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Does Research Output Matter for Economic Growth in Sub Saharan African Countries? Quantity and Quality Analysis

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Does Research Output Matter for Economic Growth in Sub Saharan African Countries? Quantity and Quality Analysis

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Abstract

We study the link between university rankings and economic growth in Sub Saharan African Countries (SSA) by applying the panel data analysis method and the system GMM technique used on a sample of 43 SSA countries during the period 1996-2015. Our results indicate that academic research exerts a positive and significant effect on the level of economic growth for both fixed and random effect. However, this relation seems to be insignificant when we run GMM in system regression. Also, findings show that domestic investment (INVES) and gross domestic savings (GDSAV) are considered as key factors for boosting economic growth in the SSA region. Contrary, the effect of foreign direct investment (FDI) is positive but not significant for fixed and random effect regressions.

Keywords: research output, quantity and quality, economic growth, SSA countries panel data, GMM in system
¿Tienen Importancia los Resultados de la Investigación para el Crecimiento Económico de los Países del África Subsahariana? Análisis Cuantitativo y Cualitativo

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Resumen
Estudiamos la relación entre rankings universitarios y el crecimiento económico en países del África Subsahariana aplicando el método de análisis panel y la técnica sistema GMM sobre una muestra de 43 países del África Subsahariana durante el periodo 1996-2015. Nuestros resultados indican que la investigación académica ejerce un efecto significativo y positivo sobre el nivel de crecimiento económico tanto para los efectos fijos como para los aleatorios. Sin embargo, esta relación parece insignificante cuando ejecutamos una regresión GMM. Así mismo, los resultados muestran que la inversión doméstica (INVES) y los ahorros domésticos brutos (GDSAV) se consideran factores clave para el crecimiento económico en la región. Contrariamente, el efecto de la inversión extranjera directa es positivo pero no significativo para regresiones de efectos fijos y aleatorios.

Palabras clave: resultados de la investigación, cuantitativo y cualitativo, crecimiento económico, datos de panel de países de SSA, GMM en sistema
Compared to worldwide economies, the African economies are considered as the most unstable and least affluent. The African region, especially SSA countries, records a lower level of growth and faces several challenges to solve weaknesses which limit development. Consequently, the need to search and propose how to boost economic growth in this region is obvious. An increased number of studies have emphasized the role of human capital to facilitate a faster level of economic growth. The role of human capital is discussed in Nelson and Phelps (1966), and further confirmed in the model of endogenous growth found in Romer (1986, 1990), Lucas (1988), and Becker et al. (1990).

Recently, an increasing number of researchers have been investigating the relationship between economic growth and its research output, measured in scientometric indicators (Lundberg, 2015; Ntuli et al., 2015; Inglesi-Lotz & Pouris, 2013). On the one hand, governments have dedicated an importance for expenditure on education and on the other hand, the research output of universities and researchers is growing. Here we should raise the following question: Why does academic research not solve economic problems in many countries?

The research/growth relation is multidimensional and it has been discussed differently in many studies. The first part of the studies has investigated the linkage between the effects of the quantity of research measured by the number of publications on the level of economic growth (Price, 1978; Pouris & Pouris, 2009). The second part of the studies has analyzed the effect of the quality of research measured by the number of citations on the level of growth (Haiqi & Yuha, 1997; De Moya-Anego & Herrero-Solana, 1999; Butler, 2003; Pouris, 2003; King, 2004; Inglesi-Lotz & Pouris, 2013). The causal relationship between research output and growth has been given in the third part of the studies. Finally, the research/growth relation may differ depending on the country’s classification. It is recognized that highly developed countries normally have the most active and productive research universities, which positively affects the level of growth.

Motivated by the necessity to increase the level of growth in the African continent and to benefit from the results of academic research, this paper aims to test the linkage between academic research and economic growth in
Sub Saharan African Countries (SSA). To this end, we used a sample of 43 SSA countries during the period 1996-2015. The econometric approaches used in this study are based on the panel data analysis method and the system GMM technique. The empirical findings of this paper indicate that academic research measured by the Naperian logarithm of the number of publication per year (PUB) exerts a positive and significant effect on the level of economic growth for both fixed and random effects. Also, results indicate that growth in SSA countries can be derived by domestic investment (INVES) and gross domestic savings (GDSAV).

The remainder of this paper is presented as follows. The second section presents the literature review. An overview on the academic research and the level of growth in SSA countries is given in section three. The empirical analysis is made in section four. Finally, we conclude with section five.

**Literature Review**

It is widely acknowledged that the debate on the relationship between knowledge and economic growth is certainly not recent (Romer, 1986; Lucas, 1988). The importance of human capital is studied by Nelson and Phelps (1966), and further investigated by Romer (1986, 1990), Lucas (1988), and Becker et al. (1990). Studies have examined the linkage between economic growth and accumulated knowledge. They reported that the connection can imply causality running from any of the two indicators to the other (Price, 1978; Kealey, 1996; King, 2004; Fedderke & Schirmer, 2006; Lee et al., 2011; Inglesi-Lotz & Pouris, 2013).

An increasing number of researchers have interest in the relationship between a country’s economic growth and its research output, mostly measured in scientometric indicators. There is some research that investigates the linkage between the effect of the quantity and/or quality of research on the level of economic growth. Quantity of research output is usually measured by the number of publications per year (Price, 1978; Pouris & Pouris, 2009). However, a country’s research performance is measured by the number of citations for each paper in highly indexed journals (Haiqi & Yuha, 1997; De Moya-Anego & Herrero-Solana, 1999; Butler, 2003; Pouris, 2003; King, 2004; Inglesi-Lotz & Pouris, 2013).
Studies that explored the relationship between output research and economic growth can be divided into two groups. In the first group, some research has investigated the effect of research on growth (King, 2004; Vinkler, 2008; Lundberg, 2015). Literature on the causal relationship between these two indicators has been given in the second group (Lee et al., 2011; Inglesi-Lotz & Pouris, 2013; Inglesi-Lotz et al., 2014; Ntuli et al., 2015).

With reference to a dataset relative to Swedish municipalities during the period 1990–2010, Lundberg (2015) tested the effect of academic research on growth. Research output is measured by the number of dissertations and papers published in academic journals with peer review. Findings indicate that knowledge through research affects regional growth where the academic institution is located and the growth pattern of neighboring municipalities.

Based on the autoregressive distributed lag (ARDL) method, Inglesi-Lotz and Pouris (2013) studied the effect of academic research on the level of economic growth in South Africa. Results reveal that the affect differs from one scientific field to another. The relationship is confirmed for individual fields of science (biology and biochemistry, chemistry, material sciences, physics, psychiatry and psychology). Similar to the results of Vinkler (2008) and Lee et al. (2011), these findings confirm the positive effect of research output on economic growth in South Africa during the period 1980-2008. Vinkler (2008) and Lee et al. (2011) suggest that the nature of the link between research and economic growth varies according to the developmental stage of the country. The causal relation between research and economic growth in 34 OECD countries was studied by Ntuli et al. (2015). To this end, they used a sample observed over the period 1981–2011 and they performed the bootstrap panel causality analysis. The main results reveal unidirectional causality running from research output to economic growth for the US, Finland, Hungary, and Mexico; opposite causality from economic growth to research articles published for Canada, France, Italy, New Zealand, the UK, Austria, Israel, and Poland; and no causality for the rest of the countries.

Inglesi-Lotz et al. (2013) examined the causal relationship between economic growth and research output of the BRICS countries for the period 1981-2011. In this study, research output was measured by the number of
papers published. By performing panel causality analysis techniques, empirical results support no causality in any direction between research papers as a percentage share to the world and economic growth for all the BRICS except for India. For this country, the feedback hypothesis is confirmed.

**Academics Research and Economic Growth: An Overview of SSA Countries**

Academic research is recognized as the most influential indicator measuring how universities perform. The reputation and ranking of universities are heavily based on the number of papers published and/or cited in international and high impact journals. Those documents should provide solutions for the dysfunction and problems recognized by the nation. Findings should serve as recommendations for policy makers on how to enhance development and boost economic growth.

The African region, especially SSA countries, records a lower level of growth and faces several challenges to solve weaknesses which limit development for this region. Their priorities should be oriented to promote both research and education. Research output in SSA countries has soared over the last 10 years, but is still not adequate to fuel the region’s fast growing economies. In this region, research has been growing more quickly in some countries than others. For example, west and central Africa increased its world article contribution from 0.23% in 2003 to 0.4% in 2012. While Southern Africa increased its share from 0.07% to 0.09% for the same period. Consequently, governments should support research-teaching in addition to education. This is in order to be more involved in society and try to offer solutions for weaknesses which some countries suffer.

An examination of university rankings in SSA countries (July 2016 edition) reveals that the five best universities are from South Africa. This ranking confirms the top ranking of this country in terms of the number of publications with an average of 9405 documents during the period 1996-2015 (see table 1). In total, this country has 26 universities accommodating 1 million students, with plans by the government to add 500,000 to that total by 2030. It is worth recalling that South Africa’s universities and other
institutions in various disciplines are some of the best on the continent and in the world. Nigeria comes in second place with more than 100 universities. The ranking shows that Ibadan University is topping the list followed by the University of Lagos in second place and the University of Benin UNIBEN in third place. University rankings in SSA countries indicate that Somalia fills in last place. For this country, the average number of publications during the period 1996-2015 reached only 6 publications. This weak number indicates that the priority in Somalia’s universities is given first to teaching instead of research. Despite the civil war for more than two decades, education remains key for many Somalis as the Somali proverb says “To be without knowledge is to be without light”. Despite the wars and famine, students and staff have still turned up to class. However, the number of students that do not take classes remains very high. According to the UN development programme (UNDP) published in 2010, 43% of Somalia’s population live below the poverty line. High educational fees have priced many potential students out of higher education.

Table 1. 
Countries ranked by number of publications

<table>
<thead>
<tr>
<th>Top 10 Countries with highest number of pub</th>
<th>Top 10 Countries with weakest number of pub</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ranking</td>
<td>Countries</td>
</tr>
<tr>
<td>-------</td>
<td>-----------</td>
</tr>
<tr>
<td>1</td>
<td>South Africa</td>
</tr>
<tr>
<td>2</td>
<td>Nigeria</td>
</tr>
<tr>
<td>3</td>
<td>Kenya</td>
</tr>
<tr>
<td>4</td>
<td>Ethiopia</td>
</tr>
<tr>
<td>5</td>
<td>Tanzania</td>
</tr>
<tr>
<td>6</td>
<td>Ghana</td>
</tr>
<tr>
<td>7</td>
<td>Uganda</td>
</tr>
<tr>
<td>8</td>
<td>Cameroon</td>
</tr>
<tr>
<td>10</td>
<td>Senegal</td>
</tr>
</tbody>
</table>

Source: The author from the International Scientific Journal & Country Ranking (SJR)

In conclusion, there is a strong need to firstly encourage and improve inter-regional cooperation among researchers in SSA countries, and secondly among international cooperation. This is in order to share and
improve knowledge, skills and experiences between researchers. Also, working in cooperation leads to well explored available data bases and to the investigation of many subjects.

Table 2 and graph 1 cited below indicate the average evolution of the growth of the number of publications and the GDP growth for 43 SSA countries over the period (1996-2015). This description is given to make a comparison and connection between scientific research and economic growth. In other words, the level of growth evolved adjusted parallel to research output. To this end, we used statistics related to the average number and the growth of the average number of papers compared to GDP growth.

Table 2.

*Evolution of the average number of publications (Pub) and economic growth (GDPg) during the period 1996 -2015 for 43 Sub Saharan African Countries*

<table>
<thead>
<tr>
<th>Years</th>
<th>Papers growth in %</th>
<th>GDPg in %</th>
<th>Years</th>
<th>Papers growth in %</th>
<th>GDPg in %</th>
</tr>
</thead>
<tbody>
<tr>
<td>1996</td>
<td>202</td>
<td>-</td>
<td>2006</td>
<td>429</td>
<td>16.58</td>
</tr>
<tr>
<td>1997</td>
<td>219</td>
<td>8.42</td>
<td>2007</td>
<td>476</td>
<td>10.96</td>
</tr>
<tr>
<td>1998</td>
<td>219</td>
<td>0.00</td>
<td>2008</td>
<td>515</td>
<td>8.19</td>
</tr>
<tr>
<td>1999</td>
<td>229</td>
<td>4.57</td>
<td>2009</td>
<td>606</td>
<td>17.67</td>
</tr>
<tr>
<td>2000</td>
<td>218</td>
<td>-4.80</td>
<td>2010</td>
<td>670</td>
<td>10.56</td>
</tr>
<tr>
<td>2001</td>
<td>216</td>
<td>-0.92</td>
<td>2011</td>
<td>762</td>
<td>13.73</td>
</tr>
<tr>
<td>2002</td>
<td>239</td>
<td>10.65</td>
<td>2012</td>
<td>818</td>
<td>7.35</td>
</tr>
<tr>
<td>2003</td>
<td>288</td>
<td>20.50</td>
<td>2013</td>
<td>884</td>
<td>8.07</td>
</tr>
<tr>
<td>2004</td>
<td>321</td>
<td>11.46</td>
<td>2014</td>
<td>977</td>
<td>10.52</td>
</tr>
<tr>
<td>2005</td>
<td>368</td>
<td>14.64</td>
<td>2015</td>
<td>921</td>
<td>-5.73</td>
</tr>
</tbody>
</table>

Source: The author from the International Scientific Journal & Country Ranking (SJR)

The most remarkable observation from table 2 above is that the number of papers seems to be constant during the first period 1996-2003. On average it went from 202 in 1996 to 288 in 2003. Since this year, we notice an increase in the number of publications registering 670 in 2010 and 977 in 2014. For the growth rate of papers, SSA countries recorded a positive value with the highest level being 20.50% in 2003 compared to 2002. However, the growth in the number of publications only indicates a negative value for three years. In 2000, the growth number was -4.80%. It continued to be
negative in 2001 with a rate of -0.92%. Recently, in 2015 the growth in the number of registered papers again reached a negative value of -5.73%. From these statistics we can conclude that although there is a weak number of publications in the SSA countries, research in this region have improved.

The level of growth in SSA countries during the past decades has remained unsatisfactory (Ghura & Hadjmichael, 1996). Many SSA countries have been hit by a multiple number of shocks. We quote the sharp decline in commodity prices and tighter financing conditions (Annual report of the International Monetary Fund, 2016). Recently, growth in this region fell in 2015 to its lowest level in some 15 years and it will continue to slow to 3% in 2016. However, oil exporting SSA countries have registered satisfactory growth performance.

![Figure 1](image.jpg)

*Figure 1. Annual evolution of the average growth of GDP and the number of publications (PUBg) during the period 1996-2015 for 43 SSA Countries*

With reference to table 2 and graph 1, we can interpret the level of economic growth within three phases. The first covers the period 1996-2003. In this phase, GDP growth has registered a negative trend. GDP growth was 6.63% in 1996 and became 2.64% in 2003, representing a decrease of 4 points. The second coincides with the period of 2004-2011. During these years, GDP growth registers an upward trend. It switches from 3.66% to reaching 5.31% in 2011. From the year of 2012 to 2014, GDP growth again regained a positive trend with a rate of 4.44% and 4.21% respectively.
Empirical Analysis

Data and Methodology

To test the relationship between research output and the level of growth, we used a sample of 43 SSA countries during the period 1996-2015. Data was collected from world development indicators (WDI). However, academic research is measured by the Naperian logarithm of the number of publications per year, which measures the quantity of research and the number of citation per document which refers to the quality of research. These data are collected from the International Scientific Journal & Country Ranking (SJR) website. This database provides information about the number of documents, the number of citations and the H index. Also, the number of publications can be extracted from all subject categories or within specific fields. In this study, we used the number of documents in all subjects. The empirical strategy is based on two approaches, panel data analysis and system GMM, to check the soundness of the results. The double dimensions, individual (countries) and temporal (years), of our sample oriented us towards the selection of panel data analysis. We can profit from the two sources of variation in statistical information: temporal or intra-individual variability and individual or inter-individual variability. Panel data generally presents less multicollinearity than time series or cross section data. Also, it leads to more precise coefficient estimations. The complexity of the behavior of the studied individuals is often raised. Using panel data, the non-stationarity of time series and estimate errors seem to have been reduced (Baltagi, 1995; Baltagi, 2001). Also, the GMM method has several advantages. It allows one to solve the problems of simultaneity bias, reverse causality and omitted variables which have weakened the results of previous studies. It also addresses the problem of the endogeneity of explanatory variables (Hansen, 1982; Hansen & Singleton, 1982; Liang et al., 2013; Tan, 2016). It is for these reasons that we have firstly chosen panel data analysis to estimate our model and secondly, system GMM to check the robustness of the results.
Model Specifications and Variable Definitions

Following the same approach adopted by recent empirical studies that have examined the linkage between research and growth and based on growth literature, the econometric model can be presented as follows:

\[
GDP_{pc_{i,t}} = \beta_0 + \beta_1 PUB_{i,t} + \beta_2 CITAT_{i,t} + \beta_3 TECHN_{i,t} + \beta_4 EDEXP_{i,t} + \beta_5 CPS_{i,t} + \beta_6 FDI_{i,t} + \beta_7 INVES_{i,t} + \beta_8 GDSAV_{i,t} + \beta_9 OPEN_{i,t} + \epsilon_{i,t}
\]

Table 3.
Definitions and Measurements of variables

<table>
<thead>
<tr>
<th>variables</th>
<th>Definitions</th>
<th>Measurements</th>
</tr>
</thead>
<tbody>
<tr>
<td>GDPPC</td>
<td>GDP per capita growth (annual %)</td>
<td>Annual percentage growth rate of GDP per capita based on constant local currency.</td>
</tr>
<tr>
<td>PUB</td>
<td>Number of publications</td>
<td>Naperian logarithm of the number of publications per year</td>
</tr>
<tr>
<td>CITAT</td>
<td>Citation of publication</td>
<td>Number of citation per documents</td>
</tr>
<tr>
<td>TECHN</td>
<td>High-technology exports</td>
<td>High-technology exports (% of manufactured exports)</td>
</tr>
<tr>
<td>EDEXP</td>
<td>Research and development expenditure</td>
<td>Research and development expenditure (% of GDP)</td>
</tr>
<tr>
<td>CPS</td>
<td>Domestic credit to private sector (% of GDP)</td>
<td>Domestic credit to private sector refers to financial resources provided to the private sector by financial corporations.</td>
</tr>
<tr>
<td>FDI</td>
<td>Foreign direct investment, net inflow (% of GDP)</td>
<td>Foreign direct investment refers to the direct investment equity inflow in an economy.</td>
</tr>
<tr>
<td>INVES</td>
<td>Gross capital formation (% of GDP)</td>
<td>Gross capital formation consists of outlays on additions to the fixed assets of the economy plus net changes in the level of inventory.</td>
</tr>
<tr>
<td>GDSAV</td>
<td>Gross domestic savings (% of GDP)</td>
<td>Gross domestic savings are calculated as GDP less final consumption expenditure.</td>
</tr>
<tr>
<td>OPEN</td>
<td>Trade openness</td>
<td>Total imports + total exports of goods and services as % of GDP</td>
</tr>
</tbody>
</table>

Results and Interpretation

Pre-estimation: Descriptive Statistics and the Correlation Matrix

Table 4 reveals the descriptive results of the different variables of our study. The average level of GDPPC is 1.993% while the average level of the logarithm of the number of publications (PUB) is 4.538 with a maximum of
9.871 and a minimum of 0. The number of citation per document records on average a value of 15.145 and a maximum value of 85.58. The average value of export of High-technology is 4.772\% with a maximum of 83.640\%. Education expenditure in \% of GDP registered a mean value of 3.759\% and a maximum value of 68.153\%. For these two variables, it seems that all SSA countries do not grant the same importance for factors that can improve research and stimulate economic growth. Credit to private sector to GDP (CPS) achieved an average of 20.027\% with a minimum of 0.198 \% and a maximum of 160.125\%. The average level of foreign direct investment net inflow (FDI) remains very weak with an average of 0.141 \%; having a maximum value of 33.667 \% while its minimum value is -19.915\%. Contrary to foreign investment, the average value of domestic investment (INVES) seems to be satisfactory with a level of 20.809 \%; its maximum value is 78.822 \% while its minimum value is -2.424\%. For gross domestic savings (GDSAV), the average value is 10.922\%; its minimum value is -70.457\% and 69.706\% as its maximum value. Descriptive statistics indicate respectable values for trade openness in the SSA region. We find that the average value of trade openness (OPEN) is 114.528\% and the maximum value is 209.891\%.

Table 4. Descriptive statistics

<table>
<thead>
<tr>
<th>Variable</th>
<th>Obs</th>
<th>Mean</th>
<th>Std. Dev.</th>
<th>Min</th>
<th>Max</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gdppc</td>
<td>833</td>
<td>1.993</td>
<td>4.691</td>
<td>-38.231</td>
<td>30.342</td>
</tr>
<tr>
<td>Pub</td>
<td>860</td>
<td>4.538</td>
<td>1.719</td>
<td>0.000</td>
<td>9.871</td>
</tr>
<tr>
<td>Citat</td>
<td>860</td>
<td>15.145</td>
<td>10.086</td>
<td>0</td>
<td>85.580</td>
</tr>
<tr>
<td>Techn</td>
<td>612</td>
<td>4.772</td>
<td>7.906</td>
<td>0</td>
<td>83.640</td>
</tr>
<tr>
<td>Edexp</td>
<td>795</td>
<td>3.759</td>
<td>3.543</td>
<td>0.850</td>
<td>68.153</td>
</tr>
<tr>
<td>Cps</td>
<td>788</td>
<td>20.027</td>
<td>24.110</td>
<td>0.198</td>
<td>160.125</td>
</tr>
<tr>
<td>Fdi</td>
<td>669</td>
<td>0.141</td>
<td>2.204</td>
<td>-19.915</td>
<td>33.667</td>
</tr>
<tr>
<td>Inves</td>
<td>790</td>
<td>20.809</td>
<td>10.177</td>
<td>-2.424</td>
<td>74.822</td>
</tr>
<tr>
<td>Gdsav</td>
<td>773</td>
<td>10.922</td>
<td>17.193</td>
<td>-70.457</td>
<td>69.706</td>
</tr>
<tr>
<td>Open</td>
<td>803</td>
<td>114.528</td>
<td>1127.232</td>
<td>17.859</td>
<td>209.891</td>
</tr>
</tbody>
</table>

The correlation coefficients of all variables used in our models are presented in table 5. Results of the correlation matrix indicate that only CPS is negatively correlated with the dependent variable. Also, table 5 shows that
all coefficients are very weak. Consequently, we conclude the absence of bi-variable multicollinearity for our model.

Table 5.

The Correlation Matrix

<table>
<thead>
<tr>
<th></th>
<th>gdpce</th>
<th>cita</th>
<th>pub</th>
<th>cps</th>
<th>fdi</th>
<th>inves</th>
<th>gdsav</th>
<th>open</th>
<th>techn</th>
<th>expedu</th>
</tr>
</thead>
<tbody>
<tr>
<td>gdpce</td>
<td>1.0000</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>cita</td>
<td>0.0060</td>
<td>1.0000</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>pub</td>
<td>0.0340</td>
<td>-0.1359</td>
<td>1.0000</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>cps</td>
<td>-0.0626</td>
<td>-0.2146</td>
<td>-0.1485</td>
<td>1.0000</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>fdi</td>
<td>0.1765</td>
<td>-0.0617</td>
<td>-0.0513</td>
<td>-0.0202</td>
<td>1.0000</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>inves</td>
<td>0.4900</td>
<td>-0.0187</td>
<td>0.1748</td>
<td>-0.0220</td>
<td>-0.0358</td>
<td>1.0000</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>gdsav</td>
<td>-0.0264</td>
<td>-0.0605</td>
<td>0.0674</td>
<td>0.0596</td>
<td>-0.2650</td>
<td>0.0340</td>
<td>1.0000</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>open</td>
<td>0.3409</td>
<td>-0.0190</td>
<td>0.1398</td>
<td>-0.0233</td>
<td>0.1273</td>
<td>0.6785</td>
<td>-0.2105</td>
<td>1.0000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>techn</td>
<td>0.0233</td>
<td>0.0643</td>
<td>0.0032</td>
<td>0.0397</td>
<td>-0.0495</td>
<td>0.0610</td>
<td>0.1471</td>
<td>0.0186</td>
<td>1.0000</td>
<td></td>
</tr>
<tr>
<td>expedu</td>
<td>0.0078</td>
<td>-0.0266</td>
<td>0.0414</td>
<td>0.0274</td>
<td>0.0790</td>
<td>0.0117</td>
<td>-0.1074</td>
<td>0.1406</td>
<td>-0.0414</td>
<td>1.0000</td>
</tr>
</tbody>
</table>

Consequently, we conclude the absence of bi-variable multicollinearity for our model.

After giving an overview of descriptive statistics for our sample and the nature and level of correlation between all variables of our study, we will interpret the econometric results in the following section. Precisely, we will focus on the economic interpretation of all significant associations.

**Findings**

In this section, we provide the results of our model using three methods of estimation. The first one is the fixed effect regression, the second is the random effect regression and the third one presents the results of system GMM regression.

The validity of the system GMM requires that three conditions be fulfilled. First, the Sargan test of over-identifying restrictions should provide no correlation between instruments and error term. Second, for the second order correlation, there should be no serial correlation. System GMM results indicate that the Sargan and serial-correlation tests do not reject the null hypothesis of correct specification (P-value of Sargan test and P-value of AR(2) test of Arellano and Bond are larger than 5%), providing support for our estimation results. The p-value of the Sargan test of over-identifying restrictions is equal to 16% which is higher than 5%. Hence, we confirm the
overall validity of the instruments. Also, the P-value of $AR(2)$ is equal to 40.6% (more than 5%) which implies that there is no correlation.

Table 6.
Results of fixed, random and GMM regression

<table>
<thead>
<tr>
<th></th>
<th>Model (1) Fixed Effect</th>
<th>Model (2) Random Effect</th>
<th>Model (3) GMM</th>
</tr>
</thead>
<tbody>
<tr>
<td>gdppcL1.</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Pub</td>
<td>0.546</td>
<td>1.98**</td>
<td>0.335</td>
</tr>
<tr>
<td>Citat</td>
<td>0.0007</td>
<td>0.651</td>
<td>0.0009</td>
</tr>
<tr>
<td>Techn</td>
<td>-0.049</td>
<td>-1.48</td>
<td>-0.047</td>
</tr>
<tr>
<td>Edexp</td>
<td>-0.002</td>
<td>-1.37</td>
<td>0.002</td>
</tr>
<tr>
<td>Cps</td>
<td>-0.057</td>
<td>-2.310**</td>
<td>-0.022</td>
</tr>
<tr>
<td>Fdi</td>
<td>0.038</td>
<td>0.510</td>
<td>0.011</td>
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<tr>
<td>Inves</td>
<td>0.083</td>
<td>3.130***</td>
<td>0.085</td>
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<tr>
<td>Gdsav</td>
<td>0.103</td>
<td>4.320***</td>
<td>0.035</td>
</tr>
<tr>
<td>Open</td>
<td>0.004</td>
<td>0.320</td>
<td>0.005</td>
</tr>
<tr>
<td>_cons</td>
<td>-2.335</td>
<td>-1.850*</td>
<td>-1.956</td>
</tr>
<tr>
<td>Fisher</td>
<td>8.400</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Prob&gt;chi2</td>
<td>0.000</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Wald</td>
<td>-</td>
<td>40.330</td>
<td>-</td>
</tr>
<tr>
<td>Prob&gt;chi2</td>
<td>-</td>
<td>0.000</td>
<td>-</td>
</tr>
<tr>
<td>AR (1), Pr &gt; z</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>AR (2), Pr &gt; z</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Sargan test chi 2 (18)</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Prob&gt;chi2</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Nb of instruments</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

***, ** and * denote the level of significance respectively at 1%, 5% and 10%.

The GDPPC lag is positively and highly significantly correlated with the dependent variable. This implies that the level of economic growth depends on the past level. A high level of economic growth registered in the preceding year can positively affect the growth rate of the current year.

With regard to the effect of research output, precisely quantity of research (PUB) on the level of growth, the fixed and the random effect regressions indicate that there is a positive and significant association at 5%. This result implies that the improvement of academic human capital as the main creator of knowledge exerts a positive effect on the level of growth. The SSA government should aim to foster economic growth through public expenditure in tertiary education. Also, these countries should encourage and improve inter-regional cooperation among researchers in SSA countries first,
and among international cooperation second. This is for the purpose of sharing and improving knowledge, skills and experience between researchers. The positive linkage between output research and economic growth is in line with many previous studies (Inglesi-Lotz & Pouris, 2013; Inglesi-Lotz et al., 2014; Ntuli et al., 2015; Lundberg, 2015).

However, for the second dimension of academic research which measures the quality of research, results indicates that the number of citation exerts a positive but not significant effect on the level of growth in SSA countries. Also, variables that reflect mechanisms through which research affects economic growth such as technology and education expenditure have a negative but insignificant effect on the GDPpc. These results imply that SSA countries are invited to grant more attention to the mechanisms of transmission from research to growth such as technology and education expenditure. Certainly there was a threshold of these mechanism in which their effects become positive and significant. For the effect of the quality of research measured by the number of citation which is not significant, this means that SSA countries should improve the quality of academic research to be more cited in well indexed journal and to be canalized in productive system to generate more economic growth.

Contrary to theoretical literature, the effect of credit to private sector (CPS) is negative and significant for both fixed and random effects. The role of the financial sector in promoting growth has been highly acknowledged since the work of Schumpeter (1934). Access to credit leads to more investment which turns positively on the level of growth (Rajan & Zingales, 1998; Guiso et al., 2004). However, our results have revealed negative relationships. These results indicate that the governments of SSA countries should adopt a more flexible but prudent credit policy to stimulate investment, especially in the private sector as an important key to boosting economic growth in this region. It obvious that foreign direct investment (FDI) is an important factor in stimulating economic growth. Results of system GMM show a positive and significant association between FDI and GDPPC. This finding supports the positive role of FDI as a channel of technological transfer and a factor for promoting employment and improving the productivity of local firms. However, these results are only significant at 10% and the coefficient is very weak at only 3.8%. This implies that SSA
countries should put more effort into financial reform, business environment and fighting corruption to attract more foreign investment. It is better for foreign investment to be cleaner to protect the environment and more productive to absorb the high rate of unemployment. The positive association between FDI and GDPPC is in line with the findings of Lamsiraroj (2016), Lamsiraroj and Ulubasoglu (2015), and Borensztein et al. (1998). Like foreign direct investment, domestic investment (INVES) is recognized as an important key for economic growth. Domestic direct investment (DDI) is considered as smarter capital. In China for example, DDI represents 40% of all investments. However, FDI is only about 3%. Our empirical findings indicate that there is a highly positive and significant association between domestic investment and economic growth in SSA countries. This result is very important for policy makers in this region in order to encourage and promote local investment. Governments of these countries should provide the necessary funding for projects. Also, they should stimulate private investment and encourage young and independent entrepreneurs. Contrary to the work of Bornmann (2013), our results are in line with the works of Adams (2009), and Tang et al. (2008). Since the work of Solow (1957), the critical role of gross domestic savings on economic growth has continued to attract the interest of researchers. It is for this purpose that we introduced this variable to our model. For the three models, this variable exerted a positive and significant effect at 1% on the dependent variable. A high gross domestic savings rate usually leads to a high rate of investment which positively affects the level of growth. Our results confirm the findings of Lean and Song (2009) and Ciftcioglu and Begovic (2010).

Trade openness is usually used to measure the importance of international transactions relative to domestic transactions. It is considered as a driver for economic growth and it contributes to poverty and inequality reduction through providing new market opportunities for domestic firms. The results of system GMM show a positive and highly significant association between trade and growth. In economic literature, it is acknowledged that trade enhances the level of growth (Dollar & Kraay, 2002; Greenway et al., 2002). From this study, we can observe that academic research can give a solution for the slow level of growth in SSA countries since it exerts a positive impact. Consequently, governments and policy
makers are invited to grant more importance for research activities and education. Also, they should encourage and improve regional and international cooperation for sharing skills and knowledge. More importantly, it is necessary to create and reignite the connection between universities and other institutions in society. This study has revealed that growth in this region can be driven through two important factors; domestic investment and gross savings. Based on the results of this research, these two indicators can spur economic performance in SSA economies.

Conclusion and Policy Recommendations

During the last decades, the number of studies exploring the determinants of economic growth and aiming to propose solutions in order to improve development has been increasing. Several papers have been published in highly indexed journals which confirm the added value of this research and originality of the ideas discussed here. However, many economies are still resisting development. In some countries, the main indicators of society’s development such as poverty, unemployment and inequality are in progress. Hence, what is happening? Why does research output not contribute to enhance economic growth? It is a question of the quality of the research. It is a question of the institutions and policy makers and the ability of some countries to inspire and practice the findings and recommendations of academic research output. The research/growth relation is multidimensional and it has been discussed differently in many studies. Also, it is necessary to explore this relation in a region which has been qualified as less developed. This is in order to test the real effect of academic research on the level of growth. To this end, we have used a sample of 43 SSA countries during the period 1996-2015. By applying the panel data analysis method and the system GMM technique, our results indicate that academic research measured by the Naperian logarithm of the number of publications per year (PUB) exerts a positive and significant effect on the level of economic growth for both fixed and random effects. However, quality of research proxied by the number of citation per document does not exert any significant effect.
These results have important policy implications. To get the full benefit of research output, the connection between universities and other institutions should be improved in SSA countries. Also, there is a strong need to encourage and improve inter-regional cooperation among researchers in this region first, and among international cooperation second. This is in order to share and improve knowledge, skills and experience between researchers. Also, cooperation leads to well explored available databases and to the investigation of many subjects. Finally, an important factor that could impede the research/growth relation is the cost of education. High educational fees have priced many potential students out of higher education. World associations and local governments have a big job ahead to ensure everyone is able to pursue their primary, secondary and tertiary studies.

References


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El Andalucismo de la Asamblea de Ronda a la Guerra Civil (1918-1936): Aplicación de las Propuestas de Miroslav Hroch

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The Andalusian Nationalism from the Assembly of Ronda to the Civil War (1918-1936): An Application of Miroslav Hroch’s Proposals

Cristian Rodríguez Mesa
Universidad de Cádiz

Abstract

With this paper, we intend to explain the proposals of the Czech historian and political scientist Miroslav Hroch about the national movements of Eastern Europe and its evolution. We are going to apply them to the case of the Andalusian nationalism, with the intention of verifying if it is possible to use the different models he raises to explain the way in which patriotic agitation develops between national groups in the geographical area of Western Europe. With this objective, we have analyzed the evolution of Andalusian nationalism in its formation process as a political movement, focusing both on its discourse and objectives and on the factors that prevented it from becoming a hegemonic current in Andalusia in the period from 1918 to 1936. In this way, we want to check the validity of the scheme proposed by Hroch and delimit in what kind of evolution we could frame the case that concerns us, which, considering its failure, would be a clear example of a disintegrated type, as it did not consolidate as a mass movement.

Keywords: nationalism, Andalusia, Miroslav Hroch
El Andalucismo de la Asamblea de Ronda a la Guerra Civil (1918-1936): Aplicación de las Propuestas de Miroslav Hroch

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Universidad de Cádiz

Resumen

Con este trabajo pretendemos en primer lugar explicar las propuestas del historiador y politólogo checo Miroslav Hroch sobre los movimientos nacionales de Europa oriental y su evolución para aplicarlas al caso del andalucismo, con la intención de comprobar si es posible utilizar los distintos modelos que plantea para explicar la forma en que se desarrolla la agitación patriótica entre grupos nacionales del ámbito geográfico de la Europa occidental. Con este objetivo hemos analizado la evolución del nacionalismo andaluz en su proceso de formación como movimiento político, centrándonos tanto en su discurso y objetivos como en los factores que le impidieron convertirse en una corriente hegemónica en Andalucía en el periodo que va de 1918 a 1936. De esta manera, queremos comprobar la validez del esquema propuesto por Hroch y delimitar en qué tipo de evolución podríamos encuadrar el caso que nos ocupa, que, atendiendo a su fracaso, sería un claro ejemplo de tipo desintegrado, pues no llega a consolidarse como un movimiento de masas.

Palabras clave: nacionalismo, Andalucía, Miroslav Hroch
El 12 de septiembre de 2015 tuvo lugar en Torremolinos el XVII Congreso Nacional del Partido Andalucista, que pondría fin a la existencia de esta formación tras casi cuarenta años de historia y el fracaso consecutivo en las elecciones al Parlamento de Andalucía de 2008, 2012 y 2015, en las cuales no obtuvo ninguna representación. Lejos quedaban los dignos resultados electorales obtenidos en marzo de 1979 en las elecciones generales, cuando el entonces Partido Socialista de Andalucía llegó a formar grupo parlamentario en el Congreso de los Diputados. Este relativo éxito quedaría ratificado un mes después en las municipales, cuando esta formación se hace con la alcaldía de Sevilla y de algunas otras ciudades importantes como Jerez, mientras se integra en los gobiernos de coalición de izquierdas del resto de las capitales provinciales andaluzas.

Sin embargo, la fuerza de este movimiento se desvanecería rápidamente y apenas tendría la oportunidad de convertirse en determinante ante la arrolladora hegemonía de un PSOE andaluz que asumió tácticamente el discurso andalucista apostando por la figura de Rafael Escuredo (Ruiz Romero, 2018) y que ha acaparado casi sin contestación todo el entramado institucional creado en un territorio que, a comienzos de la Transición, parecía fuertemente comprometido con la lucha por la autonomía, tal y como demostraron las movilizaciones del 4 de diciembre de 1977 y la firma del Pacto de Antequera al año siguiente (Cruz Artacho, 2011). De hecho, a día de hoy el nacionalismo andaluz se ha convertido en algo testimonial y solamente pervive entre ciertos sectores de izquierda vinculados al Sindicato Andaluz de Trabajadores y a la Candidatura Unitaria de Trabajadores, en la órbita de Izquierda Unida y Podemos, ahora coaigados en la candidatura Adelante Andalucía. En cuanto a otros grupos que se definen como nacionalistas, esta vez desde una orientación ideológica más transversal, sería posible hacer referencia a pequeños partidos como Andalucía por sí o a la recientemente constituida Asamblea Nacional Andaluza, que intenta replicar a la organización equivalente catalana, aunque sin apenas notoriedad al igual que su partido vinculado, Somos Andaluces.

Esta situación de letargo del andalucismo, a cien años de su nacimiento como movimiento político en la Asamblea de Ronda, hace pensar en que ha sufrido un fracaso sin matices, aunque no en otros aspectos como la consecución de gran parte de los objetivos que se planteaban en su seno, al
haberse logrado un alto nivel de autonomía para el territorio y la consolidación de un sentimiento generalizado de identificación de los andaluces con el mismo (CADPEA, 2018, p. 44-45). Con la finalidad de entender cómo el nacionalismo andaluz ha llegado hasta aquí, analizaremos el periodo crucial en el cual se gestó, el primer tercio del siglo XX, utilizando como herramienta teórica las propuestas del historiador y politólogo checo Miroslav Hroch, que estudiaremos a continuación. Una vez hecho esto, trataremos de aplicar el esquema planteado por este autor al caso del nacionalismo andaluz para luego ofrecer unas conclusiones generales que puedan explicar el estado en el que se encuentra y las razones que han conducido a ello.

**Las Fases de Construcción de los Movimientos Nacionales: La Propuesta de Miroslav Hroch**

Sobre la historia del nacionalismo como movimiento político contemporáneo se han publicado numerosos trabajos que han ofrecido otras tantas interpretaciones acerca de este fenómeno, desde las obras clásicas de Ernest Gellner (2001) y Benedict Anderson (1993), que configuran el paradigma modernista, hasta las propuestas de Anthony Smith (1997), catalogadas como primordialistas, pasando por las aportaciones de John Breuilly (1993), Charles Tilly (1975) o Eugen Weber (1976). Sin embargo, pese a esta notable producción sobre un tema tan importante como el nacionalismo, podemos decir que todos estos autores parten de dos principios básicos: en primer lugar, la consideración del nacionalismo como un fenómeno que no es innato a la humanidad y, en segundo lugar, la artificialidad e instrumentalización política de las identidades nacionales, lo que convierte a estas últimas en construcciones condenadas a la transformación constante e incluso a su desaparición en muchos casos (Álvarez Junco, 2016).

A la primera de estas conclusiones podemos llegar por el hecho constatado de que las naciones, tal y como las conocemos hoy, no han existido desde siempre, puesto que antes de las revoluciones liberales que tuvieron lugar en Europa no existió un movimiento como el nacionalismo que reivindicara el Estado nación como modelo ideal y hegemónico para la
organización política de grupos humanos. No podemos perder de vista que antes de este momento habían existido una gran variedad de fórmulas que permitían esa organización, pues desde las tribus hasta los imperios podríamos encontrar modelos como el de las ciudades-Estado, el de las repúblicas, el de las confederaciones o el de las monarquías. Además, al igual que sigue ocurriendo en la actualidad, las identidades humanas se han revelado mucho más complejas, pues junto a las correspondientes a la nacionalidad conviven otros tipos de sentimientos de pertenencia tanto a niveles inferiores (familiares, locales, regionales, profesionales) como a niveles superiores (religiones y civilizaciones).

En cuanto a la segunda de estas conclusiones, debemos señalar que todos estos autores coinciden en afirmar que las naciones son construcciones recientes surgidas a raíz de los movimientos políticos nacionalistas. La finalidad de estos no sería otra que generar una idea de pertenencia colectiva en comunidades que comparten rasgos culturales, pero no están articuladas políticamente. Como hemos visto, en muchas ocasiones han sido los Estados los encargados de impulsar este tipo de movimientos mediante una serie de políticas de nacionalización de las masas, tal y como han analizado historiadores como Anne-Marie Thiesse (2010) y Eugen Weber. Sin embargo, no en todos los casos son los Estados, con sus muy diversas herramientas, los que impulsan estos procesos de construcción nacional, tal y como propone el politólogo Charles Breuilly, quien habla de la existencia de movimientos nacionalistas que plantean sus luchas como un proceso de emancipación de sus comunidades de aquellos Estados de los que forman parte y cuya unidad cuestionan.

En estos movimientos desempeñarían un papel fundamental las élites nacionalistas que, sin contar con el enorme soporte de los poderes estatales, pudieron lograr la extensión de sus ideas al resto de sus comunidades, convirtiendo el nacionalismo en un movimiento político de masas y transversal. El mayor referente en los estudios de estas élites es Miroslav Hroch (1985), quien propone un esquema de desarrollo de los movimientos nacionales en uno de sus principales trabajos, Social preconditions of national revival in Europe. De acuerdo a este esquema, sería posible advertir a grandes rasgos la existencia de tres fases en todos los movimientos nacionalistas de los pequeños países de Europa central y oriental: una
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Primera fase o fase A, en la que aparece entre las élites intelectuales un nacionalismo cultural que se manifiesta en un gran interés por estudiar la lengua y la historia de ciertas comunidades, aunque sin pretensiones políticas; una segunda fase o fase B en la que, sin dejar de ser un movimiento de élites y por tanto minoritario, el nacionalismo pasa de las reivindicaciones culturales a las de carácter político; y una tercera fase o fase C, en la cual el nacionalismo se extiende a las masas, haciéndose transversal y surgiendo partidos modernos que ponen en el centro del debate público las reivindicaciones de este movimiento.

Este esquema, que Hroch aplicó al estudio de distintos casos presentes en la Europa central y oriental, constituye no obstante un buen punto de partida para analizar el desarrollo de otros movimientos nacionalistas presentes en territorios localizados fuera del área donde centró su trabajo. Este sería el caso del andalucismo, que nació como fuerza política durante el reinado de Alfonso XIII y la Segunda República, pero no lograría consolidarse. Sin embargo, antes de sintetizar las propuestas de Hroch, es necesario aclarar un aspecto importante acerca de las mismas y es que no aportan una explicación novedosa ni diferentes del origen de los nacionalismos, pues, tal y como él mismo reconoció, sigue fundamentalmente las líneas del paradigma modernista:

Quan vaig començar a escriure, ja fa trenta anys, el meu llibre sobre la composició social dels líders dels moviments nacionals, no era la meua intenció formular una “teoria” sobre els orígens de les nacions. El meu propòsit era de bon tros més modest: només assajava de determinar quines circumstàncies socials afavorien una expansió reeixida de la consciencia nacional entre l’extensa massa de la població –en altres paraules, quines eren les condicions perquè reeixissin aquelles activitats que jo vaig agrupar sota el terme “agitació nacional” (Hroch, 2001, p. 33).

En cambio, lo que sí que habría que destacar es que Hroch se ha convertido en una figura fundamental para entender desde un punto de vista historiográfico y de la politología la forma en que se desarrollan estos movimientos nacionalistas y cuáles son los condicionantes sociales que favorecen este proceso en las naciones que él cataloga como menores. Es
decir, aquellas comunidades que, formando parte de imperios multiétnicos, carecían de clases dominantes propias y disponían de una tradición lingüística y cultural propia, pero debilitada (Hroch, 2001). En este modelo encajarían tanto aquellos grupos que no habían constituido unidades políticas independientes antes de la modernización que sobrevino con el capitalismo como aquellos que desde tiempos medievales sí lo habían hecho (Hroch, 1985).

Hroch presenta también en *Social preconditions of the national revival in Europe* un interesante análisis comparativo de distintos movimientos nacionales de la Europa central y oriental (el noruego, el finés, el flamenco o el eslovaco entre otros). A través de él, establece lo que a su juicio son los elementos fundamentales que permiten la extensión de los procesos de agitación nacional en un contexto de transformación de las sociedades feudales en capitalistas: la movilidad social, la comunicación y, por último, el conflicto de intereses materiales, que podía alcanzar una gran importancia cuando la pertenencia a una clase social se asociaba claramente a la pertenencia a un grupo lingüístico, étnico o nacional. De ahí que fuera tan relevante la inclusión de los intereses de los diferentes grupos y clases sociales dentro de los que se podrían calificar como “nacionales”, pues según este autor:

(...) quan en la fase B, el moviment nacional no era capaç d’introduir en la agitació nacional els interessos dels grups i classes específics que constituïen les nacions petites, ni d’articular aquests interessos en termes nacionals, no aconseguia reeixir. Una agitació mantinguda sota l’estendard exclusiu de la llengua, la literatura nacional o uns altres atributs superestructurals, com ara l’història, el folklore, etc., no podia per si mateixa moure els estrats populars de la població envers la causa patriòtica: la via des de la fase B cap a la fase C estava tancada o en alguns casos quedava interrompuda (Hroch, 2001, p. 24).

Normalmente, a mayor movilidad y comunicación social y, especialmente, cuando se tenían en cuenta y se sumaban reivindicaciones políticas bien extendidas entre las bases sociales, la agitación nacionalista tenía más posibilidades de alcanzar el éxito convirtiéndose en un movimiento de masas, tal y como explica en su obra principal:
It can be assumed that national ideology is effective where it reflects (even though in a merely illusory fashion) the interests of the groups to which it makes its appeal, or contains at least in part the kind of programme which is close to their interests. It is therefore important to carry out not only an ideological but a social analysis of the patriotic groups which gradually started to adopt the national programme (Hroch, 1985, p. 12).

Por tanto, podemos ver que Hroch le otorga una importancia clave a los factores sociales que contribuyen al proceso de construcción nacional, de ahí que en los estudios que realiza sobre los grupos patrióticos haga un análisis de diversos factores para entender mejor sus intereses como son su ocupación, sus orígenes sociales y territoriales, su educación y su localización. Atendiendo a los resultados de esos estudios, este autor resalta ante todo la importancia adquirida por la burguesía y los campesinos en este proceso, pues sin estos grupos no sería posible la construcción de una nación moderna, que es definida como aquella donde hay una estructura de clases compleja (Hroch, 2001).

En otras palabras, la construcción de las naciones modernas se produce justo al mismo tiempo que la transición de la sociedad feudal a la sociedad capitalista, es decir, cuando la división estamental da paso a una división en clases sociales mientras tiene lugar la modernización e industrialización. Estos cambios generarían enormes tensiones y conflictos entre pequeños y grandes productores, siendo frecuente la identificación en las regiones que estudia Hroch la identificación de los primeros con las naciones oprimidas y de los segundos con las naciones dominantes; entre los grupos profesionales e intelectuales emergentes (lo que se viene a denominar intelligentsia), pues aquellos provenientes de las naciones oprimidas reclamaban mayor protagonismo; y, por supuesto, entre los grupos privilegiados y los populares, pues estos últimos reivindicaban la igualdad de derechos y el fin de la discriminación, exacerbándose aún más estas reclamaciones en los casos en los que formaban parte de una nación oprimida (Hroch, 2001).

Este autor divide este periodo de transición en dos estadios sucesivos, que serían un primero en el que se produce la revolución burguesa contra el absolutismo y la construcción del capitalismo y un segundo en el cual se ha
consolidado este sistema, pero al mismo tiempo aparece el movimiento obrero. Es entonces cuando se produce la transformación de numerosas etnias en naciones, definiendo a estas últimas en un punto intermedio entre las posturas primordialistas y modernistas, pues, aunque defiende que se trata de creaciones propias de la modernidad, también asume las posturas de Anthony Smith por las cuales estas naciones necesitan de unos orígenes étnicos e históricos para consolidar una conciencia colectiva (Hroch, 1994).

Como hemos mencionado anteriormente, Hroch propone un esquema de tres fases en el desarrollo de los movimientos nacionales, que pueden sucederse a un ritmo más o menos rápido en función de las circunstancias en las que se encuentren, es decir, de los factores que hemos comentado previamente de movilidad social, comunicación e inclusión de reivindicaciones sociales en los programas nacionales.

La primera de las fases, la fase A, la denomina fase de interés académico y se caracteriza por la aparición entre algunos individuos, normalmente intelectuales, de una preocupación por el estudio y la recuperación de la lengua, la historia y la cultura de la etnia oprimida. Su interés no es político debido a que, por lo general, no cuentan con la suficiente influencia social para generar una agitación patriótica, sino que se trata de algo puramente intelectual y que, como mucho, podríamos catalogar como un tipo de patriotismo regional.

Este interés académico no haría sino crecer en la segunda fase o fase B, que Hroch define como un período de agitación patriótica en el que empiezan a aparecer grupos cuyo objetivo no es otro que ampliar la base social de su movimiento creando una conciencia nacional. Según este autor, se trata una fase determinante porque es cuando aparecen por primera vez reivindicaciones políticas claras, como podrían ser la igualdad de derechos de carácter lingüístico y religioso o el reconocimiento de cierto nivel de autonomía, a la vez que empiezan a formarse las élites de la nación oprimida para dar lugar a una sociedad moderna articulada en clases (Hroch, 1994). El éxito del movimiento nacional en esta fase se revela fundamental, ya que, en el caso de fracasar a la hora de extender ese sentimiento de pertenencia a la comunidad, sería difícilmente posible alcanzar la o fase C.

Por último, la fase C es definida como el período de surgimiento de un movimiento nacional de masas, caracterizándose por ser el momento en el
que la preocupación por la conciencia nacional se ha generalizado entre la comunidad gracias a que se ha asentado una estructura organizativa sólida en todo el territorio que ocupa. Una vez alcanzada esta fase, los objetivos del movimiento nacional serán casi siempre la obtención de la soberanía y la independencia, ya sea de forma gradual y negociada o de manera insurreccional.

Sin embargo, como hemos dicho anteriormente, este esquema se reproduce de forma desigual en distintos casos, pues, dependiendo de ciertos factores, pueden suceder en estadios de desarrollo distintos. De esta forma, Hroch propone un total de cuatro tipos de movimientos nacionales en función del momento en el que se produce la transición entre las fases B y C (Hroch, 1985). En todos los modelos establece que la fase A tiene lugar en el primer estado de desarrollo, coincidiendo con el proceso de desintegración del feudalismo. Sin embargo, las fases B y C a veces se pueden dar dentro de ese mismo periodo o sucederse aquella en el primer estadio y la última en el segundo estadio, una vez que se ha consolidado el capitalismo. Incluso pueden darse casos en los que la fase B puede tener lugar de una forma muy tardía y producirse por tanto ya terminada la transición a este sistema.

El primero de los modelos de desarrollo que describe Hroch incluye dos variantes, siendo una de ellas la que denomina como “tipo integrado”. En esta, la transición entre las fases A y B se produce antes de la revolución industrial, que vendría seguida por una revolución burguesa simultánea y complementaria a la transición entre las fases B y C, por lo que se trataría de movimientos que compartirían el objetivo de acabar con el Antiguo Régimen. Tras el triunfo de la revolución, al mismo tiempo burguesa y nacional, se produciría la definitiva consolidación de la nación moderna, en la cual aparecería posteriormente un movimiento obrero organizado. El esquema que propone sería, por tanto, el siguiente:

\[
\text{AB} \rightarrow \text{RI} \rightarrow \text{RB} \rightarrow \text{FN} \rightarrow \text{MO}
\]

\[\downarrow \quad \text{BC} \quad \uparrow\]

La segunda variante de este modelo se diferencia de la anterior solamente en que la revolución burguesa tiene lugar antes de la transición entre las fases B y C y estas van seguidas del proceso de revolución industrial. El
esquema es, por tanto, muy parecido al anterior, al igual que las características que presentan los dos tipos de movimientos nacionales:

\[ \text{AB} \rightarrow \text{RB} \rightarrow \text{BC} \rightarrow \text{RI} \rightarrow \text{FN} \rightarrow \text{MO} \]

El segundo modelo, que sería catalogado como “tardío” o “retardado” contempla los movimientos en los que la agitación nacionalista es previa a la revolución burguesa. No obstante, habrá que esperar hasta la consolidación de la revolución industrial y el capitalismo para que se produzca la transición entre las fases B y C, es decir, para que se consolide el nacionalismo como un movimiento de masas. Esto último puede producirse después de la organización del movimiento obrero o de una forma simultánea a este proceso:

\[ \text{AB} \rightarrow \text{RB} \rightarrow \text{RI} \rightarrow \text{MO} \rightarrow \text{BC} \rightarrow \text{FN} \]

En este segundo modelo la consolidación nacional se produce de una forma tardía y, en determinadas ocasiones, las reivindicaciones del movimiento obrero se encontrarían solapadas a las nacionales. En el tercer modelo o “tipo insurreccional” la transformación del nacionalismo en un movimiento de masas se produce muy rápidamente y tiene un papel fundamental en la revolución burguesa, manifestándose por ejemplo en levantamientos armados contra la nación dominante. La potencia de estos movimientos es tal que a veces se produce antes la consolidación de la nación que la revolución industrial, pues el rápido desarrollo cultural y social así lo permiten:

\[ \text{AB} \rightarrow \text{BC} \rightarrow \text{RB} \rightarrow \text{FN} \rightarrow \text{RI} \rightarrow \text{MO} \]

En el cuarto y último modelo propuesto por Hroch, que denomina “tipo desintegrado” vemos los ejemplos de aquellos movimientos nacionales cuyo periodo de agitación se produce una vez consolidados el capitalismo y un
sistema constitucional liberal, es decir, después de la revolución burguesa y la industrial. Por ello, en muchos casos estos movimientos nacionales tienen un paso muy tardío a la fase C o simplemente nunca llegan a triunfar entre las masas:

\[\text{RB} \rightarrow \text{RI} \rightarrow \text{AB} \rightarrow \text{MO} \ldots \rightarrow [?\text{BC}]\]

Una vez entendidos estos modelos de desarrollo, uno de los aspectos más interesantes del trabajo de Hroch es el hecho de que estudie una serie de movimientos nacionales que pone como ejemplos de estos. Por esta razón, como ya hemos explicado previamente, consideramos que puede ser muy útil aplicar sus propuestas teóricas al análisis del caso que nos ocupa, es decir, el del nacionalismo andaluz desde su aparición a principios del siglo XX hasta el estallido de la Guerra Civil.

**Los Orígenes del Andalucismo: La Fase A**

Sobre el andalucismo se han publicado numerosos trabajos que abarcan una multitud de temáticas, pudiéndose destacar aquellos relacionados con los antecedentes históricos de este movimiento, los que han tratado las iniciativas autonomistas surgidas durante la Segunda República y la Transición, pero, sobre todo, los que versan sobre la figura, pensamiento y obra de Blas Infante. Se trata de temas bien estudiados por autores como el ya fallecido Juan Antonio Lacomba (1988, 2008), Manuel Ruiz Romero (2010) o Manuel Hijano del Río (1997), cuyos trabajos destacan tanto por su variedad como por su enfoque en las características sociales y culturales del andalucismo.

En cualquier caso, todas las investigaciones sobre esta corriente política coinciden en situar sus raíces en el federalismo y el regionalismo, que se manifestarán de forma casi anecdótica desde la Restauración con iniciativas como el proyecto de Constitución Federalista de Andalucía que se presentó en Antequera en 1883. Sin embargo, este texto no debe ser interpretado en absoluto como nacionalista a pesar de reclamar la soberanía andaluza, que quedaría articulada bajo la forma de una democracia republicana en la que
obtendrían un protagonismo fundamental valores como la libertad y la autonomía humana.

Habrá que esperar ya a principios del siglo XX para encontrarnos con la puesta en marcha de un movimiento que empezaría teniendo una inspiración regionalista, pero que rápidamente evolucionará hacia el nacionalismo. La iniciativa partiría de grupos vinculados al Ateneo de Sevilla, institución fundada en 1887, que estaban integrados por intelectuales y miembros de la pequeña burguesía, cuya relevancia social era minúscula dado el estado de subdesarrollo en el que se encontraba Andalucía (Lacomba Avellán, 1978). No obstante, esta élite, inspirada por corrientes como el krausismo, empezaría a interesarse por la cultura y las tradiciones regionales y no tardarían en ponerse en marcha algunos proyectos como la fundación de la Sociedad de Excursiones de Sevilla, la celebración de los Juegos Florales desde 1895 y la creación de la revista Bética en 1913 (Hurtado Sánchez, Ortiz Villalba y Cruz Artacho, 2013). Estos acontecimientos constituyen sin ninguna duda elementos fundamentales para delimitar el comienzo de la fase A del movimiento nacional que encontramos en las propuestas de Hroch, ya que nos encontramos con la configuración de unos grupos patrióticos que presentan rasgos similares a los de otros casos y propician el renacimiento cultural de la región. Esto último hay que entenderlo en un contexto tan concreto como es el de la España de principios del siglo XX, que es cuando ante la profunda crisis en la que se encuentra el país surgen corrientes como el regeneracionismo que, en muchos casos, fue acompañado de reivindicaciones regionalistas y nacionalistas. Desde esta perspectiva se entendía el centralismo como uno de los males que había conducido a la desastrosa situación de España junto con el caciquismo, por lo que no es de extrañar que el andalucismo rebasara rápidamente las dimensiones culturales para abrazar demandas de carácter político, produciéndose entonces la transición entre las fases A y B del modelo de Hroch.

**La Formación del Andalucismo como Movimiento Político (1914-1936):**

**La Fase B**

Tal y como han venido señalando siempre los estudios sobre el nacionalismo andaluz, este debe su nacimiento y formulación a una figura fundamental
como la de Blas Infante, quien en 1914 presenta ante el Ateneo de Sevilla su obra más importante, *Ideal Andaluz*. En esta reflexiona sobre numerosos asuntos, que van desde la existencia de Andalucía como región histórica con unas características culturales y una personalidad propia, hasta las causas de su atraso y la necesidad de que cuente con una dirección política que la saque de esta situación. Sin embargo, lo que por encima de todo habría que destacar es el análisis que realiza de la realidad social andaluza, en la que predominaban los jornaleros empobrecidos, pues la misma le lleva a considerar como algo complicado la generación de un sentimiento de pertenencia colectiva. Por ello, llegaría “a la conclusión de que Andalucía no puede crearse o reconstituirse, porque en ella no existe un pueblo posibilitado, mientras existan dichas circunstancias o capaz de ser consciente ni de ser libre” (*Infante Pérez, 2010*, p. 94). Para lograrlo sería fundamental la creación de una clase media campesina que contara con los medios suficientes para su prosperidad, es decir, con una cantidad de tierra suficiente (*Infante Pérez, 2010*).

Sin ninguna duda, el fundador del andalucismo demostró un enorme acierto tanto a la hora de interpretar cuáles eran los principales problemas que impedían el surgimiento de una identidad colectiva como al proponer soluciones al mismo, pues, como ya hemos explicado, el éxito del nacionalismo está casi siempre vinculado a su capacidad de conexión con las reivindicaciones sociales predominantes en la comunidad en la que surge y a la existencia de unos grupos patrióticos que lo lideren.

La presentación del *Ideal Andaluz* supone entonces la primera manifestación del andalucismo desde un punto de vista político, pero rápidamente se sucederían otras actividades como la fundación, también por parte de Blas Infante, del Centro Andaluz de Sevilla en octubre de 1916, y de la revista *Andalucía*, cuyo primer número fue publicado en junio de ese mismo año (*Cruz Artacho, 2016*). Esta se convertiría en el altavoz de la causa regionalista, tal y como quedó expresado en su programa inaugural, en el que se proponía una sección dedicada a la información política en la cual se recogerían los actos de promoción de esta corriente:

> En la sección de dirección política defenderemos todos nuestros ideales de este orden, principalmente los de heterogeneidad en la organización y autonomía regional y municipal, unión de Andalucía y
de los pueblos ibéricos y solidaridades internacionales, la acción política en sus diferentes órdenes, de pedagogía, engrandecimiento de las poblaciones, higiene, perfección de los servicios públicos, etc., etc.; estado de la llamada actualmente *política* en las diferentes localidades, y, finalmente, estado de nuestra propaganda.

Y, por último, dedicaremos otra sección de nuestra revista a dar a conocer los actos que hayamos realizado en cumplimiento de nuestros fines. Esta sección nos parece la más importante. Hablar poco y hacer mucho.

La creación de ambas instituciones es un ejemplo claro de esta transición del andalucismo a la fase B, pues demuestra la existencia de una voluntad clara de pasar a la acción política, tal y como es posible observar en el protagonismo que asumieron a la hora de preparar la convocatoria de la Asamblea de Ronda en 1918. Esta sería organizada por el Centro Andaluz, mientras que la revista *Andalucía* se encargaría de la divulgación del manifiesto de adhesión a los principios de un movimiento totalmente inspirado en el *Ideal Andaluz*:

Andaluces:
Ha llegado la hora de que Andalucía, la Región que siempre fue más civilizada de España, y, en ocasiones, la Nación más civilizada del Mundo, despierte y se levante para salvarse a sí misma y salvar a España de la vergonzosa decadencia a que han sido arrastradas durante varios siglos por los Poderes centrales, presididos por hombres inconscientes o malvados (...).

La dignidad de los andaluces exige la creación en Andalucía de un pueblo consciente y capacitado; exige el concluir de una vez, sea como sea, con los caciques y sus protectores los oligarcas; hay que evitar continuar siendo Andalucía el país del hambre y de la incultura, «la tierra más alegre de los hombres más tristes del mundo». Tenemos que tomar la tierra dé aquellos que no la cultivan, para entregarla a los que deseen trabajarla, evitando con esto la espantosa emigración. Tenemos que educar urgentemente una generación de adultos, una generación de padres que concluyan en sus hijos las generaciones de analfabetos (...).
A través de este manifiesto se ponían por primera vez unas bases políticas del andalucismo que insistían en la obtención de la autonomía no como un fin en sí mismo, sino como un medio para lograr el desarrollo regional, además de aprobarse unos símbolos que hoy son institucionales y que demuestran la voluntad de construir una identidad colectiva (Ruiz Romero, 2007). Sin embargo, no habrá que esperar mucho para que, a raíz de los acontecimientos internacionales y por mimetismo con las demandas que aparecían en otros lugares de España como Cataluña o el País Vasco, el movimiento abrazara unas posturas nacionalistas. De esta forma, nos encontraremos con una notable influencia del principio de las nacionalidades de Wilson en el pensamiento de Blas Infante, quien más tarde se retractaría del mismo (Acosta Ramírez y Cruz Artacho, 2015). El mejor ejemplo de ello será el manifiesto aprobado en la Asamblea de Córdoba el año siguiente, en el cual se adopta un lenguaje mucho más crítico y rupturista con el Estado y se ofrece un extenso programa de propuestas políticas para convertir Andalucía, definida como una “realidad nacional”, en una “Democracia Soberana y Autónoma”, tal y como se propuso en el ya citado proyecto de Constitución Federalista de 1883\(^5\).

Esta actividad tenía como finalidad dotar al andalucismo de unos principios políticos sólidos a imitación de lo que, por ejemplo, había sucedido en Cataluña con el establecimiento de las Bases de Manresa en 1892. Sin embargo, los andalucistas se encontrarían con ciertos problemas en la difusión de las reivindicaciones nacionalistas de los que el propio Infante era consciente, tal y como advirtiera en el Ideal Andaluz, como el hecho de que sus bases sociales no trascendieran de sectores de la pequeña burguesía, profesionales liberales, comerciantes, industriales e intelectuales, siendo por tanto poco representativas de la sociedad andaluza. Esto queda reflejado en la composición de las estructuras de los distintos centros andaluces fundados como el de Sevilla, el de Córdoba o el de Jaén, donde apenas se encuentran casos de jornaleros u obreros entre sus miembros (Cruz Artacho, 2017).

Por otro lado, podríamos decir que el andalucismo, atendiendo a las propuestas de Hroch, llegaría demasiado tarde para lograr su éxito a diferencia con lo ocurrido en Cataluña. De esta manera, podríamos encuadrar el movimiento nacional catalán en el tipo tardío, ya que en su caso
se vivió la transición entre las fases B y C después de haberse consolidado las revoluciones burguesa e industrial y de forma paralela a la aparición del movimiento obrero. En cambio, este último ya se encontraba bien asentado en Andalucía, sobre todo en su variante anarquista, y sus demandas centradas en el reparto de la tierra y la mejora de las condiciones de trabajo de los jornaleros ya fueron formuladas mucho antes de que lo hicieran los andalucistas (González de Molina Navarro y Caro Cancela, 2001). Estos, además, no se propusieron seriamente la creación de partidos políticos propios, sino que se limitarían a tratar de lograr confluencias con republicanos y socialistas en algunas candidaturas electorales, intentando conectar sobre todo con las clases populares aunque con pobres resultados (Cruz Artacho, 2017).

La ausencia de partidos estables y modernos sería en definitiva otro de los obstáculos para que el andalucismo triunfara como movimiento político de masas, ya que estos se revelan indispensables para alcanzar la fase C. Estos habrían facilitado la construcción de una conciencia nacional mediante la consideración de este objetivo como un elemento esencial que, además, habría pasado a ser uno de los ejes del debate público. Este error volvería a repetirse una vez acabada la dictadura de Primo de Rivera, que supuso un paréntesis en la vida política andaluza al igual que en la del resto del país. De hecho, el movimiento volvería a reactivarse a partir de los antiguos Centros Andaluces, que desde 1931 pasarían a constituir la nueva Junta Liberalista de Andalucía, una organización con fines similares y que, por tanto, no traería consigo novedades interesantes, pues seguía, tal y como defiende Cruz Artacho (2017), “sin perseguir ni fomentar la constitución de partido político alguno, promoviendo un movimiento de concienciación y acción andaluza de carácter interclásista y fomentando una dinámica de solidaridad en la consecución del objetivo común”. Sobre este problema también reflexionó Juan Antonio Lacomba (1980, p. 76), quien coincide explicando que:

(…) el problema andaluz, pese a este paralelismo histórico con los demás regionalismos, estribó en la falta de un arraigo social amplio y profundo de la conciencia “andalucista”, así como la carencia de partidos políticos de “obediencia regional” que canalizaran el
movimiento. Todos estos fueron déficits que quedaron bien patentes en la “problemática autonomista andaluza” durante la II República.

Las iniciativas de la Junta Liberalista estarían enfocadas igualmente a la consecución de un objetivo político, la obtención de la autonomía para Andalucía, para el cual la coyuntura se presentaba mucho más propicia de lo que había sido durante el reinado de Alfonso XIII. Sin embargo, los nacionalistas andaluces se encontrarían con fuertes reticencias por parte de las diputaciones para sacar adelante este proyecto, pues salvo la de Sevilla, presidida por el socialista Hermenegildo Casas, ninguna de ellas mostró interés en el mismo. Lo mismo ocurriría con otras instituciones y los representantes electos, que consideraban prioritarios otros problemas, como la cuestión agraria, frente a este asunto que ciertamente despertaba poca movilización popular a pesar de la insistencia de la Junta Liberalista. De hecho, no sería hasta enero de 1933 cuando se reúnan los representantes institucionales, políticos y sindicales de Andalucía en la Asamblea de Córdoba, donde se presentó una ponencia elaborada por un comité en el que estaban presentes tanto Hermenegildo Casas como Blas Infante (Barragán Moriana, 2014). Esta propuesta llevaría por título *Anteproyecto de Bases para el Estatuto de Autonomía de Andalucía* y en ella se recogían los principios en los que debería basarse la redacción de un estatuto regional⁶. Sin embargo, tanto las reticencias de los presentes en esta asamblea, con una oposición notable por parte de los representantes de las provincias orientales, como el inicio del bienio conservador impedirían que se pusiera en marcha finalmente esta iniciativa clave en el programa político del andalucismo.

Sin embargo, lo peor estaba por llegar, ya que este movimiento se vería totalmente anulado al comenzar la Guerra Civil, pues, además de no haberse consolidado ni haber logrado algunos de sus objetivos esenciales, se vería privado de su principal ideólogo. De esta forma, Blas Infante sería asesinado por los golpistas el 11 de agosto de 1936, nada más empezar la guerra, lo que acabaría truncando el desarrollo y las aspiraciones del andalucismo, que tendría que esperar hasta el final de la dictadura para reaparecer en la escena política, pero ya con un contexto bastante distinto a aquel en el que nació.
Conclusiones

Por medio de este trabajo hemos tratado de hacer un recorrido por la historia del andalucismo desde sus orígenes hasta el estallido de la Guerra Civil con la intención de aplicar las premisas de la teoría de Miroslav Hroch, que ha aportado a la historiografía del nacionalismo una perspectiva de enorme interés. Esto se debe a que, a diferencia de los autores de los que hemos hablado en el segundo apartado, Hroch no se centra en los orígenes del nacionalismo, sino en la evolución diacrónica que suelen seguir los movimientos patrióticos y los factores que favorecen su éxito, presentando distintos modelos de desarrollo. De la misma forma, de este autor también podríamos destacar la realización de un análisis comparativo de distintos casos presentes en países de Europa central y oriental, con el fin tanto de conocer los puntos en común que presentan como sus diferencias en función de determinados factores.

En este caso hemos aplicado las propuestas de Hroch al andalucismo, un movimiento nacional que no logró desarrollarse ni alcanzar la fase C, extendiéndose a las masas, algo que a nuestro juicio le ha llevado a encontrarse actualmente en un estado de letargo, encajando por tanto claramente en el tipo desintegrado. Es por ello que no debe extrañarnos su situación, que es la de un movimiento político poco relevante a pesar de que gran parte de sus reivindicaciones originales se hayan materializado. De hecho, aunque Andalucía siga encontrándose con algunos problemas importantes y un nivel de desarrollo algo menor al del conjunto de España, los niveles de bienestar son más que aceptables y, al mismo tiempo, se dispone de un alto nivel de autonomía regional. Sin embargo, a diferencia de lo que ocurre en los casos de Europa oriental y en los de aquellos movimientos nacionales que han obtenido una mayor influencia dentro del Estado, el andalucismo, además de no contar con esos factores que hemos citado como fundamentales, como la existencia de una burguesía potente que impulsara el proceso de creación de una identidad colectiva, tampoco ha disfrutado de un elemento que contribuye en gran medida a favorecerla: una lengua propia.

Con esto último queremos decir que el hecho de disponer de una lengua ayuda enormemente a la hora de afrontar la construcción nacional, al
constituir un importante rasgo diferencial. A pesar de la existencia de ciertas peculiaridades culturales con respecto al conjunto del Estado del que forma parte, Andalucía no dispone de ella, algo que en cambio sí ocurre en Cataluña, el País Vasco, Galicia, al igual que en los casos que utiliza Hroch como ejemplo en su principal trabajo: fineses, checos, eslovacos, noruegos, flamencos, estonios, lituanos y daneses. No obstante, es necesario aclarar que se han producido casos de movimientos nacionales exitosos en los que la lengua no ha desempeñado un papel determinante por haberse visto sobrepasada por la del imperio o Estado del que han formado parte. El caso irlandés sería un claro ejemplo de ello, pues, aunque su movimiento nacional reivindicara el valor del gaélico, lo cierto es que este no lograría imponerse como lengua común frente al inglés. Por esta razón, resulta de especial interés hacer análisis comparativos de los distintos nacionalismos partiendo de las premisas de Hroch, pues todos y cada uno de ellos pueden presentar una serie de rasgos particulares que los hagan diferentes, aunque muestren evoluciones similares. Asimismo, sería necesario plantearse la validez de sus propuestas en casos fuera del ámbito donde se han circunscrito, pues puede que fuera de Europa se presenten esquemas distintos.

Volviendo al tema que nos ocupa podemos decir que, en definitiva, el andalucismo, desde su propia formulación como corriente política, se mostraría consciente de sus graves limitaciones, tal y como advirtió Blas Infante. Además, su programa no contó con apenas partidarios en su periodo de gestación y, cuando estuvo en el centro del debate político de la Transición, fue asumido por la mayoría de los partidos establecidos en Andalucía, pero no desde una óptica nacionalista. El PSOE lograría hacerse con la hegemonía en la región hasta nuestros días, consiguiendo presentarse como la fuerza que luchó por la autonomía y el progreso, llevando a las formaciones explícitamente andalucistas a una posición de irrelevancia y retroceso.

Notas

1 “Acto de defunción en blanco y verde”, ABC Sevilla, 12 de septiembre de 2015, p. 39.
2 Siendo cada una de las siglas lo siguiente:
   AB: transición entre las fases A y B
   RI: comienzo de la revolución industrial
RB: revolución burguesa
BC: transición entre las fases B y C
FN: formación de la nación moderna
MO: aparición del movimiento obrero

3 “Nuestro programa”, Andalucía, nº 1, junio de 1916, p. 3.
4 “Por la unión de las provincias andaluzas”, Andalucía, nº 8, enero de 1917, p. 3.
6 Sevilla, Archivo de la Diputación Provincial, El Proceso Autonómico Andaluz durante la II República en el Archivo de la Diputación de Sevilla, 1931-1936, legajo 550, carpeta II.F

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Fuentes Primarias

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“Nuestro programa”, Andalucía, nº 1, junio de 1916, p. 3.
“Por la unión de las provincias andaluzas”, Andalucía, nº 8, enero de 1917, p. 3.
Sevilla, Archivo de la Diputación Provincial, El Proceso Autonómico Andaluz durante la II República en el Archivo de la Diputación de Sevilla, 1931-1936, legajo 550, carpeta II.F.

Fuentes Bibliográficas


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A Dynamic Model of EFL Learners’ Personal Best Goals, Resilience, and Language Achievement

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A Dynamic Model of EFL Learners’ Personal Best Goals, Resilience and Language Achievement

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Abstract

One of the objectives of any educational endeavor is helping students to adopt a set of personal goals for their achievement. This is known as personal best (PB) referring to personalized goals or standards of excellence that match or exceed one's prior best in the academic context. It is also believed that PB goals can fluctuate in line with other academic-associated factors. The aim of the present study is to scrutinize these goals in association with students' resilience and language achievement. In other words, this study elucidated how English as a foreign language (EFL) learners' PB and resilience influence language achievement. To do so, 173 students studying in two private language institutes and a university completed two questionnaires. The former was PB scale designed by Martin (2006) measuring specific, challenging, competitively self-referenced, and self-improvement goals. It was then translated to Persian and validated by the present researchers. The latter was the resilience scale containing five dimensions of perceived happiness, empathy, sociability, persistence, and self-regulation. The questionnaire was designed and validated by Kim and Kim (2016) and then translated to Persian and validated in this study. The results of confirmatory factor analysis (CFA) demonstrated the validity of the Persian versions of the scales. The results of structural equation modeling (SEM) indicated that PB is a positive and significant predictor of resilience. Moreover, it was found that language achievement is predicted by both PB and resilience.

Keywords: competitively self-referenced goals, challenging goals, EFL learners, language achievement, personal best goals, resilience goals, self-improvement goals
Un Modelo Dinámico de los Mejores Objetivos Personales, Resiliencia y Aprendizaje de Lenguaje de los Estudiantes de EFL

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Resumen
Uno de los objetivos de cualquier iniciativa educativa es ayudar a los estudiantes a adoptar un conjunto de objetivos personales para su consecución. A esto se le llama mejor meta personal (MMP) referido a los objetivos personalizados o estándares de excelencia que encajan o exceden la anterior MMP en el contexto académico. También se cree que los objetivos de la mejor meta personal pueden fluctuar en línea con otros factores académicos. El propósito del presente estudio es investigar estos objetivos asociados a la resiliencia y los logros de idioma. En otras palabras, este estudio dilucida cómo las mejores marcas personales de los estudiantes de EFL y la resiliencia influyen en los logros de idioma. Para conseguirlo 173 estudiantes de dos escuelas de idiomas privadas y de una universidad completaron dos cuestionarios. El primero fue una escala de mejores metas personales diseñado por Martin (2006) para medir objetivos específicos, retadores y competitivamente auto-referenciados y de auto-mejora. Luego fue traducido al persa y validado por los actuales investigadores. El segundo fue una escala de resiliencia con cinco dimensiones de felicidad, empatía, sociabilidad, persistencia y auto-regulación percibidas. El cuestionario fue designado y validado por Kim y Kim (2016) y luego traducido al persa y validado en este estudio. Los resultados de un análisis factorial confirmatorio (AFC) demostraron la validez de las versiones persas de las escalas. Los resultados de los modelos de ecuaciones estructurales (MEE) indicaron que la mejor meta personal es un predictor positivo y significativo de resiliencia. Más aún, se halló que los logros de lenguaje se predicen tanto con la mejor meta personal como con la resiliencia.

Palabras clave: objetivos competitivamente auto-referenciados, objetivos retadores, alumnado de EFL, logro lingüístico, mejor meta personal, objetivos de resiliencia, objetivos de auto-mejora
There has been increasing interest and reputation on goals and goal setting over the past three decades having widely been explored in different domains (Arabi, Ghanizadeh, & Jahedizadeh, 2018). In the educational field, four types of goal representations are determined by Elliot and Sheldon (1997) that traverse achievement motivation. The first one comprises task-specific goals which are specific guidelines for proximal implementation. The second one refers to situation-specific goals that reflect the intention of and reasons for performing and achieving. The third representation is related to personal goals that reflect more wide-ranging and general goals than those which relate to a specific condition. The fourth one is also related to the self-images one has for the future, reflecting more distal. Recently, a more comprehensive version of goal theory known as academic personal best (PB) goals was proposed by Martin (2006) which refers to personalized goals or standards of excellence that match or exceed one's prior best in the academic context. PBs have the potential to facilitate or enhance key educational factors for a number of reasons. First, they generate success more accessible to students. Theoretically, all students can perform as well as or better than before. In this regard, when students believe that success is accessible to them, there would be less need to maneuver in failure-avoidant ways and more reasons to be optimistic and hopeful when facing future challenges and tasks (Covington, 1992; Martin & Marsh, 2003; Martin, Marsh & Debus, 2001a, 2001b, 2003; Martin, Marsh, Williamson & Debus, 2003). PBs also have the capacity to enhance self-efficacy and self-esteem. Martin (2001, 2002) has described how the experience of success is one of the most powerful sources of self-efficacy and self-esteem. Therefore, if PBs provide greater opportunities for success they also enhance opportunities for students to gain a sense of self-efficacy and self-esteem in what they do. Moreover, not only does success enhance self-esteem, it also energizes students to persist at challenging tasks (Bandura, 1997).

In the last two decades, some researchers have investigated the important role of PB goals in student academic success or achievement (e.g., Martin, 2006, 2015; Martin & Elliot, 2015; Arabi, Ghanizadeh, & Jahedizadeh, 2018) as well as academic engagement and motivation (Martin, 2007; Martin & Elliot, 2016; Martin & Liem, 2010). In effect, PB goals are
expected to influence various dimensions in learning. In this study, it was presumed that these goals can influence learners’ coping strategies in learning difficulties, i.e., their learning resilience. Resilience, as a relatively new concept is “the capacity to bounce back, to withstand hardship, and to repair yourself” (Wolin & Wolin, 1993, p. 5).

To narrow down the definition in an academic context, resilience as "a measure of successful stress-coping ability" (Connor & Davidson, 2003, p.77) is “the heightened likelihood of success in school and other life accomplishments despite environmental adversities brought about by early traits, conditions, and experiences” (Wang, Haertal & Walberg, 1994, p. 46). Academic resilience is the students’ ability to deal effectively with setbacks, challenges, and pressure in the school setting over time (Fallon, 2010). It has the potential to heighten the likelihood of success in school and other life accomplishments despite environmental adversities brought by early traits, conditions, and experiences. Khalaf (2014) has also defined academic resilience as one of the indicators of adjustment with the setbacks of university life and one of the strongest predictors of class participation, enjoyment of study, and general self-esteem. Hence, resilient students are those who adapt high levels of achievement performance and motivation in spite of many stressful conditions putting them at risk of poor performance at school or even dropping out of school (Alva, 1991). Thus, resilience can serve as an individual difference factor helping L2 learners overcome critical difficulties in the long-term L2 learning process. In order to have a better picture of academic resilience, we can consider the Student Motivation and Engagement Wheel, an expansive model of behavioral and psychological engagement reflecting emotions, feelings, thoughts, and behaviors, relevant to academic engagement at school (Martin, 2001, 2002, 2003a, 2003b).

Numerous studies have been conducted to investigate resilience among teachers (e.g., Clandinin, 2010; Gavish & Friedman, 2010; Hollnagel, 2011; Mansfielda, Beltmanb & Price, 2014; Schelvisa, Zwetslootab, Bosa &Wiezer, 2014; Van Breda, 2011). Researchers have investigated the factors constituting resilient behavior and the ways of measuring adaption to hardship (Fletcher & Sarkar, 2013; Zolkoski & Bullock, 2012). In the last decades, psychologists have moved away from deficit models of resilience. In other words, a paradigm shift has occurred focusing on strengths as
opposed to deficits and on health as opposed to illness. Resilience, therefore, is viewed as part of ordinary healthy development rather than an extraordinary phenomenon.

With regard to student resilience, a study attempted to examine psychological and educational correlates of academic resilience via between-network and within network approaches. Martin and Marsh (2006) developed a 5-C model of academic resilience including: commitment (persistence), confidence (self-efficacy), composure (low anxiety), coordination (planning), and control. The researchers used the data, collected from 402 Australian high school students, to develop a unidimensional academic resilience construct and concluded that a construct validation approach to the empirical evaluation regarding academic resilience is much more logical and theoretically consistent relational pattern between or among the constructs.

Other studies investigated the association between students’ resilience and motivated behavior and proficiency level (Kim & Kim, 2016; Martin, 2008), psychological, social, and educational experiences (Gonzalez & Padilla, 1997), and involvement in school activities, academic performance, and family conflicts (Alva, 1991). Besides, a number of studies attempted to explore the relationship between resilience and academic achievement (Abolmaali & Mahmudi, 2013; Fallon, 2010; Kwek et al., 2013; Putwain et al., 2013; Reis, Colbert & Hebert, 2005; Scales et al., 2006; Speight, 2009; Waxman & Huang, 1997), success in homework and tests (Gordon, 1996; Somchit & Sriyaporn, 2004), and student engagement, self-efficacy, and self-esteem (Borman & Overman, 2004). Storytelling in L2 (Nguyen et al., 2015), life satisfaction (Seligman, 2002), communication competence (Duran, 1983; Wiemann, 1977), risk factors including, low expectations of teachers, stress, lack of English language ability, inattentiveness, and inability to form new relationships (Abrams-Terry, 2014) were also analyzed with regard to resilience. Other constructs in relation to resilience also included; family communication patterns (Jowkar, Kohoulat & Zakeri, 2011), critical thinking (Jones, 2003; Kamali & Fahim, 2011; Krovetz, 2008; Kumpfer, 1999; Werner & Smith, 1982), divorce, poor parenting, and disadvantaged background (Lindstroem, 2001; Masten, 2001), and gender (Khalaf, 2014; Morales, 2008).
Despite the bulk of research exploring students’ personal best goals, the notion seems to be remained an uncharted territory among EFL learners. Moreover, only a few studies investigated L2 learning resilience (Abrams-Terry, 2014; Kamali & Fahim, 2011; Khalaf, 2014; Nguyen et al., 2015; Oxford et al., 2007) which implies the need for exploring the notion of resilience in depth in second/foreign language learning. In consideration of what was noted about the contributing role of student personal best goals and their resilience in the learning process and due to the relevance of the two constructs, the present study aims at exploring EFL students’ resilience by examining its association with learners’ personal best goals and academic achievement.

**Purpose of the Study**

In particular, this study inquires the interrelationships of resilience, personal best, and language achievement. This study is the first attempt to incorporate the relational pattern of the above mentioned variables among EFL learners. Specifically, the present study presented a model depicting connections and causal relations among these factors. Figure 1 represents the hypothesized model in which personal best and resilience interrelationship affects language achievement. Personal best and resilience and their sub factors were hypothesized to be causally related to each other. Considering the sub factors of personal best known as, specific goals, challenging goals, competitively self-referenced goals, and self-improvement goals, the purpose would be more narrowed down. A more detailed purpose of this study is to examine the interrelationship of these sub factors and resilience and their probable impact on language achievement. Figure 1 displays the hypothetical model by inserting the subscales of each variable.
Figure 1. The hypothetical relationships among the variables under study with their subscales

Method

Participants

In order to collect the required data, 173 Iranian EFL learners with different ages, genders, and various levels of proficiencies were selected randomly as the sample members. It must be noted that participants were all non-native speakers of English whose first language was Persian. They were learning English in language institutes and a university of Mashhad, a city in Iran. The community sample of 173 students included university (N=90) and institutes students (N=83) who were female (N=122) and male (N=51) students. Moreover, they ranged between 19 and 41 years old (M=24.12, SD=3.56). The university junior students were studying ELT, and translation
studies. The institute students were studying at upper intermediate levels. After a brief explanation of the purpose of the study, all the participants received the two questionnaires. They were also assured that their personal information would be kept confidential. They were also required to provide demographic information such as their age, gender and educational level as well as their grade point average (GPA).

Instrumentation

Personal Best Goals Scale

To determine student PB goals, the study employed the Persian version of ‘Personal Best Goals Scale’ designed and validated by Martin (2006) and translated to Persian by the present researchers and its reliability and validity were then computed. The personal best scale consists of 16 statements gauging four aspects of PBs: specific goals (4 items), challenging goals (4 items), competitively self-referenced goals (4 items), and self-improvement Goals (4 items). The scale measures the four types of goals via a 5-point Likert-type response format from never to always.

Resilience Scale

The Persian version of Resilience Scale designed and validated by Kim and Kim (2016) was used to determine EFL student resilience which has been considered as an important criterion for testing potential functions of particular factors, especially motivational factors in L2 learning (e.g. Kim & Kim 2014; Kormos & Csizer, 2008; Mezei, 2014; Papi, 2010; Taguchi, Magid & Papi, 2009). The scale comprises 26 items evaluating five dimensions of student resilience: perceived happiness (9 items), empathy (7 items), sociability (3 items), persistence (4 items), and self-regulation (2 items). The scale was translated by the present researchers and its reliability and validity were then computed.
Results

To check the normality of data distribution, the Kolmogorov-Smirnov test was employed. This test is used to check whether the distribution deviates from a comparable normal distribution. If the p-value is non-significant (p>.05), we can say that the distribution of a sample is not significantly different from a normal distribution, therefore it is normal. If the p-value is significant (p<.05) it implies that the distribution is not normal. Table 1 presents the results of the Kolmogorov-Smirnov test. As can be seen, the obtained sig value for all variables is higher than .05. Therefore, it can safely be concluded that the data is normally distributed across all four variables.

Table 1
Kolmogorov-Smirnov Test

<table>
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<tr>
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<tr>
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<td>Statistic</td>
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<tr>
<td>Resilience</td>
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<tr>
<td>Personal Best</td>
<td>.08</td>
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<tr>
<td>Language Achievement</td>
<td>.06</td>
</tr>
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</table>

Table 2 presents descriptive statistics of EFL learners' resilience and its five subscales. As the Table shows, the mean of perceived happiness is \(M=31.98, SD=8.81\), for empathy it is \(M=24.83, SD=7.48\), for sociability it equals \(M=9.58, SD=3.02\), for persistence the mean is \(M=13.93, SD=3.21\), the mean of self-regulation is \(M=10.61, SD=2.47\), and the total mean for resilience is \(M=90.95, SD=23.24\).

Table 3 presents descriptive statistics of EFL learners' PB goals and its four subscales. As the Table shows, the mean of specific goals is \(M=14.36, SD=3.96\), and for challenging goals it is \(M=13.01, SD=4.27\), for competitively self-referenced goals it equals \(M=13.55, SD=4.29\), the mean of self-improvement goals is \(M=14.69, SD=5.28\), and the total mean for PB goals is \(M=56.43, SD=16.20\).
Table 2

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std. Deviation</th>
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<tbody>
<tr>
<td>Perceived Happiness</td>
<td>173</td>
<td>14.00</td>
<td>44.00</td>
<td>31.98</td>
<td>8.81</td>
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<tr>
<td>Empathy</td>
<td>173</td>
<td>8.00</td>
<td>34.00</td>
<td>24.83</td>
<td>7.48</td>
</tr>
<tr>
<td>Sociability</td>
<td>173</td>
<td>3.00</td>
<td>14.00</td>
<td>9.58</td>
<td>3.02</td>
</tr>
<tr>
<td>Persistence</td>
<td>173</td>
<td>6.00</td>
<td>19.00</td>
<td>13.93</td>
<td>3.21</td>
</tr>
<tr>
<td>Self-Regulation</td>
<td>173</td>
<td>5.00</td>
<td>15.00</td>
<td>10.61</td>
<td>2.47</td>
</tr>
<tr>
<td>Total Resilience</td>
<td>173</td>
<td>46.00</td>
<td>125.00</td>
<td>90.95</td>
<td>23.24</td>
</tr>
<tr>
<td>Valid N (list wise)</td>
<td></td>
<td></td>
<td></td>
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<td></td>
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</table>

Table 3

<table>
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<tr>
<th></th>
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<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std. Deviation</th>
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<tbody>
<tr>
<td>Specific Goals</td>
<td>173</td>
<td>8.00</td>
<td>20.00</td>
<td>14.36</td>
<td>3.96</td>
</tr>
<tr>
<td>Challenging Goals</td>
<td>173</td>
<td>4.00</td>
<td>20.00</td>
<td>13.01</td>
<td>4.27</td>
</tr>
<tr>
<td>Competitively Self-Referenced</td>
<td>173</td>
<td>4.00</td>
<td>20.00</td>
<td>13.55</td>
<td>4.29</td>
</tr>
<tr>
<td>Self-Improvement Goals</td>
<td>173</td>
<td>4.00</td>
<td>20.00</td>
<td>14.69</td>
<td>5.28</td>
</tr>
<tr>
<td>Total PB Goals</td>
<td>173</td>
<td>31.00</td>
<td>80.00</td>
<td>56.43</td>
<td>16.20</td>
</tr>
<tr>
<td>Valid N (List wise)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

The mean of language achievement as measured by grade point average (GPA) is ($M=16.99$, $SD=1.591$) as can be seen in Table 4.

Table 4

<table>
<thead>
<tr>
<th></th>
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<th>Maximum</th>
<th>Mean</th>
<th>Std. Deviation</th>
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<tr>
<td>GPA</td>
<td>173</td>
<td>13.50</td>
<td>19.45</td>
<td>16.99</td>
<td>1.59</td>
</tr>
<tr>
<td>Valid N (list wise)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
\( \chi^2 = 1120.31, \text{ df} = 499, \text{RMSEA} = 0.063, \text{CFI} = 0.90, \text{GFI} = 0.90, \text{NFI} = 0.90 \)

*Figure 2.* The schematic representation of the four PB goals
The translated version of the PB scale was administered to EFL students. To determine the validity of the scale, a confirmatory factor analysis (CFA) utilizing the LISREL 8.50 statistical package was performed. The model consisted of four facets, namely, specific goals, challenging goals, competitively self-referenced goals, and self-improvement goals, each consisting of four items. A number of fit indices were examined to evaluate the model fit: the chi square/df ratio which should be lower than 2 or 3, the Normed Fit Index (NFI), the Comparative Fit Index (CFI), and the Good Fit Index (GFI) with the cut value greater than .90, and the Root Mean Square Error of Approximation (RMSEA) of about .06 or .08 (Schreiber, Amaury, Stage, Barlow, & King, 2006). The structural model is presented in Figure 2. As indicated by Figure 3, the chi-square/df ratio (2.24), the RMSEA (0.063) and the NFI=.90, CFI=.90, and GFI=.90 all reached the acceptable fit thresholds. Overall, it can be concluded that the proposed model had a perfect fit with the empirical data.

The Cronbach's alpha estimate for the PB scale was found to be .88, and for each goal was as follows: specific (.80), challenging (.77), competitive (.79), and self-improvement (.86).

The correlations among the four goals were then computed. As indicated in Table 5, all goals highly correlated with each other.

<table>
<thead>
<tr>
<th>Table 5</th>
<th>The Correlation Coefficients among PB Goals</th>
</tr>
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<tbody>
<tr>
<td></td>
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<tr>
<td>1. Specific goals</td>
<td>1.00</td>
</tr>
<tr>
<td>2. Challenging goals</td>
<td>.79**</td>
</tr>
<tr>
<td>3. Competitively self-referenced goals</td>
<td>.72**</td>
</tr>
<tr>
<td>4. Self-improvement goals</td>
<td>.86**</td>
</tr>
<tr>
<td>5. PB goals</td>
<td>.88**</td>
</tr>
</tbody>
</table>

** Correlation is significant at the 0.05 level
$\chi^2 = 596.312$, $df = 228$, $RMSEA = 0.066$, $CFI = 0.88$, $GFI = 0.89$, $NFI = 0.90$

Figure 3. The schematic representation of the five resilience subscales
The translated version of the resilience scale was distributed to EFL students. A confirmatory factor analysis (CFA) utilizing the LISREL 8.50 statistical package was performed to define the validity of the scale. The resilient model includes five facets, namely, perceived happiness with nine items, empathy having seven items, sociability consisting three items, persistence with four items, and self-regulation including three items. Above fit indices were examined to evaluate the model fit: The structural model is presented in Figure 4. As indicated by Figure 3, the chi-square/df ratio (2.06), the RMSEA (0.066) and the NFI=0.90, CFI=0.88, and GFI=0.89 all reached the acceptable fit thresholds. Overall, it can be concluded that the proposed model had a perfect fit with the empirical data.

The Cronbach's alpha estimate for the resilience scale was found to be .77, and for each subscale was as follows: perceived happiness (.79), sociability (.77), persistence (.79), empathy (.79), and self-regulation (.70). The correlations among the five subscales were estimated. As shown in Table 6, all subscales highly correlated with each other.

Table 6
The Correlation Coefficients among Resilience Subscales

<table>
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<th>1</th>
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<th>3</th>
<th>4</th>
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<th>6</th>
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<tbody>
<tr>
<td>1. Perceived happiness</td>
<td>1.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Sociability</td>
<td></td>
<td>.92**</td>
<td>1.00</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Persistence</td>
<td></td>
<td>.73**</td>
<td>.67**</td>
<td>1.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Empathy</td>
<td></td>
<td>.88**</td>
<td>.84**</td>
<td>.77**</td>
<td>1.00</td>
<td></td>
</tr>
<tr>
<td>5. Self-regulation</td>
<td></td>
<td>.78**</td>
<td>.75**</td>
<td>.61**</td>
<td>.81**</td>
<td>1.00</td>
</tr>
<tr>
<td>6. Resilience</td>
<td></td>
<td>.98**</td>
<td>.95**</td>
<td>.80**</td>
<td>.93**</td>
<td>.95**</td>
</tr>
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** Correlation is significant at the 0.05 level
To see if the hypothesized model fits the data, the LISREL 8.50 statistical package was used to run SEM. The afore-mentioned fit indices were examined to evaluate the model fit as stated above.

As demonstrated by Figure 4, the chi-square value (45.91), the chi-square/df ratio (2.29), the RMSEA (.070), the NFI (.92), GFI (.93), and CFI (.95) all reached the acceptable fit thresholds. It implies that the model had a perfect fit with the empirical data.
To check the strengths of the causal relationships among the variables, the \( t \)-values and standardized estimates were examined. The results demonstrated that PB is a positive and significant predictor of resilience \((\beta = 0.71, t = 9.22)\). It was also found that language achievement is predicted by both PB \((\beta = 0.32, t = 4.05)\) and resilience \((\beta = 0.29, t = 3.01)\).

The correlation coefficients among EFL learners' PB, resilience, and language achievement, are presented in Table 7. As can be seen, the highest correlation is observed between PB and resilience \((r = 0.88, p < 0.05)\). Language achievement correlated weakly with both PB \((r = 0.36, p < 0.05)\) and resilience \((r = 0.31, p < 0.05)\).

Table 7
\[\text{The Correlation Coefficients among PB, Resilience, and Language Achievement}\]

<table>
<thead>
<tr>
<th></th>
<th>1</th>
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<tbody>
<tr>
<td>1. PB</td>
<td>1.00</td>
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<tr>
<td>2. Resilience</td>
<td>.88**</td>
<td>1.00</td>
<td></td>
</tr>
<tr>
<td>3. Language achievement</td>
<td>.36**</td>
<td>.31**</td>
<td>1.00</td>
</tr>
</tbody>
</table>

\*Correlation is significant at the level of 0.05

Discussion

The present study aimed at investigating the association among student personal best goals, resilience, and academic achievement. In effect, this study sought to find the effects of personal best goals on student resilience, and the effects of the two constructs on academic achievement.

The results indicated that personal best goals significantly and positively influence language achievement. PB is defined as specific, challenging, competitively self-referenced targets towards which students strive (Martin, 2012). It has been proposed that striving for personal best goals is a potentially efficient and effective way of enhancing student long-term academic development (Martin, 2011). When learners do their best improve their performance in comparison with previous performance or exert more effort on a present activity in comparison with prior task completion, they can get attain more satisfactory results, so in this way their academic
achievement will improve significantly after a period of endeavor (Arabi, Ghanizadeh & Jahedizadeh, 2018).

Regarding the first type of goals, i.e., specific, it can be indicated that specific goals lead to higher levels of performance (Locke & Latham, 1990). Specific goals improve learners’ performance by diminishing the uncertainty of goals and objectives (Locke, Chah, Harrison & Lustgarten, 1989). Concerning the second set of goals, namely challenging goals, it can be discussed that whereas the score required for outperforming the others is quite murky, the score to fulfil a PB is entirely pinpointed. Virtually, the challenge or struggle determined by a PB must be superior than that of the previous ultimate functioning. In other words, the specificity and challenge of goals leads to higher desirable functioning. Indeed, Locke and Latham (1990) in a meta-analysis study reported an effect size ranging from .42 to .80 for the facilitative role of impact of specific and difficult goals in academic effectiveness. Concerning the third type of goals (competitively self-referenced goals) with a competitive orientation whereby individuals compete with their own previous performance than with others, it is evident that PB is beyond the accomplishment of a standard. It is also the completion of a personalized standard based on individual’s prior achievement. This personalized element of PBs, in effect, differentiates them from existing conceptualization of goals by accelerating the motivational dispositions for success (Martin, 2011; Ghanizadeh & Jahedizadeh, 2015). For the last set of goals which are known as self-improvement aspect, one can perceive that they are related to the motivation to develop or build on previous levels of performance or attainment (Arabi, Ghanizadeh & Jahedizadeh, 2018).

The results of the present study also indicated that student resilience influences students' language achievement significantly and positively. The factors extracted from the questionnaire items on resilience were found to be perceived happiness, empathy, sociability, persistence, and self-regulation. As for perceived happiness, the majority of the items were those adopted from a study, which had developed and verified a scale to measure life satisfaction. Based on the life satisfaction scale, the items for perceived happiness in the present study asked about the participants’ perceptions of their sense of satisfaction and happiness in their lives. As a result, the L2
learners’ positive and grateful attitudes and feelings were expressed by the factor of perceived happiness. Given this, perceived happiness is a relatively dominant component of L2 learners’ resilience, it suggests that more positive perceptions of life contribute to stronger resilience, this in turn leads to higher academic achievement (Pendse & Ruikar, 2013).

Empathy and sociability have been reported as components of resilience in several studies (e.g., Shin, Kim & Kim, 2009). Empathy refers to one’s attitude of deeply understanding others’ thoughts and feelings. Sociability is also a tendency to have a positive relationship with others. The two factors can be regarded as social competence (Benard, 1993). According to Luthar and Burack (2000), social competence is considered “a particularly useful indicator of children’s overall positive adaptation or wellness” (p. 101). Resilience is seen to result from “the operation of basic human adaptational systems” (Masten, 2001, p. 227). Given this, social competence (including empathy and sociability) seems to enable learners to better adapt despite adversity by developing a supportive relationship with others. It is undisputed that these two factors are critical determinants of L2 learning (Ghanizadeh & Moafian, 2010). As for another factor found in the present study, persistence, it was revealed that the act of persistence in spite of adversity or discouragement is a component constituting resilience (Martin & Marsh, 2006). Connor and Davidson (2003) also found a similar factor. Even though the researchers did not name the factor, the items were associated with tenacity in making progress against challenging problems. Reflecting on the previous findings as well as the results in the present study, we suggest that persistence, or the willingness not to give up easily, can be a characteristic of stronger resilience and the corresponding academic success. The final factor, self-regulation, is similar to emotion regulation suggested by Reivich and Shatte (2002). They argued that the use of a well-developed set of skills that help control emotions, attention, and behavior is one of resilient individual’s characteristics. The items for self-regulation in the present study determined that the capacity to regulate one’s emotions, thoughts, and impulses reflects stronger resilience and results in greater success (Ghonsooly & Ghanizadeh, 2013; Ghanizadeh & Mirzaee, 2012).

Regarding the association between EFL learners' resilience and PB goals, the results indicated that there is a significant relationship between the two
constructs. Resilience as an individual characteristic has been used to refer to good, stable, and constant adjustment under difficult conditions. Resilient students reserve high motivation achievement despite undesirable, stressful, and challenging situations and circumstances (Alva, 1991). Academic resilience can be under the influence of either external and internal supportive factors. The internal supportive factors include positive personal characteristics, perceptions, and values, such as, communication skills, self-efficacy, goal-orientations, and thinking skills. The external supportive factors encompass the contextual social supports and occasions accessible in the home, school, community, and peer groups (Alva, 1991).

As stated, achievement goal orientations are among the internal supportive factors. Broadly defined, achievement goals mirror the desire to advance, achieve, or exhibit competence in completing a task (Dweck, 1986). Moreover, different goal orientations with the mastery goal at the center underpin students’ cognitive, metacognitive, and emotional attainments (Ames & Archer, 1988; Zafarmand, Ghanizadeh, & Akbari, 2014). Academic resilience is indeed the emotional affective consequence of goal orientations. It is indicated that students are more successful if they adopt a mastery orientation or intrinsic motivation (Fortune, Sinclair & Hawton, 2008; Rostami, Ghanizadeh, & Ghonsooly, 2015). The results of the present study are in harmony with a study conducted by Splan, Brooks, Porr & Broyler (2011) among university students. They indicated a positive and moderate association between resiliency and mastery-approach goal orientation.

Conclusions

On the whole, the yielded findings of the present study lead to the conclusion that personal best goals, resilience, and their sub-factors have facilitative role in EFL learners’ language achievement. The results confirmed significant interrelationships among all the variables. In other words, when learners set specific and clear goals for their learning, they have a clear vision of their future goals. Consequently, such a vision pushes them towards better performance. For making progress in the process of learning, students are required to become independent learners who manage and control their effort to achieve their goals. Autonomous learners are
aware of their goals and how they should evaluate themselves to find out their weaknesses and strengths. They also have to be resistant against the problems and try to recover quickly from their adversities. Moreover, the present study investigated the association between personal best, resilience and language achievement. It was revealed that all the learners whether institutes or university students are the same regarding the variables under the study. It implies that both institute and university students are inclined to do their bests to achieve their learning goals.

Regarding the association between resilience, PBs, and language achievement, significant albeit weak correlations were found. It can be concluded that students who are highly goal oriented and successful in setting personal goals reveal greater academic persistence than those who do not possess the personal resource. As a result, it appears the goal-directedness one of the most prominent antecedents of academic resilience (Valencia, 1994). In addition, individuals with mastery goals embrace challenging events and persevere in the face of difficulties (Dweck, 1986).

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The Association between Dynamic Assessment of Grammar and Fluid Intelligence: A Case of Undergraduate EFL Students

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The Association between Dynamic Assessment of Grammar and Fluid Intelligence: A Case of Undergraduate EFL Students

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Abstract

The present study examined the association between static assessment, dynamic assessment and fluid intelligence. A pool of 109 students majoring in English Language Teaching and Translation Studies took part in the study. Two major instruments of the study included Computerized Dynamic Grammar Test and Raven's Advanced Progressive Matrices. The results of the study confirmed that the relation between static assessment of grammar and fluid intelligence as well as the relation between dynamic assessment of grammar and fluid intelligence were statistically significant. However, the relation between dynamic assessment of grammar and fluid intelligence was large. Finally, the results from the interviews revealed that ZPD and IQ are complementary and not contradictory. A practical implication for the students is that practicing fluid intelligence can improve their logical thinking by focusing on metacognitive strategies. Likewise, C-DA is a helpful source to develop effective learning strategies like directed attention, self-evaluation, and self-discovery strategies.

Keywords: dynamic assessment, grammar, fluid intelligence, static assessment
La Asociación entre la Evaluación Dinámica de la Gramática y la Inteligencia Fluida: El Caso del Alumnado del Grado de EFL

Ghasem Modarresi  
*QuChan Islamic Azad University*

Ali Jedd
*QuChan Islamic Azad University*

**Resumen**

Este estudio examina la asociación entre la evaluación estática, la evaluación dinámica y la inteligencia fluida. Una muestra de 109 estudiantes cursando el grado de English Language Teaching and Translation Studies participó de este estudio. Se utilizaron dos grandes instrumentos de investigación el Test Computerizado de Gramática Dinámica y las Matrices Progresivas Avanzadas de Raven. Los resultados del estudio confirmaron que la relación entre la evaluación estática de la gramática y de la inteligencia fluida así como la relación entre la evaluación dinámica de la gramática y la inteligencia fluida fueron estadísticamente significativas. Sin embargo, la relación entre la evaluación dinámica de la gramática y la inteligencia fluida fue grande. Finalmente, los resultados de las entrevistas revelaron que el ZPD y el IQ son complementarios, no contradictorios. Una implicación práctica para los estudiantes es que practicar la inteligencia fluida puede mejorar su pensamiento lógico al centrarse en estrategias metacognitivas. Igualmente, C-DA es una recurso útil para desarrollar estrategias de aprendizaje efectivas como atención dirigida, auto-evaluación, y estrategias de auto-descubrimiento.

**Palabras clave:** evaluación dinámica, gramática, inteligencia fluida, evaluación estática
Vygotsky’s (1978, 1986) writings on Sociocultural Theory (SCT) of mind led to the emergence of Dynamic Assessment (abbreviated as, DA) which has been employed as a theoretical framework for research undertaken in second language acquisition. The concept of DA was not coined by Vygotsky, himself, though. SCT is a system of ideas on the development of the mind (Vygotsky, 1978). Based on this theory, learning is a social phenomenon fixed in the cultural context. In Vygotsky’s approaches, an optimal scenario for development is the Zone of Proximal Development (ZPD). To reiterate the well-known definition of the ZPD, it is the difference between what an individual can do autonomously and what he or she can do with assistance or mediation (Lantolf & Poehner, 2004). As remarked by Lantolf and Poehner (2004), fundamental in the ZPD, is the role of mediation, and DA incorporates assessment and instruction into a unified activity through appropriate forms of mediation. DA enables learners to perform beyond their current level of functioning, thereby providing insights into emerging capabilities (Poehner & Lantolf, 2013).

According to Poehner (2008), two significant strands of research that will set a chief place for DA in the L2 area are C-DA and group-based DA. The former signifies an attractive method to large-scale assessment contexts that mandate standardization while the latter is particularly relevant to classroom settings where teachers may be concerned with the feasibility of dialogically mediating twenty or more learners (Poehner, 2008). Poehner (2008) declares that Computerized Dynamic Assessment (henceforth, C-DA) mostly follows an interventionist model with mediation offered from a menu of predetermined clues, hints, and leading questions selected in a lock-step fashion (moving from most implicit to most explicit) by the computer. Theoretically, while computer-based assessments typically only indicate the correctness of a response, C-DA tracks learners’ errors as well as the precise forms of mediation that prove beneficial (Poehner, 2008). Indeed, development occurs in a present-to-future model. The present study tries to find the relationship between computerized dynamic assessment of grammar and fluid intelligence.

Meanwhile, in psychology, cognitive abilities can be defined in several ways. Cattell (1971) proposed two major types of cognitive abilities: fluid intelligence (Gf) and crystallized intelligence (Gc). Gf includes deductive
and inductive reasoning, and Gc comprises abilities that reflect the influence of culture and education on verbal knowledge (Flanagan, McGrew & Ortiz, 2000). As Cattell (1971) explains, crystallized intelligence is the ability to use skills, knowledge, and experience. It does not equate to memory, but it does rely on accessing information from long-term memory. Crystallized intelligence is one’s intellectual achievement, as demonstrated largely through one's vocabulary and general knowledge. This improves somewhat with age, as experiences tend to expand one's knowledge. To him, crystallized intelligence is associated with learned or acculturated knowledge. That is, Gc is a result of learning and knowledge acquired over one’s lifetime. According to Gf-Gc theory, fluid intelligence causes crystallized intelligence (Cattell, 1987).

So far, nobody attempted to find out the relationship between dynamic assessment of grammar and aspects of intelligence. Although to Vygotsky (1986), ZPD is against IQ since IQ measures the knowledge of the individuals from the past to the present and it is fixed, ZPD measures the potential knowledge of the individuals from the present to the future. Nevertheless, Feuerstein, Feuerstein, and Falik (2010) resembles the potential development to fluid intelligence, although no experimental study has been carried out in this regard. The present study contributes to the field of English language teaching and learning since for the first time the relationship between dynamic assessment and intelligence type is examined and the study could shed the light to the neglected aspect of Vygotsky’s (1986) ZPD, which is the influence of fluid intelligence. The major significance of the present study is that it is hypothesized that investigating traditionally valued psychological factors, mingled with the contemporary theories of language learning, may yield a more realistic image of the second language learning mechanism. Hence, in the current study, the researcher proposes to adopt a pair of complementary viewpoints.

Therefore, the main contribution of the present study to the field of SLA is that the study sets out to find out the relation between Gf (abstract reasoning) and structural proficiency through mediation, highlighting the association between one’s structural proficiency, as demonstrated largely through one's grammatical knowledge and one’s cognitive ability while working on language tasks. Both dynamic assessment and fluid intelligence
are related to becoming issues not being issues, that is, to dynamic nature and not static nature. Moreover, the present study focused on the computerized dynamic assessment of grammar which is related to logical intelligence (Pishghadam & Moafian, 2008), and the present study was an attempt to find out another aspect of intelligence which is fluid intelligence.

**Literature Review**

**Static Assessment vs. Dynamic Assessment**

The central difference between DA and static assessment derives from Vygotsky’s theorizing in the ZPD that is based on a fundamentally different understanding of the future. In static assessment, actual development is sought rather than potential development. That is to say, static assessment is based on the past-to-present model of assessment, while DA is based on the present-to-future model of assessment (Valsiner, 2001). Extensive research within DA has been carried out in the Netherlands, Germany, the United States, Canada, Belgium, Europe in general, the United Kingdom and South Africa (Murphy, 2011). The new trends within psychological assessment suggest DA methods as complementary to mainstream assessment (Stiggins, 2005). Based on the Vygotsky’s ZPD, Lantolf and Poehner (2004) made a clear distinction between the two general approaches to DA: Interactionist DA and Interventionist DA. Interactionist DA finds its origins in Vygotsky’s qualitative, interpretation of the ZPD, which encourages us not to measure but to focus on students’ development, and this can only be accomplished through interaction and cooperation. Thus, mediation in the interactionist model emerges from the interaction between the teacher as the mediator and the learner, accordingly responding to the learner’s ZPD. Interventionist DA is rooted in Vygotsky’s quantitative interpretation of the ZPD as a difference score. It is currently utilized in either of two formats: 1) A pretest-treatment-post-test experimental approach and 2) item-by-item assistance selected from a prefabricated menu of hints during the administration of a test (Poehner, 2008).
Fluid and Crystallized Intelligence

As part of a long-standing program examining cognitive ability, Cattell (1943) proposed that intelligence is not a unitary construct (such as Spearman’s g), rather it assumes two broad but distinct types, fluid intelligence and crystallized intelligence. According to the theory, fluid intelligence represents novel or abstract problem solving capability and is believed to have a physiological basis. According to Cattell (1987, p. 97), the label “reflects the construct’s —fluid quality of being directable to almost any problem”. Gf is typically assessed with items of a nonverbal or graphical format using tests such as Raven’s Progressive Matrices. However, verbal items (such as analogies) can also be used to assess Gf if the word pairs contain simple words that are familiar to the population of test takers (Cattell, 1987). Crystallized Intelligence is associated with learned or acculturated knowledge. That is, Gc is a result of learning and knowledge acquired over one’s lifetime.

Dynamic Assessment and English Grammar

There is ample evidence for the usefulness of the theoretical construct of DA in grammar instruction (Aljaafreh & Lantolf, 1994; Antón, 2003; Nassaji & Swain, 2000). Aljaafreh and Lantolf (1994) studied the use of high frequency features of English (tense morphology, articles, model verbs, and prepositions) in the written performance of three ESL learners and reported that a shift from explicit mediation to a more implicit mediation contributed to students’ development. Nassaji and Swain (2000), in a case study of two learners, provided feedback within the learners’ ZPD to complement Aljaafreh and Lantolf’s (1994) findings. Their study showed that help provided within the ZPD was more effective than help offered randomly. According to Lantolf and Aljaafreh (1995), as learners displayed greater independence from the tutor’s guidance and improved accuracy in their use of the relevant forms, development through the ZPD was observed over time. However, they argued that learner development was not a smooth linear process; instead, it followed the type of irregular trajectory covered by Vygotsky’s description of development as a revolutionary process.
Theoretical Framework of the Study

The study followed two theoretical framework to conduct the study. The first theoretical framework followed by the researchers refers to Fluid Intelligence developed by Feuerstein, Feuerstein, and Falik (2010) who expanded on the notion arguing that an individual is not born with a certain intelligence remaining fixed throughout life. Rather, they have the potential to change and if provided with an appropriately mediated learning environment, they are modifiable. In static assessment, the task of the assessor is to look for what is fixed, permanent, and unchanging in the learner. Static assessment is constructed in a way that no learning will take place since it measures the knowledge already gained by the learner, that is, it measures a learner’s crystallized intelligence which does not allow the transfer of the learned principles to new situations rather than “treats one’s intelligence as fluid which can be shaped” (Feuerstein, Feuerstein & Falik, 2010, p. 90). The second theoretical framework refers to Computerized Dynamic Assessment (C-DA) proposed by Poehner and Lantolf (2013). To the authors, C-DA following an interventionist model entail mediation offered from a menu of predetermined clues, hints, and leading questions selected in a lock-step fashion (moving from most implicit to most explicit) by means of computers.

The following research questions were posed by the researchers to be investigated:

1. Is there any significant relationship between static assessment of grammar and fluid intelligence for undergraduate EFL intermediate students?
2. Is there any significant relationship between dynamic assessment of grammar and fluid intelligence for undergraduate EFL intermediate students?
3. Does gender of the participants moderate the relationship between dynamic assessment of grammar and fluid intelligence for undergraduate EFL intermediate students?
4. What do the EFL students think of the association between fluid intelligence and dynamic assessment of grammar?
The Study

Participants

A pool of 112 students majoring in English Language Teaching and Translation Studies took part in the study. The participants were at BA level, and they were selected based on convenient sampling from different Universities including Islamic Azad University of Quchan, Ferdowsi University of Mashhad, University of Bojnord, University of Tehran, Islamic Azad University of Mashhad, University of Babol, and Islamic Azad University of Gorgan. Students participated in this study had already passed their English Grammar Courses (including eight credits). In order to make our sampling fairly homogenous in terms of their level of proficiency, the researchers just included those students whose scores obtained from non-dynamic assessment on CDGT used in this study fell one standard deviation below and above the mean. Three students did not complete the computerized dynamic grammar test because there was no final report of their performance. Therefore, the final number of scores analyzed was 109. Moreover, 10 EFL students were interviewed in the study who have been learning English Grammar courses at university level to explore the relation between dynamic assessment and fluid intelligence. They were selected based on convenient sampling.

Instrumentations

The first instrument utilized by the researchers was CDGT, designed and validated by Modarresi and Alavi (2014), to assess the grammatical knowledge of the learners based on the principles of DA. The test consisted of 40 items and each item included five hints. Since the scope of structural patterns cannot be captured in a single test battery, the test was an attempt to cover the most important and frequently-used patterns. In so doing, the authors categorized the structural patterns into 10 major categories including 40 subcategories. The reliability and validity of the test were already determined by the researchers, as .71 and .83, respectively. The scoring procedure is calculated out of 200.
The second instrument used in this study was Raven’s Progressive Matrices, which is used in many countries for decades as a measure of problem-solving and reasoning ability (Raven, Raven & Court, 1998). In this study, for measuring fluid intelligence (abstract thinking and reasoning), APM was employed. APM has been standardized in Iran by Rahmani (2008) in Azad University of Khorasgan. The reliability and validity reported for the test are at acceptable level (.91 and .73 respectively). APM is the advanced form of matrices contains 36 items. The scoring procedure is calculated out of 36.

The last instrument utilized by the study was semi-structured questions, asking the participants regarding the EFL students’ thought about the association between fluid intelligence and dynamic assessment of grammar. The content validity of the questions were checked by two experts in the field of English Language Teaching who had been teaching English at Ferdowsi University of Mashhad and Islamic Azad University of Quchan (Appendix C). After receiving the feedback from the experts, the researchers revised the questions in terms of their validity.

Procedure

The researchers gathered the relevant data in three major sessions. First, they asked the participants to answer the test battery of computerized dynamic assessment of grammar known as CDGT in the Cafe net or the English laboratory of the University. The test battery consisted of 40 items and the researchers prepared 5 hints for each item. The hints matched the structural patterns covered in the test battery. Students were allowed to answer each item within 4 minutes. Regarding the hints, since the grammatical patterns are labeled by abstract names such as connectors, present continuous, or adverbs of indefinite frequency, the researchers used examples together with the labels to help students understand them. The C-DA program allowed the students to take the test in 2 hours and 40 minutes. If they failed to answer an item within 4 minutes, they would lose that item automatically. The original test was in multiple-choice format, which was not appropriate to be used here since the researchers offered hints to the students to find the answer. If a multiple-choice format was used, as soon as a student was given
a hint, he or she would know that the answer was wrong and they would be left with three alternatives, and by receiving the second hint, they would have only two alternatives, and so on. Thus, they could guess the correct answer from the remaining choices. The researchers decided to design the communicative test of grammar as an appropriate test format.

Therefore, the application of discourse-based grammar has two major merits. First, since new perspectives on grammar consider the discourse in emergentist and sociolinguistic terms, the current study is an early attempt to assess grammar at the discourse level in C-DA. Second, the learners could identify the errors while giving hints to learners would not help them guess the right answer. The following test is an example of a discourse-based grammar test designed by the researchers to assess knowledge of relative clauses. After the items were prepared, five hints were prepared for each item. In DA, the quality of hints is very important as different learners may have different ZPDs for the same incorrect forms, meaning learners require different levels of assistance. The first hint was the most implicit and the last hint was the most explicit. The assistance was given on a progressive scale varying from implicit to specific answers. Indeed, each time a learner answered a question incorrectly, computerized mediation was provided with increasing explicitness.

Test item and its hints:

Instructions: You have 4 minutes to answer each question. If you can answer an item correctly in your first attempt, a score of 5 is awarded for that item. This is your non-mediated score. If you answer the item in your second attempt, a score of 4 is awarded and so on until the correct answer is revealed in the fifth hint and a score of 0 is earned for the item. This is your mediated score.

Several people were injured this morning when a lorry, which was carrying pipes, overturned in the center of town and hit two cars. Ambulances called to the scene took a long time to get through the rush hour traffic. People who saw the accident say the lorry hit the cars after it swerved to avoid a pile of stones leaving in the road.
Hint 1 → That’s not the right answer, try again.
Hint 2 → Look at the relative clauses in the test. They are defining relative clauses used to include essential information.
Hint 3 → There are four relative clauses here. Sometimes we can leave the relative pronoun + auxiliary verb out of the clause. For example, *The man who is watering the garden is my uncle* can be reduced to *The man watering the garden is my uncle*.
Hint 4 → Pay attention to the last sentence. We can form clauses with a present participle (e.g., watering) in active sentences and a past participle (e.g., watered) in passive sentences.
Hint 5 → The right answer is left NOT leaving.

After completing the test, a file was created on the computers containing demographic and their scores information. Having finished the test, the following information were stored for each test taker:

1. Test takers’ non-mediated scores. This score is calculated according to the students’ scores obtained from their non-dynamic performance or their first try. In fact, this score is exactly the same as that obtained in traditional tests. To make it comparable with score based on DA of the test, the researchers calculates this score on a scale of 0 to 200 points; five points for each item.

2. Test takers’ mediated scores. This score is calculated according to the students’ scores obtained from their dynamic performance or their use of the hints. However, it should be noted that the same hints are given to all test takers in the same order and indeed, what makes a difference between test takers in terms of ultimate score is whether they have used more the explicit or the implicit ones on average. The number of hints used by each test taker is subtracted from the total number of hints, which is 200. The number that is obtained by this subtraction is the score based on DA. For instance, imagine that a student uses two hints for the first twenty items of the test; that is, two hints for each of these items. This student’s score is 160 which is calculated by subtracting the number of hints used by him (here 40 hints) from 200. The non-mediated score of the same student would be 100.
because this student has given wrong answer to the first 20 items of the test, and only after receiving hints, he is able to get to the right answers.

3. The number of hints used in each item. The software subtracts the number of hints used by each test taker from the total number of hints. It means that for each hint that is used, one point is deducted from the total score that is 200.

Following this step, the researchers administered the fluid intelligence test to the students and they were informed about the way they should have answered the test and about the given time. The test was the advanced form of matrices and consisted of 36 items. Items were presented in black ink on a white background, and became increasingly difficult as progress is made through each set. These items were appropriate for adults and adolescents of above average intelligence. The time needed for this test was 45 minutes.

Finally, the data were gathered from ten students in the by means of face-to-face interview sessions held by the researchers. Different students from different universities were selected by them. The interview sessions took 20 minutes and the students were free to speak in either English or Persian language.

**Results**

**Static Assessment of Grammar and Fluid Intelligence**

The first research question of the study dealt with the significant relationship between static assessment of grammar and fluid intelligence for undergraduate EFL intermediate students. The participants’ non-mediated scores were calculated according to the students’ scores obtained from their non-dynamic performance or their first try. In fact, this score was exactly the same as that obtained in traditional tests. The test included 40 items and the scores were calculated on a scale of 0 to 200 points; five points for each item. Moreover, Advanced Progressive Matrices (APM) was employed to measure fluid intelligence (abstract thinking and reasoning). The test included 36 items, and the scoring procedure was out of 36.
The researchers performed the preliminary analysis to ensure no violation of the assumptions of normality (i.e., skewness and kurtosis, which were between +2 and -2 for the variable). Table 1 shows the means and standard deviations of the non-mediated performance of the students (M= 64.31; SD=40.42) and fluid intelligence (M= 19.23, SD=2.81).

Table 2.
Correlations between non-mediated score and fluid intelligence

<table>
<thead>
<tr>
<th></th>
<th>Non-mediated score</th>
<th>Fluid Intelligence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-mediated score</td>
<td>Pearson Correlation</td>
<td>.359**</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>.020</td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>109</td>
<td></td>
</tr>
<tr>
<td>Fluid Intelligence</td>
<td>Pearson Correlation</td>
<td>1</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>.359**</td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>109</td>
<td></td>
</tr>
</tbody>
</table>

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

After performing the preliminary analysis to ensure no violation of the assumptions of normality, the results obtained from Pearson product-moment correlation coefficient showed the relationship between scores of
non-mediated performance and scores of fluid intelligence (See Table 2). There was a medium, positive correlation between the two variables \([r=.35, n=109, p<.05]\), with higher scores on non-mediated performance is associated with higher scores on fluid intelligence, based on the guideline proposed by Cohen (1992):

\[ r=.10 \text{ to } .29 \text{ or } r=−.10 \text{ to } .29 \text{ small} \]
\[ r=.30 \text{ to } .49 \text{ or } r=−.30 \text{ to } .49 \text{ medium} \]
\[ r=.50 \text{ to } 1.0 \text{ or } r=−.50 \text{ to } 1.0 \text{ large} \]

**Dynamic Assessment of Grammar and Fluid Intelligence**

The second research question of the study investigated the significant relationship between dynamic assessment of grammar and fluid intelligence for undergraduate EFL intermediate students. Students’ scores on dynamic test was calculated according to the students’ scores obtained from their dynamic performance or their use of the hints. The number of hints used by each test taker was subtracted from the total number of hints, which was 200. The number that was obtained by this subtraction was the score based on DA.

Table 3.
*Descriptive statistics for mediated score and fluid intelligence*

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Min.</th>
<th>Max.</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Skewness</th>
<th>Kurtosis</th>
<th>Std. Error</th>
<th>Std. Error</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mediated score</td>
<td>109</td>
<td>14.00</td>
<td>196.00</td>
<td>117.90</td>
<td>39.85</td>
<td>-.21</td>
<td>-.44</td>
<td>.23</td>
<td>.45</td>
</tr>
<tr>
<td>Fluid Intelligence</td>
<td>109</td>
<td>13.00</td>
<td>25.00</td>
<td>19.23</td>
<td>2.81</td>
<td>-.30</td>
<td>-.68</td>
<td>.23</td>
<td>.45</td>
</tr>
</tbody>
</table>

Moreover, the researchers performed the preliminary analysis to ensure no violation of the assumptions of normality (i.e., skewness and kurtosis,
which were between +2 and _2 for the variable). Table 3 shows the means and standard deviations of the mediated performance of the students (M=117.90; SD=39.85) and fluid intelligence (M= 19.23, SD=2.81).

Table 4. 
**Correlations between mediated score and fluid intelligence**

<table>
<thead>
<tr>
<th></th>
<th>Mediated score</th>
<th>Fluid Intelligence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mediated score</td>
<td>Pearson Correlation</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
<td>.680**</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>109</td>
</tr>
<tr>
<td>Fluid Intelligence</td>
<td>Pearson Correlation</td>
<td>.680**</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
<td>.000</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>109</td>
</tr>
</tbody>
</table>

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

After performing the preliminary analysis to ensure no violation of the assumptions of normality, the results obtained from Pearson product-moment correlation coefficient showed the relationship between scores of mediated performance and scores of fluid intelligence (See Table 4). There was a large, positive correlation between the two variables \[ r=.68, n=109, p<.05 \], with higher scores on mediated performance was associated with higher scores on fluid intelligence.

**Gender, Dynamic Assessment of Grammar and Fluid Intelligence**

As for the third research hypothesis concerned with whether the gender of the participants could moderate the relationship between dynamic assessment of grammar and fluid intelligence for undergraduate EFL intermediate students, the researchers divided the participants into two groups based on their gender. They were divided into the male group (N=45) and the female group (N=64). To see if gender of the participants could moderate the relationship between dynamic assessment of grammar and
fluid intelligence, the researchers performed one-way MANOVA and the results are reported as follows:

Before running MANOVA, the prerequisite assumptions were met. To test for multivariate normality, the researchers calculated Mahalanobis distances using the Regression menu. The maximum value obtained from the output was 13.52 and since this value was not larger than the critical value 13.82, there was no ‘multivariate outliers’ (Tabachnick & Fidell, 2001, p. 68). Moreover, MANOVA works best when the dependent variables are only moderately correlated. As displayed in Table 2 and 4, the correlations between the variables were .35 and .68, therefore, there was no violation with regard to multicollinearity.

Table 5.  
Box's test of equality of covariance matrices\(^a\)

<table>
<thead>
<tr>
<th>Box’s M</th>
<th>7.10</th>
</tr>
</thead>
<tbody>
<tr>
<td>F</td>
<td>2.31</td>
</tr>
<tr>
<td>df1</td>
<td>3</td>
</tr>
<tr>
<td>df2</td>
<td>650277.99</td>
</tr>
<tr>
<td>Sig.</td>
<td>.07</td>
</tr>
</tbody>
</table>

Tests the null hypothesis that the observed covariance matrices of the dependent variables are equal across groups.  
\(^a\) Design: Intercept + gn

Moreover, the assumption of homogeneity of variance covariance matrices was checked. If the Sig. value is larger than .001, then there is no violation. In this study, as Table 5 showed, the Box’s M significance value was .07, which was larger than .001; therefore, there was no violation.

The results indicated that there was statistically no significant difference between the groups on a linear combination of the dependent variables. Since the sample size in this study was assumed to be normal, the researchers opted for Wilks’ Lambda, which is recommended for general use (Tabachnick & Fidell, 2001) in the second section of the Multivariate Tests table 6, labeled Gender. The value was .71 and the significant level was .49. Since the significance level was more than .05, it was concluded that there was a difference between the male and female.
Table 6.
Multivariate tests

<table>
<thead>
<tr>
<th>Effect</th>
<th>Value</th>
<th>F</th>
<th>Hypothesis df</th>
<th>Error df</th>
<th>Sig.</th>
<th>Partial Eta Squared</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intercept</td>
<td>.98</td>
<td>2716.13</td>
<td>2.00</td>
<td>106.0</td>
<td>.000</td>
<td>.98</td>
</tr>
<tr>
<td></td>
<td>.01</td>
<td>2716.13</td>
<td>2.00</td>
<td>106.00</td>
<td>.000</td>
<td>.98</td>
</tr>
<tr>
<td></td>
<td>51.24</td>
<td>2716.13</td>
<td>2.00</td>
<td>106.00</td>
<td>.000</td>
<td>.98</td>
</tr>
<tr>
<td></td>
<td>51.24</td>
<td>2716.13</td>
<td>2.00</td>
<td>106.00</td>
<td>.000</td>
<td>.98</td>
</tr>
<tr>
<td>Gender</td>
<td>.013</td>
<td>.71</td>
<td>2.00</td>
<td>106.00</td>
<td>.492</td>
<td>.01</td>
</tr>
<tr>
<td></td>
<td>.987</td>
<td>.71</td>
<td>2.00</td>
<td>106.00</td>
<td>.492</td>
<td>.01</td>
</tr>
<tr>
<td></td>
<td>.013</td>
<td>.71</td>
<td>2.00</td>
<td>106.00</td>
<td>.492</td>
<td>.01</td>
</tr>
<tr>
<td></td>
<td>.013</td>
<td>.71</td>
<td>2.00</td>
<td>106.00</td>
<td>.492</td>
<td>.01</td>
</tr>
</tbody>
</table>

a. Design: Intercept + gn
b. Exact statistic

Results Obtained from the Interviews

The last research question of the study explores the EFL students’ thought of the association between fluid intelligence and dynamic assessment of grammar. The researchers wrote four questions included: 1) Have you already worked on computerized dynamic assessment? 2) Were you familiar with the concept of fluid intelligence? 3) What do you think of the relation between dynamic assessment and fluid intelligence? and 4) How do you assess the relation between dynamic assessment of grammar and fluid intelligence? The researchers used theme-based categorization (Dornyie, 2007) to categorize the commonalities emerged from the responses gathered from 10 participants who were selected based on criterion sampling. In so doing, the qualitative data that came from the open-ended questions and interviews were analyzed following the general qualitative analysis techniques and specific interview analysis techniques. First, the data that came from open-ended questions were prepared through the theme-based
categorization by structuring and classifying. Structuring of complex data was done by transcription. Then, the transcript was classified by eliminating repetitions and digressions.

They were interviewed to gain a deeper understanding of the effectiveness of dynamic nature of assessment and its association with fluid intelligence. Initially, the researchers asked the participants to introduce themselves. Then, they asked some questions about their majors, academic experience, and their universities. The main themes extracted from the interviews are reported below. One of the interviewees, majoring in TEFL, mentioned that he was satisfied with his mediated score. His comments included:

[The test was stimulating…I was pleased more with the mediated scores…the students really progresses from non-mediated to mediated scores. At first, the students may have some stress for time but after answering two or three tests, they would have no problem with time. I think this [type of] test[s] is very helpful… hints are teaching grammar… the fluid intelligence is also an interesting but ignored topic and it deals with problem-solving and reasoning which is related to logic and reason and dynamic assessment also aims at problem-solving through hints and prompts].

For most of the participants, the test was challenging for students studying English language. To them, the idea for the relation between dynamic assessment of grammar and fluid intelligence was creative and new; however, to the students, she believed the fluid intelligence test was hard. The dynamic test was more facilitative since it provides the students with hints, unlike the intelligence test that measures the ability of the students rather than their potentiality.

In sum, the students who were interviewed asserted that dynamic assessment is not a matter of pass or fail since one’s performance is not compared to a pre-defined set of criteria or a standard and one’s performance is not compared with that of other examinees what is common in norm-referenced assessment. The point is that DA is development-referenced type of assessment that focuses on promoting learners' development through appropriate forms of mediation. Also, it seems that lack of familiarity with
computer-based testing in our context is a major reason for the students' stress. They believed that students’ knowledge of grammar can be really enhanced by means of dynamic assessment and fluid intelligence also could help students improve their problem-solving and analytic strategies. The interviews believed that the discoursed-based test of grammar helps students to promote higher learning processes like application and synthesis and not just focus on knowledge and understanding. An important point is that unfortunately, some of the students think that their intelligence is low and they have no talent. However, in dynamic assessment if one progresses from non-mediated score to mediated score, this shows that he or she has the potentiality to learn and should not think that his or her intelligence is a fixed attribute.

**Discussion and Conclusion**

The current study mainly focused on the association between dynamic assessment of grammar and fluid intelligence, and the results showed that the relationship between the two variable was statistically significant. Indeed, there was a medium positive relationship between static assessment and fluid intelligence with respect to grammar. The results also confirmed that there was a large positive relationship between dynamic assessment of grammar and fluid intelligence. The results also revealed that the gender of the participants did not contribute to the relationship between dynamic assessment of grammar and fluid intelligence. It was concluded that there was no difference between the male students the female students between the two variables with respect to grammar.

The results of the study are in agreement with the research project conducted by Yi-an (2010) who investigated the role of analytical intelligence in foreign language behavior and performance. Participants of the study were 2,545 Taiwanese college students who were given an English Proficiency Test of Listening and Reading, and filled out a questionnaire related to analytical. Results of analyses showed that intelligence plays a significant role in foreign language learning including students’ learning behavior and English performance. Yi-an (2010) also concluded that musical, interpersonal, and intrapersonal intelligences make significant
contribution to predicting students’ learning behavior and musical, verbal, and visual intelligences are predictors of English performance.

In the Iranian context, the study carried out by Davoudi and Sadeghi (2015), align with the results of the current study. They concluded that there was a positive relationship between crystallized intelligence as well as fluid intelligence and foreign language grammar. Of course, they used the students’ scores on their grammar courses (Modern 1 & Modern 2) to measure students’ grammatical knowledge, and the number of participants was 85 students. However, the present study examined the dynamic assessment of grammar and fluid intelligence, that is, the current study followed assessment for learning not assessment of learning. The number of students participated in this study was more than the previous one conducted by Davoudi and Sadeghi (2015). The results obtained from the study are in line with the previous research proving that mediation in the forms of hints and leading questions improves the learners’ language skills ability and their potentiality for learning (Alavi, Kaivanpanah & Shabani, 2011). In the present study, the performance of the students increased significantly from non-mediated test to mediated test on a test battery of grammar. Moreover, the results of the study are similar to those of Pishghadam and Barabadi (2012) and Poehner and Lantolf (2013) who carried out their C-DA research on reading comprehension skills and concluded that students’ scores were progressed from static test to dynamic test.

The researchers believe that present-day research on second language acquisition should concentrate on both second language skills and sub-skills as well as on interdisciplinary and transdisciplinary research whereby the causal relationship between language skills and learners’ psychological and sociocultural factors are examined. Taking metacognitive abilities into account could facilitate the process of learning and in the Iranian context; regrettably, the real focus is on the cognitive abilities and particularly on repetition and memorization. Nevertheless, fluid intelligence is pertinent to abstract thinking, and abstract thinking is a matter of meta-cognition or thinking about one’s thought. When learners have the ability to think abstractly, they can manage the process of learning and can gain mastery over the content and materials they are learning.
Dynamic assessment is also focusing on the process of learning and focuses on potentiality and the point is that ZPD and IQ are complementary and not contradictory. Indeed, learning a second language is a taxing task and the use of both dynamic assessment and fluid intelligence could pay the way for the learners to put aside the barriers because fluid intelligence is the ability to solve problem and when students are engaged in problem-solving activities in learning language skills, they can recall and apply what they learn in new situations. Structural proficiency is related to the students’ awareness of the application of grammatical rules and patterns in new situations, and this can be done by focusing on problem-solving activities. Indeed, like dynamic assessment, fluid intelligence can help learners to become autonomous learners when they see themselves involved in the process of recognition of correct forms and the application of those forms and structures in different situations. The researchers concluded that most of the students are familiar with spoon-feeding education, allowing the teachers to teach from A to Z and then, the students have to memorize the structural patterns in contrived situations. The attention to fluid intelligence and making students familiar and aware of such capacities would help them reinforce their fluid intelligence by concentrating on not only logical thinking but abstract thinking in learning the grammatical patterns.

The researchers offer potentially helpful implications for language learners, and teachers in this regard. Regarding second language learners, they are suggested to practice aspects of intelligence including fluid intelligence and improve their abstract thinking by focusing on metacognitive strategies and putting what they have learned into practice since memorization and understanding do not suffice to gain mastery over structural patterns in language use. As highlighted by Hunt (1995), intelligence-related skills are related to learners’ success and autonomy in learning. Likewise, C-DA is an informative and helpful source for the learner to evaluate their knowledge of language proficiency and add to their language knowledge, serving them develop effective learning strategies like directed attention, self-evaluation, and self-discovery strategies. As for second language teachers, they can explain for the learners that fluid intelligence can be improved through practice and perseverance and they can provide for the learners diverse grammatical activities including mechanical
tasks and communicative tasks, training the students to move from mechanical tasks to communicative tasks through involving in challenging tasks. Teachers are also recommended to practice writing creative hints to teach learners using hint-based education or “development-oriented pedagogy” (Poehner & Lantolf, 2013, p. 15) as opposed to spoon-feeding education or teaching from A to Z.

References


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Darkwater. Voices from within the Veil

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Review


*Darkwater. Voices from within the Veil* constituye la primera de las tres biografías escritas por W.E.B. Du Bois. La editorial Verso reedita este clásico de la sociología con una introducción del antiguo profesor de la Universidad de Columbia, fundador y director del Institute for Research in African-American Studies, Dr. Manning Marable. Du Bois es considerado uno de los intelectuales afroamericanos más sobresalientes de la historia, sus contribuciones tienen una gran influencia académica en la actualidad (Ritzer, 2011). Du Bois fue el primer afroamericano en obtener un doctorado por la Universidad de Harvard. Sociólogo académico y profesor de la Universidad de Atlanta, pionero de la etnografía urbana, fue además activista por los derechos civiles, siendo uno de los impulsores del *Niagara Movement* y fundador de la National Association for the Advancement of Colored People (NAACP).

*Darkwater. Voices from within the Veil* es un compendio de ensayos, poemas e historias cortas cargadas de lírica y teoría social en torno a algunas de las cuestiones contemporáneas más relevantes para diferentes disciplinas de las ciencias sociales: la discriminación racial, las desigualdades sociales, las minorías, la educación, el capitalismo y el feminismo. La obra se compone de diez ensayos seguidos cada uno de ellos por un poema o historia.
corta empleadas para complementar y reforzar los argumentos y el sentido global de la obra. El primer ensayo, *The Shadow of Years*, aborda su infancia, juventud y adultez, explicando las discriminaciones raciales de las que fue testigo desde la infancia y cómo superó barreras hasta llegar a Harvard y a la Universidad de Atlanta. El segundo ensayo, *The Souls of the White Folks*, critica las consecuencias del racismo, su crueldad, origen y violencia. En el tercer capítulo, *The Hands of Ethiopia*, trata el colonialismo y su conexión con la Primera Guerra Mundial así como con el capitalismo, que para Du Bois supone la extensión de la explotación racista y la opresión de los pueblos empobrecidos. Los respectivos ensayos cuarto y quinto, *Of Work and Wealth* y *The Servant in the House* discurren entre la historia del activismo abolicionista, las dificultades económicas y la discriminación laboral de los trabajadores y las trabajadoras afrodescendientes a finales del siglo XIX y principios del siglo XX, y la historia familiar de Du Bois. En el sexto ensayo, *Of The Ruling of Men*, defiende la igualdad social argumentando que la participación de las minorías y de las mujeres refuerza la democracia, destacando la importancia de la solidaridad entre los grupos oprimidos. El séptimo ensayo, *The Damnation of Women*, Du Bois lo dedica al feminismo y a la denuncia de las discriminaciones adicionales que sufrieron las mujeres afrodescendientes en EE. UU., asimismo rescata figuras destacadas como Sojourner Truth y Harriet Tubman, y reivindica de manera precursora que la causa por la emancipación de las mujeres no debe olvidarse de las vindicaciones de las hermanas negras. El octavo capítulo, *The Immortal Child*, es una defensa firme de los ideales de educación universal orientada al desarrollo de las máximas capacidades, aspiraciones y talentos de todos los niños y las niñas sin distinción, futuras generaciones en las que deposita la esperanza irrenunciable de lograr sociedades igualitarias: *All our hopes, our dreams are for our children. Is this a dream? Can we afford less?* (Du Bois, 2016, p. 125). El capítulo nueve, *Of Beauty and Death*, recoge una de las aportaciones teóricas clave, la idea de la conciencia doble a través de la metáfora del velo. Finaliza el libro con una historia corta y con un himno para la humanidad.

*Darkwater. Voices from Within the Veil* nos acerca a la trayectoria vital de Du Bois, a sus utopías, valores y reivindicaciones de libertad basadas en un agudo análisis sociológico y en una vida coherente de activismo.
comprometido con la ciencia y con la sociedad. Un libro recomendable para quien quiera profundizar de manera complementaria a otras de sus obras conocidas como, “The Philadelphia negro” y “The Souls of Black Folk”. Quienes lean Darkwater encontrarán una de las voces más poéticas, reivindicativas e influyentes de la sociología clásica.

Referencias


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