

INTERAÇÃO ENTRE EU E SOCIEDADE COMO FATORES FUNDAMENTAIS DA IDENTIDADE HOLÍSTICA DOS PROFESSORES DE LÍNGUAS NO IRÃ: UM ESTUDO DE TEORIA FUNDAMENTADA

INTERACCIÓN ENTRE EL YO Y LA SOCIEDAD COMO FACTORES FUNDAMENTALES DE LA IDENTIDAD HOLÍSTICA DE LOS PROFESORES DE IDIOMAS EN IRÁN: UN ESTUDIO DE TEORÍA FUNDAMENTADA

INTERPLAY BETWEEN SELF AND SOCIETY AS THE GROUNDING FACTORS OF HOLISTIC IDENTITY OF LANGUAGE TEACHERS IN IRAN: A GROUNDED THEORY STUDY

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Resumo

Uma vez que os professores são considerados a parte principal do sistema educacional no ensino de línguas, e para investigar a Identidade Holística do Professor de Línguas (HILT), este estudo teve como objetivo examinar o papel dos fatores subjacentes que moldam o HILT com base no referencial teórico da teoria fundamentada. Além disso, o efeito inter-relacionado do self e da sociedade na formação do HILT, diferentes aspectos dos sistemas pessoais e sociais dos professores e as categorias relacionadas da teoria fundamentada foram investigados com base no modelo de codificação. Os dados necessários para o presente estudo foram coletados por meio de entrevistas semiestruturadas coerentes com a participação de 41 professores iranianos que trabalham em escolas, universidades e instituições. Os achados indicam que o Self e a Sociedade, como fatores de ancoragem, desempenham um papel interativo importante na formação do HILT.

Palavras-chave: Fatores fundamentais, Interação, Identidade holística, Professores de línguas, Sociedade.

Resumen

Dado que los profesores son considerados la parte principal del sistema educativo en la enseñanza de idiomas, y para investigar la Identidad Holística del Profesor de Idiomas (HILT), este estudio tuvo como objetivo examinar el papel de los factores subyacentes que dan forma a HILT con base en el marco teórico de la teoría fundamentada. . Además, se investigó el efecto interrelacionado del yo y la sociedad en la formación de HILT, diferentes aspectos de los sistemas personales y

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sociales de los docentes y las categorías relacionadas de la teoría fundamentada con base en el modelo de codificación. Los datos requeridos para el presente estudio se recopilaron a través de entrevistas semiestructuradas coherentes con la participación de 41 maestros iraníes que trabajan en escuelas, universidades e instituciones. Los hallazgos indican que el yo y la sociedad, como factores fundamentales, juegan un papel interactivo importante en la formación de HILT.

Palabras clave: *Factores de puesta a tierra, Interacción, Identidad holística, Profesores de idiomas, Sociedad.*

Abstract

Since teachers are considered the main part of the educational system in language education, and to investigate the Holistic Identity of the Language Teacher (HILT), this study aimed to examine the role of underlying factors shaping HILT based on the theoretical framework of the grounded theory. Moreover, the interrelated effect of self and society on the formation of HILT, different aspects of personal and social systems of teachers, and the related categories of grounded theory were investigated based on the coding model. The data required for the present study was collected through coherent semi-structured interviews with the participation of 41 Iranian teachers working in schools, universities, and institutions. The findings indicate that Self and Society, as grounding factors, play a major interactive role in the formation of HILT.

Keywords: *Grounding factors, Interplay, Holistic identity, Language teachers, Society.*

INTRODUCTION

It is obvious that investigating the importance of teachers in education can show their value and significance in society (Goodson, 2000).

Likewise, the role of teachers in personal and social growth and progress has long been remarkable and undeniable, to the extent that more than a century ago, in his book titled “A Note to the Teachers in Psychology”, (James, 1890) resembled teachers as the artists, which was welcomed by teachers and education officials.

In other words, the most important factor in the development of student learning is the teacher, who can overcome and solve a plethora of instructional problems in terms of motivation, cost and environment by providing optimal teaching performance (Noomura, 2013).

Basically, in the process of language teaching, teachers are responsible for the education along with the transferring linguistic knowledge and teaching language skills. Besides, teachers' own opinions about their profession and role in society can be influenced by the outlook made by society. However, it is necessary to be aware of the complex personal and social processes occurring in the educational environment and contexts provided for teachers. This clearly explains the importance of investigating the role of teacher identity in achieving educational goals, thus, the researchers in the field of education have conducted extensive studies on the role of teacher, the impact of different components on teaching quality, problems and challenges in teaching and language learning so that teaching and teacher role as a key element in teaching are emphasized as well. Using various research methods and different theoretical foundations, the scope of study and research on teacher identity is very diverse and wide, embracing different factors affecting identity from different perspectives like teachers' living, the teacher's artistic and creative self, the impact

of various factors such as language, learning, perception and technology on the formation of teacher identity as well as the cognitive and intellectual aspects of the teacher (Weber & Mitchell, 1995).

Being more meticulous, in the past decades, there has been a growing interest in studying on how teachers' identity is formed and manifested (Soreide, 2006).

Researchers such as (Goodson & Cole, 1994), believe that teacher identity is a combination of personal and professional aspects of teacher's job whose life and work are influenced by factors and conditions inside and outside the classroom.

On the other hand, sociologists like (Jenkins, 1996), have defined identity as the practical realization of a process and a direct result of the interaction between internal and external factors. Furthermore, most research showed that identity can be related to factors such as the feelings of the teacher and his or her individual self, for example (Helms, 1998), examined the personal and professional self of secondary school teachers.

The personal self is not only a result of what he does or comes from his interactions, but also is the result of his own beliefs, values and aspirations. As (Bandura, 1997) believes, individuals have a personal system for controlling and acquiring information, emotions, actions and thoughts, which has always been regarded as a broad, complex and dynamic concept, identifying the role of society in the formation of identity (Moor, 2007).

For example, (Britzman, 1992), takes identity as a kind of social contract that has never been fixed, emerges according to the perceived need, under the specific circumstances and limits of society.

In short, teacher identity is identified beyond predetermined roles that only take into account teaching positions, rather, the teacher's diverse aspects of identity in different teaching conditions are indicated (Friesen et al., 1999). Overall, each person finds a certain entity in a particular situation such as education, teaching or profession, which has been called identity.

Recently, the concept of self has attracted the attention of researchers in various psychological and sociological fields, and due to the increasing awareness of the vital and practical role of the concept and considering the individual aspects of teachers, the study on self in cognitive psychology was also highly emphasized and thus, the concept of self has become the dominant subject of recent researches (Mercker & Williams, 2014).

In this regard, the concept of the Unitary Self has been introduced as an integrated identity by (Higgins, 1987), Consecutively, defines three domains for self, including: Actual Self, Ideal Self, and Ought-to Self, which imply the characteristics that a person believes, aspires to have or must have. Among the variables that are closely related to the concept of self, the society can refer to the environmental and social factors of the educational context, which includes a large number of human and social activities and interactions.

Considering society as a single entity includes environmental issues and social concepts as well as all educational contexts, including the environment recently provided by technology (Giddings et al., 2002).

Similarly, educators try to examine the teacher's multiple aspects of identity using personal, educational, emotional characteristics, since the teacher's position — whether personal or social — is determined during the process of identity formation (Alsup, 2006).

A major study on the concept of teacher's holistic identity has been conducted by (Alsup, 2006) and according to the best knowledge of the researchers, is the only research conducted in this regard to provide a comprehensive view of teacher's identity and including corporeal, emotional and intellectual aspects. In this theory, identity is investigated not as a single or fixed concept, but as a variable and environmentally dependent concept. Furthermore, when examining concepts such as professional development, topics such as identity formation and personal progress dealing with a variety of factors to create the identity of being a teacher (Rahmati et al., 2018).

Despite all the above-mentioned studies, there is no comprehensive definition of teacher identity including the psychological, emotional, social and individual aspects of the teacher (Soreide, 2007).

In fact, previous researches have mainly tried to investigate the concept of identity without effective factors such as society and culture, as well as environmental and social components have not been taken into consideration. Also, despite the importance of its concept in cognitive psychology, little study has been done about the underlying role of self and society in the holistic identity of the teacher, most studies have considered educational achievements as the result of the educational system. Even (Alsup, 2006), as the only researcher who has examined the Teacher's Holistic Identity, has addressed the experiences expressed by teachers and refers to discourse as an identity-creating environment without mentioning the components that create the identity of the teacher of the language. Moreover, the image obtained from the teacher's identity, which should include the intellectual, physical and emotional dimensions of the teacher, is not clear, coherent and accurate. Based on the research gap expressed, the researchers decided to comprehensively examine the context of creating holistic teacher identity.

Considering the specific educational system of Iran, which has experienced many ups and downs due to various political and economic challenges, the present study examines the Holistic Identity of Language Teachers (HILT) in Iran. By examining the critical and complicated society of Iran, along with common deficiencies and problems, the existence of some major educational problems and obstacles is highlighted (Zarrinabadi & Mahmoudi-Gahrouei, 2018).

According to (Rahmati et al., 2018), the educational approach in Iran is teacher-centered, so it is assumed that most teaching and learning problems, especially on the second language, arise due to teachers-driven shortcomings and drawbacks. Despite the emphasis on the value and importance of teacher's role, studies reveal several problems and obstacles in the teaching process. It seems that either educational authorities do not pay enough attention to the role and significance of the teacher in learning or language teachers are not qualified enough to teach.

Likewise, by examining challenges in language classes, researchers determined some barriers to success in teaching including inefficient and inexperienced teachers, unmotivated students, differences in learning abilities and lack of access to the language learning environment, which are directly or indirectly relevant to the teacher and his characteristics and abilities, as well as his weaknesses and shortcomings. On the other hand, there is a growing concern that teachers become tired and discouraged due to economic problems, lack of social respect and poor teaching conditions, so they cannot act properly (Rahmati et al., 2018).

In general, this research has been an attempt to identify the underlying components shaping the Holistic Identity of Language Teachers (HILT) in Iran, so it is considered as a foreign language educational research.

The main purpose of this study was to investigate the relationship between self and society in the formation of a (HILT). In other words, the conceptual nature of the main components shaping the holistic identity of the language teacher in Iran has been scrutinized, which requires coherent semi-structured interviews based on grounded theory so that the underlying factors have been emerged out of data collected and analyzed thoroughly.

METHODOLOGY

The present research adopts a contextual socio-cultural approach to offer a framework for addressing grounding factors forming, developing and constructing HILT in Iran. Since there is no comprehensive theory for the teacher's holistic identity and consecutively, its grounding factors, the primary purpose of this study is to present a grounded theory of Holistic Identity of Language Teachers (HILT), to determine the grounding factors of the theoretical framework of HILT, that is based upon research guided by two major research questions: What are the self-oriented factors contributing to HILT?; and What are the society-oriented factors contributing to HILT? Therefore, ground-specific data about HILT were gathered on the basis of Iranian language teachers' perception on what constitutes a holistic identity of a language teacher.

Participants

In this study, 41 interviews were conducted with Iranian teachers teaching in schools (12 interviews), universities (12 interviews) and institutions (17 interviews). The participating teachers who were randomly selected were English teachers with different teaching experiences from 8 to 18 years old and included 20 male teachers and 21 female teachers. Considering the age of the participants, who were between 30 and 48 years old, the average age of the participants was calculated as 39 years.

Instruments

Since the grounded theory research method aims at reaching maximum variation in the characteristics of the sample investigated, the emphasis was on the concept of HILT and the role of self and society, not participants and interview questions (Ary et al., 2014), no restrictions or controls were applied on the number, age, history, cultural or social background of language teachers. On the other hand, the constant comparative method was carried out to collect and analyze in accordance with the recurring nature of grounded theory. In order to collect data required for extracting and validating the theory in this study, coherent semi-structured interviews based on a set of focused questions were implemented. The researchers considered three basic questions about the identity characteristics of a language teacher, the main causes that create teacher identity, and the role of self and society in the identity of language teachers. Then, based on the participants' answers, more questions were asked to resolve the ambiguous and general issues accurately.

Data Collection

To observe the ethical principles of the research, the teachers participating in the interview obtained written consent to record and use their opinions. Then, participants were assured that interviews would only be available to the researchers. In this regard, teachers' names have not been used in data analysis and quotation of sentences. The data collection process was conducted from April 2019 to April 2020, as semi-structured, individual, and Persian interviews in approximately 30 minutes, during which people talked about their views and experiences about the concepts of teacher identity, self and society. The interview initiated with general questions, gradually became more detailed and specialized. The basic principle of using teachers in data collection was theoretical sampling, meaning that data collection and analysis continued to the point that no new cases of interview results were obtained, also all data were categorized in the specified classifications, and saturation was achieved. For example, the questions in the last interviews were generally centered on the social perspective so that the data in this subcategory reach saturation level and the grounding factors were confirmed. According to (Jones et al., 2014), data saturation was achieved in interview 32, but the procedure continued until interview 41 to identify new aspects of the Holistic Identity of the Language Teacher.

Data Analysis

Procedural analysis of data in this study was performed using grounded theory provided by (Strauss, A., & Corbin, 2008), and constant comparative method. Basically, when no theory is available to explain a concept, researchers use grounded theory to place a resulting micro-theory of practical experiences instead of existing macro theories. In this type of research method, theories that exist within the data and are not dependent on external concepts that have already been proposed by the researcher. Therein, grounded theory was designed to identify conceptual social processes and includes data collection and analysis in order to achieve the comprehensive concept of the HILT, as well as self and society.

In order to collect data and analyze it, the process of open, selective and axial coding was applied and in the first stage, all interviews and research responses, were carefully investigated and categorized. Considering the structure of teacher identity, the focus of research was on teachers' perception of their profession as well as the context of identity formation. In the first step, the codes were more objective and longer, while the selected stage codes become shorter and more abstract (Shaghghi & Vasfi, 2019).

In the study phase, the collected expressions, repetitive parts and sequencing of words in the selected codes were determined "Grounding Factors", "Intervening Conditions", "Core Category", "Contextual Contributors", "Coping Strategies" and "Consequences". At the end of this stage, 1226 factors were created, according to which analytical comparative notes including key sentences of interviews and theoretical points about each category were collected, revised and even summarized. The relevant categories and sub-categories were emerged during constant comparison of categories. In other words, the second step required expanding and describing the existing categories, determining the main categories and moving the groups between the classified data. Then, the researchers revised the categories, thus merging or creating the theoretical context related to each factor. The selective coding stage, as the final stage requires a set of theoretical arguments to create an integrated framework consisting of factors derived from the previous stages, called axial coding (Kunkwenzu & Reddy, 2008).

Finally, researchers formed the final theory based on the reasoning and inference of the data. In addition to accurate analysis and comparison of classified categories, constant comparative coding method was used to ensure the reliability of the codes (Silverman, 2009).

By consulting with colleagues and researchers, all 1226 open codes were placed in 23 axial codes to form the theoretical framework of the conceptual model of HILT with 7 main codes. Determining the position and role of factors in the formation of the main phenomenon, Teacherality. In this phase, the grounding factors of the creation of HILT are analyzed and their roles and interactions were also investigated. These unobservable factors were not directly measured but as essentially hypothetical constructs were used to represent variables, which was Teacherality in this study.

RESULTS

As mentioned earlier, the aim of the present study was to identify the grounding factors of Holistic Identity of Language Teachers. Since the phenomenological method of data analysis had been utilized in this study, the results of the analysis of the interviews included the two main factors and their sub-categories which are to be dealt with respectively. Contextual data analysis led to the occurrence of axial codes, which, by interaction, create a set of characteristics in the desired phenomenon of being a teacher or Teacherality. According to grounded theory and data analysis, factors leading to the HILT were identified as grounding factors represent self and society. Generally, grounding factors are the causal factors that conduce to the phenomenon, or the core category. There are two grounding factors in forming HILT:

Persona Grata

The category coded as “Persona Grata” includes all underpinning intra-personal subcategories of a being a language teacher, namely: language commanding, corporeal state, perceptual prompt and sense agility, while, it is referred to being an acceptable person. This factor indicates the fact that teachers, as participants in this study, consider the internal characteristics of the teacher to be effective in shaping the HILT. Furthermore, it signifies the individual characteristics of the teacher as a person to form the comprehensive image of the self of the teacher. The term "Persona Grata" is derived from an old Latin title attributed to any person as a perfect element of society that is accepted, welcomed and admired by other people individually. This category includes a set of mental, physical, intellectual characteristics of the teacher that constitutes his or her individual identity as a complete representation of the individual as a language teacher. overall, teachers are regarded as the educational administrators of the society, thus, equipping them with linguistic knowledge, having proper cognition and perception faculties, empowering them in establishing a successful relationship with the community, as well as using the language being taught, will have a significant impact on the process of learning.

Language Commanding

Regarding the subcategories, ‘Language Commanding’ is defined as the teacher’s linguistic mastery of the language as an inseparable qualification of a language teacher. In order to achieve

educational goals, teachers should benefit from the adequate body of knowledge and skills needed to be used properly and appropriately. As the first code of this category, it is referred to the language proficiency, which is an inseparable part of a language teacher's capability and includes several subcategories such as: speaking performance, grammatical knowledge, speech and writing accuracy, speaking ability, writing skills, knowledge of spelling words, general and detailed knowledge of grammar, description of the complexities of English language in accordance with the native language of learners, the ability of error correction, linguistic variation in speech, listening and writing, using proper pronunciation of words and sentences, explaining the cultural and social complexities of English language and having a sufficient vocabulary knowledge, which generally constitute the linguistic proficiency of the English language teacher. It is obvious that the qualified language teacher must have acquired the ability to express and transfer educational items, because not taking into account the linguistic knowledge will reduce the educational exchange in the classroom. Linguistic knowledge, especially in the field of teaching, determines the success rate of the educational process.

Perceptual Prompt

Another pivotal code of this factor is the speed of understanding, refers to the power of mind in understanding, reasoning and receiving, implying that the teachers should benefit from adequate level of mentality, the power of mind in perception, reasoning, and conception. In general, perception means the mental equipment in being aware of the occasion, recognizing it and acting on it. The extent and speed of the perception, understanding, which is an internal process in which the person acquires the necessary knowledge and awareness reflects the success of the teacher in acting and reacting appropriately in various teaching conditions. This study showed that the teaching profession from the perspective of the participants, who were necessarily teachers themselves, requires an acceptable level of understanding and indicates the professional success rate of a language teacher. The faster and deeper the teacher is in understanding educational concepts, class and social conditions, understanding students' emotions and feedback in different situations, the more quickly and profoundly he/she would be in dealing with the class challenges, and consecutively, the error of teaching process would decrease, leading to the ideal educational success (interviews 12 & 41). Furthermore, the level and the ratio of teacher perception plays a vital role in the identity orientation of the language teacher, which derives from the set of cognitive and comprehension factors of the teacher's individual identity. This category includes codes such as: understanding the subject, being aware of the environmental conditions, getting the opportunities and obstacles occurred, realizing the educational complexities, distinguishing the individual differences of others, especially learners and their problems, as well as comprehending the amount of feedback and learning of the class.

Sense Agility

Another code of this category is the agility of the sense, which shows the level of teachers' sensory perception, sharp cognitive level, as well as their affective factors like motivation, emotions, anxiety, support, attention, recognition, and comprehension. This component indicates that teachers ought to have sufficient knowledge of the behavioral and mental characteristics of learners that have sub-components of using motivational resources, paying attention to students' individual

differences, being familiar with their educational and intellectual backgrounds, applying appropriate learning and training skills, as well as using appropriate cognitive and metacognition strategies. The speed of sending and receiving emotions varies depending on the amount of attention and mental readiness the teacher encounters, and also identifying and familiarizing himself with a variety of sensory barriers and factors that cannot be investigated and justified by logical reasons. Since emotional intelligence is critical in the success or failure of one's activities, the speed of receiving emotions and emotions is one of the factors determining the level of growth and development of the identity. Regarding the language teacher, as the administrator of the teaching process, responsible for guiding and directing the learning process, the sensory ability and agility are important and vital. Therefore, not only his emotions and feelings are involved in learning, but also the learners' emotions and feelings will also be influenced by educational intervention and thus the teacher's sensory transition matter. In one hand, in many teaching methods, teachers are considered as behavioral and functional models of students and play a decisive role in their personality and identity development of the learners (Interview 37). On the other hand, according to the results of many research studies, emotional and internal problems are among the biggest and most risky barriers to teach properly (Rahmati et al., 2018).

Corporeal State

The last subcategory of this factor refers to the physical condition of the teacher, which seems prerequisite for effective teaching and communication with learners, because the first impression of the teacher is evaluated and measured in the form of physical criteria. The more appropriate the appearance of the teacher is within the boundaries of the language learner's beliefs and imagination and even the community around him, the more successful the acceptance and desirability of the educational materials provided by the teacher would be (Interview 39). This leads to the formation of a language teacher's personal identity based on his physical characteristics, although it is acknowledged that the teacher's behavior and character have a deeper and more lasting effect on learners even on the personality orientation of students, but it doesn't underestimate the effect of the teacher's corporeal impact and apparent imitation of students from teachers. As the sum of the apparent characteristics of a teacher, which constitutes the corporeal aspect of the personal identity of the language teacher, includes subcategories such as posture, physical capabilities, eye contact, intonation and tone of voice, attire, gestures, teacher walking in class during teaching, dialect and accents, and hand movement while speaking.

Public Person

The second underlying factor shaping the Holistic Identity of the Language Teacher is the public person, which refers to the interactional and communicational characteristics of the language teacher in the society and is formed by interaction between the teacher and the social environment surrounding. The educational environment plays an important role in the level and amount of learning and educational success of the course, so that the interaction between teacher and learner should have sufficient dynamism, vitality and effectiveness to be considered as a suitable teaching platform. Different categories and layers can be depicted for the society in this regard, since the teacher's personality interactions are performed in different categories during the teaching process, the first of which is the classroom, known as the main learning center of the educational process,

which is composed of interactions between teacher and learner as well as learners with learners. The social layer of society covers all interactions, environmental factors and barriers as well as individual relationships of each self. The factors and personality traits of the teacher's self during this interaction and teaching experience are formed and promoted, on the other hand, the basis of the student's personality is also directly influenced by the personality characteristics of the teacher. Furthermore, adopting the necessary strategies for creating and maintaining a suitable learning environment would have a direct relationship with the feedback of students, learning atmosphere and the teacher management. Besides, the interaction of language teachers with the parents, the school or language learning institute authorities, the university or the educational center officials create wider layers with varying interaction and expression of the professional character of the language teacher respectively. Based on the extent and depth of interaction, different types of social environments can have different effects on the personality development and excellence of a language teacher.

Prestige

The first code of the social category of the language teacher identity includes his dignity, credibility and respect. The image of the prestige refers to the value and importance of oneself as a teacher in Iranian society, which is set, valued and evaluated by the people of the society. A teacher who receives the valuable view of society, achieves high position and consolidation of performance in education along with the prosperity of being a teacher. The more profound is the social value of the teaching profession as the position of the trainer and the educator of the next generation, the more successful the educational responsibility of the teacher would be, the fact that unfortunately has been neglected in recent years by various parties and members of the society, including the authorities, the principals, curriculum designers and even the teachers themselves, and as a result, has caused serious damages to the professional prosperity of teachers.

Public life

From a social point of view, the teacher's public life includes all the activities he performs in the community, including individual interactions with other teachers, with the parents of learners, with managers and officials in different ranks, as well as with ordinary people in the community. In this regard, the attitude of the community toward language teacher, barriers and facilitators of effective interaction, as well as the depth and extension of teacher interaction will all have a profound impact on the efficiency and performance of the teacher and as a result of formation and emergence of his holistic identity. On the other hand, teacher's professional identity has a direct impact on the development of the social identity, so that in societies where the social value and status of teachers are considered very high, fewer conflicts are encountered in the processes of learning and teaching a language. However, if the social status of teachers has been unstable due to the financial, cultural and political shortcomings and challenges, no one can expect growth and prosperity of the teaching profession (interview 8). Social life underlies the individual's social identity, which has been acquired in direct interaction between individual and society, acting as a community member like

being a parent, passenger, client, speaker, guest, commuter, and receiver of any public service in general.

Media person

The third subcategory of this factor refers to the media exposure of the teacher and the need for awareness and interaction with the knowledge of the technological world. As we experience the era of explosion in technological advances these days, the teachers keeping up with it would be an unavoidable requirement, resulting in being a Media Person. More importantly, social networking sites and media are the influential communication and learning aid, which can be implemented by both teachers and educators to facilitate learning a language. Likewise, several interviewees see education as one of the most fundamental areas influenced by technology, and emphasized the need to provide teachers with better preparation on how to implement technology into the teaching practices. As an experienced teacher mentioned:

“...The next distinguished character for the teacher is being an awesome communicator who tries to make every policy as clear as possible. It is a demanding fact that students prefer the type of modern, aware and informed teacher to learn from and imitate somehow”.

In order to improve the teachers' proficiency and performance, they should be aware of the latest innovations in the field of education and technology. In this regard, the way the teachers deal with new technologies, their approval or disapproval of the use of technology in education, the proper use of educational technology at schools or language institutes, and the existence of the required infrastructures for the promotion of technology, play a vital role in shaping the media aspect of being a teacher. The more flexibility the teacher shows in dealing with the innovations or modifications of the educational and communicational domain, the more successful he would be in attracting the attention of learners, who are mainly the young generation with the highest compatibility with technology, which triggers more effective and constructive teaching process. In the same vein, the more welcoming, supportive and skillful teachers can access new educational resources and provide information and educational materials such as videos, files, notes and audios in their classrooms easier and faster, with higher quality, acting better as language teachers with the identity of knowledgeable people benefiting from the most up-to-date effective and varied technologies.

DISCUSSION

The process of language teaching is generally taken as the strategic transfer of knowledge, during which teachers recognize themselves as the factors of change in the educational community, accomplishing the responsibility of teaching by acquiring the personal and social qualifications for teaching, through professional development. For the present study, the theoretical foundation of the core category of HILT, known as Teacherality can be investigated from two personal and social aspects to identify the latent and obvious layers of relationships that constitute the underlying and grounding categories of the teacher's holistic identity. In this study, the structure and theoretical framework of the HILT have been extracted from interview data, then analyzed regarding the role of language teachers in Iran, the causes and the factors leading to the identity of teachers. The findings revealed that the basic factors of teacher identity formation comes from dynamism,

variation and interaction of the concepts of 'Persona Grata' and 'Public Person' as two main grounding factors, encompassing all social, psychological, cultural, economic, and professional aspects of being a language teacher. Furthermore, the analysis of the data revealed that the interplay between teachers the categories representing self and the society form the Teacherality of the language teacher, lead to the formation, development and presentation of the final phenomenon of being a holistic language teacher. The emerged framework encompasses being a teacher as the core category, as well as its grounding basis of self and society, its consequences, and the navigating strategies. As the major focus of the study on the basis of the grounded theory, the core category emerges through the processes of constant coding, comparison, analysis and theoretical sampling. The core category of the present framework is 'Teacherality', as the consequence of interplay between 'Persona Grata' and 'Public Persona', emphasizes the critical role of teacher as well as the responsibilities a teacher undertaken by being a teacher. (Figure 1) shows the interplay between Persona Grata and Public Persona, representing self and society in the formation of HILT through professional development of being a language teacher.

The center of this theory will revolves around its concept of identity, meaning that the various aspects and factors that a person takes on in different roles and interactions in different circumstances will have a direct relationship with his or her various personal, social, professional characteristics of being (Huang & Jaszolt, 2018).

In other words, a person manifests different identity roles in different situations to meet his/her personal and social needs. Basically, identity is a psychological construct that manifests in each person's performance and behavior and is regarded as a manifestation of the physical, mental, psychological, social and professional characteristics of the person that appear in his interactions and activities. The various subcategories were ascribed for self and society with facilitating or inhibiting impacts are the basis for the formation of the core category of the Holistic Identity of the Language Teacher, which is known as the general concept, at the same time, unique for each language teacher, which manifests in different social and professional situations.

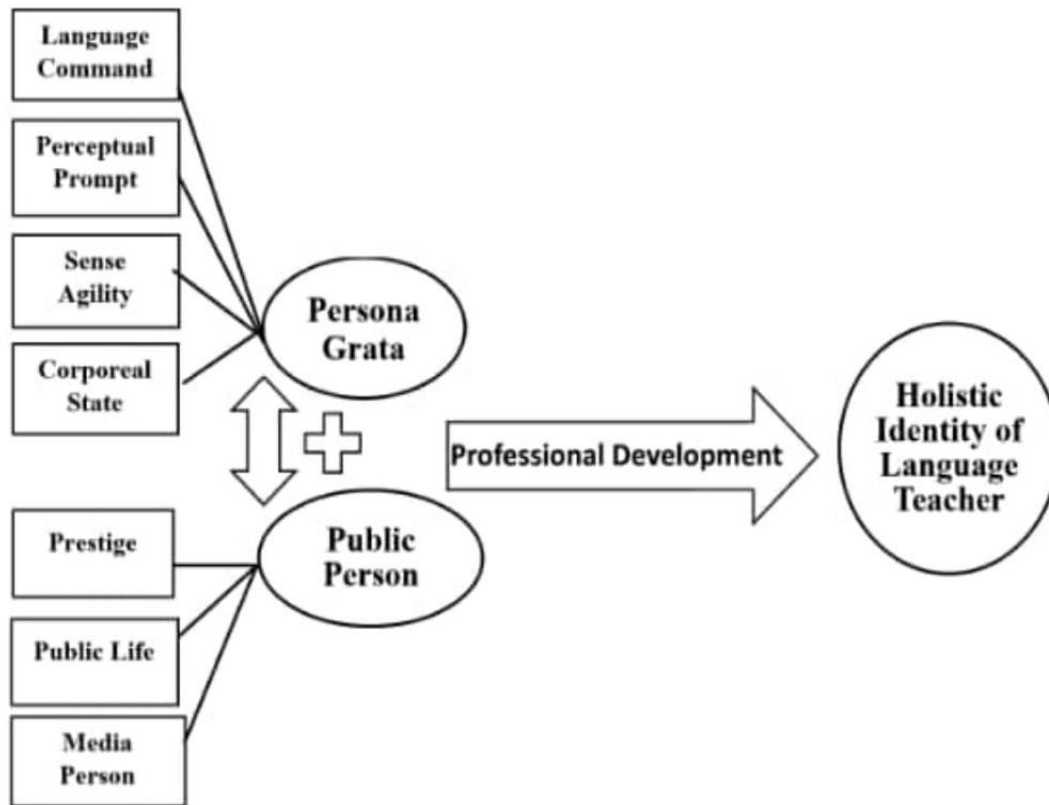


Figure 1. The interplay between Persona Grata and Public Person, representing self and society in the formation of HILT through professional development of being a language teacher

It seems impeccable to isolate, eliminate, neglect or even separate the role and significance of any of these underlying factors of self or society, in the multi-faceted, multidimensional process of HILT formation. Theoretically speaking, as one of the pioneers of identity theory, proposed that human identity changes, promotes and evolves during interaction with the community, in fact, each identity expresses and implements a set of behaviors based on individual role in relation with self and society (Hogg et al., 1995).

which represents meeting the needs and expectations specified by society. On the other hand, social identity is consistent with the theory of social psychology that describes social processes and trends and examines how people consider themselves as members of society. According to a review conducted by (Huang & Jaszolt, 2018), the first role that a person takes, is his corporeal and physical aspect, which has a direct relationship with his or her physical receptors. Then, the person gradually develops aspects of identity in his/her his personality.

In the broader view, the social aspect of the person, who actually determines his or her social status, depends on various personal and interactive factors, including family, friends, acquaintances, work environment and community (Huang & Jaszolt, 2018).

On the other hand, the professional aspect of the individual has a direct relationship with all the roles that he has assumed to provide as his services and job affairs, for example it is possible for a

person to consider his professional image as his social aspect and function, so his job activity will be part of his or her social participation and interaction. However, one may consider his family, ethnic and national relationships separate from his or her social image, and other different identity functions may be imagined (Huang & Jasczolt, 2018).

Accordingly, the person performs different identity roles depending on the extent and complexity of his interactions. This signifies the direct, mutual and bilateral relationship between self and society in shaping the identity of taking a role of being, or identity, which was the Holistic Identity of Language Teachers in this study. In fact, the intersection point of a teacher's personal identity and social identity appears in his or her holistic identity, which is essentially a set of personal and social factors and conditions of being the language teacher, to constitute the conceptual framework of the HILT in this regard, including all strategic, influential and directional characteristics of this phenomenon.

In conclusion, it is implied that a dynamic teaching profession requires teachers to always look for who they are and acquire their identity features with deep contemplation in their profession. During a process called Teacherality, by interacting with learners, people, and community, also implementing required tools and instruments, teaching experience is being developed and progressed. Besides all the structural, psychological, and social characteristics of each person, a gradual change of identity occurs in line with a teacher's professional development through different stages, and the teaching experience is responsible for directing the evolution of the teacher's personality from his or her personal identity to social identity, and then his professional identity as a language teacher, or, Teacherality, which adds new and special characteristics to the teacher's identity. The process ultimately leads to the Holistic Identity of the Language Teacher, which includes all the factors and characteristics relevant to be a language teacher in the educational community.

CONCLUSION

The findings of this paper show that on the one hand, the grounding factors of 'Persona Grata' and 'Public Person', which represent Self and Society respectively, are the main grounding factors shape the Holistic Identity of Language Teachers. On the other hand, the conceptual theoretical framework of HILT as an interactive model of grounded theory, indicated the interactive nature of self and society in facilitating or inhibiting the process of identity formation. Thus, by examining the HILT, EFL teachers would be informed about the formation of a comprehensive and holistic identity with all the necessary components as well as the fully-functioning factors required in the emergence of HILT. The results of the present study provide evidence of a deep, psychological, social impact of 'Teacherality' as role models on prospective teachers, language learners, and society, and the evolutionary process of HILT, by making a link between the personal, professional, and the social aspects of language teacher identity. Furthermore, considering the interplay between self and society in creating and shaping the holistic identity of language teachers, highlighted the necessity of fundamental and significant changes in the educational structure of Iran, so that the position of teacher as the most strategic source of education would have been revived and emphasized in order to result in prosperous language learning system hopefully. The present study was conducted with Iranian language teachers teaching English. It can be beneficial to include teachers of other foreign language teachers in Iran. Furthermore, studying on the teachers of other countries and cities can add the findings and the results. Moreover, this research project included only nonnative participants, which may be considered as a limitation since native

speakers of English were excluded due to the feasibility and limitation of this study. Also, expanding the time frame of data collection would be advisable for future research. Finally, the research study can be regarded as an initial step in establishing a definite, clear and recognized framework, questionnaire, and research tool hopefully.

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