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Research Paper

Virtual ELT at the Service of Iranian Housewives: Emotional Regulation, Anger Control, and Domestic Violence in Focus

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Abstract

Housewives hold a specific position at home, as it is known to everyone. This study aimed to the effect of virtual English language teaching on Iranian housewives' emotional regulation, anger control, and domestic violence. In so doing, a quasi-experimental pre-test post-test control group design was used. The target population of this study included all Iranian housewives. From the population, about 60 Iranian housewives from different cities of Iran were selected through available sampling. The participants were randomly divided into two groups namely, the experimental and control groups. The required data were collected through the following instruments: The Persian version of the Anger Control Questionnaire, developed and validated by Buss and Perry (1992); the Domestic Violence against Women, developed and validated by Mohseni Tabrizi et al. (2011) in Persian; and the Persian version of the Emotional Regulation Questionnaire (Garnefski et al., 2003). The findings confirmed a significantly positive impact of virtual English language teaching on Iranian Housewives' emotional regulation, anger control, and domestic violence. The findings have implications for top-level educational authorities, social emergency administrators, and future researchers.

Keywords: Anger control; Domestic violence; Emotional regulation; Virtual English language Teaching; Well-being.

آموزش مجازی زبان انگلیسی برای خانم های خانه دار ایرانی: تنظیم عاطفی، کنترل خشم و خشونت خانگی در کانون توجه

این پژوهش با هدف بررسی تأثیر آموزش مجازی زبان انگلیسی بر تنظیم هیجانی، کنترل خشم و خشونت خانگی زنان خانه دار ایرانی انجام شد. بدین منظور از طرح شبه آزمایشی پیش آزمون و پس آزمون با گروه کنترل استفاده شد. بین جامعه حدود ۶۰ نفر از همسران ایرانی خانه دار از شهرهای مختلف ایران انتخاب شدند. شرکت کنندگان به طور تصادفی به دو گروه آزمایش و کنترل تقسیم شدند. داده‌های مورد نیاز از طریق ابزارهای زیر جمع‌آوری شد: نسخه فارسی پرسشنامه کنترل خشم که توسط Buss و Perry (1992) تهیه و اعتبار سنجی شده است. خشونت خانگی علیه زنان که توسط محسنی تبریزی تدوین و (۱۳۹۰) و توسط گارنفسکی و همکاران، (۲۰۰۳) در زبان فارسی ترجمه و نسخه فارسی پرسشنامه تنظیم هیجانی توسط (گارنفسکی و همکاران، ۲۰۰۳) تأیید شده است. تجزیه و تحلیل داده‌ها با استفاده از آمار توصیفی، آزمون نرمال بودن کولموگوروف اسمیرنوف (Kolmogorov-Smirnov)، آزمون لوین (Leven) و تحلیل کوواریان (Analysis of Covariance) یک طرفه (ANCOVA) یافته‌ها تأثیر مثبت آموزش مجازی زبان انگلیسی را بر تنظیم هیجانی، کنترل خشم و خشونت خانگی زنان خانه‌دار ایرانی تأیید کرد. این یافته‌ها پیامدهایی برای مقامات آموزشی سطح بالا، مدیران اورژانس اجتماعی و محققان آینده دارد.

کلمات کلیدی: کنترل خشم، خشونت خانگی، تنظیم هیجانی، آموزش مجازی زبان انگلیسی، سلامتی.

Introduction

Due to difficult conditions of life in the recent years (Bao et al., 2020), serious health threats have been emerged (Williams et al., 2020). Such conditions have affected the global financial system, governments, and societies (Li et al., 2020; Yoosefi Lebni et al., 2021). In addition, the new virus has affected various aspects of life including mental health (Nobles et al., 2020), willingness to suicide (Gunnel et al., 2020), sleep disorders and domestic violence (Altena et al., 2020), quality of life (Mattioli & Puvianiand, 2020) and anger level (Giubilini et al., 2018). These consequences are mostly rooted in the fact that most countries have utilized quarantine as a way to prevent the transmission of the disease (Mattioli & Puvianiand, 2020) a previously proved successful strategy in preventing the spread of SARS (Giubilini et al., 2018). However, it should be noted that in earlier pandemics, quarantine had been associated with several negative repercussions such as isolation from friends and relatives, freedom loss, suicide desire, rage, anger, and domestic violence (Giubilini et al., 2018). As proved in a recent study by Williams et al. (2020), British individuals have been remarkably affected in a negative way by quarantine in different dimensions such as mental health and overall well-being, particularly among low socio-economic people. Furthermore, the limitations in social relationships, income, and energy, as well as fluctuations in the ordinary and routine style of life, have led to psychological and emotional difficulties in people (Williams et al., 2020).

As proved in the previous research, such crises affect housewives, as a vulnerable group in society; this can be attributed to the lack of access to resources, socio-cultural constraints, and the adverse effect of gender inequalities in society, among other potential reasons (Ruwanpura, 2008). Apparently, males and females have not been equally affected by the crises (Mantovani, 2020) which have led to women' facing gender inequity, increased responsibilities at their home, and added role as caregivers in their families (Mantovani, 2020). This has led to dominant changes in their lifestyles of them. As found in some studies, domestic violence, marital conflicts, family conflicts, anger, fear, stress, depression, anxiety, and other negative emotions have been increased (Zhang et al., 2020).

For instance, Zhang et al. (2020) found that recently, domestic violence has increased by 20% in Cyprus. Moreover, in the same study, higher percentages of domestic violence and anger have been revealed as prevalent problems in families. Moreover, as a general trend found in some studies in the context of Iran (Abrar, 2010), Iranian housewives comprise one of the largest groups of users of virtual space in its different forms including social networks, virtual groups, etc. Many Iranian households are provided with cell phones as a tool for using virtual space. In fact, the ample functional utilities of cell phones as a tool for voice chat, text chat, email, video, and image transmission has turned it into a very famous and effective means for social engagement and mobilization. Maybe, this is why the number of users of cell phones has increased dramatically in the last decade in Iran (Abrar, 2010).

In the same vein, Haider (2009) believes that when we live in a democratic society, we should be able to freely utilize the Internet, such as upgrading our own cultures in case we benefit from technology in a safe manner. However, he warns that the Internet and virtual space are intermingled with some threats which cannot be easily missed (Haider, 2009). To support this, while the Internet has provided Iranian housewives with ample opportunities to express their voice in different dimensions including socio-cultural, political, and economic issues, many people complain about its negative side effects such as eye aches, headache, making women ignorant of their husband, and other similar problems. Good or bad, one of the direct consequences of the new life conditions in general and the COVID-19 pandemic in particular has been more reliance of housewives upon virtual space in general and cellular phones in particular. This can be easily observed in our surroundings.



Furthermore, it is widely known that one of the opportunities provided by virtual space and the Internet for all people, not just house-wives, is English learning. In today's global village, English learning is a must for almost any person, regardless of its gender. A group of people who can benefit from English learning in various ways are housewives. Among other benefits of English learning, merits such as becoming empowered by the most famous international language, helping children at home in doing their homework, and becoming aware of different cultures can be enumerated for housewives' English learning.

Altogether, the above discussions orient the reader to wonder whether merging the various lines of discussions proposed above (i.e., the COVID-19 outbreak; increased problems of housewives in such areas as domestic violence, anger and emotional regulation; and opportunities provided by virtual space along with the increased use of cellular phones by housewives in the recent years; and the necessity of English learning in the global age) may contribute to solving an existing problem in the society. Being oriented by this, the researcher seeks to tackle the issue in a way with the highest problem-solving taste.

Housewives hold a specific position at home, as it is known to everyone. Unfortunately, in recent years, remarkable changes have been occurred in housewives' responsibilities and functions, and consequently, they have been faced with new problems (Yoosefi Lebni et al., 2021). According to Yoosefi Lebni et al. (2021), housewives are exposed to more serious problems than any other family members.

As reported by the recent researchers, the patient's family members care, disinfecting the house, managing family members' relationships, and caring for children's distance education are just preliminary costs of the recent life educations for housewives (Zhang et al., 2020). Worse than that are emerged problems which are considered serious threats for their mental and physical health during quarantine. Effects of life problems on housewives' emotional regulation, anger control, quality of life, and domestic violence are worse news (Mantovani, 2020; Yoosefi Lebni et al., 2021; Zhang et al., 2020).

Fortunately, to combat this dark and complex scenario, two weapons as virtual space and English learning are at our disposal. However, the degree of effectiveness of such tools in this regard is not pre-determined, they are worth trying with good justifications. Firstly, apparently housewives in Iran have recently expressed their voice on their problems through different virtual channels including social networks. This confirms that they welcome virtual space. This is a good news. Secondly, English learning is here to improve the lives of housewives by providing them the opportunity to receive ample information in terms of marital life, health matters, care skills, and making themselves ready for potential employment opportunities and so on (Shirazi, 2014). Housewives should try to empower themselves by increasing their knowledge of different life aspects through a variety of international resources. Thirdly, the introduction of different models of cellular phones and Iranian housewives' access to it have provided the ground for better utilization of virtual space at the service of their well-being as a vulnerable group in society.

But in reality, we see that still many Iranian housewives tend to just use the Internet and virtual space for time pass and amusement (Shirazi, 2014). In such a situation, the burden of life problems on Iranian housewives keeps its wright, instead of becoming lighter. The merge of English learning with virtual space as a solution for housewives' problems in terms of emotional regulation, anger control, and domestic violence in Iran is worth trying. This along with the empty place of a study on the issue stimulated the researcher to conduct this study to see how virtual English language teaching could be taken at the service of Iranian housewives to deal with their problems concerning emotional regulation, anger control, and domestic violence. In so doing, the following questions were proposed:

1. What is the effect of virtual English language teaching on Iranian Housewives' emotional regulation?

2. What is the effect of virtual English language teaching on Iranian Housewives' anger control?

3. What is the effect of virtual English language teaching on domestic violence experienced by Iranian Housewives?

Review of the Related Literature

Theoretical issues

This study is informed by two lines of thinking including virtual teaching and well-being theory. Virtual teaching has been defined differently by various scholars in the field (e.g., Bansal, 2020; Bleimann, 2004; Fry 2000; Horton, 2001; Roffe, 2002; Smyrnova-Trybulska, et al., 2019; Wild, et al., 2002). For instance, Tsai and Machado (2002) maintain that virtual teaching is communicating and teaching via networks and computers, that is, through electronic devices. Another definition that is a bit more specific is provided by Fry (2000) who believes that virtual teaching is the “delivery of training and education via networked interactivity and a range of other knowledge collection and distribution technologies” (p. 4). Horton (2001) states that virtual teaching is “the use of Internet and digital technologies to create an experience that educates fellow human beings” (p. 6). Lahn (2004) argues that virtual teaching, in addition to web-based technology, also necessitates course-ware based on multimedia tasks. Hence, it is obvious that the foundations of virtual teaching are Information and Communication Technology. It is also predictable that in order to increase the performance and effectiveness of learning, virtual teaching is developed on the basis of information technology.

As put by ToV (2018), the well-being concept refers to the ways through which individuals experience and evaluate their lives in a positive way. Further, well-being has been equated with happiness. Some others tend to conceive well-being as a life-long satisfaction state (Mosleh et al., 2022). Some other scholars (e.g., Azmi et al., 2022) believe that well-being or wellness means experiencing well distress-free physical and psychological health. In sum, what is perceived from the definitions proposed for well-being is that well-being includes the lack of suffering, but it is more than this (Diener, 1984; Seligman & Csikszentmihalyi, 2000).

Empirical Studies

The literature on the variables under investigation in the present study is not very rich. This scarcity is more serious when virtual English language teaching comes into play to affect emotional regulation, anger control, and domestic violence. In non-virtual settings, the researchers have dealt with the relationship among emotional regulation, anger control and domestic violence, and the other cognitive or affective factors. For instance, Bracket et al. (2010) investigated the interplay among emotion regulation, job satisfaction, and burnout among EFL teachers and confirmed a significant relationship among the three explored factors. In another study, Ghanizadeh and Royaei (2015) explored the go-togetherness among emotion regulation, burnout, and emotional labor strategies among EFL teachers and reported a significant interplay among them. Similar findings have been claimed by other scholars (Biron & van Veldhoven, 2012; Fathi & Derakhshan, 2019; Ju et al., 2015; Mirzaei et al., 2020; Shokoohi-Yekta et al., 2019; Talbot & Mercer, 2018).

A different research line taken in this regard is experimental research tackling the effectiveness of various virtual or non-virtual teaching programs (in relation or unrelated to the English language) on emotional regulation, anger control, and domestic violence. In this group of studies, Alawiyah et al. (2019) examined and corroborated the effectiveness of socio-drama on the improvement of anger management skills of students. In the study by Prasanth et al. (2022),

assessed the effect of virtual knowledge practice education on anger management among adolescents and found out remarkable changes in the subjects under the effect of teaching knowledge practice virtually. There exist some other studies with the same orientation on variables like emotional regulation (e.g., Barber et al., 2011; Dettori & Persico, 2014; Nguyen & Ikeda, 2015) and domestic violence (e.g., Nicole et al., 2016; Schrag et al., 2022; Emezue, 2020).

What is clearly perceived from the reviewed literature is that more investigations are needed to document the effectiveness of virtual English language teaching on emotional regulation, anger control, and domestic violence among Housewives in Iran. This study was an attempt to bridge this gap.

Method

Research Design

This study which sought to investigate the effectiveness of virtual English language teaching on Iranian Housewives' emotional regulation, anger control, and domestic violence used a quasi-experimental pre-test and post-test control group design (Ary et al., 2019). More specifically, in this study, there existed two groups of housewives in the name of the experimental and control groups. While the experimental group benefited from virtual English language teaching, the control group does not. Finally, the scores of the two groups on emotional regulation, anger control, and domestic violence in the pre-test and post-test are compared with each other to measure the effectiveness of virtual English language teaching.

Participants

The target population of this study included all Iranian housewives. From the population, about 60 Iranian housewives from different cities of Iran were selected through available sampling (Ary et al., 2019). To add to the validity of the findings, the participants were screened through the following factors: Having no academic degree in the English language major, and having no experience of virtual English teaching. The participants varied in terms of age. Moreover, all of them were from the middle social class. The native language of them was Persian. The participants were randomly divided into two groups namely, the experimental and control groups (to neutralize cohort effect, as recommended by Ary et al., 2019). To observe ethical issues, the consent of the participants was taken for participation in the study. Moreover, they were ensured about anonymity and confidentiality of their personal information.

Instruments

The required data were collected through the following instruments:

Anger Control Questionnaire

To measure anger control, the Persian version of the Anger Control Questionnaire developed and validated by Buss and Perry (1992) was used. This tool consists of 25 multiple-choice items among which the respondents should select one. The scores of this questionnaire are in a range from 25 to 125. The reliability and validity of this instrument have been endorsed in the context of Iran.

Domestic Violence against Women Questionnaire

To measure domestic violence against women, the Domestic Violence against Women, developed and validated by Mohseni Tabrizi et al. (2011) in Persian was used. It consists of 60 five-point Likert items in a range from 1= never to 5= always. The scores of this questionnaire are in a range from 60 to 300. Mohseni Tabrizi et al. (2011) confirmed the validity of the questionnaire through factor analysis. Additionally, they estimated the reliability of this tool .85.

Emotional Regulation Questionnaire

The Persian version of the Emotional Regulation Questionnaire (Garnefski et al., 2003) was used to measure the participants' emotional regulation. It is composed of 36 five-point Likert items in a range from 1= never to 5= always. The minimum and maximum scores are 36 and 180, respectively. Ghasemzadeh Nassaji et al. (2010) validated this questionnaire in the context of Iran and reported its reliability as .81.

Data Collection and Analysis Procedure

To start the process of data collection, first, sample selection, division of them into the experimental and control groups, and building WhatsApp groups were done. Then, the quantitative data collection started wherein the Google Form of the Anger Control Questionnaire, the Domestic Violence against Women, and the Emotional Regulation Questionnaire was sent by the researcher to the participants through WhatsApp to measure their level of anger control, domestic violence against women, and emotional regulation in the pre-test. Then, the treatment started wherein the experiment group underwent twenty 45-minute sessions of virtual English language teaching in WhatsApp twice a week. During the sessions, the researcher as an experienced EFL teacher, taught the participants general English using the book 'Active Skills for Reading 2' by A Neil J Anderson (2013), as a suitable reference for primary-level learners. The book consists of 12 units composed of a text along with some activities which mainly tackle reading, vocabulary, and listening. This is while the control group did not enjoy the treatment. They just participated in the pre-test and the post-test.

Next, the researcher re-sent the Google Form of the Anger Control Questionnaire, the Domestic Violence against Women, and the Emotional Regulation Questionnaire to the participants through WhatsApp to measure their level of anger control, domestic violence against women, and emotional regulation in the post-test.

For data analysis, first, the scores were submitted to SPSS 24. Then, data analysis was conducted at the descriptive level. This means that descriptive statistics including mean, standard deviation, and standard error of the mean was run for the data gathered in the pre-test and the post-test. Then, the Kolmogorov-Smirnov normality test and Leven test were run to check the data normality and equality of variance. Following that, to compare the two groups' (i.e., experimental and control groups) pre-test and post-test scores, a one-way Analysis of Covariance (ANCOVA) was run.

Results

Results of the first research question

To answer the first research question 'What is the effect of virtual English language teaching on Iranian Housewives' emotional regulation?', the first one-way ANCOVA was run to investigate the effect of virtual English language teaching on Iranian Housewives' emotional regulation.

However, before running the one-way ANCOVA, descriptive statistics was run for all three emotional regulation, anger control, and domestic violence. Table 1 shows the results of descriptive statistics for emotional regulation.

Table 1

Results of Descriptive Statistics for Emotional Regulation

Group	N	Mean	Std. Deviation
Experimental (pre-test)	30	41.00	.38
Control (pre-test)	30	40.30	.35
Experimental (post-test)	30	130.00	.30
Control (post-test)	30	95.30	.33

As shown in Table 1, the level of emotional regulation of the experimental group ($M= 41.00$, $SD= 0.38$) was slightly different from that of the control group ($M= 40.30$, $SD= 0.35$) in the pre-test. This is while the difference between the experimental group's ($M= 130.00$, $SD= 0.30$) and the control group's emotional regulation ($M= 95.30$, $SD= 0.33$) was bigger in the post-test. Table 2 shows the results of descriptive statistics for anger control.

Table 2*Results of Descriptive Statistics for Anger Control*

Group	N	Mean	Std. Deviation
Experimental (pre-test)	30	39.00	.52
Control (pre-test)	30	42.00	.55
Experimental (post-test)	30	100.00	.60
Control (post-test)	30	63.30	.68

As indicated in the Table 2, the experimental group's anger control ability ($M= 39.00$, $SD= 0.52$) was a bit different from the control group's ability to control their anger ($M= 42.00$, $SD= 0.55$) in the pre-test. However, a bigger difference was found between the experimental group's anger control ($M= 100.00$, $SD= 0.60$) and the control group's anger control ($M= 63.30$, $SD= 0.68$) in the post-test.

Table 3 shows the results of descriptive statistics for domestic violence.

Table 3*Results of Descriptive Statistics for Domestic Violence*

Group	N	Mean	Std. Deviation
Experimental (pre-test)	30	250.00	.18
Control (pre-test)	30	255.00	.25
Experimental (post-test)	30	90.00	.24
Control (post-test)	30	160.00	.13

As demonstrated in Table 3, the amount of domestic violence experienced by the experimental group ($M= 250.00$, $SD= 0.18$) was somewhat different from that experienced by the control group ($M= 255.00$, $SD= 0.25$) in the pre-test. Obviously, the difference between the amount of domestic violence perceived by the experimental group ($M= 90.00$, $SD= 0.60$) and that experienced by the control group ($M= 160.00$, $SD= 0.13$) was more remarkable in the post-test.

Table 4 shows the results of Kolmogorov-Smirnov and Leven test.

Table 4*Results of Kolmogorov-Smirnov and Leven Tests for Emotional Regulation*

Groups	Kolmogorov-Smirnov (Normality)			Leven test (Equality of variance)			
	Statistic	df	Sig.	Statistic	df	Sig.	
<i>Emotional regulation</i>	Experimental pre-test	.21	30	.17	.68	87	.29
	Control pre-test	.19	30	.41			
	Experimental post-test	.25	30	.36			
	Control post-test	.12	30	.53			

As it can be seen in the Table 4, both the normality assumption ($p>0.05$) and equality of variance assumption ($p>0.05$) were met. Table 5 shows the results of the Kolmogorov-Smirnov and Leven test for anger control.

Table 5*Results of Kolmogorov-Smirnov and Leven Tests for Anger Control*

Groups		Kolmogorov-Smirnov (Normality)			Leven test (Equality of variance)		
		Statistic	df	Sig.	Statistic	df	Sig.
<i>Anger control</i>	Experimental pre-test	.32	30	.10	.52	87	.41
	Control pre-test	.24	30	.13			
	Experimental post-test	.30	30	.16			
	Control post-test	.17	30	.23			

As it can be seen in the Table 5, both the normality assumption ($p>0.05$) and equality of variance assumption ($p>0.05$) were met. Table 6 shows the results of the Kolmogorov-Smirnov and Leven test for domestic violence.

Table 6*Results of Kolmogorov-Smirnov and Leven Tests for Domestic Violence*

Groups		Kolmogorov-Smirnov (Normality)			Leven test (Equality of variance)		
		Statistic	df	Sig.	Statistic	df	Sig.
<i>Domestic Violence</i>	Experimental pre-test	.38	30	.12	1.28	87	.21
	Control pre-test	.19	30	.09			
	Experimental post-test	.25	30	.07			
	Control post-test	.20	30	.15			

As it can be seen in the Table 6, both the normality assumption ($p>0.05$) and equality of variance assumption ($p>0.05$) were met. Then, one-way ANCOVA was run to investigate the effect of virtual English language teaching on Iranian Housewives' emotional regulation. The results are shown in Table 7.

Table 7*Results of ANCOVA for emotional regulation*

Source	SS	df	MS	F	P	Partial Eta Squared
Emotional regulation (pre-test)	632.45	1	632.45	27.18	0.0001	0.58
Group	170.946	1	170.946	7.346	*0.001	0.146
Error	1326.33	57	23.269			

* Significant at the 0.01 level.

As it is shown in Table 7, the one-way ANCOVA results are significant ($F= 7.346$ $p<0.01$, $\omega^2 = 0.146$). Based on Cohen's (1988) guidelines, this is a very large effect size.

Results of the second research question

To answer the second research question ‘What is the effect of virtual English language teaching on Iranian Housewives’ anger control?’, another one-way ANCOVA was run. The results are shown in Table 8.

Table 8

Results of ANCOVA for Anger Control

Source	SS	df	MS	F	P	Partial Eta Squared
Anger control (pre-test)	202.39	1	202.39	13.70	0.0001	0.46
Group	110.147	1	110.147	7.546	*0.001	0.149
Error	842.061	57	14.773			

As it is shown in Table 8, the one-way ANCOVA results are significant ($F= 7.456$ $p<0.05$, $\omega^2 = 0.149$). Referring to Cohen's (1988) guidelines, this is a very large effect size.

Results of the third research question

To address the third research question ‘What is the effect of virtual English language teaching on domestic violence experienced by Iranian Housewives, a third one-way ANCOVA was run. The results are shown in Table 9.

Table 9

Results of ANCOVA for Domestic Violence

Source	SS	df	MS	F	P	Partial Eta Squared
Domestic violence (pre-test)	223.139	1	223.139	17.78	0.0001	0.52
Group	84.336	1	84.336	6.720	*0.001	0.213
Error	715.35	57	12.550			

As it is shown in the Table 9, the one-way ANCOVA results are significant ($F= 6.720$ $p<0.05$, $\omega^2 = 0.21$). As confirmed by Cohen's (1988) guidelines, this is a very large effect size.

Discussion

This study was set out to answer three research questions. With regard to the first research question ‘What is the effect of virtual English language teaching on Iranian Housewives’ emotional regulation?’, the findings confirmed a significantly positive impact of virtual English language teaching on Iranian Housewives’ emotional regulation. To interpret this finding, it is worth noting that virtual English language teaching enhances Housewives’ self-regulation (Mohsen & Shafeeq, 2014; Yunus et al., 2013) and this leads to higher emotional regulation in them. Moreover, as a consequence of being exposed to virtual English language teaching, housewives feel a sense of agency in their life (Jan et al., 2017; Radia, 2019) that can contribute to increased emotional regulation among them. Another point worth arguing is that virtual English language teaching has the potential to reduce Housewives’ stress and anxiety and thus, empower them to manage their emotions (Bracket et al., 2010). Furthermore, Housewives’ burnout feeling is likely to be decreased after exposure to virtual English language teaching (Mosleh et al., 2022), and a main byproduct of this link is enhanced emotional regulation in them (Ghanizadeh & Royaei, 2015). Another factor whose mediating role in the impact of virtual English language teaching on Iranian Housewives’ emotional regulation cannot be ruled out is Housewives’ self-efficacy that is strongly and negatively tied to anger control (Cheok et al.,

2017; Fathi & Derakhshan, 2019). That is, Housewives' self-efficacy is improved by virtual English language teaching and it helps them regulate their emotions more successfully.

This finding is consistent with the study by Barber et al. (2011) who found that virtual English language teaching enhances the emotional regulation of learners. The same argument has been made in Dettori and Persico's (2014) study when they showed a significant improvement in learners' emotional regulation as a result of being taught using virtual English instruction. The same conclusion has been made by Nguyen and Ikeda (2015).

Concerning the second research question 'What is the effect of virtual English language teaching on Iranian Housewives' anger control?', the outcomes of the study revealed the significant influence of virtual English language teaching on Iranian Housewives' anger control. To justify this result, it cannot be missed that several negative emotions which are closely attached to anger including stress, anxiety, and depression can be adversely affected by virtual English language teaching (Azmi et al., 2022; Mosleh et al., 2022; Shokoohi-Yekta et al., 2019). As a result, Housewives' energy is saved to manage their anger level. Additionally, as rightly put by Alawiyah et al. (2019), any kind of training or education, regardless of its characteristics and parameters, has proved to give trainees a sense of well-being which plays a paramount role in strengthening them to manage their anger.

This finding is somehow in line with the achievements of the study by Abbasi et al. (2020), Ameen et al. (2019), and Mosleh et al. (2022) who stamped approval on the effectiveness of virtual training and teaching on the management of anger. However, although the training provided in these two studies was virtual in shape, it was not concerned with the English language.

Regarding the third research question 'What is the effect of virtual English language teaching on domestic violence experienced by Iranian Housewives?', the results supported the effectiveness of virtual English language teaching on domestic violence experienced by Iranian Housewives. Interpretation of this finding necessitates referring to the arguments according to which virtual English language teaching is associated with individuals enhanced social awareness or consciousness (Shahzad et al., 2020). An outcome of this association, among others, is the reduction of domestic violence experienced by Housewives (Li et al., 2010). Besides, the improvements in self-esteem and self-confidence of Housewives, due to being subjected to English language teaching (Jan et al., 2017), may not be neglected in accounting for the effect of virtual English language teaching on domestic violence experienced by Iranian Housewives. Further, virtual English language teaching makes Housewives autonomous enough (Radia, 2019) to stand against domestic violence against themselves. Moreover, virtual English language teaching tackles Housewives' motivation (Basal, et al., 2016; Desouky, 2016; Ene & Upton, 2018; Shaqqaqi & Soleimani, 2019) to live which in turn can make them resistant against domestic violence by their partners. Last but not least, according to Bishop and Verleger' s (2013) argument, through virtual English language teaching, higher-order cognitive processes are enhanced and this can strengthen Housewives to suffer from lower domestic violence.

This outcome is in the same line with the findings of the research by Nicole et al. (2016) which gave support to the effect of virtual training on domestic violence among women and girls. Similar to the present study, Schrag et al. (2022) reported lower levels and layers of domestic assault and abuse as a result of learners' being trained virtually. Moreover, in the study by Emezue (2020), it was indicated that learners were supported against home violence and abuse by providing them with digital learning.

Conclusions

From a general perspective, it can be concluded that virtual English language teaching has the potential to improve the emotional well-being of the Housewives. Evidence of this is higher emotional regulation, higher anger control, and lower domestic violence among the housewives after enjoying virtual English language teaching. At a more specific level, it can be concluded that virtual English language teaching improves self-management of emotions, both negative and positive ones, potentially via dynamic mediating factors (e.g., motivation, sense of agency, autonomy, social consciousness, self-esteem, self-confidence, critical thinking, problem-solving, decision-making, self-regulation, stress, anxiety, etc.) whose close association with virtual English language teaching has been documented in the literature.

With a view to the close affinity between life quality and the level of emotions and affections such as emotional regulation, anger control, and domestic violence, it can be postulated that virtual English language teaching can be used in rejuvenating the missed freshness of life in today's World. To argue at a more comprehensive and vital level, taking the pivotal role of Housewives in nurturing family members and future generations, the results are encouraging enough to hammer this belief in us that virtual English language teaching can revolutionize the fate of future generations.

It would be a pity not to say that when teaching English virtually at the primary level leads to such astonishing and promising findings, more transformative achievements can be expected from virtual teaching of English at higher levels when cultural issues come into play with their huge effects on individuals' character and spirit at different dimensions.

The results of this study can inform top-level educational authorities, social emergency administrators, and future researchers differently. Educational authorities can take enlightening insights from the findings and implement them to the benefit of society by, for instance, holding extra virtual English language teaching courses for mothers of students with low cost and inconvenience. Social emergency stakeholders can equip the centers with English classes held virtually using different platforms to empower abused and emotionally disturbed Housewives. In addition, future ELT researchers can extend the scope of their research attempts by going beyond EFL students to investigate the potential of virtual English language teaching for different vulnerable groups of society.

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