From *Navazesh* (Physical Strokes) to *Navazeh* (Mental Strokes): A Look into the Concept of Stroking in Teaching a Second Language

Reza Pishghadam [1]
Professor of language education, Professor by courtesy of educational psychology,
Ferdowsi University of Mashhad, Mashhad, Iran

Elmira Farkhondehfal
M.A. Student of Teaching English as a Foreign Language, Ferdowsi University of Mashhad, Mashhad, Iran

Extended Abstract

1. Introduction

Learning occurs best in educational settings where learners are motivated. Previous research has indicated that motivation is one of the important factors that affects learner's performance and success significantly (Dörnyei, 2105). Positive relationships between teachers and learners provide them with the opportunity to enhance their motivation. Stroke is one of the important factors that contribute to the positive relationship between teachers and learners. Therefore, it is suggested that stroke can be directly related to motivation (Francis & Woodcock, 1996). Stroke is defined as every action to acknowledge other's presence and values (Shirai, 2006). The current study was conducted to investigate the notion of stroke from different aspects and to suggest a new classification of this concept as well. In other words, we tried to explain and clarify the concepts of stroker and strokee and point out their implications in second language teaching. Hence, we explored the concept of stroke in psychology and second language teaching by proposing a new classification for different kinds of strokers and strokees. Furthermore, implications of this classification in educational contexts are presented in this study.

2. Theoretical Framework

One of the main approaches to investigate interpersonal relationships is transactional analysis (TA) introduced by Eric Bern (1960). One of the most important components of TA is stroke which is defined as recognition of other's presence and values (Shirai, 2006). Strokes are considered as noticeable interpersonal contacts that satisfy individual's emotional needs of being acknowledged by others. Bern (1988) used the term "recognition hunger" to refer to this need. There are different types of strokes: positive or negative, conditional or unconditional, and verbal or non-verbal (Stewart & Joines, 1987). Strokes are exchanged between individuals unconsciously and constantly (Borrow, 2007). It

---

1. Corresponding Author: pishghadam@ferdowsi.um.ac.ir

has been stated that if individuals do not receive positive strokes, they look for negative ones to satisfy their need for being acknowledged by others. Thus, it can be concluded that giving negative strokes is better than no strokes (Stewart & Joines, 1987). Additionally, scholars have stated that strokes can be directly related to motivation achieved through positive and negative reinforces (Pishghadam & Khajavy, 2014).

As we know, positive relationships between teachers and learners result in enhancing learners' motivation. One of the most effective factors in a positive relationship between teachers and learners is teacher care (Foster, 2008), which is closely associated with the concept of stroke. In fact, stroke is an important component of teacher care. This indicates the significant role of stroke in educational settings.

3. Disccussion

In this study we explored the notion of stroke in psychology and second language teaching. New classifications for different kinds of strokers and strokees are proposed in this section. Generally, a stroker is a person who gives strokes to others (giving feedback of any kind, smiling, frowning, nodding, shaking hands, and so forth.). A strokee is the one who receives strokes from others. In any interaction between individuals the position of strokers and strokees can be exchanged between them. Strokers and strokees can be classified into three groups: overstroker/overstrokee, optimal stroker/optimal strokee, and understroker/understrokee. An overstroker is a person who is willing to give a lot of strokes to other people. An optimal stroker is someone who is moderate in giving strokes to others, and an understroker is a person who is not willing to give strokes to people. In addition, similar to this classification for strokers, three kinds of strokees are expected respectively.

4. Conclution and Suggestion

The aim of the current study was to investigate and clarify the concepts of stroker and strokee and introduce a new classification for these concepts. Furthermore, implications of these notions in second language teaching are presented as well.

As already mentioned, strokers and strokees are classified into three groups. However, it seems that in every interpersonal relationships, one should consider the culture and characteristic features of his/her audience so that strokes are in line with the addressee. Hence, in educational settings particularly second language classes that are stoke-rich environments in which verbal and non-verbal strokes are given and received, teachers should know about learners' culture and characteristics, otherwise giving and receiving strokes may cause great discomfort to learners and demotivate them consequently. Therefore, teachers should increase their level of emotioncy (Pishghadam, Jajarmi, & Shayeste, 2016) toward the concept of stroke so that they give and receive strokes in educational contexts appropriately.

On the whole, it seems that personality, culture, and other factors are of paramount importance in determining individual's willingness to give and receive strokes. Therefore, future research can focus on these core components associated with the concept of stroke.

Keywords: Stroker, Strokee, Stroke, Teaching, Transactional analysis.

References

Barrow, G. (2007). Wonderful world, wonderful people: Reframing transactional analysis as positive psychology. *Transactional Analysis Journal*, *37*(3), 206–209.

Berne, E. (1988). *Games people play*. New York, NY: Grove.

Classen, C. (1993). *Worlds of sense: Exploring the senses in history and across culture.* London and New York: Routledge.

Dörnyei, Z., & Ryan, S. (2015). *The psychology of the language learner revisited.* London, England: Routledge.

Foster, K.C. (2008). The transformative potential of teacher care as described by students in higher education access initiative. *Education and Urban Society*, *41*(1), 104-126.

Francis, D., & Woodcock, M. (1996). *The new unblocked manager: A practical guide to self-development*. Farnham: Gower.

Freedman, M. (1993). *The kindness of strangers: Adult mentors, urban youth and the new volunteerism.* San Francisco, CA: Jossey-Bass.

Hosseini, S. (2016). *EFL teachers' perceptions of stroke and their application in class: A qualitative study* (Unpublished Master`s thesis). Ferdowsi University of Mashhad, Mashhad, Iran.

Irajzad, F., Pishghadam, R., & Shahriari, H. (2017). Stroke analysis of Persian, Arabic, and English teachers: A case of female teachers in the context of Iranian schools. *International Journal of Instruction*, *10*(1), 219-236.

Pishghadam, R., & Khajavy, G. H. (2014). Development and validation of the student stroke scale and examining its relation with academic motivation. *Studies in Educational Evaluation*, *43*, 109-114.

Pishghadam, R., Jajarmi, H., & Shayesteh, S. (2016). Conceptualizing sensory relativism in light of emotioncy: A movement beyond linguistic relativism. *International Journal of Society, Culture & Language*, *4*(2), 11-21.

Pishghadam, R., Naji Meidani, E., & Khajavy, G. H. (2015). Language teachers' conceptions of intelligence and their roles in teacher care and teacher feedback. *Australian Journal of Teacher Education*, *40*(1), 60-82.

Rajabnejad, F., Pishghadam, R., & Saboori, F. (in press). On the influence of stroke on willingness to attend classes and foreign language achievement. *Applied Research on English Language.*

Schutz, P. A., & Pekrun, R. (2007). *Emotion in education*. San Diego, California: Academic.

Shirai, S. (2006). How transactional analysis can be used in terminal care. *International Congress Series*, *1287*, 179–184.

Stewart, I., & Joines, V. (1987). *TA today: A new introduction to transactional analysis.* Nottingham: Lifespace.

Yazdanpour, H. (2015). *Constructing and validating a teacher stroke scale and examining its relationship with burnout* (Unpublished master's thesis). Ferdowsi University of Mashhad, Mashhad, Iran.