



The Contribution of Various Dimensions of L2 Identity to L1 National Identity: A Case of the Iranian EFL Context

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Abstract

The two most important defining aspects of L1 national identity are language and social belonging that are manifested through the individual's inclinations toward the mother tongue or the official language and the sociocultural heritage of the country in which people are living. Moreover, based on the available literature, L2 identity may also exert an influence over the L1 national identity; however, this claim has not been securitized through valid large-scale and comprehensive surveys. Therefore, this study sought to shed light on the relationship between various second language identity dimensions (SLID) and L1 national identity. A sample of 1018 Iranian EFL learners who were selected based on the purposive snowball sampling filled out a researcher-made and validated Multidimensional L2 Identity Questionnaire (MLIQ) and a National Identity Questionnaire (NIQ). Data analysis using multiple regression revealed that the constructed SLID model could significantly contribute to the L1 national identity. The results also showed that the following four dimensions of SLID were significant predictors of national identity: transitive vs. intransitive, convergent vs. divergent, homogeneous vs. heterogeneous, and active vs. passive dimensions. Among these, active vs. passive and convergent vs. divergent dimensions had strong contributions to explaining the degree of the L2 national identity. These findings can help EFL teachers and learners develop a positive L2 identity with balanced dimensions that also promotes L1 national identity.

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1. Introduction

People may have different reasons to feel identified with other groups of people like having the same nationality, shared interests, and common languages. The domain of identity study is so comprehensive and vast which can be approached from different perspectives. It has been manifested through such identity types as ethnic, national, gendered, religious, social, and language in the existing SLA literature. Anyone interested in the field of identity study should bear in mind that due to the interdependent nature of identities, such subject positions cannot be individually studied in isolation and as Block (2006) posits, race and nationality overlap with language or ethnicity subject positions. Language identity and the way each person's language contributes to his identity and gives him a unique mindset through which he can see the world around him seems to be common among groups of people sharing the same language. The term language identity deals with the gradual identity progress in light of instructed learning of single or multiple languages (Mitchell, Tracy-Ventura & Huensch, 2020). As the main factor in defining identity, it has been termed differently as plurilingual identity (Beacco, 2005), multilingual subject (Kramsch, 2009), the versatile term of multilingual identity used by Mitchell et al. (2020), and second language identity (Benson et al., 2013).

As an initial and primary aspect of the identity which can be considered as the basic element of the individuals' identity in broadening their understanding of the term identity and giving sense to their language identity is the identity related to the nationality of the individuals. National identity can be defined as a shared history, language, and culture within an entire nation (Block, 2006). Needless to say, in some multilingual and multicultural countries, various language, ethnic, and racial identities can be regarded as two-edged swords in threatening or being threatened by the national identity. Little (2020) talks about the intersection of nationally and racially transmitted characteristics and language in forming identity positions of the subjects: if somebody look likes an American, then, they can understand him. If not, they will automatically reject him as American and assume not to understand him. The interrelation between the language and the identity seems to be more inseparable when we study the same nations having different languages, dialects, and accents (Bucholtz & Hall, 2004; Jackson, 2008). Different speech communities may have different ways of knowing and recognizing their members (Taylor, 2010). For example, barbarian which means possessing no languages was that non-Greek who seemed to utter something like *barbarbar*, and the people of England called Welsh people so which is an Old English word meaning foreigners or strangers.

Language identity has always been studied in light of the national identity and the way minor national and regional languages are affected by more prominent and powered languages. Zheng (2017) stated that learners' perception of their linguistic membership and competence constrained by identity categories such as nationality and religion lead to their identity pedagogies. Teaching English as a foreign language throughout the world can also have influential effects on the national identities and it can cause some challenges and conflicts that may threaten other minor languages and cultures linguistically, politically, and instructionally (Eslamdoost, King & Tajeddin, 2019; Fitriati & Rata, 2020). As a main factor in defining language and national identities, we should respect unique languages of the world and be aware that any specific and even moribund language has the potential to be the dominant language of

the world provided that the issues related to power, discourse, politics, economics, etc. be at the service of excelling and propagandizing the notions and values of that language.

Though there are numerous cogent and reliable studies in the domain of language identity in the Iranian EFL setting which gave prominence to the issue of national identity (e.g. Aliakbari, & Amiri, 2018; Khatib, & Rezaei, 2013; Nasrollahi Shahri, 2017; Razmjoo, 2010; Rezaei, 2013), there seems to be a lack of unifying studies of language identity which include all of the necessary components of the language identity and bring into the consideration other related national, ethnic, racial and cultural issues and their impacts on language identity. Other than regarding the issue as a unitary construct, previous language identity studies have not mainly been investigated through multidimensional questionnaires to explore the L2 identity dimensions and their relationship with L1 national identity. The current study tried to fill such knowledge gap in the interrelationship between L2 identity dimensions and the L1 national identity through answering the following research questions:

- 1) How well do various dimensions of L2 social identity contribute to Iranian EFL learners' L1 national identity? How much variance in L1 national identity can be explained by learners' L2 social identity?
- 2) Which dimensions of L2 social identity are significant predictors of Iranian EFL learners' L1 national identity?

2. Literature Review

2.1. L2 Identity

Language identity as the subject of the current study can be defined as the shared linguistic perception and usage of the communicative medium of connection and the people possessing the common language and the way they feel belonging and give sense to that personal and linguistic relationship (Norton Pierce, 2013). The languages spoken by different people can not only have communicative functions, but also they can play symbolic functions. Such symbolic and hegemonic function of the language is seen in literacy practices in Africa where Trudell and Schroeder (2007) came across with a kind of pedagogical imperialism where the methodology used in African language reading instruction was largely affected by the way English and French languages were instructed. Therefore, it led to sets of unreliable practices which underestimated the pedagogical needs of African learners.

Another important study by Darvin and Norton (2015) made the social side of Norton Pierce's (1995) seminal work on identity and investment more prominent in the field of applied linguistics. The study was drawn on two case studies of L2 learners in Canada and Uganda trying to show how time and space were affected by the structure and agency to modify the learners' inclination to actively communicate and invest to develop their language identities. Therefore, within such a model we can talk about the multiple identities and the complex and fluid nature of the identity formation process through online and offline contexts giving way to new trends in identity studies.

Such multiple and hybrid language identities which explore the relationships between identities by shifting across the identity dimensions of the L2 learners are among the main variables of the current study. Based on such dimensions, this study explores identities as

dichotomous dimensions whereby different people can fall on different levels of the continuum. These identity dimensions which are specified through the thorough review of the literature include: 1) dynamicity vs. stability, 2) transitivity vs. intransitivity, 3) convergent-orientation vs. divergent-orientation, 4) homogeneity vs. heterogeneity, 5) inclusion vs. exclusion, 6) overtness vs. covertness, and 7) active vs. passive identity dimensions.

A transdisciplinary approach to schematize language identity was presented by De Costa and Norton (2017) to index influences in different macro (ideological), meso (school-based), and micro (classroom-based) settings of language instruction on language teachers. In this model, the identity is shaped in schools, and therefore, it is a meso level component that connects macro-level practices to micro-level activities. This way, the learners have access to a wide discourse world to implement their proficiency and autonomy and merge them into target language identity. Barkhuizen (2017) also has a peculiarly important idea in considering different defining aspects of the term to shape multidimensional identities cognitively, socially, emotionally, ideologically and historically.

2.2. National Identity

National identity is defined in such a way that it includes the language identity along with history, religion, and the contextualized notion of gender (Block, 2006). The interrelation and mutual effects of language identity and national identity are practically evident within the current literature and language have been proved to have a crucial and driving role in forming and being formed by the national identity (Hobsbawm, 1990; Kubota, 2002; Pavlenko & Norton, 2007; Pyle, 2007; Rivers, 2020; Woolard, 1998). It has been found that language not only is the cornerstone of national identity, but also it is the most important factor in shaping identity. Rivers (2020) examined the relationship between foreign languages and national identities. He tried to delineate the relationship among criterion variables concerning foreign language teaching, a model of personality, and national identity among Japanese university students. It was found that national identity which was significantly related to L2 communication and contact attitudes, could also significantly predict the pattern of language communication among the participants and their contact attitudes towards the others.

Another interesting study by Maeder-Qian (2018) showed that shared national and linguistic identity debilitated the language learners' L2 identity formation process in Germany. These Chinese participants made deep connections with other Chinese, developed inner circles with them so that they become culturally distant from the local student circles, and therefore, could not develop an L2 identity. Their consolidated identities can be conceptualized and highlighted by their shared linguistic and national identity.

2.3. Previous Studies

The communicative practice has an influential role in maintaining language image and identity. Kulyk (2011) gives prominence to ethnolinguistic identity and learners' identification with a particular language as another key factor in shaping the linguistic and cultural attitude of the learners. In an especial study, McKee and McKee (2020) found that growing hybridity residing in the other languages and the effect of globalization altered the legal designation of the language.

In their study of group membership and identity issues, Trofimovich, Turuševa, and Gatbonton (2013) refer to some obstacles which blur our understanding of L2 group identities. An important issue is whether and to what extent L2 learners' ethnic identity is related to L2 learning achievement and outcome. The results of previous studies were contradictory in that some studies supported the ethnic group identity being positively associated with higher second language proficiency (e.g. Ellinger, 2000), while some others revealed higher degrees of home-group solidarity to be associated with lower second language proficiency (e.g. Taylor, Meynard & Rheault, 1977).

Another important study concerning the social effects and motivation types of EFL learning and its relevance to national identity in light of two demographic variables (gender and age) came by Mostafaei Alaei and Ghamari (2013). It was also found that English language learning was not significantly explained to have harmful social effects on learners and in fact, the social concerns about EFL learning were too pessimistic. There were also significant differences among the participants' tendencies and motivation types regarding their gender and age. For the optimal development of EFL learning, the issues of L2 motivation, social elements, and demographic variables were supposed to be considered.

Karam et al. (2019) implemented a mixed-methods study to collect varieties of quantitative and qualitative data from an Iraqi refugee learner to explore his positionality by his learning environment. Two opposite views were recorded towards the participant's identity development: from his teacher's viewpoint, he was an isolated foreigner, tending to work alone. However, the analysis of his social network, interview results and field notes showed that he underwent a complex identity formation process where his positionality and peripheral role transformed into a central position in the upcoming days.

In a study in abroad settings, Mitchell et al. (2020) studied the maintenance and durability of the multilingual identity of the participants from English-dominant societies after coming back to the homeland personal based on biographies and narrations and career pathways. The study provided useful insights into the progressive linguistic identity development and professional entry of the participants from Anglophone languages and the management of study abroad and post-study abroad education to bring up learners with cultivated multicultural and multilingual vision and identity.

3. Methodology

3.1 Participants

The sample of the study consisted of 1,018 English language learners from different provinces of Iran. As one of the main sections of the study, the sampling was carried out in such a way that it had both representativeness of the participants from different regions and generalizability of the findings beyond the study which was difficult to balance since we had a heterogeneous sample which needed a planned process. Language learners were from different demographic categories sampled through purposive snowball sampling. Among these participants, 603 (59.2%) language learners were females and 415 participants (40.8%) were males. Regarding their ages, 509 (50%) of the participants were among young language learners (between 18-30 years), 315 (30.9%) were middle-aged (between 31-42 years), and 194 (19.1%) were older language learners (more than 42 years). Based on the self-reported proficiency level of the

learners, 141 (13.9%) of participants were elementary level. 216 (21.2%) subjects were Intermediate level learners, 382 (37.5%) had upper-intermediate proficiency and 279 (27.4%) of participants reported themselves as advanced language learners.

3.2 Instruments

3.2.1 Multidimensional L2 Identity Questionnaire (MLIQ)

The first instrument to collect the data was a Multidimensional L2 Identity Questionnaire (MLIQ) with 55 items to elicit the participants' views, directions, and types of language identity including the seven main dichotomous constructs of L2 identity among Iranian EFL learners. The original questionnaire was developed based on the available literature on L2 identity, the previously developed and validated questionnaires, and consultations with five university professors who had international publications on L2 identity in high-ranking journals. The first draft had more items that were curtailed after two revisions by the researchers and the aforementioned identity experts. The final draft of the questionnaire items was done after some validation procedures through consultation with the expert panels in the field and using the results of the pilot study and gaining knowledge from the data coming through EFA, CFA, and SEM results. Results of the CFA indicated that those 55 items loaded on the seven dichotomous components with α values beyond .70. The components were as follows: a) dynamicity vs. stability with 7 items, b) transitivity vs. intransitivity with 8 items, c) convergent-orientation vs. divergent-orientation with 10 items, d) homogeneity vs. heterogeneity with 6 items, e) active vs. passive with 8 items, f) inclusion vs. exclusion with 8 items, and g) overtness vs. covertness with 7 items. The participants were asked to choose their responses from Strongly Disagree to Strongly Agree on a scale from 1 to 5. The MLIQ showed an acceptable level of reliability of 0.809 with 30 participants attending the pilot study. It took for the participants to fill out MLIQ from 20 to 30 minutes.

3.2.2 National Identity Questionnaire (NIQ)

We also took advantage of the National Identity Questionnaire (NIQ) to investigate the National Identity of the participants and its relationship with the various dimensions of the study. This questionnaire had been previously developed and validated by Mostafaei Alaei and Ghamari (2013) to investigate the status of the national identity of EFL learners along with their English language learning and motivational types. It includes 30 items on national identity in a five-point Likert scale format which is designed in both Persian and English, based on the preference of the students. The items of the questionnaire are of two main categories of common belonging as well as common heritage and overall, they provide data on seven national identity aspects related to the art, culture, general beliefs and myths, religious and political status and the literature and the great people of the nation. The NIQ developers reported reliability indices of .82 and .80 in their pilot and main study. The overall reliability index showed a high Cronbach's Alpha Coefficient of 0.831 in the current study. The times needed to complete the NIQ was from 20 to 25 minutes.

3.3 Procedure

The study included a multi-phase selection of the participants for data collection using purposive snowball sampling. The validated questionnaires were distributed in printed forms and online versions (using Google Forms, SurveyMonkey, and virtual TEFL groups) and

through different messengers in social media (WhatsApp, Telegram, Instagram, Shad, etc.) during the winter term of 2020. The first implemented questionnaire (MLIQ) which explored the L2 identity dimensions of the learners was developed and validated through successive processes of Factor Analysis and SEM and the identified L2 identity factors were loaded into the model. The national identity questionnaire as the second instrument investigated the learners' L1 national identity dimensions which had been previously validated and implemented in the Iranian EFL setting. Both of the instruments were validated and their reliabilities were determined before they were presented to the sample which showed their appropriateness for the study. The data collection process took several months because of the nationwide nature of the study and the large number of EFL learners participating in the study.

3.4 Data Analysis

Descriptive and inferential statistics were used for the analysis of the data coming from the questionnaires. After the exploration of the underlying assumptions of the study, multiple regression was employed to evaluate the relationship between the multiple dimensions of the MLIQ and L1 national identity and to determine the contributory power of each dimension of the MLIQ to L1 national identity among Iranian EFL learners.

4. Results

To answer the research questions, first, the underlying assumptions of multiple regression including linearity, multicollinearity, homoscedasticity, normality, absence of outliers, and the independence of residuals were explored. As shown in Table 1, the application of the Kolmogorov-Smirnov and Shapiro-Wilk tests indicated that the normality assumption of the distributions of learners' national identity scores was retained ($p > .05$).

Table 1. Kolmogorov-Smirnov and Shapiro-Wilk Tests for The Learners' Scores On NIQ

	Kolmogorov-Smirnov			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
National ID	.341	1018	.200*	.789	1018	.124*

Moreover, the normality of the regression analysis was inspected through the Normal Probability Plot (P-P) of regression standardized residuals where the points lie in a reasonably straight diagonal line from the bottom left to the top right to suggest no deviation from normality (Figure 1).

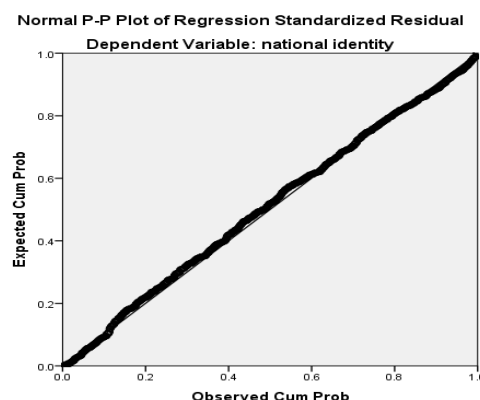


Figure 1. The Normal P-P Plot of Regression Standardized Residual for the Used Model

Furthermore, the inspection of the scatterplot of standardized residuals (Figure 4.2) showed no clear or systematic pattern for the residuals and the distribution of the residuals of the data was normal.

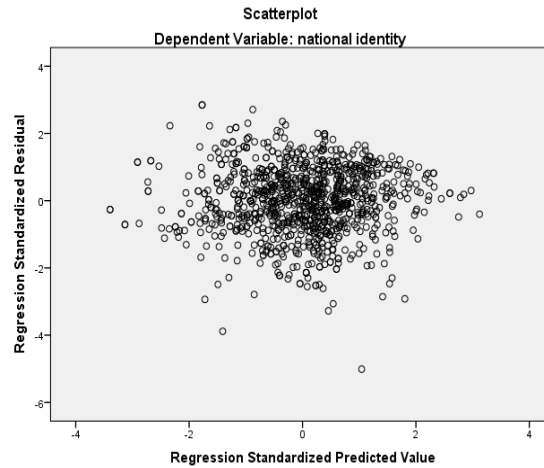


Figure 2. The Scatterplot of the Standardized Residuals for the Constructed Model

Based on the inspection of the normality through the methods just cited, the researchers decided the assumption of normality was met. Any pieces of evidence regarding the presence of outliers and deviation from the normality can be detected from the above figures. Tabachnick and Fidell (2013) suggested that outliers can be easily detected as cases with standardized residuals more than 3.3 or less than -3.3. The inspection of Figure 2 suggested that some cases exhibited the characteristics of outliers, but as we will elaborate on the part related to Cook’s distance, they had no undue influences on the data; therefore, the researchers decided to keep them. Based on the investigation of the Mahalanobis and Cook’s distance in Table 2, the outliers were explored more deeply and it was decided to omit them if they had potential problems with the data.

Table 2. Residuals Statistics for the Regression Model for the Used Model

Residuals	Min	Max	M	SD	N
Mahal. Distance	.381	20.8	6.99	4.61	1018
Cook's Distance	.000	.030	.001	.00	1018

Tabachnick and Fidell (2013) provided a guideline based on which the number of independent variables can be used as degrees of freedom to identify the appropriate critical values for the data. Here, we have 7 levels of the independent variable in the model, so, the appropriate critical value for the Mahalanobis distance will be 24.32 and if a variable has a Mahalanobis distance larger than the critical value, it includes outlier case(s). Initial inspection of the data for Mahalanobis distance showed the inclusion of some outliers, but only after detecting the strange cases having undue influence on the results and omitting them, the highest Mahalanobis value in this data became 20.84 which is well below the critical level. Another statistic used to inspect the outliers is Cook’s distance which helps us explore the effect of

outliers on the data. According to Tabachnick and Fidell (2013), if the Cook's distance includes values larger than 1, there may be potential problems in data that may distort the results. Again, the assumption pertinent to the outliers was not violated due to the large values for Cook's distance.

The next assumption is multicollinearity which should be checked based on the values of Tolerance and VIF. Tolerance indicates how much variability in the model with an independent variable is not explained by the other independent variable (Pallant, 2013). A Tolerance value less than .10 is a threat to the assumption of multicollinearity. The calculated Tolerance values for dimensions of the independent variable in the study ranged from .427 to .910 which are well beyond the cut-off point. We need to check another value which is the inverse of the Tolerance value known as Variance Inflation Factor (VIF) which should be under 10 to retain the assumption of multicollinearity. The obtained VIF values ranged from 1.09 to 2.34 which are well below 10 which indicated that the assumption of multicollinearity was not violated.

Table 3. Collinearity Statistics Including Tolerance and VIF Values for the Used Models

Model	Collinearity Statistics	
	Tolerance	VIF
dynamic vs. static	.713	1.403
transitive vs. intransitive	.610	1.639
convergent vs. divergent	.526	1.900
heterogeneous vs. homogeneous	.910	1.099
active vs. passive	.427	2.340
inclusion vs. exclusion	.877	1.140
overt vs. covert	.599	1.668

Since the assumptions of multiple regression were not violated, seven types of L2 identity as the levels of the independent variable and the L1 national identity as the dependent variable were fed into the multiple regression analysis. The model summary for the multiple regression between different L2 identity dimensions and national identity (using the Enter method) is presented in Table 4.

Table 4. Models Summaries for the Relationship Between SLID and National Identity

Model	R	R ²	Adjusted R ²	Std. Error of the Estimate
NI	.562	.316	.311	.554

The built model displayed an *R* value of 0.562 and an *R*² value of 0.311, suggesting that it could explain about 31.1 percent of the variation in L2 learners' scores on the national identity questionnaire. We need to check the significance of the results using the ANOVA test.

Table 5. ANOVA Tests for the Models Summary for SLID and National Identity

Model	SS	df	MS	F	p
Regression	143.255	7	20.465	66.712	.000
Residual	309.836	1010	.307		
Total	453.091	1017			

Based on Table 5, the ANOVA test confirmed that the produced model significantly predicted learners' scores on national identity based on their scores on different dimensions of L2 identity ($F_{(7, 1010)} = 66.71, p < .05$). To have a better understanding and estimation of the contributions of different L2 identity dimensions to EFL learners' national identity, the standardized beta coefficients were calculated (as presented in Table 6).

Table 6. Beta Coefficients for the Relationship between SLID and National Identity

Predictor Variable	β	t	p
dynamic vs. static	-.018	-.598	.550
transitive vs. intransitive	-.192	-5.779	.000
convergent vs. divergent	-.255	-7.112	.000
homogeneous vs. heterogeneous	.132	4.842	.000
active vs. passive	-.235	-5.898	.000
inclusion vs. exclusion	-.002	-.054	.957
overt vs. covert	.020	.595	.552

As shown in the Table 6, the following four dimensions of SLID were significant predictors of national identity ($p < .05$): transitive vs. intransitive, convergent vs. divergent, heterogeneous vs. homogeneous, and active vs. passive. Among these, active vs. passive ($\beta = .235, t = 5.898, p < .05$) and convergent vs. divergent ($\beta = .255, t = 7.112, p < .05$) dimensions had strong unique contribution to explaining the extent of learners' ($\beta = .325, t = 4.655, p < .05$) L1 national identity. Transitive vs. intransitive ($\beta = .192, t = 5.779, p < .05$) and homogeneous vs. heterogeneous ($\beta = .132, t = 4.842, p < .05$) dimensions were significant moderate contributors to the national identity. Other three identity dimensions namely dynamic vs. static ($\beta = .018, t = .598, p = .550 > .05$); inclusion vs. exclusion ($\beta = .002, t = .54, p = .957 > .05$); and overt vs. covert ($\beta = .020, t = .595, p = .552 > .05$) did not show statistical significance and had low beta values, indicating that they were not significant contributors to explaining L1 national identity.

5. Discussion

In order to inspect the underlying relationship between different L2 identity dimensions and national identity of the Iranian EFL learners and to check if the SLID could predict and explain the variation of the language learners' scores on national identity, a multiple regression was run. The results showed that the model of L2 identity dimensions could successfully explain about 31.1 percent of the variation in L2 learners' scores on national identity. The results also suggested that active vs. passive, and convergent vs. divergent dimensions had a strong unique contribution to explaining the model. Transitive vs. intransitive, and homogeneous vs. heterogeneous dimensions were also significant moderate predictors to the national identity. The remaining identity dimensions were not significant contributors to explaining the model.

The remarkable predictive power of SLID on national identity suggests that four different aspects of the L2 identity had a significant underlying relationship with national identity.

Among the L2 identity dimensions with the strong predictive power of L1 national identity was active vs. passive dimension which determines the level of the language learner's active or passive involvement in the creation of the opportunities and taking advantage of the available situation and resources to improve L2 identity. This aspect has strong predictive power on national identity in that it has been shown that active participants in L2 identity formation can be better investors who can reach higher degrees of identity and literacy in the foreign language in such a way that they can access their imagined communities beyond classroom borders (Norton Pierce, 1995). The other dimension with the highest predictive power was the convergent vs. divergent L2 dimension. This dimension is best approved through the sense of belonging or alienation towards the L2 community members. Different aspects of the L2 learners' lives (e.g. their adoption of the L2 lifestyle and adjusting to the L2 speech style) can show the level of this L2 identity dimension (Chiesa, 2007). The extent to which a person intends to (or not to) become a near-native member of a foreign culture can have a determining impact on his level of L1 national identity and his identity relies on a repertoire of fundamentally social-communicative resources (e.g. rituals, texts, and signs) which generally lead to the people's intrinsic, figurative identities like their national identity (Morgan & Clarke, 2011). Therefore, as Morgan and Clarke (2011) contended, other than the available identifying characteristics for recognizing people (like ethnicity, gender, and language), their common membership in local and national communities directs them and acts as a roadmap to their identity development. This proposition is in line with Giles' (1980) accommodation theory where people accommodate towards others as a means of social integration to express their attitudes and intentions or away from that of their interlocutors as a sign of social dissociation.

Two other dimensions as having moderate predictive power on L1 national identity were Transitive vs. intransitive, and homogeneous vs. heterogeneous dimensions. Transitive vs. intransitive dimension shows to what extent different members have symmetrical versus contradictory ideas about the original identities. Prototypically, language learning is an essential feature of identity construction and as Sbiri (2017) stated, the upshot of such a learning process is a kind of boundary making in transitive identities beyond demarcation. It is rational that learners' eagerness to maintain their original identities and their transitivity in trimming a symmetrical relationship between different language identities can have positive impacts on their L1 national identity. Homogeneous vs. heterogeneous dimension as a moderate L2 identity shows the internal relationship between the different identities within a person (Tabouret-Keller, 1998). Hobsbawn's (1996) study with multi-identity learners revealed that those with multiple identities act beyond national homogeneity. In fact, the way a person manages to organize multiple identities related to his language within himself can determine the internal organisation of his L1 national identity.

Three remaining dimensions namely dynamic vs. static, inclusion vs. exclusion, and overt vs. covert dimensions showed no significant contribution to the model which can be attributed to either the lack of internal relationship between these identity dimensions and the L1 national

identity or other technical issues like the large amount of data coming from heterogeneous participants which hinders the findings. For example, in his quest of the relationship between overt language attitudes and national identity in Northern Belize, Balam (2013) came up with different overt/covert attitudes towards Spanish varieties which were both positively and negatively worded and their directions changed based on different personal and ethnic characteristics of the participants. Smith (2006) also talked in favor of the promotion of the teachers' and students' knowledge of "inclusion" and uncovering the term through incorporating it into every educational and discussion module. Hereupon, these specific characteristics may be sensitive to identification with different personal and social characteristics and group memberships. These findings can be revisited and improved in light of the data coming from more homogeneous settings and other EFL and ESL contexts to contribute to the generalizability of the results of the study.

Generally, the L1 national identity of the learners has been proven to affect and to be affected by the language identity of the learners and the discovery of such interrelationship has been the subject of a plethora of studies (Hobsbawm, 1990; Kubota, 2002; Little, 2020; Morgan, 2004; Pavlenko & Norton, 2007; Pyle, 2007; Rivers, 2020; Woolard, 1998). PEW Research Center (2017) identified the language not only as the cornerstone of national identity but also as the most important factor in shaping the identity. Rivers (2020) also found that national identity could direct the pattern of language communication and contact attitudes among the participants. Maeder-Qian (2018) detected learners' consolidated identities conceptualized and highlighted by their shared linguistic and national identity. It was found that learners coming from the same nationalities into ESL contexts are biased towards their within-group identities which prevents their L2 identities' development and formation. National identity was also positively correlated with two language motivation types in the study done by Mostafaei Alaei and Ghamari (2013).

Learners who are exposed to a foreign language, not only get to learn about the language but also implicitly acquire many different features of the foreign culture and ideology. Their thoughts, behaviors and worldviews (including their national outlook) may be conditioned by the way they feel and react towards the foreign culture and its members and our contemplation proved that it was their level of activity, convergence, homogeneity and transitivity of L2 identity aspects which modeled and directed their national identities en masse. Since the national identity of the individuals is defined broadly to include shared history, religion, language and socially constructed notions of gender and its discrimination and specified roles (Block, 2006), studies on language and national identity should shed light on such innovations in other fields. Language policies to protect indigenous national identities (Fitriati & Rata, 2020; Haque & Patrick, 2015; Kulyk, 2011), hybrid and dual nationalities and identity redefinition (Chiang & Yang, 2008), transnational and cosmopolitan issues (Higgins, 2014); and power relations in shaping language and identity of the individuals (Boussebaa & Brown, 2016; Phillipson, 2018; Zapryanova & Surzhko-Harned, 2016) are among the debated studies highlighting both language and national identities.

6. Conclusion and Implications

The study resulted in three important conclusions. Firstly, it was indicated that the model of L2 identity dimensions was a successful predictor of the L1 national identity. The second most important conclusion was that at least four SLID aspects had a significant underlying relationship with national identity and among them, active vs. passive and convergent vs. divergent dimensions had a strong unique contribution to explaining the model. Transitive vs. intransitive and homogeneous vs. heterogeneous dimensions also had significant moderate predictors to the national identity. The other dimensions as dynamic vs. static, inclusion vs. exclusion, and overt vs. covert dimensions showed no significant contribution to the model. Hence, different L2 identity dimensions could be used as a tool to predict and explain the national identity of EFL learners. It can also be implemented to determine the level of the identity of the different nations and ethnic groups to provide plans to survive languages and cultures.

The teachers and language learners can benefit from the results of the study to broaden their knowledge about their identity aspects and develop more harmonized and balanced language identities. They should also be informed about how to take advantage of L2 identity in such a way that their original L1 identities remain safe and not threatened.

Learners with different degrees of active L2 identity who are aware of its impact on their national identities can benefit from their knowledge to actively opt different strategies to switch between their L2 identities aspects in specific situations or passively be exposed to different learning situations to improve their L2 knowledge especially in challenging contexts. Therefore, their active roles should be honoured in not only protecting indigenous local and national languages and cultures but also regarding international languages as opportunities to enter into new horizons of knowledge and expertise. Their nationally informed competence to converge towards or diverge out of specific language groups can result in improvised language identities whereby they actively choose the best features of the given foreign languages, ponder about them, and try to assimilate them into their existing knowledge or accommodate them as useful pieces of language knowledge.

Homogeneous language identities can provide ample opportunity to appreciate the shared local and national languages and cultural treasures. Feeling connected and belonging towards L2 identities can be a sign of the international language approximation and elevated L2 identities within the nation. However, such augmented language identity can be seen as a negative aspect in threatening the within-group identity of the individuals and leading to unidimensional identities and nationalities with much more in common knowledge, wisdom, and application of those notions as an upshot of heterogeneous L1 identities. The individuals' awareness of such internal relationship between their identities and their circular and symmetrical state of identity formation (known as transitive language identity) is promising in that their aspects of the L2 identity bilaterally and positively affect their national identity without regarding or being regarded as a threat.

As multilingual people brilliantly reappraise the position of the different national and language identities and try to reconsider them as organized and interdependent categories indicate that they are promoting towards a more positive continuum on SLID. However, further

evidence from other EFL and ESL settings with more control on intervening variables are needed to check how different group characteristics (like its homogeneity and representativeness, demographic information of the participants, and the given role of English) can influence and alter the results.



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