

The 5Cs positive teacher interpersonal behaviors-implications for learner empowerment and learning in an L2 context

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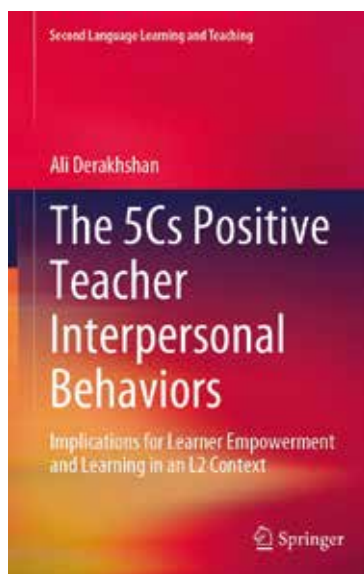
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The concept of teacher interpersonal behaviors is a well-grounded branch of research in teaching communication theory and research (Wang et al., 2022). However, not much research has been conducted in the field of second/foreign language teaching and learning (Wang & Derakhshan, 2023). This neglected area of research in second language education needs immediate attention in the coming years, as teacher-student quality relationships are inherent to successful language teaching and learning processes (Derakhshan et al., 2022). Teachers' positive communicative behaviors stem from positive psychology (PP), a movement known and applied by second language researchers and practitioners over the past 20 years, a theory that is not well-known in second language education (Derakhshan, 2022; Wang et al., 2021; Wang & Derakhshan, 2023). To bridge this gap, Ali Derakhshan's 5Cs of Positive Teacher Interpersonal Behaviors is an insightful and practical guide for teachers who wish to create positive classroom environments and improve their interpersonal skills. The book aims to explore the role of positive teacher interpersonal behaviors in second/foreign language teaching. It argues that positive teacher-student relationships are necessary for a successful language teaching process, and that positive teacher interpersonal behaviors are derived from positive psychology and rhetorical/relational goal theory. The book hypothesizes that teachers' use of the '5Cs' of interpersonal behaviors (Clarity, Credibility, Care, Closeness, and Confirmation) help to meet students' desires and needs for their empowerment and learning achievements. This monograph provides theoretical and empirical evidence for the role of teacher interpersonal behaviors in second language learners' learning outcomes, with chapters covering both theoretical and empirical research to provide practical evidence and recommendations for language teachers and researchers.

Structurally, the book includes 6 chapters. The author begins by outlining a basic framework for positive teacher interpersonal behaviors, second language learning, and teaching. It highlights the importance of teacher-student interpersonal relationships and quality communication in promoting good educational outcomes for students, such as motivation,



engagement, interest, empowerment, participation, and learning in the first Chapter. Chapter 2 explores rhetorical/relational goal theory and positive psychology as theoretical frameworks that support the argument that a pleasant classroom atmosphere and positive emotions generated by effective teacher-student interactions contribute to effective second language learning and teaching. The concepts of emotion and emotion-based language teaching are also elaborated as a new perspective on bilingual education. Finally, it is noted that positive relationships with students in second language settings are essential as they have not been much investigated, and it is assumed that competent learners are more likely to achieve better learning outcomes. Chapter 3 presents the design of a study conducted by the author in an Iranian second language setting to explore the role of the '5Cs' interpersonal teacher behaviors in student empowerment and learning outcomes. This was to explore whether the findings of the respective studies in Iranian bilingual education contexts supported the application of PP and whether they supported pedagogical communication theory and the existing empirical evidence. To fill this gap, this book presents a mixed methods research design to test this relationship in the Iranian EFL context.

Chapter 4 analyzes the results of the quantitative and qualitative data analysis. The Teacher Care Scale (TC-S), the Teacher Clarity Short Inventory, and the Relational Closeness Scale were validated, and their factors were determined. The results show that credibility has the highest correlation with affective and behavioral learning, while confirmation has the highest correlation with cognitive learning. Furthermore, significant positive correlations were found between behavioral, cognitive, and affective learning and the clarity, care, credibility, closeness, and confirmation variables. The quantitative results are divided into four subsections that answer the first four research questions. The first research question investigated the correlation between 5C teachers' interpersonal behaviors and second language student empowerment. The second question investigated the relationship between 5C teachers' interpersonal behaviors and second language students' cognitive, affective and behavioral learning. The third question examined the role of learner empowerment in second language students' cognitive, affective and behavioral learning. Finally, the fourth research question investigated the mediating role of learner empowerment in the impact of 5C teachers' interpersonal behaviors on second language students' affective, behavioral, and cognitive learning. The results indicated that 5C teachers' interpersonal behaviors were positively related to second language students' empowerment. The findings also indicated that learner empowerment had a significant positive effect on cognitive, affective, and behavioral learning of second language students. Cognitive learning had the highest correlation with empowerment, while behavioral learning had the lowest correlation.

Chapter 5 examines the findings of the study described above. These findings suggest that learner empowerment mediates the impact of the '5Cs' interpersonal teacher behaviors on L2 students' affective, behavioral and cognitive learning. The discussion section also provides a theoretical interpretation of the findings using the existing literature. Overall, the findings of this study provide insights into the importance of positive interpersonal teacher behaviors and curriculum-centered factors in promoting L2 learner empowerment and learning outcomes, and these findings have implications for L2 teachers, curriculum designers and policy makers who can use them to improve L2 teaching and learning practices and create more supportive and effective L2 learning environments.

The final chapter of the book discusses the implications of the study for teacher education programs, teacher educators, second language policymakers, teacher recruitment boards, developers of second language materials, and students and their families. Teacher education programs can explicitly teach positive interpersonal behaviors to student teachers and in-service teachers, update teachers' knowledge of interpersonal behaviors, and teach them how to implement coping strategies. Second language policymakers and recruitment committees could assign courses on teacher interpersonal behaviors in university programs and include positive interpersonal behaviors as an important quality in selecting effective teachers. Second language materials developers could incorporate strategies into teacher textbooks that enhance teacher-student communication and foster effective interpersonal relationships during teaching. Simultaneously, students and their families should exercise discernment when selecting language teachers, considering that their interpersonal skills significantly impact student achievement. It is also recommended that language teachers incorporate these interpersonal behaviors into their teaching practices and interactions with students in order to improve student learning outcomes and competence.

However, since this study only investigated the impact of the '5Cs' of teacher interpersonal behaviors on both learner empowerment and learning gains in the Iranian EFL context, there is still a gap in the research on interpersonal interactions in other contexts. In addition, future research could extend the findings of this study by investigating other teachers' interpersonal behaviors and their impact on the achievement of diverse second language students, as well as by collecting data from a larger and more diverse sample.

On the whole, this book is an excellent resource for teachers to improve interpersonal skills and create a positive classroom environment. It makes a significant contribution to the existing literature on teacher interpersonal behaviors, student empowerment and learning outcomes in English language settings. This book provides a comprehensive analysis of the impact of teachers' 5Cs behaviors on student empowerment and learning outcomes, highlighting the important role of teachers in promoting student learning. The book's mixed-methods design, which combines quantitative and qualitative data, ensures the validity of the findings. The book's mixed methods research design allows for a more nuanced understanding of the subject matter and includes both quantitative and qualitative data to provide a more holistic perspective. The strength of this book lies in its ability to provide a comprehensive understanding of the relationship between teachers' interpersonal behaviors and learner empowerment and learning outcomes. However, one of the limitations of the book is that it only focuses on the Iranian English context, which limits the generalizability of the findings to other contexts. It also needs to be explored by further research by scholars in this country and abroad. Overall, this book will be of great use to English teachers, administrators, researchers, and students interested in understanding the impact of teachers' interpersonal behaviors on student learning and empowerment.

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