X'. For example in Indonesian: *ayam* 'chicken' → *ayam-ayaman* 'somewhat like ayam'; *kucing* 'cat'→ *kucing-kucingan* 'pretend to be cat'

There are similar researches on morphology that provide this research with a lot of useful information related to reduplication both morphologically and semantically in various language. The first is *Semantic Properties of Reduplication among the World's Languages* by Motomi Kajitani (2005) that aimed at examining the results of a cross linguistic study of semantic properties expressed by reduplication (a repetition of sound strings). While the second is *Reduplication In English And Vietnamese, A Contrastive Analysis* by Phan Lien Yen Phi (2011) that aimed at examining the forms and functions of reduplication in English and Vietnamese through a contrastive view. It also extended the study to some useful implications for teaching reduplication and translating them from Vietnamese into English and vice versa.

IJLLALW

METHODOLOGY

The methodology used in this study is qualitative method. The data were collected, described, and analysed in qualitative approach. In doing this, the writer acted as the key instrument in this study which means playing a dominant role in deciding which the data include or not to be analysed (Bogdan & Biklen, 1992, p.36). Sugiyono (2014) asserts that qualitative method aims at getting more comprehensive meaningful data. Qualitative method emphasizes more on meaning than generalization

The data are taken and collected from *the dictionary of Bahasa Besemah–Indonesia–Inggris (Besemah – Indonesian – English Dictionary)* in accordance with a book entitled *Bahasa Besemah (Besemah Language),* which were both written by Mahdi, one of the renowned linguistic lecturers in Padjadjaran University. He is a native speaker of Besemah language, who really concerns on the preservation of this Indonesian local language. Therefore, it is believed that the data could provide this study with a reliable representation. After having the data, the reduplicated words were identified and classified into morphological process classifications which proposed by Katamba (in *Modern Linguistic Morphology*, 1993) as mentioned in the theoretical background. While for answering the second question, the semantic interpretations were analyzed by using the related theory, proposed by Moravcsik (1978). Lastly, the analyzed data were elaborated to provide better understanding on the study.

RESULT AND DISCUSSION

The results of the research showed that generally there are two forms of reduplication, ie full reduplication and partial reduplication, and each form consists of several parts. The following is a description of both of the reduplicated forms.

Full Reduplication

Katamba (2013) defines full reduplication as copying the whole meaningful constituent. In Besemah language, the occurences in the data and the base words are as shown in (1)a-d in the table 1 below.

Table 1: Full Reduplication

(1)	Base Word	Meaning		Reduplication	Meaning
a	*ase*	feel, think		*ase-ase*	doubtful
b	*deghaq*	imitative sounds such as laughing out loud		*deghaq-deghaq*	roar with laughter
c	*ringkih*	beautiful		*ringkih-ringkih*	more than one objects are beautiful
d	*setaq*	a piece		*setaq-setaq*	piece by piece

The data above show that this kind of reduplication in Besemah Language involves the repetition of the whole word without any additional unit. The meanings are changing from the base words.

Full Reduplication with Affixation

This type is a variation of full reduplication. It manifests in the presence of suffix, prefix, or simulfix to the reduplicated form.
Full Reduplication with Prefixes

IJLLALW

This reduplication deals with an additional constituent embedded to the beginning of the whole repeated constituent as in the followings in the table 2.

Table 2: Full Reduplication with Prefixes

(2)	Base Word	Meaning		Reduplication	Meaning
a	*gulung*	roll		*begulung-gulung*	roll repeatedly
b	*kilu*	kilo		*bekilu-kilu*	many kilos
c	*agih*	divide		*diagih-agih*	to be shared/divided
d	*guraq*	shake		*diguraq-guraq*	to be shaken
e	*ijaq*	step		*kuijaq-ijaq*	I repeatedly stepped on something
f	*gauq*	shout		*tegauq-gauq*	repeatedly scream
g	*umaq*	mom		*teumaq-umaq*	repeatedly call for mom

As we can see above, there are a number of prefixes that are attached in the reduplication in Besemah language. The prefixes are *be-*, *di-*, *ku-* and *te-*. The reduplication and prefixes cause changes in the base words meaning.

Full Reduplication with Suffixes
The reduplication involves full repetition of the base word embedded by a constituent at the end of the repetition as in the table 3.

Table 3: Full Reduplication with Suffixes

(3)	Base Word	Meaning		Reduplication	Meaning
a	*duit*	money		*duit-duitan*	replica of money
b	*mijah*	table		*mijah-mijahan*	a toy replica of table
c	*sepur*	train		*sepur-sepuran*	a toy replica of train

In this kind of reduplication, a suffix is embedded. In Besemah language, *-an* suffix embedded in a full reduplication without any other affixation is very productive. It has caused the base words meaning changing through attenuation process in which the reduplicated words imply *somewhat like* 'the base word'.

Full Reduplication with Simulfixes
The reduplication involves full repetition of the base word embedded by a constituent in the beginning and at the end of the repetition as data in table 4 below.

Table 4: Full Reduplication with Simulfix

(4)	Base Word	Meaning		Prefix	Meaning
a	*alap*	beautiful, good		*sealap-alape*	very beautiful
b	*suni*	quiet		*sesuni-suninye*	very quiet
c	*dide*	not		*sedide-didenye*	at least
d	*due*	two		*kedue-duenye*	both
e	*empat*	four		*keempat-empate*	all four

Based on the data, the presences of simulfix in Besemah language reduplication are often as a pair of (*se-e*) as in 4a, (*se-nye*) as in 4b and 4c, (*ke-nye*) as in 4d and (*ke-e*) as in 4e. Related to the meaning change, the reduplication involves intensification process as in 4a, 4b and 4c in

IJLLALW

which there are changes of degree and augmentation process as in 4d and 4e in which the quantities increase.

Full Reduplication of Derivational Form

The reduplication involves full repetition of the derivational form of the base word. In Besemah language, derivational forms of base words are usually indicated by the attachment of *N-* in the beginning of the base word. Most of the derivational words are verbs as in the table 5 below.

Table 4: Full Reduplication of Derivational Form

(5)	Base Word	Meaning		Derivation	Meaning	Reduplication	Meaning
a	*cangaq*	open		*ncangaq*	to open	*ncangaq-ncangaq*	grumble angrily and loudly
b	*gutuk*	throw		*nggutuk*	to throw	*nggutuk-nggutuk*	to throw repeatedly
c	*kecaq*	hold		*ngecaq*	to hold	*ngecaq-ngecaq*	holding repeatedly
d	*sebib*	mock, insult		*nyebib*	to mock or to insult	*nyebib-nyebib*	to insult repeatedly
e	*turai*	imitation		*nurai*	to imitate	*nurai-nurai*	go with the stream

As we can see above, the attachment of *N-* in the beginning of the base words causes a form changing to the base words. As in 5b, if the initial of the base word is *g* then the *N-* changes into *ng-*. If it is *k,* then *k* is omitted and *N-* changes into *ng-* as in 5c. For words started by *s*, the initial letter is omitted and *N-* changes into *ny-* as in 5d. While if the words are started by *t*, then the initial letter is omitted and changed into *N-* as in 5e.

Related to the meaning, this kind of reduplication mostly causes augmentation of event. Since most of the derivational words are verbs, then the actions are done repeatedly as in 5b, 5c and 5d. The meaning of reduplicated words in this form has the same meaning as the first syllable repetition with phoneme variation /e/ such as *ncangaq-ncangaq* and *ncencangaq*.

Full Reduplication with the Second Syllable Variation

The reduplication involves full repetition of the whole word constituent with a change on the last syllable of the first word as data in the table 6 below.

Table 6: Full Reduplication with the Second Syllable Variation

(6)	Base Word	Meaning		Reduplication	Meaning
a	*depas*	imitative sounds such as objects pass quickly		*depaq-depas*	term to express many things that pass quickly
b	*cegur*	impact sound of large objects on wooden walls / floors		*cegaq-cegur*	noisy sounds in wooden rooms
c	*decus*	imitative sounds such as piercing the tires with spikes		*decaq-decus*	term to state talking repeatedly without manners
d	*desiu*	sound of s.t passes very fast		*desaq-desiu*	sound of projectile

Based on the data above, the original base words form occurs on the last constituent of the reduplications, while the first changes. The last two letters of the base words, usually in the form

of vowel-consonant change into –*aq* as in 6a-d. Related to the meaning, the reduplication reflects augmentation process of participant as in 6a, 6b, 6d and augmentation process of event as in 6c. The meaning of the base words alter to '*many X*' (6a, 6b, 6d) and '*to Y repeatedly*' (6c).

Full Reduplication with Phoneme Variation
The reduplication involves full repetition of the whole word constituent with a change on one of the vowel or more. It is different from the previous kind of reduplication, the original form of the base words are placed in the front or the first word as data in the table 7 below:

Table 7: Full Reduplication with Phoneme Variation

(7)	Base Word	Meaning		Reduplication	Meaning
a	*gudak*	shaky		*gudak-gadik*	keep shaky
b	*sedaq*	choke		*sedaq-seduq*	sob
c	*kuak*	the sound of buffalo		*kuak-kuik*	a scream of buffalo's *kuak*
d	*kelupak*	shell		*kelupak-kelapik*	sounds from in-use slippers

As shown in 7a, the first and second vowel change in the second word of the reduplication or in other words all vowels change, while in 7d, it is only the second and the third change but the first remains the same. In other side, 7b and 7c show only one vowel changes while the first stays the same. Related to the meaning, the reduplication causes augmentation of event as in 7a since it implies '*keep doing X*'. In 7b, the meaning of the base word manifests somehow as a part of the reduplication meaning. In brief, while someone *sob*s, he or she may also *choke*. While 7c implies intensification since there is changes in degree in which sense of *sound* increases into *scream*.

Full Reduplication with Affixation and Phoneme Variation
The reduplication involves full repetition of the whole word constituent with a change on one of the vowel or more and affixation. Differ from the previous kinds of reduplication, the base words are reduplicated three times with variation on the last vowel as shown in the table 8 below.

Table 8: Full Reduplication with Affixation and Phoneme Variation

(8)	Base Word	Meaning		Reduplication	Meaning
a	*dempang*	imitative sounds such as beating trays		*bedempang-bedempung-bedemping*	kind of sound that comes from drum in replying
b	*depas*	imitative sounds such as objects pass quickly		*bedepas-bedepus-bedepis*	sound of thing passing very fast
c	*cegur*	impact sound of large objects on wooden walls / floors		*celegar-celegur-celegir*	various noisy sounds in a wooden rooms

As shown above, 8a and 8b use prefix *be-* with changing only on the last vowel. While in 8c, the reduplication uses infix *-el-*. Related to the meaning, this kind of reduplication involves augmentation since they deal with repeated things, '*very X*' and '*various X*'.

Partial Reduplication with Affixation
As stated above that partial reduplication is about copying a syllable of a word or fragment and this type of reduplication also occur in this data but with the presence of some variations. In this part, the variations manifest in the additional of affixes. Take a look the data in the table 9 below.

IJLLALW

Table 9: Partial Reduplication with Affixation

(9)	Base word	Meaning		Reduplication	Meaning
a	*gering*	sick		*gegeringan*	often sick
b	*reti*	meaning		*reretian*	it is a term to express s.o that sometimes makes happy and vice versa
c	*seding*	sad		*sesedingan*	feel sad too

As shown in the data, this reduplication involves repetition of the word base first syllable, this is the reason why they become partial reduplication. As in 9a, 9b and 9c, since the first syllables are *ge-, re-*, and *se-,* they become the reduplicative constituent, preceded the base words plus the additional of *–an* suffix. Related to the meaning, the reduplications involve augmentation process that deals with '*more X*' as 9a, and '*X too*' as 9c.While the meaning of 9b is totally different from the base. It represents a term of someone's condition. Thus, the meaning of this reduplication is a terminology.

Partial Reduplication with Phoneme Variation
The reduplication involves repetition of a word syllable or fragment with a change on the first vowel of the base.

Table 10: Partial Reduplication with Phoneme Variation

(10)	Base Word	Meaning		Reduplication	Meaning
a	*kibang*	wag, shadow		*kekibang*	anything put in the middle of the paddy field in order to prevent birds and other animals to feed on the grain
b	*sikuq*	classifier for animals		*sesikuq*	one by one

The data show that there are changes from /i/ of the first syllable of the base word into /e/ in the reduplicative constituent. Related to the meaning, 10a reduplication implies only a sense of the base word. Since things that farmers put in the middle of paddy field to prevent animals' disturbance can create a wag and *shadow* which make animals think that it is a human, so they will not brave to eat the paddy. It can be concluded that the reduplicative words, somehow, possesses a property of the base word. This is the reason of the naming process category, extensification in which the base word's meaning extents to widen meaning. While 10b involves augmentation process since it implies '*X by X*'.

Partial Reduplication with Affixation and Phoneme Variation
The reduplication involves repetition of a word syllable or fragment with a change on the first vowel of the base and *-an* suffix as shown in the data in table 11 below.

Table 11: Partial Reduplication with Affixation and Phoneme Variation

(11)	Base Word	Meaning		Reduplication	Meaning
a	*sijat*	numeral coefficient for fruits		*sesijatan*	certain things only
b	*sikuq*	classifier for animals		*sesikuqan*	certain things only
c	*sughang*	a man, a person, alone		*sesughangan*	only certain people

Related to the meaning, this is one variation that cannot be facilitated by Moravscik's theory of semantic properties in reduplication. The reduplicative forms show more specific meaning than

the base word which is more general and the focus is relatively smaller. This is the related reason why this variation is named, specification.

Partial Reduplication with Unique Morpheme Forming Repetition

The reduplication involves repetition only on the first consonant of the base word. Thus, in Besemah language, there are such morphemes that mostly occur coinciding with certain words such as *caq, paq, saq, nyaq* and *tang* as the data below.

Table 12: Partial Reduplication with Unique Morpheme Forming Repetition

	Unique Morpheme		Reduplication	Meaning
(12)	*caq*	a	*caq-celicis*	sounds such as the baking/frying s.t which cause noise *cis*
		b	*caq-celucus*	term to state talking repeatedly without manners
		c	*caq-celucup*	*cup* sounds arising when sucking s.t
		d	*caq-celicit*	*cit* sounds arising from mice
(13)	*nyaq*	a	*nyaq-nyelinyit*	bitten by mosquito many times
		b	*nyaq-nyelunyus*	the word that usually accompanies word *panah*, which shows s.t passing one by one
		c	*nyaq-nyut*	asking s.t repeatedly

Along with the base words, the unique morphemes make rhyme. As in 12, the unique morpheme *caq* is usually accompanied by word started with /c/ and ended by *cis, cus, cup* or *cit*. While the unique morpheme *nyaq* is usually accompanied by word started with /ny/ and ended by *nyit, nyus,* or *nyut*.

CONCLUSION

After discussing the research findings, it can be concluded that the reduplication in Besemah language possesses very unique forms which involve three meaning alterations of semantic properties. The forms are namely: (1) full reduplication, (2) full reduplication with affixation, (3) full reduplication of derivational form, (4) full reduplication with the second syllable variation, (5) full reduplication with phoneme variation, (6) full reduplication with affixation and phoneme variation, (7) partial reduplication with affixation, (8) partial reduplication with phoneme variation, (9) partial reduplication with affixation and phoneme variation, (10) partial reduplication with unique morpheme forming repetition.

While semantic properties, there are three other categories, *specification*, *extensification* and *terminology*. Specification involves a meaning change from the general one to the more specific one such as *sijat – sesijatan*. Extensification involves a meaning alteration in which the reduplicative words somehow contain partly or certain sense of the base words' meaning such as *kibang – kekibang*. While terminology means the reduplicative form possesses different meaning from the base word and indicates a term for something as *reti – reretian*.

The result of this study is strongly recommended to be used as reference in future studies as well as a guide in Besemah language teaching in schools.

IJLLALW

Limitations of the study

The limitation of thestudy is important in order to be focused on certain cases needing new findings. Limitations of this study are:

1.   To describe the forms of reduplication in Besemah language
2.   To identify and understand the meaning alterations of semantic properties.

REFERENCES

Alagi, Y. (2013). *Reduplikasi Bahasa Inggris dan Bahasa Saluan*. Manado: http://ejournal. unsrat.ac.id/index.php/jefs/article/view/2473

Aronof, M., & Kirsten, F. (2005). *What is morphology*. Oxford: Blackwell Publishing.

Booij, G. E., 2007. *The Grammar of Words: An Introduction to Linguistic Morphology,* 2nd Edition. Oxford: Oxford University Press.

Kajitani, M. (2005). *Semantic Properties of Reduplication among the World's Languages* LSO Working Papers in Linguistics 5: Proceedings of WIGL 2005, 93-106. Milwauke: University of Wisconsin-Milwaukee.

Katamba, F. (1993). *Morphology*. Great Britain: Mackays of Chatham PLC.

Mahdi, S. (2011)**.** *Bahasa Besemah*. Bandung (Indonesia): Uvula Press

Mahdi, S. (2014). *Kamus Bahasa Besemah–Indonesia–Inggris.* Jatinangor (Indonesia): Unpad Press.

Maniara, R.A. *Reduplikasi Bahasa Inggris Dan Bahasa Talaud. (Suatu Analisis Kontrastif*). Manado: http://ejournal.unsrat.ac.id/index.php/jefs/article/ download/5790/5233

Moravcsik, E.A. (1978). *Reduplicative constructions*. In Universals of Human Language, Vol. 3: Word structure, Joseph H. Greenberg, ed., 297-334. Stanford: Stanford University Press.

Phan Lien, YP. (2011). *Reduplication In English And Vietnamese A Contrastive Analysis*. Ho Chi Minh City: in khoaanh.net

IJLLALW

SIMURGH POSITION IN PERSIAN LITERATURE FROM FERDOWSI TO JAMI

Atieh Aghajanzadeh
Department of Persian Language & Literature, Kashan branch, Islamic Azad University, Kashan, Iran

ABSTRACT
From ancient times up to now human beings with their great visionary potential and for satisfying their sense of imagination, have invented mythical creatures. These myths not only have developed and matured in literature framework but also, helped a lot in richening the literature. Simurgh is one of major mythological elements which had appeared in literature, especially in Epics and Mysticism and played such an important role. This element caught the attention of many great poets before Islam in Avesta and other works of Pahlavi Era and after Islam in Heroic Epics and then in Mystic Epics and has found a major place in Epics and Mystic literature. According to the related researches on Avesta and works in Pahlavi Era it's discovered that Simurgh is a long winged bird whose nest is located on a healing tree which is called "Vispobish". This tree comprises the seeds of all plants. Iranian poets through Ferdowsi era to Jami, got use of it in diverse ways for signifying epic and mystic contents. The researcher here tries to reflect upon Simurgh position in Persian literature from Ferdowsi to Jami period.

KEYWORDS: Myth, Mysticism, Simurgh, Shahnameh, "Manteq-o-Teyr" by Attar, Safir Simurgh (Incantation of Simurgh) by Suhrawardi, Tamhidat (Perludes) by Eyn-Al Quzat

INTRODUCTION
Simurgh is one of the most wonderful mythical creatures which have caught the attention of scientists and Iranologists for many years. It is a giant bird appeared in epics and ancient stories of Iran. Simurgh is the most beautiful, the most complete creature in mystical and philosophical texts that many philosophers and thinkers in the field of mysticism and wisdom applied for conveying delicate and sophisticate subjects. The appearance of this mythical bird in Iranian culture backs to pre-Islamic era. According to the related researches on Avesta and works in Pahlavi Era it's discovered that Simurgh is a long winged bird whose nest is located on a healing tree which is called "Vispobish". This tree comprises the seeds of all plants.

Ancient Greek mythology describes Phoenicis as a bird "singing so beautifully that the sun stops in its path across the sky to listen to her song" (Larius 2008).

The first person who used birds in the realm of philosophical thoughts and made stories about them was Avicenna. It had different meanings in mysticism literature, the most common of which is perfect or ideal man. Suhrawardi in Safir Simurgh (incantation of Simurgh) has put together all

mythological features and qualities of Simurgh and especially of Gabriel, and attributed them all to Simurgh (Shah Al-din, 1994).

Attar's epic "Manteq-o-Teyr" or "The Logic of Flight" reflects a metaphor where a hoopoe bird as a leader whose vision was to reach a mountain called "Qaf " takes the leadership of thousands of birds as a community of practice and finds The King of Birds in the character of "Simurgh" or "Thirty Birds" who reached down the road successfully. The metaphor of Simurgh is chosen here as it serves the distributed model of leadership. Organizational metaphors have been used for various purposes including attempts to rationalize and synthesize theories which derive from very different origins, areas of interest and methods of inquiry (Royer, 2006). Retold by Aslan (2006, 206-208), to reach the Simurgh, the birds would have to traverse seven treacherous valleys, each representing a station along the way.

Simurgh in Shahnameh appeared as a mythological bird and a supernatural creature. Being wise and sage, Simurgh is aware of closely-guarded secrets; and due to mythical features, it is influential in the destiny of heroes and occurrence of mythological events (Ferdowsi, 2002).

Ferdowsi's Shahnameh was such a magnificent masterpiece that its poems and copies were prevailed all around Iran. Consequently, its stories and anecdotes were retold and spread by word of mouth, and all walks of life memorized its poems or epic stories which were remembrances of Iran majesty before Islam. As a result, Shahnameh was the one and only national book for Iranians.

The repetition of these stories written by "the wise sage of Tus", not only reinvigorated pride sense among Iranians and revived their patriotism feeling against the Arabs and Turks, but also was effective in other aspects of ethics and humanities of this nation. Poetry, literature, history, etc. all were influenced by Shahnameh. Almost every book mentioned one or some of the heroes of Shahnameh.

Mysticism or Sufism was not an exception, as well. The real or imaginary creatures of Shahnameh were utilized in allegorical or symbolic style in mysticism. The story of Simurgh is one of those mystic stories in which visiting Simurgh was the aim and purpose of mystic wayfarer and several stories were written about that matter, one of the best examples is Attar's "Conference of the Birds".

EPIC LITERARY
Epic literally means braveness and courageous; and in literature it's a narrative recounting events of old days and ancient times through which the life of primitive men is narrated. Epic is an age-old literary genre that declares the story of a nation aimed at reaching civilization and cultivation. Epic of each nation is representative of that nation's dreams and ideals. In epic we read about nationalist or autonomist wars and getting rid of enemies. Also in epic we read about the first times; the first time fire was discovered for example. Anyway, based on literary terms epic is a

International Journal of Language Learning and Applied Linguistics World
(IJLLALW)
Volume 12 (2), June 2016; 11-26   *Aghajanzadeh, A*
EISSN: 2289-2737 & ISSN: 2289-3245   *www.ijllalw.org*

kind of descriptive poetry whose basic structure is narration of heroic deeds and events (Safa, 2008).

Epic in Arabic Literature is different from Persian Literature. In Arabic Literature epic consists of odes written by Arab poets devoted to the praise of their tribe honors. But in Persian Literature all kinds of heroic and gallant stories are called epic. Epic might be short or long. The short ones are called epic hymns and in Persian can be called "ballads". The long ones are called epic narration and in Persian can be called razm-nameh which means narration of battles. Moreover, epic might be in prose or verse form, oral or written. Based on literary genres epic might be heroic, romance, historical, religious or comic. (Khaleghi Motlagh, 2007)

Mysticism epic
In Persian literature there are lots of examples for this kind of epic; such as the execution of Mansur al-Hallaj in Attar's "Tazkirat-ul-Awliyā" (Biographies of the Saints) and also his "Manteq-o-Teyr" (Conference of the Birds) which is also a mystic epic but written in allegorical style.

Safa in "Epic Storytelling in Iran" classified epics to two categories: natural and national epics, artificial epics. Afterwards he represented another classification for epics and classified them to two groups: heroic and mythological epics, and historical epics.

What is a myth?
Myth is a phenomenon which has various meaning and definitions for different people and everyone defines it based on their own comprehension and expectation of the word myth. Therefore an absolute definition for myth, a clear-cut, one and only definition, couldn't be offered that takes consideration of all aspects of this word.

Some people concerns that if a phenomenon is not consistent in the way they define it, they won't accept it as the same phenomenon. These people are not aware of the fact that fabulous phenomena are difficult to define in one or two or even more definitions. If the guest proved too short, he would stretch them; and if the guest proved too long, he would amputate the excess length in order to fit them with the size of his bed. The same is true about those who want to offer one clear-cut definition for myth.

Myths appearance in literature
Mythology exists in national literature of different countries. These days, sense and meaning of the myth is not compatible with the past. In the works of great poets such as Rumi (Melawi) and Ferdowsi the element of myth plays a significant role.

Encyclopedia myth is defined as legend, story and false notion but that is the literal meaning of myth and does not convey the real sense of it. One must keep in mind that myth concept has changed a lot up to now. Myth in a sense is a mirror for humanity soul which reflects the human facts throughout the history.

13

IJLLALW

Human beings make myth based on their period. Myth is the result of human experience through history that passed on from a generation to another. Myths are always made for a specific reason and aim. Poets and authors revive the past culture via using mythical base. Myths might be in accordance with historical facts or real humans (Zomorodi, 2003).

If we consider history precisely, we will notice that Iranian identification issue and their self-image can be seen in mythological stories of pre-Islamic era. One of the most significant factors in survival of Iranian culture political history is the existence of these myths (Ahmadi, 2004).

Myths are representatives of archetypes and idealist humans. The most evident feature of invulnerable heroes is their idealism and perfectionism. An aspect of mythology is that it is just like a utopia in which human being is searching for a better and superior world. Looking into history of Iran written by early Arabic historians after Islam, we will observe all these debates. It needs mentioning that myths cannot be analyzed accurately because what is written or said about myths sometimes is more exaggeration and hyperbole rather than real facts. However, the moral aspect of myths can be recognized and scrutinized through national literature. But such a task deserves careful study. What makes myth a valuable fact is to recognize and elicit its factual aspects, and then coordinate it with the society beliefs and viewpoints. National mythology of any area may have a destructive or constructive effect on the nation literature; and that effect is dependent on situations and conditions. If we consider literature as a mirror, the mythology would be its image which reflects the society culture and reveals experiences and historical narration of people who inherited those thorough centuries.

In every nation, myths are created and developed in various ways. The foundation of each nation literature is the myths most of which have been unforgettable throughout history. There are some comparable myths between different nations. There are particular issues among different nations which are derived from common desires, pains, fears, sadness and happiness. These proofs can be applied as a method for appreciating nations' image. Throughout history, nations longed for heroes and aimed at mythologizing based on their heroes. But it isn't clear that these heroes were welcomed by people, since people accept a myth whose premise is acceptable for them, too. In other words, myth-making requires proper time and conditions in order to feed into cultivation and culture of a nation not to be failed.

SIMURGH

The word "Simurgh" has been defined differently in various Persian dictionaries and literary texts. Originally, Simurgh name was "Sin Murgh" or "Sin Morook", and in ancient India it was called "chi na" (it means falcon), and in Avesta it was called "the bird Saēna". Researchers believe that the word "Saēna" in Avesta is equivalent to falcon and eagle. The concept of Saēna in Avesta and Simurgh in Persian, i.e. the name of a rational bird and a wise medicine man, are relevant. In ancient times, Zoroastrian priests and clergies besides religious responsibilities undertook medicine tasks, too. It's said that in ancient times there was a clergy man whose name was "Saēna", and he had an important religious position as it's mentioned in Avesta. Besides being clergy, he was also famous for curing patients. Later, the word Saēna (the name of

IJLLALW

International Journal of Language Learning and Applied Linguistics World
(IJLLALW)
Volume 12 (2), June 2016; 11-26   *Aghajanzadeh, A*
EISSN: 2289-2737 & ISSN: 2289-3245   *www.ijllalw.org*

mentioned clergy) was literally considered and accepted as the name of the bird and its curing aspect was connected with a tree which is the nesting place of the bird Saēna. Simurgh is the name of wise medicine man who taught Zāl knowledge and wisdom. Simurgh is the mythical bird that brought up Zāl, son of Sām, and helped Rostam in a battle with Esfandiyār. In Attar's "Conference of the Birds" Simurgh is the symbol for God and its residence is Qaf Mountain. Thirty birds congregated and decided to go there in order to meet Simurgh. When the group of thirty birds finally reach the dwelling place of Simurgh, they find out that Simurgh is in fact their own shadow and reflection (Thirty in Persian is "si" and bird is "Murgh" which together makes "Simurgh"). Phoenix "Anka" is a mythological bird in Arabic literature whose residence is Qaf Mountain as well. Simurgh is the mythological bird of Iranian whose dwelling place is Alborz Mountain. During Islamic era, these two mythological birds were considered as one and used interchangeably. In Ferdowsi's Shahnameh, Simurgh myth appeared in two different kinds and readers will notice two Simurghs. The first Simurgh is the one that brought up Zāl (Rostam's father) and when he grew up, consigned him to his father, Sām. Simurgh saved Rostam's life twice. The first time, when Rudabeh's labor prolonged and the life of Rudabeh and his child, Rostam, was in danger. Simurgh, as an expert medic instructed Zāl how to perform a surgery and thus saved the life of both Rudabeh and Rostam. And the second time was in the fatal battle with Esfandiyār, the invulnerable prince. In that battle Simurgh cured Rostam's and Rakhsh's injuries and revealed Rostam how to defeat Esfandiyār. As a result, Rostam killed Esfandiyār and conquered the battle.

Simurgh first time appeared in Manuchehr kingdom and played a significant role in Persian national epic. It is the bird that brought up Zāl and helped Zāl's family through rough times, delivered prophecies about future, and cured pains. (Soltani, 1992). In these verses Simurgh decided to hand over Zāl to his father. In Simurgh explains for Rostam how to kill the invulnerable Esfandiyār in battle and tells him that Esfandiyār's eyes are his weak point.

Evil simurgh
It was mentioned that in Shahnameh we encounter with two Simurghs and we talked about the first one, the wise bird that helped Zal and Rostam. There is also another Simurgh and that is the mate of the first. This evil Simurgh was slayed by Esfandiyār in the fifth stage of his seven labours.

Gorgsār was the enemy commander who was captured by Esfandiyār in a battle between Iran and Turan. When Esfandiyār set out to conquer "Brazen Fortress" castle belonging to Arjāsb, the Turanian King, he asked Gorgsār to show him the shortest way to the castle. Thus, Gorgsār recites in details the perils and pitfalls that lays ahead Esfandiyār and explains the seven ordeals replete with dangers. Esfandiyār took the challenge and set off to brazen fortress. Esfandiyār beheaded two wolves in the first labor, slayed two lions in the second, fought against a dragon in the third and against a magician woman in the forth. And in the fifth nigh Esfandiyār asked Gorgsār about the next ordeal. Gorgsār retorted that there is a high mountain in his way where is the dwelling place of a majestic bird, named Simurgh. He mentioned it's such a great bird that when flies in the sky, its shadow covers the sunlight.

Simurgh in garshaspnameh

In Garshaspnameh when Asadi Tusi describes the wonders of Ramani Island in India, he talks about Simurgh as the most fabulous and peculiar creature there. This bird is not similar to other birds, but it's more like humans. To some extent it's comparable with the Simurgh in Shahnameh.

In that island Simurgh is the sole, absolute ruler and all live in peace there fearing its powers. In spite of his majestic powers, Simurgh does not bother people and even guides misled people and using his beak to take foods and water for them. Simurgh's nest is a veranda made from sandalwood and incense upon a tree named "Gashan Shakh" which means full of branches. The tree is so much dense and thick that sky stars can't be seen. This tree is located on the foot of a black mountain whose summit peaks up high in the sky. In following verses you can read the description of Simurgh by Asadi.

Simurgh in sām-nāmeh

In "Sām-nāmeh" written by Khwaju Kermani, Simurgh has no mythological capacities at all. No other signs of prominence remains for this bird except its giant figure whose shadow at times of flying makes the world dark. In spite of being huge and strong, Simurgh became so contemptible that lauded Sām and asked him to kill a demon called "Arqam" to keep Simurgh and its children safe from demon's cruelty. Simurgh said that the demon has eaten three of his children. Then, Simurgh took Sām to fight with the demon. Sām slayed the demon and saved Simurgh's life. In return, Simurgh made a promise to protect Sām and his children whenever necesssary. Below are the lines where Simurgh makes the promise.

Faramarz-Nama is another Persian epic which is heavily influenced by Shahnameh and whose poet is anonymous. This epic recounts the adventures of Faramarz, one of Rostam's sons. Like Shahnameh, in Faramarz-nama we notice two Simurghs. Although in the first case name of Simurgh was not mentioned, but we read about a magnificent bird which is similar to Simurgh in Shahnameh. The battle scene is comparable with Esfandyar's fifth labor. To some extents this bird is similar to the Simurgh in Garshaspnameh, as well.

Faramarz was on a voyage when he encountered a high mountain. Their ship got near to the mountain late at night and on top of it Faramarz saw something as bright as sun, something he had not seen like that before.

He ordered mariner to move towards that mountain. Then he asked a sailor what's there shining in night darkness? The sailor retorts: "That's an astonishing bird that there's nothing like that around the world. A huge bird that lions and elephants scared from its claws and when it flies in the sky, it covers the sky with its wide wings. In short, if it can pick up a mountain as easy as a feather.

IJLLALW

THE COMPARISON OF SIMURGH IN THREE EPICS

1.   In Shahnameh Simurgh has been portrayed as a huge strong bird. For instance in the fifth labor of Esfandyar where he slayed the evil Simurgh, we observe that Simurgh's wings and feathers covered the field and its blood made the earth red. Or when Zal stared at Alborz Mountain, the bird hugeness and its nest largeness astonished him. In Faraznameh, Simurgh's bulky figure and wide wings are incredible, either. And when it flies in the sky, the sky would be hidden under its large wings. In Garshaspnameh and Faraznameh by creating a simile the Simurgh is resembled to mountain, and it's said that if thirty or forty people sit on its back, Simurgh wouldn't be disturbed at all.

2. In Shahnameh, Simurgh is able to pick up its hunts or other things without difficulty. In Seven Labors of Esfandyar, the evil Simurgh does not mind picking up things. And also the wise Simurgh effortlessly picks up Zal who has become a robust young man from Peak of Alborz Mountain and take him to Sam. In Garshaspnameh this subject got blended with poetic hyperbole. For instance, it seized a giant dragon and at the same time hunted a whale from sea using its beak and took them to its nest. In Faramarz-nameh exaggeration is even greater than that to the extent that Simurgh can pick up lots of lions, elephants, birds, demons and people altogether and it is able to land easily to get its hunts.

3. Simurgh in Shahnameh is an expert medic that cures injuries and wounds perfectly. Subsequently, it heals Rostam's and his horse's injuries just in one night. Also, when Rudabeh is giving birth to Rostam, her labor prolonged and her life is in danger. Here again Simurgh is the one who saves lives of mother and her child (Rostam). Simurgh instructs Zal how to operate a surgery, something like a cesarean section. Moreover, Simurgh knows all therapeutic qualities of herbs and plants and teaches Rostam and Zal how to make a healing wound dressing.

4. In Garshaspnameh both mountain and tree are mentioned though all around them covered with sea. However, the real residence area of Simurgh is a palace made of sandalwoods and incense which is located on a huge tree called "ample branches". This tree is the ruling house of the kings of the birds. In Faramarz-nameh, all three concepts of mountain, tree and sea are cited but they are referred in such a way as if Shahnameh and Garshspnameh narrations have been combined. For instance during his voyage Faramarz arrived at a mountain on top of which a fabulous bird lived. This section is similar to Shahnameh narration and also is comparable with Asadi's description in Garshaspnameh. However, in other section a merchant talks about a tree which has grown in the middle of the sea and had been Simurgh's nest. But in fact this tree is not the dwelling place of Simurgh, because in following parts of story a high mountain is cited as the dwelling place of Simurgh. Besides, a palace is located on that mountain which was belonged to Zal once. In Shahnameh there's no correlation between tree, sea and Simurgh dwelling place. In spite of that, Simurgh took Rostam near the sea and showed him a tamarisk tree and told him to make an arrow out of tamarisk wood, straighten it over the fire and throw it towards Esfandyar's eyes. Since Esfandyar's eyes were his weak point, Rostam could defeat him by help of Simurgh's information.

IJLLALW

5. These epic books talked about Simurgh's beauty using poetic figures of speech. In Shahnameh Simurgh was described as a cloud from which corals poured and it's said to be pleasant to the souls:

In Garshaspnameh, Simurgh's miscellany glittering colors has been described in a poetic manner:

SIMURGH IN MYSTICISM LITERATURE

Although in Ferdowsi's epic poetry Simurgh has a bilinear face (virtuous and evil), but in the realm of mysticism it's dominantly celestial. About the time when Simurgh entered the realm of mysticism, Shafiei Kadkani said that "it's not clear that when and by who, Simurgh found a mystic background and became a symbol of God. But we know for sure that in mysticism works of Abo al-Raja Chachi , Ahmad Ghazali and Eyn-Al Quzat Simurgh was considered as a symbol of Divinity Spirit, and if the famous verse:

Which is believed to be written by Sanai, belonged to a contemporaneous poet in Sanai's era or earlier than that, is a crucial step in deifying this myth?

In mystic texts the Simurgh Myth mostly conveys a heavenly concept, but sometimes a reciprocal view can verify multi-meanings of myths. For example, Lahiji in "Annotation to the *Rose Garden of Secrets*" mentions two different interpretation of Simurgh. Let's regard his explanation of this verse of Shabestari: "Tell me what was Simurgh and Qaf Mountain? What was heaven, hell or purgatory?"

Lahiji attributed Divine conception to the allegorical concept of Simurgh and said: "Be aware that many interpretations have been suggested regarding Simurgh, but in my opinion Simurgh signifies the Almighty and Qaf, which is His residence, indicates humanity that is a perfect symbol of God. All Holy Names and Traits can be seen in true humanity. It's said that Qaf Mountain is so huge that surrounds the whole universe, regarding the humanity it can be said that this statement reflects the evident, outward reality… since the Reality of God encompasses the comprehensive reality of whole universe and humanity is the aggregation of outward and inward reality and is the sum of universe. One who comprehended the wisdom and knowledge of humanity, he has reached the knowledge and wisdom of God, as it's said "one who knows himself, will know his God". Accordingly, one who arrives at Qaf, would achieve Simurgh On the other hand, if the word "Simurgh" was used without any allegorical meanings, Lahiji regards it as a meaningless name since it has no objective signified in the outside world and he attributes it to the tangibles, whatsoever except God.

SIMURGH POSITION IN "CONFERENCE OF THE BIRDS"

The conference of Birds is a story full of secrets and mysteries written by Attar. In this work Attar tried to demonstrate different steps and stages necessary for achieving the truth. The birds are the characters of this magnificent performance but in fact they represent groups of people in figure of birds. The first inspiration for the basis of this story is the inner enthusiasm and passion

IJLLALW

International Journal of Language Learning and Applied Linguistics World
(IJLLALW)
Volume 12 (2), June 2016; 11-26   *Aghajanzadeh, A*
EISSN: 2289-2737 & ISSN: 2289-3245   *www.ijllalw.org*

of the birds. All of birds gathered together to recognize their king, or in other words to find the purpose and direction of their lives. This is the same inspiration which motivate people to step toward discerning The Most High and tolerate all difficulties in this way. It can be said that it's the beginning of a journey towards perfection and accomplishment, or distance between humanity and brutality. That is the soul's first inner feeling of loneliness in this gloomy and depressed world and yearning for joining The Most High gives him fresh vigor and vivacity. Attar dedicated the prologue section to the same subject. In fact his prologue comprises lots of mysticism principles and each verse of it denotes lots of meaning so that it pictures the human's life from beginning to the end in the best possible way. For stepping into the valley of yearning and moving toward the intended purpose, we need the guidance of an impeccable Master (Sheikh) who is aware of impediments in Love Valley and knows its ups and downs thoroughly. Such a Master will guide the wanderers towards their final goal. In Conference of the Birds hoopoe plays the role of Master, since among the birds hoopoe is the only one who became aware of their king and has spent ages in this path. Hoopoe was mentioned in Quran and other religious stories of Islam as the confident reliable companion of Prophet Solomon and it was the messenger that heralded the news about Bilqis, the Queen of Sheba. Hoopoe has traveled around the world together with Prophet Solomon. Describing these characteristics, hoopoe joined the group of the birds and after introducing and expressing its unique qualities hoopoe went on that we have had a king certainly which dwelled behind Qaf Mountain, called Simurgh. Hoopoe continued that our king was always quite near us but we were away from it. In this sense, Simurgh signifies The Absolute Truth, or in other words The Most High God; so perfect and flawless that reason cannot comprehend Him. In following lines selected from Conference of the Birds, we read the Hoopoe statements talking about the King of Birds and its dwelling and difficulties they must stand in their path toward visiting Simurgh.

We have a king; beyond Kaf's mountain peak
The Simurgh lives, the sovereign whom you seek,
Consequently, the way towards achieving the Truth is full of perils and hazards, lots of far lands and deep seas in between. Only the spiritual, ecclesiastic souls will be able to pass this path and visit the Truth and unite with God Eternality.

SIMURGH POSITION IN PHILOSOPHICAL WORKS OF SUHRAWARDI
In his books "The Red Intellect" and "The Incantation of Simurgh", Suhrawardi delivered many philosophical mysteries and obscurities by using Simurgh, the bird of mythology land. Also, in his other works, he has mentioned Simurgh in some ways. The allegory that Suhrawardi applied reminds us about Attar's allegories. Again, Suhrawardi like Attar talks about going to Qaf Mountain and arriving at Simurgh's dwelling, seeing oneself in Simurgh's mirror and becoming Simurgh (thirty birds), and uniting with the Absolute Truth. Suhrawardi came to the same conclusion in a few short sentences, same as the conclusion reached at the long narration of Conference of the Birds. But here, philosophical concepts revealed in mystical appearance.

In "The Incantation of Simurgh" Hoopoe plays the role of human beings, separated from Highest Heavens and confined in material prison and has accustomed to the word of materiality.

Therefore, on one hand the hoopoe has a sense of belonging to the heavenly world and on the other hand has devoted to the dark material world. However, his origin was celestial. For accomplishing this celestial travel, in "Incantation of Simurgh" Suhrawardi recommended to abandon material and physical world. The power of love and abandoning the materiality, Suhrawardi believed would help one to awake find one's path. As you release yourself from physical word, you would get nearer to God's Light and divinity.Obviously, not all hoopoe are able to fly high to reach Highest Heavens, that's why some just feel God's illumination in their hearts. And some others may frequently experience this feeling. But the one, who isn't satisfied with this mere feeling, goes on austerity and penance so that he would set himself free from physical world darkness and unified with Heaven's Lights. In Suhrawardi words, such a hoopoe will end up being hoopoe and will change to a Simurgh, it means that the rational animal achieved perfection extreme. That's why Suhrawardi said that the sound of Simurgh reaches everyone's ears but all are not able to hear it. One, whose ear is full with terrestrial sounds, won't be able to hear a Simurgh sound that is his soul whispers. This man is trapped in mundane snare and cannot hear the incantation of angels from Highest Heavens. As Hafiz said:
"From highest Heaven's pinnacle, they utter a cry for thee:
In this snare-place, I know not what hath befallen thee"

Consequently, the hidden Simurgh of humanity does not need any worldly means. As Suhrawardi mentioned in The Red Intellect, in spite of all difficulties and ups and downs hidden in the way towards Qaf Mountain, one who has the potentiality would reach it just in a moment. As if you put Balsam oil on your hand and let the sun warm it, then the oil drops will trickle because of their quality.

SIMURGH IN WORKS OF RUMI
Simurgh, which sometimes appears as Anqa, plays a significant role in mystic works of Rumi. Simurgh and Anqa have a special position in Rumi's viewpoints and works. First we will consider their position in Masnsvi and then his other works.

Simurgh in masnavi manavi
1. Simurgh of the Soul: The first time Rumi used Simurgh in Masnavi he assimilated the soul into Simurgh. The reason for this simile is both the complexity of humans' soul based on Quran: "the soul is one of the commands of my lord", and the ambiguity of Simurgh in myths. In other words, both of them are obscure and vague in a sense.

Simurgh whose habitation is whether Qaf or Alborz Mountain is a good simile for human soul. This Simurgh cannot stand being far away from Highest Heavens and always craves for reaching Qaf summit to get near to Divinity. Therefore, the soul of a spiritual soul is high-flying like Simurgh and his shadow on earth is just like Qaf Mountain:
His shadow on earth is as that of Mount Qaf,
His spirit is as a Simurgh soaring on high.

2. Thirst for God: Rumi differentiated between one who is needy of God with thirst for Him and one who is destitute of God and thirsts for other things. He talks about souls who overlook their body and selves (signs of materiality) and are ignorant of the universe, those who pay attention to their Divine souls. Rumi compared this group of people to Simurgh and the other group, those who love materiality and make no efforts for reaching Spirituality, are compare with house-bird:"He looks a dervish but the truth is known —
Don't throw this image of a dog a bone! ….. She eats sweet treats not food sent from on high"

3. Anqa of the Heart: In Sufis' opinion heart is the core of Godly mysteries and source of connection between God and servant of God, so paying attention to heart feelings can guide one to Heaven Lights. Rumi poetically named the worldly passion as "crow" and the righteous feelings of heart as "Anqa", and he reminds us not to follow the crow of this world but to obey the Anqa of our heart: "Beware! Do not run in pursuit of the crow-like fleshly soul, If thou go, go in pursuit of the 'Anqá of the heart,

4. All people are physically the same, but certainly not their inward personality. Some of them are of great wisdom and common sense and ready to achieve inward knowledge. Therefore, they should be informed about privileges and benefits existent in personal growth and progress and should be told of this path. In this regard Rumi addressed language of the birds and said:
Keep the patient bird happy and free from harm;
To the bird (resembling the) 'Anqá recite the descriptions of (Mount) Qáf.
In fact, those who are superior to others are similar to Simurgh and God has told them the mysteries of the universe, and the others similar to home-birds. It seems that Divine knowledge light is nested in their souls, just like a heavenly bird : "Where is the Solomon who knows the birds' song?
The demon in the likeness of Solomon stood (in Solomon's place):
He knows how to deceive, but he does not possess (the knowledge denoted by the words) we have been taught. From (your being deceived by) that bird of the (common) air, Apprehend that you have not beheld the esoteric birds.
The home of the Simurghs is beyond (Mt) Qáf: It is not (like) a hand-loom (easily accessible) to any imagination.
But only to the imagination that beholds it by chance and then,
After the vision, is parted (from it)"
And in describing Ibrahim ibn Adham, he said:
"When he disappeared from his own and people's eyes,
He became renowned in the world, like the 'Anqá.
Whenever the soul of any (spiritual) bird has come to (Mount) Qáf,
All the world boast and brag on account of it."

In these verses, Rumi took Anqa for the accomplished gnostic wayfarer and Qaf for the Heavens. If one finds the way through High Heavens, every other one will talk about him and his spiritual journey and will believe in him, even if he isn't known widely. In other part of Masnavi, Rumi made an equivocal description that both refer to God and perfect man who is a symbol of all Godly attributes. Since Godly nature and perfect man both of them surround and siege the whole

IJLLALW

universe and creatures and also both of them are invisible, Rumi simulated them as Qaf and Anqa. Here are the verses:

O thou whose attributes are (those of) the Sun of Divine knowledge,
While the sun in heaven is confined to a single attribute.
Now thou become the Sun, and now the Sea;
Now the mountain of Qáf, and now the 'Anqá.

It must be noted that imputing a bird (like Simurgh) to Godly attributes or human soul is common in mystic texts. For instance, Lahiji attributed Simurgh to Heavenly essence, as we mentioned earlier his interpretation of Shabestari's line:

"Tell me what was Simurgh and Qaf Mountain?
What was heaven, hell or purgatory?"

According to Estelami, one of exegetes of Masnavi, in these verses Rumi did not compare God with the Sun or sea, rather he saw God attributes in these. He saw God's greatness and brightness in the Sun and His limitlessness in the sea. Tod encompasses the universe just like Qaf Mountain which is supposed to embraces the world like a wall. And besides, God is incomprehensible like Simurgh. Another exegetics, Ismail Ankaravi, in his interpretations believed that in these verses Rumi addressed the perfect man, and he added that Rumi called the perfect gnostic "Qaf" since Heavenly nature has emerged in him and called him "Anqa" since he sacrificed himself in this path (Zamani, 2007). Possibly the secret of this equivocal simile of Rumi for commentators is that the perfect man has completely effaced in God and is all Him. As we observed in the Conference of the Birds that the thirty birds (Simurgh), all mortal and worldly, were able to meet the Simurgh through Simurgh's glow. There is Simurgh and they are simurgh (thirty birds). In other words if they look at themselves disregarding Simurgh, they just see thirty Birds; but if they look at themselves through Simurgh, they see themselves as Simurgh. So all have effaced in Simurgh and found eternality after sacrificing themselves for God. It turned out that the gnostic wayfarer must sacrifice himself and ignores materiality in order to achieve eternality.A Guide for Soiritual Journey: It's acknowledged that in "Conference of the Birds", hoopoe is an allusion to the spiritual preceptor or guide. Further, we are aware of the fact that not everyone is able to guide others. One can guide the others who have reunited with God himself. In Rumi's verses, Anqa stands for God, as it can be seen in below line. In this line, Anqa signifies the matured spiritual guide as well. This meaning is hidden in the line so poetically and brilliantly. It seems that Rumi borrowed this line from Suhrawardi's works:

"Her body saw him as a hoopoe, (but) her spirit saw him as the 'Anqá;
Her senses saw him as a fleck of foam, (but) her heart saw him as the sea."

This line is taken from the narration of hoopoe and his messengers who heralded the tidings of Belqis, the queen of Sheba. Rumi said that in small figure of hoopoe, Belqis saw the greatness of Simurgh. A hoopoe with the greatness of Simurgh? But what does it mean? Suhrawardi in his "incantation of Simurgh" said that: "the enlightened intellectuals believe that whenever a hoopoe leaves its nest in spring season, and plucks its feathers via its beak, and then set off toward Qaf Mountain, the shadow of Qaf Mountain would cast on it. This would last about thousand years if we consider it via our time, according to Quran "Verily a Day in the sight of thy Lord is like a thousand years of your reckoning". These thousand years is equal to one morning in High

22

Heavens times. During this period, that hoopoe would change into a Simurgh who would awake the asleep, and whose dwelling is Qaf Mountain. "This incantation would reach everyone but not everyone listens to it, all are with it and most lives without it". This hoopoe is the same one as in the Conference of the Birds, the one with a Heavenly Spirit that like a mature guide leads devotees and wayfarers towards Simurgh place to unify them with Simurgh. And the followers mingled with their Eternal Love or in other words become a part of Him. And the point that the birds chose the hoopoe as their leader signifies that their journey is a journey from people towards Heavens, a Sufism journey, which cannot be progressed without the help and advice of an authentic guide.

5. Rumi has widely mentioned Qaf Mountain as the dwelling place of Simurgh, especially in the fourth book of Masnavi. There, he recounted the story of Dhul-Qarnayn's journey towards Qaf Mountain and his talking with the Mountain. The purpose of this story is demonstrating God's Greatness and Majesty. By telling this narration Rumi wanted to draw the readers' attention from cause to the cause of cause, so that whenever they observe a material event it reminds them of The One and Only Creator who is in control of all events and destinies.

6. Dhu'l-Qarnayn went towards Mount Qáf: He saw that it was made of pure emerald,
And that it had become a ring surrounding the whole world,..Expound to me the Attributes of God."
In this narration "snowy mountains" are symbol of the negligent and those unaware of The Truth, "Qaf Mountain" the signifier for perfect man, and "Dhu'l-Qarnayn" for a devotee wayfarer who is appetent for Divine Mysteries. (Zamani,2006)

Simurgh in divane shams
7. In Divane Shamse Tabrizi, Simurgh or Anqa has been mostly used for describing mystics and Sufis who has kept from their true origin and eagerly yearn for reunion with it. The best example of it is the following quatrain:

In this example Simurgh is an allegory both for God and humans' soul which is a grace of God as well. In another sonnet Rumi said that humanity is like a Simurgh or Anqa for whose flight this world is not vast enough; so they needed to fly towards Qaf, which stands for reunion with Divine imminence. In below verse Rumi mentions that if your flight is not fit for this world, then you should fly towards Qaf Mountain, since you are a Simurgh yourself.

Describing the ones who are kept away from their true origin and expressing the reason of this farness, Rumi said: Or in other verse, he said: And sometimes Rumi himself is the Simurgh:
1. Another simile is observable in other verses, in which Rumi used Simurgh and Anqa as an image for soul and spirit. We mentioned this simile in the section about Masnavi, too. It was stated that the reason for such a simile is the vagueness and abstruseness of soul and Simurgh.
a. The Soul Anqa: In these lines Rumi said that he comes from Qaf Mountain, although in figure he looks like a pigeon but in reality he is an Anqa, and when he passes away then his soul Anqa would fly high, back to Qaf. That's a sign of reunion with god after death.
b. Soul Simurgh: in this simile, Simurgh is used, signifying the Soul:

IJLLALW

c. Spirit Simurgh: Here, Rumi is complaining that physical, material side of spirit like the body cage, but the Spirit Simurgh yearns for flying out of this cage:

Again in this line Rumi emphasizes that we are Spirit Simurgh and our true origin is Qaf Mountain:

d. In another image Rumi used Anqa for describing souls kept away from their true origin who crave for reunion eagerly, and a voice invites them toward Qaf which stands for Divine vicinity:

2. Simurgh as Shams: one the most striking and appropriate Simurgh images in Diwane Shams is using it in reference to Shams Tabrizi. Shams were a valuable and cherished being for Rumi. In Shams absent and then in his short return, Rumi described his own feeling caused by Shams absent and presence in the form of a sonnet, depicting his sad and sweet feelings. In this sonnet he talks about a Simurgh whose dwelling is Qaf, demonstrating farness from Rumi and vicinity to Divinity:

And in continue he describes what he means by Simurgh:

The reason for this simile is that Shams is a perfect spiritual man as well, one who desires arriving at God's imminence in Qaf, the true origin:

One similarity between epic Simurgh and the one in Rumi's thought is that both of them are cultivator. In Shahname, Simurgh was the one who brought up Zal, and like a kind father took care of him to grow up and become a mighty hero, and then became the father of Rostam. In Rumi's thought Simurgh has a similar role. Here the cultivator Simurgh is Shams Tabrizi. Shams guided Rumi in Divine Love and showed him the way towards Qaf, God's imminence. Shams educated Rumi and made him a mature lover of God. He learned Rumi how to fly in Qaf vicinity, which is an endless flight. That's why Rumi describes the advent of Shams as follow:

And then, Rumi demanded Shams to take him to God's neighborhood, and offered his physical body as a gift for Anqa:

Rumi is flourishing and maturing under Shams concern and considerations. In this line Rumi feels grateful about Shams considerations and imagined himself under his shadow, a shadow huge as Anqa's shadow, so huge that even the sun can take refuge under it:

So Rumi just thinks about Qaf, God's vicinity, and he demands Shams, the Simurgh of this Qaf, to talk to him about that and lead him towards that. That's the same role Simurgh plays in epic as well. In Faramarz-nameh Simurgh leads the lost and is known as a wise, sage bird.

Rumi believed that Spirit Simurgh of Shams deserves dwelling in Qag, his real origin, and calls him a Simurgh with thousands feathers:

Rumi never stopped seeking for the Simurgh. He looked for that with true love and passion. This Simurgh might be whether God or Shams. Mysticism Simurgh can be both God and the perfect man, just like Garshaspnameh, in which Simurgh appeared with such features and characteristics that could be attributed to Succor, Provider God or a mature sage man who has spent his whole life for helping, guiding and feeling compassion for people in need.

CONCLUSION

The word "Simurgh" has been defined differently in Persian and Arabic Dictionaries. Etymologically, Simurgh was "Sin Morook" or "Sin Murgh", in ancient India it was called "chi na" and in Avesta it was named as "the bird Saēna". The reaserchers have translated the word "Saēna" to eagle or falcon. There is a relation between the word "Saēna" in Avesta, which was the name of a sage medicine man, and the word "Simurgh" in Persian, which is the name of a famous mythological bird. In ancient times Zoroastrian clergies undertook medicine tasks besides their religious responsibilities. It is believed that one of these wise clergies whose name was "Saēna" and who had a significant religious position, as it was mentioned in Avesta, was also famous for his medical skills and healing the sick. Later "Saēna" (the name of mentioned clergy) literally took as the name of the bird, and the medical aspect was related to a tree which was the nesting place of that bird. Also, Simurgh was the name of a sage man who taught and educated Zal.

Although in Shahnameh Simurgh has depicted as a material creature, but it enjoyed from supernatural qualities and potentials. Simurgh has no connection material world except through Zal. Simurgh is similar to one of Amesha Spentas or angels or gods whose rare connection with physical world is not due to their attachment to the material world. In other Persian epic works, such as Asadi's Garshaspnameh, Simurgh does not take any celestial or metaphysical aspects.

Sometimes Simurgh is mixed up with other mythological birds such as "Anqa". Etymologically, the root of "Anqa" is "onoq", which means "neck". And so the word Anqa literally means "one whose neck is long". In general it can be said that mythology and epic play a significant role in Simurgh narration, a narration happened in an athletic atmosphere, along with symbol and allegory, in close relation with the folk believes. Accordingly, it seems as if it is narrated according to the history and cannot be considered as a legend. But in mysticism literature Simurgh's position changed completely and it's totally based on symbols and allegories. In mysticism mythological believes play a minor role, instead of that ethics and morals is considered as the significant matter. Here, Simurgh took a symbolic position in the folks' opinion and changed in to a legend. Therefore, this position cannot be regarded as a historical one since Simurgh is not a material creature anymore, rather a celestial one, and its existence is based on symbol and allegory.

REFERENCES

Aslan, R. (2006). *No God but God: The Origins, Evolution, and Future of Islam*. Arrow Books.
Ahmadi, H. (2004). *Iranian national identification, its characteristics and dynamics*. National study institute, Iranian civilization.
Fersowsi, A. (1381). *Fersowsi's Shahnameh by Saeed Hamidian*. Tehran, Ghatre.
Larius, J. (2008) *Imaginary Menagerie: A Book of Curious Creatures.Florida*, Houghton Mifflin Harcourt Publications.
Khaleghi Motlagh, J. (2007). *Saga, Adaptive phenomenology of Heroic poem, Tehran*. The big Islamic Encyclopedia Center .

IJLLALW

Zomorrodi, H. (2003). *The Adaptive critic of religions and mythology in Shahnameh and Khameh from Nezami and in Mategh –Alteir from Attar*. Zavar Press.

Royer, S. (2006). *Strategic Management and Online Selling*. Creating Competitive Advantage with Intangible Web Goods. Routledge, New York.

Safa, Z.A. (2008). *Epic story telling in Iran*. Tehran, Ferdos, the fourth edition.

Shah Al-din, Y. (1994). *Safir Simurgh (Suhrevardi)*. The science human institute.

THE IMPACT OF BRAIN DOMINANCE ON ORAL TASK AMONG IRANIAN EFL LEARNER

Elaheh Kalantar

M.A. in Biotechnology, Payam-e-Noor University
Corresponding Author
kalantarelaheh@gmail.com

Monireh Azizi

PhD. Candidate in Educational Psychology,
Islamic Azad University, Tehran Center Branch

ABSTRACT

A tremendous amount of works have been conducted by psycholinguistics to identify hemisphere processing during second/ foreign language learning, or in other words to investigate the role of the brain hemisphere dominance in language performance of learners. The present study examined the effect of brain dominance on oral task. The participants were 78 English foreign language (EFL) Students from Kish institute in Tehran, Iran in intermediate level. They were selected from available classes in intermediate level. There are 48 females and 30 males between the ages of 21 to 40 years old. The instruments were used including Edinburgh Handedness questionnaire (EHQ) and the speaking test which includes oral questions and evaluation rubrics. The design of the study is quasi-experimental deign in terms of using one experimental group and one control group. All the recorded material was transcribed by trained research assistants and the transcriptions were checked by the researchers. The collected data was analyzed through SPSS software and its mean and standard deviation in descriptive statistics and ANOVA in inferential statistics were run. The result will be useful for teachers and instructors to know how are the reaction of each learners toward their learning regarding to their brain dominance.

KEYWORDS: Left hemisphere, Right hemisphere, speaking test, Oral tasks

INTRODUCTION

In general, people typically are interested the use of one side of their brain over the other. Some, however, are more whole-brained and equally adept at using both hemispheres. Colleges are eager to examine the left-brained modes of learning, emphasizing on logical thinking, analysis, and memorization rather than right-brained modes such as feeling, intuition, and creativity.

Traditional teaching techniques should be reexamined and extended new teaching techniques made "new" information about how the brain plays its role. The biggest problem that encounters college graduates is their inability to see the whole picture and to comprehend patterns in new information introduced to them. The left-brain/right-brain distinction provides a simple basis for asking our education system and for aiding students learn. Whether each hemisphere is accountable for a certain type of thinking and learning is not the point. The point is that people naturally think and learn in different ways. According to Williams (1983), students come to class

27

with a "two-sided mind." Instructors must encourage them to utilize it, to extend both types of thinking (left and right brain) so that they have access to the most possible range of mental abilities. The role of the instructor and the classroom atmosphere he/she creates is to motivate and enhance student learning.

Therefore, it is significant to comprehend the notions of brain lateralization and styles of learning (multiple intelligences). It is also vital to understand the advantages and disadvantages of each learning style as they relate to individual learners and the different teaching techniques required enhancing learning. This knowledge can help teachers in becoming more flexible and effective in teaching in the classroom. Graham-Mar (2004) asserted that the significance of teaching speaking skills related to the fact that human beings have been acquiring language through speaking and listening long before they began reading and writing. Our brains are well programmed to learn language through sound and speech. Brown and Yule (1983) believed that many language learners consider speaking skills as the criteria for knowing a language. They identified fluency as the ability to interact with others much more than the ability to read, write, or comprehend oral language. They investigated speaking as the most important skill students acquire. Students examine their progress due to their accomplishments in spoken communication.

The researcher suggested using a procedure based on the use of tasks as the central unit of planning and instruction in language teaching called Task-Based language Teaching (TBLT) to promote the speaking ability of EFL learners. TBLT puts tasks at the center of the methodological focus. It investigates the learning process as a set of communicative tasks that are directly connected to the curricular aims they serve (Brown, 2001).

Statement of the Problem
The left-brain/right-brain distinction also prepares simple teaching methods for assisting students learns. Again, whether each hemisphere is accountable for a certain kind of thinking and learning is not the point. The point is that people naturally think and learn in various ways. Williams (1983) discussed that the brain has two hemispheres but too often the education system operates as though there were only one. In education, there are different methods in which to teach the same subject. The problem arises when teachers can't match his or her teaching methods with the students learning styles and because of this mismatch, learners are not getting the most of his or her educational experience.

LITERATURE REVIEW
Introduction
This chapter will review topics related to brain lateralization (right- and left brain thinkers), and the concepts of oral tasks

Brain Lateralization
When discussing its mass, scientists divide the brain into four areas called lobes. They are occipital, frontal, parietal, and temporal. The occipital lobe is in the middle back portion of the brain. It is primarily responsible for vision. The frontal lobe is the area around the forehead. It is

28

IJLLALW

involved with purposeful acts like judgment, creativity, problem-solving, and planning. The parietal lobe is the top back portion of the brain. Its duties include processing higher sensory and language functions. The temporal lobes are on each side, above and around the ears. These are primarily responsible for hearing, memory, meaning, and language.

Generally, the brain contains two cerebral hemispheres, the left and the right, that are linked by some nerve fibers known as the corpus callosum. The corpus callosum has about 250 million nerve fibers and permits each side of the brain to exchange information more freely. In general, the left hemisphere is involved with analytical, logical thinking, especially in mathematics and verbal functions. Its mode of operation is mainly linear and sequential; it moves from one point to the next in a step-by-step manner. If the left hemisphere specializes in logical thinking, the right hemisphere is more holistic. 'This hemisphere is primarily responsible for visual and special processing, our orientation in space, body image, and recognition of faces, artistic endeavor, and creativity.

Weisenberg and McBride (1935) carried out a study on nearly 200 patients with brain damage using both verbal and non-verbal tests. The results represented that left-brain damaged patients did poorly on tests that used verbal ability, while right-brained damaged patients did poorly on non-verbal tests. Some right-brain damaged patients had difficulty comprehending distance relationships and mental images of maps and forms. This study scaffolds the dispute that the left hemisphere of the brain is analytical and more responsive to the messages and details of printed word, while the right hemisphere supports distance, space and visual aspects of recognition.

While each side of the brain processes things differently, some of these earlier assumptions about the left and right brain are obsolete. For example, experienced or "natural" musicians process music in their left hemisphere, not right as a novice would. Among left-handers, almost half use their right hemisphere for language. Higher-level mathematicians, problem-solvers, and chess players have more right hemisphere activity when involved in these tasks, while beginners in those activities usually are left-hemisphere active. For right handers, the right hemisphere controls gross motor function while fine motor is usually more of a left hemisphere activity. The right comprehends negative emotions faster; the left notices positive emotions faster. Suffice it to say that the old biases about music and arts being "right-brained frills" are outdated (Ornstein and Sobel, 1987).

Brain lateralization refers to the activity of using one side (hemisphere) of the brain more than the other. However, the term "relative lateralization" has been used, because a person is usually using at least some of the left and right hemisphere at the same time (whole brain mode). Therefore, it is important for instructors to have knowledge of brain hemisphericity in order to identify the advantages and disadvantages in their teaching techniques and understand when and how to develop and use certain techniques. Furthermore, knowledge of brain hemisphericity can help them in becoming more flexible and effective in teaching in the classroom.

Oral Task

From a practical outlook, tasks are not so much seen as units of learning treats as methodological building blocks to be used as the systematic basis for syllabus organization. Used in this sense, 'tasks' usually refer to communicative language activities in which purposeful communication, authentic situations and active learner engagement are key issues. Willis (1996) discusses that task-based learning 'links the best views from communicative language teaching with an organized focus on language form' (p. 1) and Skehan (1998b) expresses that 'instruction in which learners are given tasks to complete in the classroom makes the hypothesis that transferring tasks in this way will occupy naturalistic acquisitional mechanisms, cause the underlying interlanguage system to be developed, and drive development forward' (p. 95).

Therefore, task-based research has been one of the most dynamic research areas in the L2 field during the, 1990s, with the most studies of a cognitive (e.g. Skehan, 1998b) or an instructional design paradigm (e.g. several studies in Crookes and Gass, 1993a, 1993b). Because of the prominent cognitive and educational dimensions of L2 learning, it needs little rationalization that both these approaches are central to the comprehending of L2 task treatments. Advances in task-based research, however, have also displayed many directions in which the task framework can be more developed.

RESEARCH QUESTION
Q: Is there any significant difference between the brain dominance and oral tasks carried out by Iranian EFL learners?

RESEARCH HYPOTHESIS
H0: There is not any significant difference between the brain dominance and oral tasks

METHODOLOGY
Participants
The participants were 78 EFL Students from Kish institute in Tehran, Iran in intermediate level. They were selected from available classes in intermediate level. There are 48 females and 30 males between the ages of 21 to 40 years old. Among the participants, there were 36 right-handed and 42 left-handed as determined by Edinburgh Handedness Inventory.

Instrumentation
In order to answer the research questions, two instruments were used. Although the participants were studying English in intermediate classes, to have an integrated sample, a homogeneity test was performed.

Edinburgh Handedness questionnaire (EHQ)
Edinburgh Handedness Questionnaire (EHQ), a handedness Inventory, was used to measure the brain dominance in subjects of the present study. Grimes (2003) claims that 90% of right-handers have left-hemisphere dominance for language. Many researchers have estimated that over 95% of

IJLLALW

International Journal of Language Learning and Applied Linguistics World
(IJLLALW)
Volume 12 (2), June 2016; 27-35   *Kalantar, E., & Azizi, M*
EISSN: 2289-2737 & ISSN: 2289-3245   *www.ijllalw.org*

right-handed people and 70–80% of left-handers show language lateralization to the left hemisphere (Annett & Alexander, 1996; Kimura, 1983; McKeever, Seitz, Krutsch, & Van Eys, 1995; Rasmussen & Milner, 1977, as cited in Gonzaleza & Goodale, 2009).

The speaking test
The speaking test was designed and developed by the researcher, and includes oral questions and evaluation rubrics. The oral questions consisted of three types of questions:
- Biographical such as "where do you live?" and "How large is your family"?
- Guided questions such as "What is your favorite subject? Why? "Do you like to study English only? Why?
- Open questions such as: "In your opinion, what should the school do to help you study English? "Why do you think most Arab students do not like English?

The purpose of the speaking test was to assess the participants' speaking skills before and after the implementation of the instructional program in order to detect the effect of the program on the participants' speaking skills. The participants were pre and post-tested orally, and were then tape-recorded by two EFL teachers who evaluated them after each session according to an evaluation scheme presented by the researcher. The evaluation rubrics for the speaking test were adopted from Ur (2006) and validated by a panel of experts to suit the local context.

The Specifications for the Speaking Skills Test
Accuracy
Little or no language production
Poor vocabulary, mistakes in basic grammar, very strong foreign accent
Adequate but limited vocabulary makes obvious grammar mistakes, slight foreign accent
Good range of vocabulary, occasional grammar slips, slight foreign accent
Wide vocabulary appropriately used, virtually no grammar mistakes, native like or slight foreign accent.

Fluency
Little or no communication
Very hesitant and brief utterances, sometimes difficult to understand
Gets ideas across, but hesitantly and briefly
Effective communication in short turns
Easy and effective communication uses long turns
The following procedures were carried out for the preparation and administration of this test:
1. The test was prepared by the researcher and validated by a panel which consisted of EFL teachers, instructors and lecturers in the institute for Teacher Education.
2. The researcher and the EFL teachers who carried out the test held a training session in which they discussed the questions in the speaking test and the evaluation rubrics and agreed on the content and the procedures of the test and its evaluation.
3. The teachers held individual sessions with the students who participated in the study. The teachers met with each student for ten minutes, during which they asked questions from the speaking skills test. Each session was tape-recorded. After each session the teachers evaluated the

student's speaking performance according to the evaluation scheme. This procedure was conducted before and after the implementation of the instructional program.

The oral task was tested on a pilot group. This group consisted of ten students randomly selected from the section of the target grade at the assigned schools who were not members of two specified groups who participated in the study. A technique of a test-retest was used to ensure the reliability of the research instruments. The period between the test and the re-test was two weeks. The correlation coefficient of the test was calculated using Pearson's Correlation Coefficient and was found for the speaking skills test, which was considered statistically acceptable for the current study.

The Agreement Percentage of the Speaking Skill Test
Oral Test Stability Index
(Pearson)
Accuracy 0.85
Fluency 0.89
Overall 0.87

Design of the Study
The current study adopted the quasi-experimental deign in terms of using one experimental group and one control group. These groups were chosen randomly from eleventh grade classes from the two schools. They were judgmentally random.

Data Analysis
All the recorded material was transcribed by trained research assistants and the transcriptions were checked by the researchers. We used one measure of the quantity of learner engagement: fluency and accuracy produced by the participants because it was assumed that the successful completion of a problem-solving, negotiation-based task such as the one we had used would require a considerable amount of turn-taking to take place. The collected data was analyzed through SPSS software and its mean and standard deviation in descriptive statistics and ANOVA in inferential statistics were run.

RESULTS AND DISCUSSION

Table 1: Descriptive Statistics of Pre and Post Tests of speaking teat

		Pretest of Speaking Test		Posttest of Speaking Test	
Group	N	mean	Std.Dev.	Mean	Std.Dev.
Left hemisphere dominant	78	4.654	1.25	5.077	1.33
Right hemisphere dominant	78	6.083	1.52	7.292	1.27

Table 1 shows that there are observed differences between the adjusted means of both groups according to the mean and standard deviation. Mean and standard deviation of right handed

learners in pretest of speaking is more than left handed learners. In addition, their mean and standard deviation in posttest is better than left handed learners too.

Table 2: Mann-Whitney Test Statistics for brain dominance on the oral task

Mann-Whitney U	121.05
Wilcoxon W	914.5
Z	-1.576
Asymp. Sig. (2-tailed)	.183
Exact Sig. [2*(1-tailed Sig.)]	.178

As table 2 pointed out Z value is -1.576 with a significance level of p=.178. The probability value (p) is not less than .05, so the result is not significant. Thus, it is stated that there is not any significant relationship between brain dominance and Iranian EFL learners' performance in the oral task.

Table 3. ANOVA Results on each Dimensions of the Speaking Separately According to the Teaching procedure

Dependent variables	Source	Sum of Squares	Degree of Freedom	Mean Square	F	Sig.
Accuracy	Right hemisphere dominance	6.654	1	6.654	36.417	0.000
Accuracy	Left hemisphere dominance	1.124	1	1.124	6.149	0.015
Fluency	Right hemisphere dominance	0.864	1	0.864	6.716	0.011
Fluency	Left hemisphere dominance	7.074	1	7.074	54.965	0.000

Table 3 represented that there is a statistically significant difference (Sig = 0.05) between the two adjusted means of the students' scores on the two dimensions (accuracy and fluency) due to the dominant brain. In addition, the table shows that there is a statistically significant difference (Sig. = 0.05) between the two adjusted means of the students' score on the dimension of fluency due to the students' gender. Finally, the results show that there is a statistically significant difference (Sig. =0.05) between the means of students' scores on the dimension of accuracy due to the interaction between the teaching procedure and students' dominant brain. Therefore it is concluded that there is not any significant relationship between brain dominance and Iranian EFL learners' performance in the oral task. In addition, the results of table 3 revealed that the distribution of scores in the left-handed group in accuracy is more significant than right hand group but significant difference of right hand group is more than left hand group.

The findings of the present study is not generally consistent with some research studies in the field (Atchley et al, 1999; Coney & Evans, 2000; Faust et al, 1995; Faust & Chiarello, 1998; Anaki et al, 1998; Arzouan et al, 2007; Faust & Mahal, 2007; Rapp et al, 2007; Kacinik & Chiarello, 2007 cited in Vance, 2009). These researchers have conducted large-scale studies to

33

IJLLALW

show the relationship of brain dominance and language learning processes and had revealed activation of right hemisphere for metaphors and the advantage of left hemisphere in terms of literal text on the basis of single words and word pairs.

CONCLUSION

The current study investigated the effect of brain dominance on oral task among Iranian EFL learner. In fact, the major purpose of the study is to find out the individual differences of learners and their different feedbacks on oral tasks. The findings and results of the current study displayed that mean and standard deviation of right handed learners in pretest of speaking is more than left handed learners. In addition, their mean and standard deviation in posttest is better than left handed learners too. In order to investigate whether there is any significant difference between brain dominance and oral task, it is used two-independent sample Mann-Whitney test. The distribution of scores in the right-handed group is not normal and in left-handed group, also scores are not normally distributed. In addition, the results of table 3 revealed that the distribution of scores in the left-handed group in accuracy is more significant than right hand group but significant difference of right hand group is more than left hand group. The result will be useful for teachers and instructors to know how are the reaction of each learners toward their learning regarding to their brain dominance. In addition, there had been some limitations in the study which were mentioned in the following.

Limitations of the Study

The current study has the following limitations:
1. The study was limited to 78 students enrolled in Kish Institute. A total of 87 participants were approached to participate. However, 12 did not complete the questionnaire in its entirety and were not included in the data.
2. The study was limited to Iranian EFL students in Kish institute.
2. The study was limited to the use of Task-Based Language Teaching.
4. The time limit of the study may affect the oral production of the students. If the study time had been longer, the results might have been different.

REFERENCES

Anaki, D., Faust, M., & Kravetz, S. (1998). Cerebral hemispheric asymmetries in processing lexical metaphors. *Neuropsychologia, 36*, 353–362,.

Annett, M., & Alexander, M.P. (1996). Atypical cerebral dominance: Predictions and tests of the right shift theory. *Neuropsychologia*, *34,* 1215-1227.

Arzouan, Y., Goldstein, A., & Faust, M. (2007). Brainwaves are stethoscopes: ERP correlates of novel metaphor comprehension. *Brain Research*, *1160(17597591),* 69–81.

Atchley, W. R., & Zhu, J. (1997). Developmental quantitative genetics, conditional epigenetic variability and growth in mice. *Genetics, 147*,765-776.

Brown, G., & Yule, G. (1983). *Teaching the Spoken Language.* Cambridge: Cambridge University Press.

Coney, J., & Evans, K. D. (2000). Hemispheric Asymmetries in the Resolution

International Journal of Language Learning and Applied Linguistics World
(IJLLALW)
Volume 12 (2), June 2016; 27-35   *Kalantar, E., & Azizi, M*
EISSN: 2289-2737 & ISSN: 2289-3245   *www.ijllalw.org*

Of Lexical Ambiguity *Neuropsychologia, 38, (3),* 272–282.

Crookes, G**.,** & Gass, S.M. (1993a) *Tasks in a pedagogical context: integrating theory and practice*. Clevedon: Multilingual Matters.

Faust, M. W., Ashcraft, M. H., & Fleck, D. E. (1996). Mathematics anxiety effects in simple and complex addition. *Mathematical Cognition, 2,* 25-62.

Faust, M. ,& Chiarello C. (1998). Sentence context and lexical ambiguity resolution by the two hemispheres. *Neuropsychologia*, 3: 827–836.

Faust, M., & Mashal, N. (2007). The role of the right cerebral hemisphere in processing novel metaphoric expressions taken from poetry: a divided visual field study. *Neuropsychologia*, *45,* 860–870, 2007.

Graham-Marr, A. (2004). Teaching skills for listening and speaking. Retrieved, April, 9, 2009, *from, http://www Abax . Co. jp/downloads/ extension*/ETJ.

Grimes, J. A. (2003). *The role of the brain's right hemisphere in comprehending spatially oriented text* (Doctoral dissertation). Available from ProQuest Dissertations and Theses Database. (UMI No. 3097972)

Ornstein, A.C. (1994). The textbook-driven curriculum. *Peabody Journal of Education, 69*(3), 70-85.

Skehan, P. **(**1998a) Task-based instruction. *Annual Review of Applied Linguistics* 18: 268–86.

Skehan, P. (1998b) *A cognitive approach to language learning*. Oxford: Oxford University Press.

Rapp, A.M., Leube, D.T., Erb, M, Grodd, W., & Kircher T.T.J. (2004). Neural correlates of metaphor processing. *Cognitive Brain Research, 20,* 395–402.

Vance, K. M. (2009). *Hemispheric difference during metaphoric advertisement comprehension: The influence of brand familiarity* (Doctoral thesis). Available from ProQuest LLC Dissertations and Theses database.

Weisenberg, T., & McBride, K. E. (1935). *Aphasia: A Clinical and Psychological Study*. New York, NY: Common wealth Fund (cited in Springer, S.P., and Deutsch, G.(1999).Left brain, right brain: Perspectives from cognitive neuroscience(5th ed., p.361).New York: W.H. Freeman.).

Williams, J.P. (2005). Instruction in reading comprehension for primary-grade students: A focus on text structure. *Journal of Special Education, 39*(1), 6-18.

Willis, J. **(**1996). *A framework for task-based learning*. Harlow: Longman.

The EFFECT OF GROUP-DYNAMIC ASSESSMENT ON LEARNING PASSIVE STRUCTURE BY IRANIAN EFL LEARNERS

Mahmoodreza Moradian
Vida Rashidi Mofrad (corresponding author)
Faranak Norolahi

Lorestan University, Iran

ABSTRACT

Group-dynamic assessment (G-DA) grounded in Vygotsky's sociocultural theory (SCT) is believed to have the potential to provide a context for capturing a group of learners' real level of knoweledge and to assist to act beyond the capability of each individual member.. The present study attempted to examine the effect of G-DA on learning the passive structures offered by a mediator during the teachers'G-DA interactions with a group of L2 learners. To this end, two intact Iranian EFL classes at the low-intermediate level were randomly assigned to two experimental groups, namely, concurrent (n = 25) and cumulative (n = 25). They included two groups of L2 learners ranging in age from 16 to 18. Both groups had been taught for 6 sessions. The first session was devoted to administration of the pre-test, while the last one was devoted to the administration of the post-test.The other sessions, covered the presentation of the passive structures based on concurrent and cumulative approaches. The material used in the pre- and post-tests sessions was a 35-item passive structures teacher-made test. Results of the study revealed that learning of passive structures by means of concurrent and cumulative G-DAwas significantly increased, and there is no significant difference between them. Moreover, the findings from the interviews showed that the two approaches were effective and had a crucial role inlearning the passive structures. Among the implications of this study, one can find recommentions to executive officials. They can contribute to this innovative approach in Iran by granting financial aids to schools for professional on-the-job training. Teachers, in turn, can contribute to DA by increasing their knowledge and experiences.

KEYWORDS: Dynamic assessment, Group dynamic assessment, Cumulative group dynamic assessment, Concurrent group dynamic assessment, Passive structures

INTRODUCTION

In review of the literature some works on group-dynamic analysis (G-DA) were identified for involvement of a group of EFL learners mediated by their teachers collectively (e.g., Donato, 1998; Gibbon, 2003). The results of the studies that were majorly on EFL learners to examine the role of collective assistance showed that during collective activity, the members coordinated with each other to achieve a common comprehension of the goals and co-construct the collective scaffold progressively to reduce the distance between task and individual abilities.

IJLLALW

Despite the fact that there is a rich literature in the area of psychology and general education and in L1 and L2 studies on human cognitive functioning (e.g., Lantolf & Thorne, 2006), the main body of literature in studies on second language acquisition has mainly focused on traditional approaches to teaching and learning processes studing the impact of both DA and G-DA on learning of passive structures in English has still remained a little-studied phenomenon.

G-DA offers a unique perspective for both teaching and assessing the passive sentences on the basis of L.S. Vygotsky's socio-cultural theory (SCT). One of the reasons to this study is that, in Iran, up to now, the effects of G-DA on passive structures learning and assessment have not been investigated. So, the present study tries to apply the G-DA to the learning of passive structures through concurrent and cumulative G-DA approaches. The purpose of this study is to find out whether or not the application of the principles of group-dynamic assessment (G-DA) affects the learning of passive structures in English by Iranian EFL learners at the intermediate level, which according to the formal educational system in Iran, includes students who are in their third year of studying in high school.

LITERATURE REVIEW
Dynamic Assessment
Various definitions of DA have been presented by different writers:
 1. "DA is an interactive approach to conducting assessments within the domains of psychology, speech/ language, or education that focuses on the ability of the learner to respond to intervention."

According to this definition, the response of a learner is the most important component of DA.
 2. "DA is an interaction between an examiner-as-intervener and a learner-as-active participant, which seeks to estimate the degree of modifiability of the learner and the means by which positive changes in cognitive functioning can be induced and maintained " (Lidz, 1987, P. 4).
According to this definition, the interaction is the most important component of DA.

Since there are different definitions of DA, it follows that there are different methods and procedures for the practical implementation of Dynamic Assessment. Depending on his or her approach, each teacher has a unique and specific presentation of DA.

The present study emphasizes that DA should be distinguished from the traditional non-dynamic evaluations which used to be considered as "the source of information for making decisions" (Bachman, 1990, P. 54).

The DA tries to obtain information on the potential level of abilities of learners, a goal which cannot be achieved by the traditional non-dynamic evaluations. Poehner and van Compernolle (2011) maintain that the traditional assessment tries to measure a learner's development and it is not able to enhance his or her development (P. 183). Moreover, the traditional evaluation methods ignore a learner's ability which is still in the course of development (Poehner & Lantolf, 2010).

Group- Dynamic Assessment

During a DA program, whether group DA or one-to-one DA, the teacher follows the same procedure: He or she presents mediation in order to help learners to develop. G-DA sees the group as a social entity which can be assisted to act beyond the capability of each individual member. Therefore, the teacher should pave the way for an interaction which cannot be performed or completed by any individual in the group alone, but all members feel that they need mediation. Individuals might be at different levels, and each learner may need a different mediation at a certain time. So, the teacher might shift his or her attention to a given individual, and engage the whole group in the interactions. The teacher offers mediation to the entire group, and at the same time, to individuals, although every action of the teacher is directed to the group.

There are two types of interactants in G-DA; primary and secondary. When the teacher's mediation is a reaction to the errors of a specific student, the primary interactants are the teacher and that specific student. However, other students are watching the interaction between the teacher and the student, and they are indirectly taking part in the interaction as the secondary interactants.

As Poehner (2009) said, there are two types of G-DA: Concurrent G-DA and cumulative G-DA. In the concurrent G-DA, the teacher addresses the whole class, although he or she might mediate to help or guide a specific learner once in a while. The point is that the emphasis is not on a thoroughgoing one-to-one interaction during the concurrent G-DA. In the cumulative G-DA, the teacher provides one-to-one interactions, and each individual learner is directly engaged as a primary interactant, knowing that each interaction is based on previous interactions, and also knowing that the whole class has seen every interaction.

To be sure, these two distinct types of G-DA follow the same principle: They both provide learners with mediation in order to guide them to work cooperatively and learn from their teacher and from their peers. The present study emphasizes that no type is more efficient than the other, and that neither is preferable to the other, although there are more studies in the literature on the cumulative G-DA.

Empirical studies on G-DA and grammar

Although 25 studies conducted in the domain of L2 dynamic assessment (DA) in recent years, three studies have focused on grammar itself, two in writing and three in speaking also purposed grammar. So, a total of eight (32%) studies actually dealt with grammar knowledge (Qinghua & Di, 2015). They reported that G-DA can be an adequate method to learn the L2 competence development for both individual and all the learners as a group.

Lantolf and Poehner (2011) examined the interaction between an elementary school teacher of Spanish as a foreign language and her students. The teachers applied DA as a framework to provide feedback to their students. The interactionist procedures were employed by the teacher in order to encourage the students to engage the features of language they were discussing about. In order to see the students' development, she offered the mediations from the most implicit to the most explicit ones. Responding to the implicit mediations on the part of students indicated to gain

International Journal of Language Learning and Applied Linguistics World
(IJLLALW)
Volume 12 (2), June 2016; 36-47   *Moradian, M., et al*
EISSN: 2289-2737 & ISSN: 2289-3245   *www.ijllalw.org*

over the language. In fact, students were supported by gradual mediation to go beyond their current level of their performances. Findings showed that as the teacher's mediation directed to a student, all members of the classroom benefited from such interaction. Although the teacher's mediation varied from a student to a student, she engaged the classroom's ZPD as she pushed students to their independent performances.

Davin and Donato (2013) investigated the effect of classroom dynamic assessment in collaborative writing task focusing WH-question formation. The participants underwent five days of DA procedures; then, they collaboratively worked in small group to form WH- question in Spanish. The results showed that the teacher's mediations differed from peers' mediations in DA classroom. The participants scaffolded their peers through using their first language and repetition. Although, peers' mediations varied in types, they supported that DA classroom and collaboration in small group can complete the teacher's mediation implemented by DA procedures.

Davin (2013) reported the differential effect of DA and instructional conversation on the grammatical and lexical errors. According to a list of pre-determined prompts framed in DA procedures, the teacher responded to the students' errors learning Spanish as a foreign language. Additionally, instructional conversations were utilized to construct a group of zone of proximal development. The findings demonstrated that DA blended with instructional conversation paved the ground for active and passive learners to encourage their developmental learning.

Van compernolle and Williams (2013) investigated the role of a passive participant in a small-group collaborative task. They traced one of secondary interactants during the collaboration task. The class was working on an awareness-rising task of French personal pronouns. The micro genetic analysis of the targeted participation showed that although she was not active during the task performance, she gained an understanding towards the problems discussed in the small-group task performance. It revealed that the embodied actions are as one of the form of important participations in the classroom context.

Barzegar and Azarizad's study (2014), involving the impact of DA of speaking on five tenses: simple present, simple past, present continuous, past continuous, and present perfect, showed that the experimental group outperformed the control group as a result of applying DA procedures. 60 EFL learners randomly assigned to an experimental group and a control group.

The experimental group went through DA during the mid-term exam, mediating through explicit feedback; however, the control group sat for the conventional mid-term exam. The results of the post-tests of two groups revealed that there was a significant difference between the results of the post-tests. The experimental group was benefited from the DA procedure and outperformed significantly the control group.

Alavi, Kaivanpanah, and Shabani (2012) examined an inventory of Mediation Strategies for Teaching Listening. They applied G-DA as a method to identify the meditational strategies by a mediator in his G-DA interactions with a group of L2 learners in the context of listening. In

addition, they investigated the effects of G-DA based instruction on the co-construction of knowledge among L2 listeners. The findings showed how collective scaffolding could assemble the way for distributed help among learners, within the social space of the class of which secondary and primary interactants mutually benefit from each other's assistance.

RESEARCH QUESTIONS

In order to meet the objectives of the current study, the following research questions were addressed:
1. Does the cumulative G-DA affect the learning of passive structures?
2. Does the concurrent G-DA affect the learning of passive structures?
3. Do cumulative and concurrent G-DA have differential effects on learning passive structures?
4. How is the learners' attitude to concurrent and cumulative G-DA approaches in learning passive structures?

METHODOLOGY

Participants

In this study, a total of 50 female Iranian low-intermediate EFL learners functioning as participants (twenty five in each group) in one of Khorramabad's high schools during the spring of 2015 took part. The sample was within the age range of 16–18. They were selected according to the pre-test held by the researcher.

Table 1: Descriptive Statistics of Scores of Learning the Passive Stryctures among Subjects in Pre-Test

Index Class	SD difference	Standard Deviation	Mean	Number
A	0.31	1.55	7.20	25
B	0.39	1.93	6.96	25

As Table 1. indicates, the mean of class A for the passive structures learning in pre-test was 7.20, and the mean of class B for the passive structures learning in pre-test was 6.96. Therefore, it can be concluded that almost the mean of two classes A and B were equal.

Table 2: Paired Independent T-Test Results for the Passive Structures Learning in Pre-Test for Classes A and B

Test	Number	Significance	df	t
Pre-Test of Passive Structures	25	0.22	48	0.49

As Table 2. shows, results of the paired independent groups t-test from the mean comparison of pre-test for the passive structures learning in pre-test for classes A and B indicates that there was no significant difference between the mean of pre-test of theclass A and the class B (0.22 > 0.05). Therefore, the students were assumed to have the same English proficiency level. They were regarded as homogeneous with respect to the pre-test administered. So, they were divided into two low-intermediate level English classes including 25 participants in each class randomly. The EFL learners were attend the classes two sessions a week receiving a total of six sessions of

IJLLALW

**International Journal of Language Learning and Applied Linguistics World
(IJLLALW)**
Volume 12 (2), June 2016; 36-47   *Moradian, M., et al*
EISSN: 2289-2737 & ISSN: 2289-3245   *www.ijllalw.org*

instruction. Their teacher was an experienced English teacher holding a B.A. in English literature. She felt responsible for cooperating with this study.

Instruments
Pre and post-tests
The tests used in this study, was a 35-item passive structures teacher- made test which was used as the pre-test and a 35-item passive structures teacher- made test including the passive present perfect tense, passive past perfect tense, passive form of to be going to and, passive modals, which was used as the post-test of the study. It is necessary to point out that the items on the post-test are similar to those on the in terms of the content and form. In fact, the pre- and post-tests are parallel forms.

Translation tasks
In this study, the researcher assigned translation tasks to instruct the four different types of passive structures. When the passive structures had been taught, the teacher used the tasks to assess the learners.She assigned three translation tasks for each of the passive structures and then used them to assess their learning. So, in this study the researcher used twelve translation tasks in each group for teaching and assessing the four passive structures.

Interviews
Another instrument used in this study to answer the qualitative question was an interview containing three questions. In each group three learners were randomly selected to answer the questions. It is worth mentioning that the questions were the same for the two groups. In this way, the present study managed to find out the learners' attitudes and viewpoints about the two approaches of learning and instructing the passive structures.
The questions of the interview are as follow:

1.   Does this method have effect on the learning of passive structures?
2.   Did you have any problem with the learning of passive structures?
3.   What is your attitude and idea about this method for learning passive structures? Or how do you assess this approach for learning passive structures?

Procedures
First, two homogeneous EFL classes (n = 25) were selected. They took part in a grammar learning course. There were six sessions of instruction including one session for administering the pre-test, four sessions for presenting the lessons on the passive present perfect tense, passive past perfect tense, passive form of to be going to, and passive modals, and the last session for administering the post-test. Classes being met twice a week, and each session was about 60 minutes. Based on the results of the pilot study conducted before the actual study, 35 teacher-made items extracted from 50 items given to 5 high school English teachers. Also, three university instructors verified the reliability and validity of the tests and selected 35 items from the 50 items. 35 passive structure items were given before the treatment as the pre-test. These thirty five items were those which the students could not answer before the study. In the two classes, the passive structures were taught through concurrent and cumulative group-dynamic

International Journal of Language Learning and Applied Linguistics World (IJLLALW)
Volume 12 (2), June 2016; 36-47   *Moradian, M., et al*
EISSN: 2289-2737 & ISSN: 2289-3245   *www.ijllalw.org*

assessment. Step by step, the teacher applied G-DA to help the participants learn and retain the passive structures through various stages. First stage was pre-test; second, mediation (as concurrent and cumulative), and third, post-test. The outcome of the pre-test and post-test were analyzed based on the t-test and then, they were compared with each other. Thus, the process of the treatment would be followed concurrently and cumulatively as the below chart: (adopted from Davin & Donato, 2013)

Table 3: The Mediation Prompts

Level of Explicitness	Mediation
Prompt 1	Pause with skeptical look
Prompt 2	Repetition of the entire sentence by the teacher
Prompt 3	Repetition of the specific site of error
Prompt 4	Forced choice option
Prompt 5	Correct response and explanation provided

Finally, we had an interview including 3 questions in which the views of learners were asked about the efficacy of concurrent and cumulative approaches to learning the passive structures.

Data analysis

Data were collected during 3-weeks, each week having 2 sessions, that is, a total of 6 sessions. Since the present research was intended to evaluate the efficacy of concurrent and cumulative G-DA approaches to the teaching of passive structures. The collected data were calculated and analyzed by means of the quantitative data analysis technique called the t-test, which compared the means of the concurrent and cumulative G-DA of this study. We ran a pre-test to come up with homogenious EFL learners. After the administration of the pre-test to the participants, the items were corrected by the researcher herself. Then, the mean scores of pre- tests and post-tests of the two classes were separately compared and contrasted through the t-test statistical technique so that the two approaches were evaluated in terms of their effects on learning the passive structures. In this way, the research questions could be answered. To answer the first research question, the mean score of the pre- and post-tests in concurrent G-DA were compared with each other by the t-test technique, and to answer the second research question, the mean score of pre- and post-tests in cumulative G-DA class were compared by another t-test, and in order to answer the third research question, there was a comparison of mean scores of just the post- tests in concurrent and cumulative G-DA classes. Finally, the answers of learners, reflecting their viewpoints and attitudes of the two teaching approaches, were studied and analyzed in order to deal with the research question for which asks about the learners' attitudes of the approaches.

RESULTS AND DISCUSSION

The following table shows the descriptive statistics of scores of learning the passive structures among subjects in G-DA.

IJLLALW

International Journal of Language Learning and Applied Linguistics World (IJLLALW)
Volume 12 (2), June 2016; 36-47   *Moradian, M., et al*
EISSN: 2289-2737 & ISSN: 2289-3245   *www.ijllalw.org*

Table 4: Descriptive Statistics of Scores of Learning the Passive Structures among Subjects in Terms of Group Membership

Stage Group Membership	Pre-test		Post-test	
	Mean	SD	Mean	SD
Concurrent Approach	6.96	1.92	21.16	3.53
Cumulative Approach	7.20	1.55	20.80	4.30

As shown in Table 4, the mean score of passive structures for the concurrent G-DA group was 6.96 in the pre-test stage, and it was 21.16 in the post-test stage. For the cumulative G-DA group, it was 7.20 in the pre-test and 20.80 in the post-test.

And the table below indicates the confirmation of normality of the research variables in the pre- and post-test stages.

Table 5: Results of the Kolmogoroff- Smirnoff Test for the Normal Data Presupposition in Pre- and Post-Test Stages

Groups	Variables	Pre-test			Post-test		
		Statistics	df	significance	Statistics	df	significance
Learning the passive structures	Cumulative Approach	0.956	25	0.32	0.911	25	0.378
	Concurrent Approach	0.828	25	0.499	0.803	25	0.539

As the table indicates, it is confirmed that the variables of the present study have a normal distribution both in the pretest and in the posttest for the group membership. Given the interval scale of measurements and the random selection of subjects, this does not impose any limitation for using the parametric t-test (Hatch & Farhady, 2002).

In order to test the presupposition of equal variances of scores of dependent variables, the Levin Test was used. The results showed that there was significant difference between the variances of groups in the post-test and in the pre-test ($P>0.05$), and therefore, the presupposition of equal variances was confirmed.

Additionally, to investigate if the cumulative G-DA had any effect on the passive structure learning, the researcher used the paired-simple groups t-test. Results have been presented in the following table.

Table 6: Paired T-Test Analysis for the Passive StructuresLearning

Index Source	SD Difference	df	Mean Difference	t	significance
Passive structures learning	0.832	24	-13.60	16.33	0.0001

As Table 6 shows, results of the paired t-test showed that the mean difference of passive structures learning was significant ($p<0.0001$, $t=-16.33$) before and after the administration of

IJLLALW

International Journal of Language Learning and Applied Linguistics World
(IJLLALW)
Volume 12 (2), June 2016; 36-47   *Moradian, M., et al*
EISSN: 2289-2737 & ISSN: 2289-3245   *www.ijllalw.org*

cumulative G-DA. Therefore, it can be concluded that the passive structure learning was increased significantly by means of cumulative G-DA.

Next table presents the results obtained from the paired-simple groups t-test to answer this question which if the concurrent G-DA had any effect on the passive structures.

Table 7: Paired T-Test Analysis for the Passive Structures Learning

Index Source	SD Difference	df	Mean Difference	t	significance
Passive structures learning	0.846	24	-14.20	16.77	0.0001

As Table 7 indicates, results of the paired t-test for the above question showed that the mean difference of passive structure learning was significant (p<0.0001, t= -16.17) before and after the administration of concurrent G-DA.Therefore, it can be concluded that the learning of the passive structureswas significantly increased through the administration of concurrent G-DA.

Similarly, the independent groups t-test was used for examining the significance between the cumulative G-DA and the concurrent G-DA in terms of their effects on the learning of passive structures. Table 8 shows the results of the test.

Table 8: Results Obtained from the T-Test of Independent Groups for the Learning of Passive Structures by Means of Concurrent G-DA and Cumulative G-DA

Variable	Cumulative Approach		Concurrent Approach				
Passive structure learning	mean	Standarddeviation	mean	Standard deviation	df	t	significance
	20.80	4.30	21.16	3.53	48	-0.32	0.748

The results of the independent groups t-test showed that there was not a significant difference (t(48)=-0.32, p=0.748) between the concurrent G-DA and the cumulative G-DA in terms of their effectiveness in the learning of passive structures. Therefore, one can conclude that none of these two teaching approaches was superior to the other.

As mentioned before, in this study there was an interview about the attitudes and opinions of the learners about the concurrent and cumulative approaches of learning the passive sentences.

The analysis of answers to the first question indicated that both two approaches were helpful to understand and realize the passive structures. For example, Mona said that she had managed to comprehensively understand the passive sentences. She also emphasized that DA mediations had positive effects on her fully comprehension of passive structures. In other words, the answer given by students confirm the sociocultural theory.

International Journal of Language Learning and Applied Linguistics World
(IJLLALW)
Volume 12 (2), June 2016; 36-47   *Moradian, M., et al*
EISSN: 2289-2737 & ISSN: 2289-3245   *www.ijllalw.org*

Analysis of the second question in the two groups showed that learners could generally learn the passive structures more effectively by means of the two methods. As the students pointed out in their interviews, they had some problems with the passive structures formerly, but using these two methods, they could learn the structures better.One of the students, Sara, said that she did not have any knowledge of the passive structures although she had managed to pass the tests on passive structures in the past. Sepideh, another learner who had participated in the instruction said that she did not know the difference between transitive and intransitive verbs, but this method helped me to know them.

Finally, the analysis of the third question in the two groups revealed that all the attitudes toward the two approaches of G-DA were positive and that the learners had positive views about them. The learners believed that the new innovative DA approach was very appealing to them. Both the concurrent and the cumulative approaches of G-DA created a very positive atmosphere for the students in a way that all the students said that they had positive attitudes about the G-DA.

CONCLUSION
Although DA can be fit into the learning process as part of classroom instruction, it can also provide important information about individual learners. The findings of this study were similar to those of Kozulin and Garb (2002) in that there was a wide range of development among learners. Sternberg and Grigorenko (2002) believe that DA can be used to make offers for learners, not just to describe a student's performance. Garb (1997) said that learners who do well on the pre-test and represent high learning potentials during the DA program should be given more difficult matters. Learners with low learning potentials should be given more chance and time for learning. DA is a powerful technique for helping instructors determine how their teaching should be differed for different students.

This study investigated the implementation of G-DA in two Iranian third- grade classrooms studying passive structures use and formation. The analysis of the data showed that the students had different levels in relation to noticing and developing the grammatical rules and performed much better on passive structures on the post-test than on the pre-test. The results of the study also revealed that the teacher's mediation in the form of explicit feedback was the most effective hint in the two DA approaches. Hence, it can be discussed that G-DA can help to shape the cognitive development of the learners and help them reach from other-regulation to self-regulation.

Given the sociocultural theory, the results can reiterate that what the learner is able to do with the help of the teacher is what he can do in the future alone. DA, compared with the static ways of assessment, is communicative by nature and can prepare learners for the real world communication and as Mardani and Tavakoli (2011) asserted, by adopting the DA procedure, learners will no longer look at testing as something disgusting or frightening; rather, they consider it as a learning opportunity.

All, either students or teachers have experimented situations in which we knew some thing, but because of some destroyer factures such as stress or test anxiety, our mind went blank. Having this in mind, if we can make through DA a stress-free situation in which students are confident that there is someone who notes about them if they get stuck, their performance will increase extremely. This matter is important for Iranian students who often lack strategies for affording grammar tasks and easily fall behind in completing the demanding task of grammar. As a result, teachers'behavior plays an important role in the real performance of students. Through their interaction and communication, they will facilitate and assist students in selection of the right choice.

REFERENCES

Alavi, M., Kaivanpanah, S., & Shabani, K. (2012). Group Dynamic Assessment: An Inventory of Mediational Strategies for Teaching Listening. *Journal of Teaching Language Skills*, *3*(4), 27-58.

Bachman, L. F. (1990). *Fundamental considerations in language testing.* Oxford:Oxford University Press.

Ball, D. L., & Forzani, F. M. (2009). The work of teaching and the challenge for teacher education. *Journal of Teacher Education, 60*(5), 497-511.

Barzegar, R. Azarizad, R. (2014).Using Dynamic Assessment to Improve L2 Learners' Knowledge of Grammar: Evidence from the Tenses. Second Language Learning and Teaching. *Springer International Publishing Switzerland,* 219-227.

Davin, K.J., & Donato, R. (2013). Student collaboration and teacher-directed classroom dynamic assessment: a complementary pairing. *Foreign Language Annals, 46,* 5-22.

Garb, E. (1997). Dynamic Assessment as a teaching tool. Retrieved from http://www.etni.org.il/etnirag/issue2/erica_garb.htm#methodology

Hatch, E. M., & Farhady, H. (2002). RESEARCH DESIGN AND STATISTICS FOR APPLIED LINGUISTICS.*Rahnama Publications.*

Kozulin & Garb. (2002). Dynamic assessment of EFL Text Comprehension of At-Risk Students. *School Psychology International, 23 (I), 112-127.*

Lantolf, J. P., & Pohner, M. E. (2004). Dynamic assessment of L2 development:Bringing the past into the future. *Journal of Applied Linguistics, 1*(1), 49-72.

Lantolf, J. P., & Poehner, M. E. (2006). *Dynamic assessment in the foreign language classroom. A teachers guide.* University Park, PA: The Pennsylvania State University, Center for Advanced Language Proficiency Education and Research.

Lantolf, J. P., & Poehner, M. E. (2011a). Dynamic assessment in the classroom: Vygotskian praxis for second language development. *Language Teaching Research, 15*, 323-340. Doi: 10.1177/1362168810383328.

Lantolf, J. P., & Poehner, M. E. (2011b). *Dynamic assessment in the foreign language classroom: A* teachers' guide (2nd ed.). University Park, PA: CALPER publications.

Lidz, C.S. (Ed.) (1987). *Dynamic assessment: An introductional approach to evaluating learning potential.* New York: Guilford.

IJLLALW

International Journal of Language Learning and Applied Linguistics World
(IJLLALW)
Volume 12 (2), June 2016; 36-47   *Moradian, M., et al*
EISSN: 2289-2737 & ISSN: 2289-3245   *www.ijllalw.org*

Mardani, M., & Tavakoli, M. (2011). Beyond reading comprehension: The effect of adding a dynamic assessment component on EFL reading comprehension. *Journal of Language Teaching and Research,2*, 688-696.

Pohner, M, E. and Lantolf, J. P. (2005). Dynamic assessment in the language classroom. *Language* Teaching *Research 9* (3)*,* 233-265.

Pohner, M. (2009). Group dynamic assessment: Mediation for the L2 classroom. *TESOL Quarterly*, *43*(3), 471-491.

Pohner, M. E. & Lantolf, J. P. (2010). 'Vygotsky's Teaching-Assessment Dialectic and L2 Education: The Case for Dynamic Assessment', Mind, Culture, and Activity, *17* (4), 312-330.

Pohner, M.E., & Van Compernolle R.A. (2011). Frames of interaction in Dynamic Assessment: developmental diagnoses of second language learning, Assessment in Education: Principles, Policy & Practice, *18* (2), 183-198.

Pohner, M. E., & Lantolf, J. P. (2013). Bringing the ZPD into the equation: Capturing L2 development during computerized dynamic assessment (C-DA). *Language Teaching Research,17*(3), 323-342.

Qinghua, L., & Di, L. (2015). A Review of Empirical Studies in L2 Dynamic Assessment. *Chinese Journal of Applied Linguistics (Quarterly), 38* (1).

Shabani, K. (2010). The effects of group dynamic assessment on L2ers' listening comprehension ability: An interactionist procedure. *In proceedings of the First International Conference on ELT in the Islamic World,* ILI Center, December 2010, Tehran. Iran.

Sternberg, R. J. & Grigorenko, E. L. (2002). *Dynamic Testing.* New York: Cambridge University Press.

Van Compernolle, R. A., & Williams, L. (2013). Group dynamics in the language classroom: embodied participation as active reception in the collective Zone of Proximal Development. *Routledge, Taylor & Francis Group*

IJLLALW

ON THE CAUSAL CONTRIBUTION OF SELF-EFFICACY AND EMOTIONAL INTELLIGENCE OF TEACHERS TO THE STUDENTS' ACHIEVEMENT

Fereshteh Abolhasanpour (M.A in TEFL)
E-mail: Fereshteh.Abolhasanpour@gmail.com

ABSTRACT

Quite recently, research on English as a foreign learning (EFL) teachers' variables in explaining the success or failure of students in EFL contexts has gained momentum. Actually currently there is an accumulated research base, mainly in conventional education, admitting that the EFL teachers have the most and the highest influence on students' achievement results. In this line, the purpose of the current study was to consider two teacher-related variables, i.e. teachers' emotional intelligence (EI) and teachers' sense of efficacy to explore how they are correlated to students' achievement gains in English Language Teaching (ELT) contexts. In so doing, the two questionnaires of the variables under investigation were administered to 75 English teachers. Moreover, the mean scores of the achievement tests administrated to the 125 students of the participant teachers in the previous term were considered as the criterion of students' achievement. The results of multiple regression analysis indicated that the investigated two variables will significantly predict the degree of students' achievement. In other words, it was revealed that there were significant positive correlations between teachers' self-efficacy opinions and EI with their students' achievement. The findings of current research highlight the role self-efficacy, emotional intelligence of EFL teachers on the students' achievement.

KEYWORDS: achievement, emotional intelligences, self-efficacy

INTRODUCTION

Quite recently, teachers have increasingly become the focus of attention in mainstream education, because they have a very fundamental role in the achievement or defeat of each educational system. Galluzzo (2005, p. 142) stated that "one of the most often-expressed statements about teaching is that nothing is more central to student learning than the quality of teacher".

According to Wright, Hom, and Sanders (1997, p. 63), "more can be done to improve education by improving the effectiveness of teachers than by any other single factor". However, this has not been the case in the ELT field, and unfortunately, English language teachers have not received sufficient attention even though their substantial role has been acknowledged in the field (Brown, 2001, 2007; Harmer, 2001).

Therefore, one way to compensate for the inadequate attention to the ELT practitioners is conducting research on various teacher-related variables which affect teachers' behavior or performance in the classroom. Such variables' effects on students' achievement are "additive and

International Journal of Language Learning and Applied Linguistics World
(IJLLALW)
Volume 12 (2), June 2016; 48-60   *Abolhasanpour, F*
EISSN: 2289-2737 & ISSN: 2289-3245   *www.ijllalw.org*

cumulative with little evidence those subsequent effective teachers can offset the effects of ineffective ones" (Sanders & Horn, 1998, p. 32). One of these significant teacher variables which has been studied extensively in mainstream education is teacher efficacy (Ashton, Olejnik, Crocker, & Mcauliffe, 1982; Chacon, 2005; Tschannen-Moran & Woolfolk Hoy, 2001). According to Tschannen-Moran et al., (1998) sense of efficacy for teachers has been defined as the teachers' belief in his or her proficiency and ability in order to establish and perform courses of action needed to successfully accomplish a particular teaching task in a specific context. In 1994. Bandura has defined perceived self-efficacy as "people's beliefs about their capabilities to produce designated levels of performance that exercise influence over events that affect their lives" (p. 2).

The assumption of teacher efficacy is one of the vital factors that has demonstrated to be "powerfully related to many meaningful educational outcomes such as teacher persistence, enthusiasm, commitment and instructional behavior, as well as student outcomes such as achievement, motivation, and self-efficacy belief" (Tschannen-Moran & Hoy, 2001, p.783).

Bandura (1994) provided that "the task of creating learning environment conducive to the development of cognitive skills rests heavily on the talents and self-efficacy of teachers" (p. 11). Teachers with good sense of efficacy about their capabilities can encourage their students favor a "custodial orientation that relies heavily on negative sanctions to get students to study" (p. 11). One of the suitable topics in many educational scholars has been teachers' attitudes towards themselves and their effect on their cognition. Teachers' self-efficacy proved to have a significant influence on their life and their students (Klassen et al., 2009). Teachers who have a strong sense of self-efficacy are more receptive of new opinions, have more tendency to experiment with new methods and offer students new and different learning experience (Tschannen-Moran et al., 2001).

In the other hand, over the last two decades, emotional intelligence (EI), as an operant variable, has found its way in studies on teachers since it was believed to be an influential factor on teachers' performance in the classroom (Chan, 2007). Primitively Thorndike (1920) revealed that EI has its root in the notion of ''social intelligence'' and defined "social intelligence" as the capability to understand and manage people and to perform intelligently in different relations. The notion of EI as an individual difference variable is significant as far as teachers are concerned. Hawkey (2006) indicated that Nowadays it is obligatory for teachers to explicitly address emotion in education.

Emotionality lies at the intersection of the person and society, for all persons are jointed to their societies through the self-feelings and emotions they feel and experience on a daily basis. This is the reason the study of emotionality must occupy a central place in all the human disciplines, for to be human is to be emotional (p. 139).

In summary, given the undeniable significance of self-efficacy and EI as teacher-related variables, the purpose of the current study is to explore the relationship among self-efficacy, EI

IJLLALW

and students' achievement. In other words, the purpose was to see how self-efficacy and emotional intelligence predict student's achievement of Iranian EFL students.

REVIEW OF LITERATURE

In 1986. Bandura developed the social cognitive theory and defined the self-efficacy (one of the components of social cognitive theory) as people's opinion and belief about their capability in creating desired performance which applies impact on their feeling, thinking and motivating themselves. He added that people with a high sense of self-efficacy have a tendency to do the challenging goal and have stronger commitment than lower level of self-efficacy.

Dembo and Gibson (1985) argued that teacher efficacy is as teachers' belief about their effectiveness in student learning. More self-efficacious teachers even among difficult and unmotivated students are confident of their capabilities to bring about desired outcomes of student engagement and learning (Tschannen-Moran & Woolfolk Hoy, 2001, p. 783).

Later in 1998. Tschannen-Moran et al., explored that teacher's self-efficacy has an essential role in a wide range of teaching and learning outcomes. Because all teachers' activities in the classroom, i.e. behavior, effort and goal-setting, eagerness to new ideas and desire in the classroom will be affected. Moreover, teacher self-efficacy can influence student achievement, attitude and emotional growth.

Admittedly the study of teacher efficacy has been very effective. Through concerning its meaning and assessment tool, teacher efficacy is the subject of current debate (cf. Tschannen-Moran et al.,1998). The debate has centered on two subjects. firstly, based on the theoretical nature of the self-efficacy construct as defined by Bandura (1997), researchers have discussed that self-efficacy is most suitably measured within context regarding specific behaviors (Pajares, 1996). Secondly, the construct validity of scores from the primary instruments claiming to measure teacher efficacy has been severely questioned (Coladarci & Fink, 1995; Guskey & Passaro, 1994). Accordingly, teacher efficacy is presently on the peak of inquiry; it is ready to either move forward or fall to the wayside as a good idea that finally had little substance.

Chacon (2005) investigated self-efficacy beliefs among ELT teachers in some selected schools in Venezuela. One hundred teachers were under the investigation of this survey. In order to measure the efficacy for management, engagement and instructional strategies the Teacher Sense of Efficacy Scale (Tschannen, 2001) was used. The results demonstrated that teachers' perceived efficacy had correlation with self-reported English proficiency. Also, teachers' efficacy for instructional strategies was higher than efficacy for management and engagement.

In a similar study, 88 pre-college teachers were under the investigation by Ross (1994). He tried to show the relations between teachers' sense of efficacy and their behaviors. He presented that teachers who have a tendency to learn, to use new approaches and strategies for teaching and to provide special assistance to weaker students have high level of self-efficacy.

IJLLALW

In another study, Gibson and Demo (1984) showed that there is a high correlation between teachers' performance in the classroom, i.e. presentation of lessons, feedback and scaffolding for low achieving students and teachers' self-efficacy. Equally, Pajares (1992) discovered a strong correlation between teachers' educational beliefs and their planning, instructional decisions, classroom practices, and subsequent teaching behaviors. He completed that" beliefs are far more influential than knowledge in determining how individuals organize and define tasks and problems, therefore they are stronger predictors of behavior"(Pajares, 1992). On the other hand, teachers with low sense of efficacy have been explored to be doubtful about their own, their students and even their colleagues' capabilities (Siebert, 2006). Additionally, they subvert students' judgments of their own abilities as well as students' cognitive development (Pajares & Schunk, 2001, as cited in Siebert, 2006).

Tournaki and Podell (2005) in order to investigate how the interaction between student and teacher characteristics affects teachers' predictions of students' academic and social success, collected data from three hundred and eighty-four general education teachers. The results of their studied indicated that high efficacious teachers made less negative prediction about their students and based on changes in student personalities modify their predictions, on the other hand low efficacious teachers usually made their predictions just to a single characteristic. Moreover, teachers were more likely to tolerate students who are friendly and inattentive than aggressive ones. Considering these powerful submissions, the question of how much self-efficacy contributes to the prediction of occupational stress becomes pertinent.

In another study Atay (2007) recommended that students' instructional activities, attitudes and achievements can be affected by teachers' self-efficacy. Teachers with strong sense of self-efficacy have more control on his/her behavior, classroom discussions, creating teaching practices, rendering more feedback (Bandura, 1997; Tschannen-Moran et al., 1998). Yet, little research has been carried out which examines the EFL teachers' self-efficacy.

Emotional intelligence has been the subject of considerable research, mainly in relation to management and job performance (Carmeli, 2003; Duncan, 2002; Koman & Wolff, 2008; Law et al., 2004; Wong & Law, 2002). However, there has been some research carried out to investigate the teachers' EI, in particular that of the EFL teachers. Chan (2004) among 158 teachers of secondary school, measured the relationship between perceived EI and self-efficacy. The results showed that teachers scored most highly on different components of EI, also findings indicated that there was a positive relationship between EI and self-efficacy. However, this study provided no support for gender differences.

Iordanoglou (2007) among 332 primary education teachers in Greece investigated the relationship between EI, job commitment, leadership and satisfaction. Results showed that not only El has a positive effect on leadership effectiveness, but also strongly related to teachers' commitment and satisfaction, as determined by self-report measures. The findings recommended that to ensure adequate performance of educators we should consider the cognitive abilities as well as the emotional competencies.

IJLLALW

International Journal of Language Learning and Applied Linguistics World
(IJLLALW)
Volume 12 (2), June 2016; 48-60   *Abolhasanpour, F*
EISSN: 2289-2737 & ISSN: 2289-3245   *www.ijllalw.org*

Although the effects of teacher efficacy and EI on their performance in the classroom have been well researched, there have been few pieces of research, if any, describing or correlating the teachers' sense of efficacy and emotional intelligence and student's language achievement among Iranian English language teachers at intermediate level. The researcher therefore decided to fill this gap by investigating the relationship of EFL teachers' self-efficacy and EI with their students' achievement.

RESEARCH QUESTIONS

Based on the research objectives, the following questions were proposed:

Q1: Is there any significant relationship between teachers' self-efficacy and students' achievement?

Q2: Is there any significant relationship between teachers' emotional intelligence and students' achievement?

Q3: Do teachers' self-efficacy and teachers' emotional intelligence predict Iranian EFL students' achievement?

METHODOLOGY

Participants

The participant of the current study contained of two groups: the first group entailed of seventy-five teachers in Tehran, Iran and based on the placement test, they were upper-intermediate teachers. They were both male (N=30) and female (N=45). The majority of teachers reported to have a B.A degree in English majors (literature, translation). The mean age of the participants was 28.72 and their average years of experience was 7.12. The second group of participants consisted of 125 students of the aforementioned students.

In fact, both students and teachers of these classes contributed to this study. In fact, the mean scores of the achievement tests administrated to these students in the previous term were considered as the criterion of students' achievement. Among the completed questionnaires by the teachers those which included multiple responses to individual items were treated as unanswered, and were deleted from further investigation.

Instruments

In order to collect the data to fulfill the purpose of the current study, two questionnaires were administered to75 EFL teachers. First, an emotional intelligence scale (EIS) which was developed by Schutte et al., (1998), measures emotional intelligence based on self-report responses. It contains 33 Likert-scale items ranging from 'strongly agree' to 'strongly disagree'. Second, a self-efficacy questionnaire developed by Tschannen-Moran and Woolfolk Hoy (2001), based on general personality disposition assesses self-efficacy. It includes 24 items, using a nine-point scale of 1 (nothing) to 9 (a great deal). Concerning the students' achievement, the teachers were required to specify the mean scores of the final achievement tests which they had administrated to their students in preceding semester.

IJLLALW

Procedure

To specify useful information on an event, a belief, or an opinion, questionnaires is one of the most widely used ways of collecting data in social sciences (Cohen et al., 2007). Therefore, this study was a non-experimental, correlational study. The instruments which were used for collecting data were self-efficacy and EI questionnaires and also students' achievement mean scores.

The data collection was carried out in July 2014. During the data collection session, after a comprehensive explanation to the teachers on how they were expected to fill out the questionnaire, they were asked to write down their personal information, however, they were assured that all the collected data will remain anonymous. Then the self-efficacy and EI instrument were distributed among the teacher participants who were seventy-five practicing teachers in Tehran and they were asked to complete them. While some of the instruments were returned instantly after completion, the rest were collected about two weeks later. Moreover, the teachers were required to specify the mean scores of their own students on the achievement tests which they administrated last term.

Data analysis

After the collection of the data via the administration of the instruments, the collected data from questionnaires were analyzed through SPSS, version 20. In order to answer the first and the second research questions, Pearson Product Moment correlation was run. To answer the third research question which was the major focus of the current study, multiple regression was run.

RESULTS AND DISCUSSION

Research Question 1

In order to answer the first research question, a Pearson Product Moment Correlation was run. Table 1 indicates the results of Pearson Product Moment Correlation between teachers' self-efficacy scores and students' achievement scores. The significant level was set at .01 level. As indicated in Table 1 the result shows that there was significant positive correlation between teachers' self-efficacy and students' achievement. ($r = 0.75$, $p < 0.01$) (as shown in Table 4-1). Accordingly, there was statistically significant relationship between teachers' self-efficacy and students' achievement. Regarding the outcomes of this question it seems logical to conclude that the higher the level of teachers' self-efficacy, the higher the students' achievement.

Table 1: Correlations between Teachers' Self-efficacy and Students' Achievement

		Self-efficacy	Achievement
Self-efficacy	Pearson Correlation	1	0.75[**]
Achievement	Pearson Correlation	0.75[**]	1

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

International Journal of Language Learning and Applied Linguistics World
(IJLLALW)
Volume 12 (2), June 2016; 48-60   *Abolhasanpour, F*
EISSN: 2289-2737 & ISSN: 2289-3245   *www.ijllalw.org*

Research Question 2

Another Pearson Product Moment Correlation was run to find the answer for second research question. Table 2 indicates the outcomes of Pearson Product Moment Correlation between teachers' emotional intelligence and students' achievement. The significant level was put at .01 level. As indicated in Table 2 the result shows that there was significant positive correlation between teachers' emotional intelligence and students' achievement.

($r = 0.48$, $p < 0.01$) (See Table 2). Consequently, there was statistically significant relationship between teachers' emotional intelligence and students' achievement. Concerning the findings, it can be indicated that the higher the level of teachers' emotional intelligence, the higher the scores of students on achievement test.

Table 2: Correlations between Teachers' Emotional Intelligence and Students' Achievement.

		EI	Achievement
EI	Pearson Correlation	1	0.48[*]
Achievement	Pearson Correlation	0.48[*]	1

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

Research Question 3

To answer the third research question, a multiple regression analysis was run. In Table 3, a Model Summary of regression analysis for self-efficacy and emotional intelligence total scores in predicting students' achievement is presented. According to the results shown in Table 3, the correlation coefficient between total score of dependent and independent variables is 0.77 and Squared R is 0.59, that shows the prediction degree of variance and the degree of changes in students' achievement by self-efficacy and emotional intelligence.

Table 3: Model Summary for self-efficacy and emotional intelligence of teachers in predicting students' achievement.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.77[a]	0.59	0.58	11.26

In Table 4, the results of ANOVA test to measure the regression model in predicting students' achievement by self-efficacy and emotional intelligence of teachers is presented. As shown in Table 4, F-value is (53.07, $p < 0.01$) which is significant at $\alpha = 0.01$. Based on the results of Table 4 the accuracy of regression model is substantiated and based on the results of Table 3, it is revealed that self-efficacy and emotional intelligence could strongly predict the students' achievement.

IJLLALW

Table 4: ANOVA[a]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	13477.95	2	6738.97	53.07	.000[a]
	Residual	9141.43	72	126.96		
	Total	22619.38	74			

Table 5 shows the results of multiple regression analysis for predicting students' achievement by self-efficacy and emotional intelligence of teachers. As indicated by Standardized Beta coefficients in Table 5, both self-efficacy ($\beta = 0.73$, $p < 0.05$) and emotional intelligence ($\beta = 0.15$, $p < 0.05$) could strongly predict achievement of Iranian EFL students. Regarding t value of each variable which are significant at $\alpha = 0.05$, it can be concluded that self-efficacy and emotional intelligence could strongly predict the students' achievement. Beta coefficients also show that the relationship between self-efficacy of teachers and students' achievement ($B = 0.73$, $p < 0.05$) and the relationship between emotional intelligence of teachers and students' achievement ($\beta = 0.15$, $p < 0.05$) are positive and significant. The beta values indicate comparing the contribution of each independent variable. In this case, the larger beta coefficient is 0.73, which is for teachers' self-efficacy. This means that this variable makes the stronger unique contribution to explaining the dependent variable which is students' achievement, when the variance illuminated by all other variables in the model is controlled for. The Beta value for emotional intelligence was significantly lower (0.15), indicating that it made less of a contribution. Finally, considering the last research question, teachers' self-efficacy and teachers' emotional intelligence predict Iranian EFL students' achievement.

Table 5: Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	72.54	27.80		8.98	.000
	Self-efficacy	1.705	0.178	0.73	4.30	.000
	EI	0.18	0.08	0.15	2.13	.03

a. Dependent Variable: Students' Achievement

Discussion

The current study examined the relationship between Iranian EFL teachers' sense of self-efficacy and their emotional intelligence with their students' achievement. According to the extracted data from participants' responses, teachers' self-efficacy and teachers' emotional intelligence is highly correlated with students' achievement. This finding is in line with the results of lots of studies, mostly in mainstream education, which have stressed the affirmative effects of a teacher's sense of efficacy on student success and achievement (Caprara et al., 2006; Ross, 1994) and studies

International Journal of Language Learning and Applied Linguistics World
(IJLLALW)
Volume 12 (2), June 2016; 48-60   *Abolhasanpour, F*
EISSN: 2289-2737 & ISSN: 2289-3245   *www.ijllalw.org*

that have proved students of efficacious teachers generally outperform those in other classes (e.g., Ashton & Webb, 1986; Anderson, Greene, & Loewen, 1988; Midgley et al., 1989; Good & Brophy, 2003; Tschannen-Moran & Hoy, 2001; Tournaki & Podell, 2005; Wolters & Daugherty, 2007).

Besides, the results of this study revealed that teachers with higher levels of emotional intelligence, could increase student performance. It might be concluded that teachers who have a high emotional intelligence might appropriately interact with students, leading to higher achievement of students. Ang (2005) indicated that positive teacher-student relationships will be effective to student achievement.

To justify the relationship between the student achievement and emotional intelligence, EI construction can be taken into account. Bar-On (2004) suggested that people with high level of emotional intelligence are proficient in handling personal, social and environmental changes through solving problems of an interpersonal nature. This is ratified by a teacher self-efficacy study by Fabio and Palazzeschi (2008) who found that there is a connection between the EFL teachers' emotional intelligence and teachers' self-efficacy in controlling the classroom and motivating the students.

Chan (2004) and Penrose et al., (2007) indicated that among the primary and secondary school teachers there was a positive relationship between EI and teacher self-efficacy. Similarly, Moafian and Ghanizadeh (2009) found that by increasing the EFL teachers' emotional intelligence, the students' sense of efficacy beliefs will be increased. Good and Brophy (2003) believed that high efficacious teachers are more committed in teaching and spend more time in academic issues as well as in their areas of perceived inefficacy. It shouldn't come as a surprise that these behaviors will result in students' better performance on achievement tests.

Moreover, self-efficacy might affect teachers' methodology, decision making in classrooms, degree of devoted effort, persistence with students as well as teachers' performance, commitment and professional retention (Tschannen-Moran & Hoy, 2001). It might be recommended that teachers with upper level of self-efficacy tend to make lesson plans more effectively, feel more responsible for student achievement, and search extensively for suitable strategies and materials to improve student achievement.

Furthermore, more self-efficacious teachers are more pledged in their teaching and try to overwhelm challenging situations in teaching. Such teachers are confident and take the responsibility for their failure or success. Actually teachers with higher level of self-efficacy employ effective management strategies which encourage student independency, reduce custodial control, keep students on task and finally cause student to have a higher level of achievement (Woolfolk, Rosoff, & Hoy, 1990).

IJLLALW

CONCLUSION

The overall purpose of this study was to explore the relationship between Iranian EFL teachers' sense of self-efficacy and their emotional intelligence with their students' achievement. The data from the present study demonstrate that the higher the level of teachers' self-efficacy and emotional intelligence will result the higher the students' achievement. Also, considering the last research question, teachers' self-efficacy and teachers' emotional intelligence predict Iranian EFL students' achievement. It can be claimed that teachers with high sense of efficacy can motivate their students and develop their cognitive development (Bandura, 1994). Nevertheless, those who possess a low sense of efficacy favor a "custodial orientation that relies heavily on negative sanctions to get students to study" (p. 11).

According to Motallebzadeh (2012)'s study, Iranian EFL intermediate learners' emotional intelligence is positively correlated with their scores on reading comprehension and structural abilities. Besides, Rouhani (2008) claims that cognitive-affective nature of reading comprehension is related to learners' EI. This also shows that learners' EI can have an important role in the acquisition of the rules of language as well as their ability to grasp meaning through reading comprehension.

Considering the shift of attention to teachers as the key players in justifying success or failures of students in ELT contexts, this study adds new information about the existing relationship of teacher-related variables and students' achievements. It also might have implications for the studies conducted on other types of teachers' characteristics such as reflection, classroom management, burn out, creativity, teaching style, job satisfaction, teacher anxiety and stress, and teacher research engagement.

Despite all the efforts that have been made in conducting this study, there were some limitations on the way. First of all, the participants were Iranian, so the results may not be totally generalized to the learners of other nationalities. Secondly, the limitation of participants may influence the generalizability of this study.

REFERENCES

Anderson, R., Greene, M., & Loewen, P. (1988). Relationships among teachers' and students' thinking skills, sense of efficacy, and student achievement. *Alberta Journal of Educational Research, 34*(2), 148-165.

Ang, R. P. (2005). Development and validation of the teacher-student relationship inventory using exploratory and confirmatory factor analysis. *Journal of Experimental Education*, *74*(1), 55-73.

Ashton, P. T., Olejnik, S., Crocker, L., & McAuliffe, M. (1982). *Measurement problems in* the *study of teachers' sence of efficacy.* Paper presented at the annual meeting of the American Educational Research Association. New York.

Ashton, P. T., & Webb, R. B. (1986). *Making a difference: Teachers' sense of efficacy and student achievement.* White Plains, NY: Longman.

IJLLALW

Atay, D. (2007). Beginning teacher efficacy and the practicum in an EFL context. *Teacher Development*, *11*(2), 203-219.

Bandura, A. (1986). *Social foundations of thought and action: A social cognitive theory*. Englewood Cliffs, NJ: Prentice-Hall.

Bandura, A. (1994). Self-efficacy. In V. S. Ramachaudran (Ed.), *Encyclopedia of human behavior, 4* (pp. 71-81). New York: Academic Press.

Bandura, A. (Ed.). (1995). *Self-efficacy in changing societies*. Cambridge: Cambridge University Press.

Bandura, A., (1997). Self-Efficacy: *The Exercise of Control*. New York: W.H. Freeman.

Bar-On, R. (Ed.). (2004). *The Bar-On emotional quotient inventory (EQ-i): Rationale, description, and summary of psychometric properties*. Hauppauge, NY: Nova Science Publishers.

Brown, H. D. (2001). *Teaching by principles: An interactive approach to language pedagogy* (2nd ed.). White Plain: Longman.

Brown, H. D. (2007). *Principles of language learning and teaching (5th Ed.)*. White Plains: Longman.

Caprara, G. V., Barbaranelli, C., Steca, P., & Malone, P. S. (2006). Teachers' self-efficacy beliefs as determinants of job satisfaction and students' academic achievement: A study at the school level. *Journal of School Psychology, 44,* 473-490.

Carmeli, A. (2003). The relationship between emotional intelligence and work attitudes, behavior and outcomes. *Journal of Managerial Psychology*, *18* (8), 788-813.

Chacon, T. C., (2005). Teachers' Perceived Efficacy among English as a Foreign Language Teachers in Middle Schools in Venezuela. *Teaching and Teacher Education*, *21*(3), 257-272.

Chan, D. W. (2004). Perceived emotional intelligence and self-efficacy among Chinese secondary school teachers in Hong Kong. *Personality and Individual Differences, 36,* 1781-1795.

Chan, D.W. (2007). Emotional intelligence, self-efficacy, and coping among Chinese prospective and in-service teachers in Hong Kong. *Educational Psychology, 28,* 397-408.

Cohen, L., Manion, L., & Morrison, K. (2007). *Research methods in education*. New York: Routledge.

Coladarci, T., & Fink, D. R. (1995, April). *Correlations among measures of teacher efficacy: Are they measuring the same thing?* Paper presented at the annual meeting of the American Educational Research Association, San Francisco.

Dembo, M.H. and Gibson, S. (1985). Teacher's sense of efficacy: An Important Factor in School Improvement. *Elementary School Journal*, *86*(2), 173-184.

Duncan, D. (2002). Emotionally intelligent female primary head teachers: the new women of power? *Education*, *3*, 48-54.

Fabio, A. D., & Palazzeschi, L. (2008). Emotional intelligence and self-efficacy in a sample of Italian high school teachers. *School Behavior and Personality, 36*(3), 315-326.

Galluzzo, G. (2005). Performance assessment and reviewing teacher education: the possibilities of NBPTS standards. *Academic Research Library*, *74*, 142-145.

Gibson, S., & Dembo, M. (1984). Teacher efficacy: A construct validation. *Journal of Educational Psychology*, *76*, 569-582.

IJLLALW

International Journal of Language Learning and Applied Linguistics World
(IJLLALW)
Volume 12 (2), June 2016; 48-60   *Abolhasanpour, F*
EISSN: 2289-2737 & ISSN: 2289-3245   *www.ijllalw.org*

Good, T. L., & Brophy, J. (2003). *Looking in the classroom*. Boston: Allyn & Bacon.

Guskey, T. R., & Passaro, P. D. (1994). Teacher efficacy: A study of construct dimensions. *American Educational Research Journal*, *31*, 627-643.

Harmer, J. (2001). The practice of English Language teaching (3rd Ed.). China: Pearson Education Limited.

Hawkey, K. (2006). Emotional intelligence and mentoring in pre-service teacher education: a literature review. *Mentoring and Tutoring*, *14*(2), 137-147.

Iordanoglou, D. (2007). The teacher as leader: the relationship between emotional intelligence leadership effectiveness, commitment and satisfaction. *Journal of Leadership Studies*, *1*(3), 57-66.

Klassen, R. M., Bong, M., Usher, E. L., Chong, W. H., Huan, V. S., Wong, I. Y., & Georgiou, T. (2009). Exploring the validity of a Teachers' Self-Efficacy Scale in five countries. *Contemporary Educational Psychology, 34*, 67-76.

Koman, E. S., Wolff, S. B. (2008). Emotional intelligence competencies in the team and team leader: a multi-level examination of the impact of emotional intelligence on team performance. *Journal of Management Development*, *27*(1), 55-75.

Law, S. K., Wong, C., & Song, J. L. (2004). The construct and criterion validity of emotional intelligence and its potential utility for management studies. *Journal of Applied Psychology*, *89*, 483-496.

Midgley, C., Feldlaufer, H., & Eccles, J. S. (1989). Change in teacher efficacy and student self- and task-related beliefs in mathematics during the transition to junior high school. *Journal of Educational Psychology, 81,* 247-258.

Motallebzadeh, K. (2009). The relationship between the emotional intelligence of Iranian EFL learners and their reading comprehension and structural ability. *Journal of Teaching English as a Foreign Language and Literature*, *1*(4), 39-55.

Moafian, F., & Ghanizadeh, A. (2009). The relationship between Iranian EFL teachers' emotional intelligence and their self-efficacy in Language Institutes. *System, 37*(4), 708-718.

Pajares, M. F. (1992). Teachers' beliefs and educational research: Cleaning up a messy construct. *Review of Educational Research*, *62*(3), 307-332.

Pajares, F. (1996). Self-efficacy beliefs in academic settings. Review of Educational Research, *66*(4), 543-578.

Penrose, A., Perry, C., & Bell, I. (2007). Emotional intelligence and teacher self-efficacy: the contribution of teacher status and length of experience. Issues *in Educational Research, 17*(1), 107-126.

Ross, J. A. (1994). The impact of an in-service to promote cooperative learning on the stability of teacher efficacy. *Teaching and Teacher Education*, *10*, 381-394.

Rouhani, A. (2008). An investigation into emotional intelligence, foreign language anxiety and empathy through a cognitive-affective course in an EFL context. *Linguistik online 34*(2).

Sanders, W., & Horn S. P. (1998). Research Findings from the Tennessee Value Added Assessment System (TVAAS) Database: Implications for Educational Evaluation and Research. *Journal of Personnel Evaluation in Education*, *12*, 247-256.

IJLLALW

International Journal of Language Learning and Applied Linguistics World
(IJLLALW)
Volume 12 (2), June 2016; 48-60   *Abolhasanpour, F*
EISSN: 2289-2737 & ISSN: 2289-3245   *www.ijllalw.org*

Schutte, N. S., Malouff, J.M., Hall, L. E., Haggerty, D.J., Cooper, J. T., Golden, C.J., & Dornheim, L. (1998). Development and validation of a measure of emotional intelligence. *Personality and Individual Differences, 25*(2)*,* 167-177.

Siebert, M. C. (2006). An examination of students' perceptions of goal orientation in the classroom and teachers' beliefs about intelligence and teacher efficacy. PhD Dissertation, Kansas State University, UMI Number: 3244639.

Thorndike, E. L. (1920). Intelligence and its uses. *Harper's Magazine, 140*, 227-235.

Tournaki, N., & Podell, D. (2005). The impact of student characteristics and teacher efficacy on teachers' predictions of student success. *Teaching and Teacher Education*, *21*, 299-314.

Tschannen-Moran, M., & Woolfolk Hoy, A. (2001). Teacher efficacy: Capturing an elusive construct. *Teaching and Teacher Education 17*, 783-805.

Tschannen-Moran, M. & Woolfolk Hoy, A., & Hoy, W. K. (1998). Teacher efficacy: Its meaning and measure, *Review of Educational Research*, *68*, 202-248.

Wolters, C. A., & Daugherty, S. G. (2007). Goal structures and teachers' sense of efficacy: their relation and association to teaching experience and academic level. *Journal of Educational Psychology*, 99, 181-193.

Wong, C. S., & Law, S. K. (2002). The effects of leader and follower emo-tional intelligence on performance and attitude: An exploratory study. *Leadership Quarterly*, *13*(3), 243-274.

Woolfolk, A.E., Rosoff, B., & Hoy, W.K. (1990). Teachers' sense of efficacy and their beliefs about managing students. *Teaching and Teacher Education*, *6*, 137-148.

Wright, S. P., Hom, S., P, & Sanders, W. L. (1997). Teacher and classroom context effects on student achievement: Implications for teacher evaluation. *Journal of Personal Evaluation in Education, 11,* 57-67.

IJLLALW