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## A Linguistic Pattern of Teaching Resistance Economics to Children: A Grounded Theory Study

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### ABSTRACT

Teaching resistance economics to children, as one of the strategic requirements of the educational system, necessitates the use of approaches that are aligned with the cognitive, linguistic, and cultural characteristics of this age group. Despite the emphasis of upstream policy documents on the need to institutionalize resistance economics from the early years of schooling, a review of the research literature indicates that, to date, no coherent model has been proposed that specifically focuses on the role of language in teaching these concepts to children. Accordingly, the present study aimed to explicate a linguistic pattern for teaching resistance economics to children using the systematic grounded theory approach of Strauss and Corbin. Data were collected through semi structured interviews with educational experts, teachers, and specialists in resistance economics, as well as through the analysis of educational documents, and were analyzed using open, axial, and selective coding. The results led to the identification of a set of causal, contextual, and intervening conditions, strategies, and consequences, which were organized within a paradigmatic model. The core category of the study was identified as “the internalization of resistance economics concepts through linguistic reconstruction aligned with the child’s world.” The findings revealed that language plays a role beyond that of a mere medium for content transmission and functions as the primary mechanism for meaning making and the institutionalization of economic concepts. Based on the results, effective teaching of resistance economics requires linguistic simplification, narrative based instruction, linking concepts to children’s lived experiences, and alignment between school and family discourse. The proposed model can provide both a theoretical and practical foundation for curriculum design, teacher professional development, and the production of child appropriate educational content.

**KEYWORDS:** Resistance Economics; Children’s Education; Educational Linguistics; Grounded Theory;

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## 1. Introduction

The economic transformations of the contemporary world and the increasing complexity of economic relations have confronted educational systems with the necessity of incorporating the teaching of economic concepts into curricula from the early years of schooling in a purposeful manner. In this context, children's economic education is regarded not merely as the transmission of financial knowledge, but as a fundamental process in shaping their future attitudes, values, and behavioral patterns. Research indicates that individuals' economic attitudes in adulthood are rooted in their educational and linguistic experiences during childhood (Dehghani, 2023).

In Iran, the concept of resistance economics, as an indigenous and strategic approach, has gained a prominent position in macro-level economic and cultural policymaking. Beyond its structural and macro dimensions, resistance economics encompasses cultural, educational, and discursive components, the realization of which would not be possible without the internalization of values such as conscious consumption, frugality, self-reliance, and social responsibility. Accordingly, teaching resistance economics from childhood and within the framework of the formal education system is considered one of the essential requirements for the realization of this discourse (Peighami & Tourani, 2011; Zareian et al., 2018).

Nevertheless, teaching economic concepts—particularly resistance economics—to children is accompanied by numerous conceptual and educational challenges. Economic concepts are inherently abstract, and children's understanding of them depends on modes of linguistic representation, storytelling, concrete examples, and verbal interactions within the educational environment. Within this framework, language is not merely a tool for conveying meaning, but rather a constitutive element in the formation of children's economic understanding. Domestic and international studies demonstrate that the ways in which language, storytelling, dialogue, and linguistic activities are employed play a decisive role in shaping children's economic awareness (Katamadze et al., 2024; Konowaluk-Nikitin & Nazaruk, 2024).

From the perspective of educational linguistics, successful instruction of economic concepts requires attention to mechanisms of meaning-making, conceptual simplification, and the alignment of instructional language with children's cognitive levels. Research conducted in the fields of financial literacy and economic education shows that when content is presented through child-centered language and interactive methods, it has a significant impact on students' economic attitudes and behaviors (Ghanavizi et al., 2023; Butvinska & Humankova, 2021). However, in the existing literature, the systematic linkage between resistance economics, children's education, and a linguistic approach has received limited attention. Despite the emphasis of upstream policy documents (Supreme Council of the Cultural Revolution, 2011; Supreme Council of Education, 2012) and academic research on the necessity of teaching economic concepts in schools, a review of prior studies reveals that instruction in resistance economics for children has largely been conducted in a fragmented, unsystematic manner and lacks a coherent theoretical framework. Many programs focus on the transmission of general concepts or behavioral recommendations without paying sufficient attention to linguistic processes and the ways in which children construct meaning from these concepts. This is despite the fact that children understand economic concepts

not through formal definitions, but through teachers' language, classroom dialogues, examples, and instructional narratives. Domestic studies have shown that financial literacy education can influence children's consumption behaviors (Ghanavizi et al., 2023); however, most of these studies adopt quantitative approaches and devote limited attention to in-depth analyses of instructional and linguistic processes. On the other hand, studies that have addressed resistance economics in schools have mainly focused on executive and policy dimensions, while giving less consideration to how this concept is taught at the level of language and educational interaction (Zareian et al., 2018).

At the international level, although studies have examined children's economic education, the role of storytelling and children's literature, and economic socialization in preschool and primary education (Katamadze et al., 2024; Konowaluk-Nikitin & Nazaruk, 2024), these studies have largely been conducted within the framework of general economics or financial literacy, and the concept of resistance economics—as an indigenous and value-laden discourse—is absent. Moreover, the role of language as a central element in shaping children's economic understanding has often been addressed implicitly rather than as the main focus of inquiry (Butvinska & Humankova, 2021).

Accordingly, the main research gap can be identified as the absence of an indigenous linguistic model for teaching resistance economics to children—a model grounded in the real experiences of teachers, experts, and educational practitioners and capable of explicating the instructional process from the perspectives of language, interaction, and meaning-making. Given the conceptual complexity and contextual nature of this field, the use of qualitative approaches, particularly grounded theory, enables the discovery of latent patterns, key components, and the relationships among them. Therefore, the central problem of the present study is how a linguistic pattern of teaching resistance economics to children is formed and what components and processes explain it. Relying on field data and their systematic analysis, this study seeks to provide a scientific and indigenous response to this issue and to lay the groundwork for designing effective educational programs within the formal education system.

## **2.Theoretical Literature**

The theoretical literature in any scientific study plays a foundational role in clarifying key concepts, theoretical frameworks, and guiding the overall direction of the research. In the field of teaching resistance economics to children, this importance becomes even more pronounced, as it involves a multidimensional and interdisciplinary concept situated at the intersection of economics, education, and language. Resistance economics, as an indigenous and strategic discourse, can become institutionalized in the behaviors and attitudes of future generations only when it is taught from the early years of schooling and in a manner aligned with children's cognitive and linguistic worlds.

On the other hand, children understand abstract and macro-level concepts such as economics, production, consumption, and saving not through formal definitions, but primarily through language, narratives, verbal interactions, and everyday linguistic experiences. Therefore, any

educational planning in this domain inevitably requires attention to linguistic mechanisms of meaning transmission, conceptual simplification, metaphorization, and speech acts within educational settings. Neglecting these components may result in a disconnect between the macro-level goals of resistance economics and children's understanding of these concepts. Accordingly, the theoretical literature of the present study has been organized with the aim of establishing a systematic linkage among children's economic education, the discourse of resistance economics, and linguistic approaches to teaching. This section first addresses the necessity and status of teaching economic concepts in childhood, then reviews theoretical approaches related to economics education and financial literacy in schools, and subsequently examines domestic and international studies on teaching economics and resistance economics from educational and linguistic perspectives. This theoretical review, while identifying existing gaps, provides the necessary foundation for adopting a grounded theory approach and designing a linguistic model for teaching resistance economics to children.

### **Children's Economic Education and Its Necessity in Educational Systems**

Teaching economic concepts from childhood, as one of the essential components of social and civic education, plays a decisive role in shaping individuals' future economic attitudes, skills, and behaviors. Research indicates that the early years of schooling constitute a sensitive period for the institutionalization of concepts such as optimal consumption, resource management, saving, and economic responsibility (Dehghani, 2023). During this period, instructional language and the manner in which economic concepts are represented gain heightened importance, as children construct and experience meaning through language. At the international level, children's economic education has also been emphasized as part of "economic culture" and "economic awareness." Katamadze et al. (2024) stress that economic awareness forms the foundation of active participation in the modern world and should be developed from the earliest years of life through resources appropriate to the child's world, such as children's literature and stories. These findings indicate that economics education is not merely the transmission of knowledge, but a meaning-based and language-centered process.

### **Teaching Economics and Financial Literacy in Primary Schools**

Studies conducted in Iran likewise emphasize the necessity of teaching economic concepts and financial literacy at the primary school level. In a quasi-experimental study, Ghanavizi, Ataheri Esfahani, and Zeynab-ol-Sadat (2023) demonstrated that systematic financial literacy education can significantly reduce students' consumerism. The results of this study indicate that children are capable of understanding and applying economic concepts, provided that the language and methods of instruction are aligned with their cognitive level. From a curriculum planning perspective, Peighami and Tourani (2011) identify economics education as one of the neglected components of formal educational programs. By reviewing global experiences, they emphasize that economics education should address cognitive, attitudinal, and behavioral dimensions, which requires revising educational content, language, and instructional methods. This perspective

underscores the importance of designing indigenous models that are aligned with national culture and discourse, including resistance economics.

### **Resistance Economics and Education from the Early Years**

Resistance economics, as an indigenous and strategic discourse, requires institutionalization from the early years of education. In a qualitative grounded theory study, Zareian, Ghorbani, and Mirzaei (2018) showed that the operationalization of resistance economics in school sports requires the development of educational programs, reform of consumption patterns, and attention to instructional methods appropriate to the school context. Although this study was conducted in the field of sports, its findings point to the importance of teaching resistance economics as a cultural-linguistic process within the school environment. Within this framework, teaching resistance economics to children is not merely the transmission of economic concepts, but the discursive representation of values such as frugality, self-reliance, domestic production, and social responsibility, which are conveyed through instructional language, classroom interactions, and curricular texts.

### **A Linguistic Approach to Teaching Economic Concepts to Children**

From a linguistic perspective, learning abstract concepts such as economics is highly dependent on language, metaphor, narrative, and conceptual simplification. Dehghani (2023) emphasizes the role of modern educational tools in simulating real-world economic situations; however, such simulations will not achieve the desired effectiveness without attention to child-centered language and meaning-making mechanisms. International studies likewise show that the use of stories, linguistic games, and narrative situations plays an important role in shaping children's economic awareness (Katamadze et al., 2024). Konowaluk-Nikitin and Nazaruk (2024) conceptualize economics education as a multidimensional phenomenon intertwined with ethics, culture, and language, and identify one of the primary tasks of preschool and primary education as establishing the foundations of economic culture through linguistic interactions. Butvinska and Humankova (2021) also emphasize that children's consumption behavior and their understanding of economics are formed within the social and linguistic contexts of the family and school. Accordingly, teachers' instructional language and the spoken content of classroom discourse play a decisive role in guiding children's economic learning.

A review of the literature indicates that although numerous studies have addressed economics education, financial literacy, and even resistance economics in schools, research that specifically explicates a model for teaching resistance economics to children from a linguistic perspective and through a grounded theory approach has received limited attention. Most existing studies are either quantitative in nature or focused on behavioral outcomes, and devote less attention to linguistic processes, speech acts, and mechanisms of meaning-making in the classroom. Accordingly, the present study seeks to employ a grounded theory approach to extract a linguistic model for teaching resistance economics to children based on field data and to address the existing gap in the theoretical literature of this domain.

### 3. Methodology

This study is qualitative in nature and was conducted using a grounded theory approach. Grounded theory is employed to discover and explicate conceptual patterns derived from field data in areas where prior theories are insufficient or fragmented (Strauss & Corbin, 1998; Charmaz, 2014). Given the novelty of the topic, namely “a linguistic model for teaching resistance economics to children,” this approach enables the researcher to achieve a systematic understanding of the phenomenon emerging from empirical data rather than from pre-imposed theoretical frameworks. The grounded theory approach adopted in this study is based on the Strauss and Corbin model, as this version of the method allows the researcher to extract categories and the relationships among them through a structured yet conceptually flexible analytical process (Corbin & Strauss, 2015). Data analysis was conducted using a deductive–inductive logic, accompanied by continuous movement back and forth between data and concepts.

The study population consisted of three main groups of educational actors involved in children’s economic education:

Primary school teachers with experience in teaching economic concepts or consumption ethics in schools.

Curriculum specialists and economics education experts at the national or provincial levels who possess a macro-level perspective on the linkage between economic education and the objectives of resistance economics.

Educational linguists and discourse analysts engaged in the study of children’s language and the teaching of abstract concepts.

Sampling was conducted through purposeful sampling combined with a theoretical sampling strategy, such that participants were selected based on informational richness, relevant lived experience, and conceptual recurrence (Glaser, 1992). In total, 18 participants were interviewed until theoretical saturation was achieved. The primary data collection instrument in this study was the semi-structured interview. Interview questions were designed in an open-ended manner to allow participants to elaborate on their experiences, understandings, and perceptions of the process of teaching resistance economics to children. To further enrich the data, official documents and texts related to resistance economics within the educational system—such as selected sections of textbooks, educational plans, and school regulations—were also subjected to directed content analysis.

Each interview lasted between 45 and 60 minutes. All interviews were audio-recorded with participants’ informed consent and were subsequently transcribed verbatim and reviewed. To ensure textual accuracy, the final version of each interview was returned to some participants for confirmation through member checking (Lincoln & Guba, 1985).

Data analysis followed the three stages of grounded theory proposed by Strauss and Corbin(Corbin & Strauss, 2015):

**Open Coding:** At this stage, data were broken down into discrete meaning units, and initial concepts were identified using participants’ own expressions. More than 230 initial codes were extracted at this stage.

**Axial Coding:** Semantically similar and related codes were integrated and organized into axial categories. The relationships among causal conditions, contextual conditions, strategic actions, and consequences were analyzed.

**Selective Coding:** Finally, the core category—“the linguistic model of teaching resistance economics”—was selected as the central concept, and other categories were explained within a systematic relational framework around it.

To maintain analytical coherence, MAXQDA 2022 software was used concurrently for organizing and reviewing the codes. The coding process was repeatedly reviewed and cross-checked between the researcher and peer reviewers to ensure consistency of meaning.

In qualitative research, trustworthiness is considered the equivalent of validity and reliability in quantitative studies. In this study, the four criteria proposed by Lincoln and Guba (1985) were employed to ensure data quality:

**Credibility:** Achieved through repeated data review, accurate representation of participants’ perspectives, and validation of findings by participants.

**Transferability:** Ensured by providing rich descriptions of the research context and participants’ characteristics, enabling the application of findings to similar settings.

**Dependability:** Secured through meticulous documentation of the research process, analytical procedures, and coding decisions (Merriam & Tisdell, 2016).

**Confirmability:** Established through alignment of the researcher’s interpretations with expert reviews in educational linguistics and economics education, as well as the maintenance of field notes and analytical memos.

The study was conducted in accordance with ethical principles governing research in the human sciences. All participants signed informed consent forms prior to the interviews. Data were used exclusively for scientific purposes, and full confidentiality of information was maintained. In reported quotations, the real names of individuals and institutions were omitted.

#### **4. Findings**

This section is devoted to presenting and explaining the findings derived from the analysis of the qualitative data of the study. The data were collected through semi-structured interviews with primary school teachers, economics education specialists, and educational linguists, and were analyzed using the systematic grounded theory method of Strauss and Corbin. The data analysis process consisted of three stages—open coding, axial coding, and selective coding—and, through a constant back-and-forth movement between data and concepts, led to the extraction of conceptual categories. In response to the research questions, the findings were organized based on the grounded theory paradigmatic model and structured into six main dimensions: causal conditions, contextual conditions, intervening conditions, strategies, consequences, and the core category. In this section, the findings related to the causal factors and conditions that constitute the origin and driving forces behind the formation of teaching resistance economics to children through a linguistic approach are reported first.

## First Research Question

**What causal factors and conditions lead to the formation of the necessity and orientation of teaching resistance economics to children through a linguistic approach within the educational system?**

Data analysis revealed that causal factors, as initiating and direction-setting forces, play a decisive role in shaping the teaching of resistance economics to children. These factors primarily originate from existing educational deficiencies, the complexity of economic concepts, macro-level policy requirements, and the linguistic gap between the official discourse of economics and children's language. Participants repeatedly emphasized that without attention to children's language, modes of expression, and cognitive frameworks, teaching resistance economics is reduced to mere slogans and fails to produce sustainable educational outcomes. During the open coding stage, a substantial number of initial codes were extracted, which were subsequently consolidated into several major causal categories during axial coding.

**Table1.** Example of the Coding Process of Causal Factors

Selected Interview Statements	Open Codes	Axial (Causal) Categories
"Children don't really understand what resistance economics means; it's just a difficult term for them."	Children's unfamiliarity with economic concepts	Children's conceptual-cognitive gap
"Economic concepts are very abstract and cannot be conveyed through the language of textbooks."	Abstract nature of economic concepts	Complexity of economic concepts
"We have to simplify these concepts; otherwise, they have no impact at all."	Need for linguistic simplification	Necessity of linguistic redesign of instruction
"Policies say resistance economics is important, but there is no clear way to teach it to children."	Lack of a clear instructional model	Policy mandates without an implementation model
"The official language of economics is very distant from a child's mental world."	Distance between official language and children's language	Discursive misalignment
"If we don't use stories, everyday examples, and metaphors, children don't engage."	Need for metaphorical and narrative language	Necessity of a linguistic approach

## Extracted Causal Categories

Based on axial coding, causal factors were identified in the form of five main categories:

### ***1. Children's Conceptual–Cognitive Gap with Economic Concepts***

The findings indicated that children lack the necessary cognitive frameworks to directly understand macro-economic concepts. This cognitive gap renders the teaching of resistance economics difficult and, at times, ineffective, thereby creating the need to design instructional approaches aligned with children's linguistic and cognitive levels.

### ***2. The Complexity and Abstract Nature of Resistance Economics Concepts***

Participants emphasized that the fundamental concepts of resistance economics (such as self-reliance, domestic production, and consumption management) are inherently abstract and cannot be understood by children without appropriate linguistic representation. This complexity is regarded as one of the main drivers toward adopting a linguistic approach.

### ***3. Misalignment Between Official Economic Discourse and Children's Language***

One of the core findings was the existence of a discursive gap between the formal language of economic policy documents and children's everyday language. This misalignment has disrupted the transfer of economic concepts from the policy-making level to the classroom level.

### ***4. Policy and Documentary Requirements of the Educational System***

The data showed that the emphasis placed by upstream documents and macro-level educational programs on resistance economics—without providing a clear linguistic and pedagogical framework—has confronted teachers with implementation challenges. This policy mandate itself, as a causal factor, has created the conditions for paying attention to the design of a new instructional model.

### ***5. The Necessity of Redesigning the Language of Economics Education for Children***

Ultimately, the combination of the aforementioned factors has led to the emergence of a fundamental necessity: redesigning the language of teaching resistance economics. This redesign involves the use of simple language, narratives, conceptual metaphors, everyday examples, and dialogic interactions appropriate to the child's world.

Overall, the findings of this section indicate that the causal factors shaping the teaching of resistance economics to children are not merely economic or educational in nature, but are deeply linguistic and discursive. The inability of official language to convey economic concepts to children, alongside policy requirements and the complexity of the concepts themselves, has rendered the linguistic approach a necessary and unavoidable response within the educational

system. These factors have provided the initial groundwork for the formation of the study's core category, namely *"the linguistic model of teaching resistance economics to children."*

## Second Research Question

### What linguistic, cultural, and educational contextual features and conditions shape the foundation for implementing a linguistic approach to teaching resistance economics to children?

Contextual factors are understood as environmental and situational settings that influence the design and implementation of resistance economics education through a linguistic approach. The findings indicated that these factors can be primarily categorized into three main domains:

- the linguistic and communicative context between the child and the teacher;
- the cultural fabric and social values that shape children's understanding of resistance economics;
- the educational structures and facilities that determine the feasibility of operationalizing a linguistic approach.

The table below illustrates a portion of the open coding process related to contextual factors.

**Table2.** Examples of Open Coding

Selected Interview Statements	Open Codes	Contextual Categories
"In our school, families are highly involved, and family consumption culture influences children."	Role of family culture in learning	Influence of family consumption culture
"Children in different regions have specific accents and expressions that need to be considered in teaching."	Diversity of accents and local language	Sensitivity to linguistic differences
"Current textbooks and instructional materials use a rigid formal language that does not align with children's everyday language."	Mismatch between formal language and children's language	Weak linguistic alignment of instructional content
"Teachers who are themselves familiar with resistance economics can convey it to children more effectively."	Teachers' level of awareness	Role of teachers' expertise and knowledge
"When I use real-life examples such as buying and selling in class, children learn much faster."	Use of local and everyday examples	Utilization of children's lived experience
"Some schools have visual aids and storytelling facilities that make learning easier."	Supplementary instructional facilities	Support of equipment and technology

## Main Contextual Categories

Based on axial coding, the extracted contextual factors include the following:

### *1. Cultural–Social Context of Education*

- The direct impact of family consumption culture and the social environment on children's perceptions of resistance economics
- The role of local values and norms in the acceptance of economic concepts
- The presence of regional and cultural differences that must be considered in designing educational messages

### *2. Linguistic and Communicative Context*

- The necessity of attending to children's accents, expressions, and local language
- The lack of alignment between the formal language of instructional content and children's everyday language
- The need to employ metaphorical language, narratives, and familiar examples to reduce linguistic distance

### *3. Educational Structures and Facilities*

- The presence or absence of supplementary instructional materials (images, stories, educational games)
- The level of teachers' awareness and expertise in resistance economics and methods of concept transmission
- The degree of access to technology and instructional aids in schools

The findings demonstrate that the foundation for implementing resistance economics education for children through a linguistic approach depends on a complex interplay of culture, language, and educational resources. On the one hand, cultural differences and local language variations underscore the necessity of localizing educational messages; on the other hand, structural limitations and weaknesses in formal content highlight the need to redesign the teaching process. These contextual factors are inherently **environment-oriented**, and without considering such conditions, linguistic and discursive strategies are unlikely to yield effective outcomes.

## Third Research Question

**What intervening factors can facilitate or constrain the process of teaching resistance economics to children through a linguistic approach?**

The findings indicate that intervening factors play a decisive role in the quality, depth, and sustainability of linguistic-based instruction in resistance economics. These factors mainly emerge at the level of educational actors, implementation structures, institutional attitudes, and school–family interaction. The study participants emphasized that even when appropriate causal and contextual conditions are in place, the intervention of certain variables may either strengthen the instructional process or disrupt its trajectory.

**Table3.** Examples of the Open Coding Process of Intervening Factors

Selected Interview Statements	Open Codes	Intervening Categories
“If the teacher does not personally believe in these concepts, transferring them to children is impossible.”	Teacher’s attitude toward resistance economics	Attitudes and beliefs of educational actors
“Some teachers do not understand children’s language and teach using the same formal language.”	Weak linguistic skills of teachers	Teachers’ linguistic competencies
“The curriculum is very dense, and there is little time for such instruction.”	Classroom time constraints	Structural constraints of the educational system
“Families sometimes display consumption behaviors that contradict what is taught at school.”	Conflict between school and family discourse	Role of the family as a moderating factor
“When the school principal is supportive, implementing the program becomes much easier.”	Managerial support	Institutional support
“The lack of storytelling or multimedia content makes the work difficult.”	Shortage of appropriate instructional resources	Access to instructional resources and tools

### Main Intervening Categories

Based on axial coding, the intervening factors were organized into five main categories:

#### 1. Attitudes and Beliefs of Educational Actors

The findings indicated that teachers’ and school administrators’ attitudes toward resistance economics play a highly significant mediating role in the realization of linguistic-based instruction. Belief in the effectiveness of these concepts provides the necessary motivation for linguistic simplification, the use of metaphors, and narrative techniques; whereas neutral or negative attitudes reduce instruction to a merely formal and ritualistic level.

#### 2. Teachers’ Linguistic and Communicative Competencies

One of the key intervening factors is the teacher’s ability to understand children’s language and to translate abstract economic concepts into simple, metaphorical, and story-based language.

Deficiencies in these competencies, even under favorable contextual conditions, lead to communicative disconnection and a decline in instructional effectiveness.

### **3. Structural and Executive Constraints of the Educational System**

Curricular density, limited classroom time, and pressure to cover formal content were identified as the most significant factors constraining the implementation of linguistic-based instruction in resistance economics. These constraints reduce opportunities for conceptual deepening and dialogic interaction.

### **4. The Role of the Family as a Moderating Factor**

The findings showed that the family can play a dual role:

- when the family's consumption discourse is aligned with school instruction, the learning process is strengthened;
- however, in cases of contradiction, the school's educational message is weakened or neutralized.

Accordingly, the family functions as a key intervening factor in the internalization of economic concepts.

### **5. Institutional Support and Access to Educational Resources**

Support from school administrators, the existence of incentive policies, and access to appropriate educational resources (such as stories, games, visual materials, and multimedia content) were among the facilitating factors that enhanced the operationalization of the linguistic approach.

Overall, the findings indicate that intervening factors play a moderating and decisive role in the trajectory of teaching resistance economics to children through a linguistic approach. These factors are primarily linked to human actors, executive structures, and school–family interaction, and they can strengthen or weaken the educational process even when favorable causal and contextual conditions are present. Therefore, any final model for teaching resistance economics to children must necessarily and integratively incorporate these intervening variables into its design.

### **Fourth Research Question**

**What linguistic and discourse strategies do educational actors (teachers and instructional designers) use to effectively teach the concepts of resistance economics to children?**

The findings indicate that educational actors employ a range of linguistic, discursive, and communicative strategies to render the concepts of resistance economics understandable and internalizable for children. These strategies are action-oriented in nature and are directly shaped by causal, contextual, and intervening conditions. Data analysis revealed that the strategies are primarily based on linguistic simplification, storytelling, dialogic interaction, linking concepts to children's lived experiences, and the use of language-based technological tools.

**Table4.** Examples of Open Coding of Linguistic and Discourse Strategies

Selected Interview Statements	Open Codes	Strategic Categories
"I explain economic concepts using very simple language and words from children's everyday vocabulary."	Simplification of economic concepts	Use of simple and concrete language
"I convey the concept of resistance economics through stories and narratives about buying and saving."	Instruction through storytelling	Storytelling and metaphorization
"I ask children what they would do if they were in that situation."	Involving children in dialogue	Dialogic interaction
"I use examples from children's real lives, such as buying snacks or toys."	Linking instruction to lived experience	Connecting concepts to children's everyday life
"I use animations and digital games for teaching."	Use of modern media	Use of linguistic technologies and multimedia
"I rewrite difficult words using children's own language."	Rearticulation of concepts in children's language	Linguistic localization of content

### Main Strategic Categories

Based on axial coding, linguistic and discourse strategies were classified into five main categories:

#### 1. Use of Simple and Concrete Language

One of the most important strategies is simplifying the language of economic concepts and translating them into children's everyday vocabulary. Teachers attempt to express abstract concepts such as *production*, *optimal consumption*, and *saving* through short sentences, familiar words, and informal linguistic structures in order to reduce children's cognitive load.

#### 2. Educational Storytelling and Metaphorization

The findings showed that the use of stories, narratives, allegorical examples, and metaphors plays a key role in conveying the concepts of resistance economics. Storytelling allows economic concepts to be represented in concrete and meaningful situations for children and elevates learning from rote memorization to deep understanding.

### 3. Dialogic Interaction and Active Child Participation

Educational actors employ strategies based on questioning, dialogue, and guided discussion to move children out of a passive recipient role. This linguistic interaction provides opportunities for reflection, opinion expression, and the formation of economic discourse at a child-appropriate level.

### 4. Linking Economic Concepts to Children's Lived Experiences

The findings indicate that connecting resistance economics education to children's everyday experiences (such as shopping, saving pocket money, or using personal belongings) is one of the most effective strategies. This approach transforms economic concepts from abstract notions into meaningful elements of children's real lives.

### 5. Use of Linguistic Technologies and Multimedia Tools

The use of animations, educational games, digital content, and story-based visuals as complementary strategies plays an important role in enhancing engagement and reinforcing linguistic messages. These tools are particularly effective in facilitating the transmission of complex economic concepts in child-friendly language.

Overall, the findings demonstrate that the linguistic and discourse strategies employed by educational actors represent an active and creative response to the causal, contextual, and intervening conditions of teaching resistance economics to children. These strategies focus on reducing linguistic distance, increasing the meaningfulness of concepts, and promoting children's active participation in the learning process, and they function as the operational core of the study's paradigmatic model. Accordingly, the success of teaching resistance economics to children is rooted not merely in educational content, but in the linguistic and discursive manner through which that content is conveyed.

### Fifth Research Question

**What cognitive, attitudinal, and behavioral consequences does the application of linguistic strategies in teaching resistance economics have for children?**

The findings indicate that the purposeful use of linguistic and discursive strategies yields outcomes that go beyond the mere transmission of economic concepts and leads to deeper understanding, attitudinal change, and the modification of children's behavioral patterns. These consequences emerge gradually through the interaction among language, children's lived experiences, and the educational environment. Data analysis showed that the consequences can be categorized into three

main levels—cognitive, attitudinal, and behavioral—which simultaneously and interactively reinforce one another.

**Table4.** Examples of Open Coding of the Consequences of Linguistic-Based Instruction in Resistance Economics

Selected Interview Statements	Open Codes	Outcome Categories
“Children can explain in their own language why we should not waste resources.”	Conceptual understanding in children’s own language	Cognitive consequences
“Students have developed a more positive view toward domestic production.”	Attitudinal change toward production	Attitudinal consequences
“Children think about need and consumption when shopping.”	Conscious decision-making in consumption	Behavioral consequences
“Children use economic examples in their everyday conversations.”	Use of economic language in interactions	Cognitive generalization
“A sense of responsibility toward resources has developed in them.”	Formation of economic responsibility	Economic attitude
“Some children also show frugal behavior at home.”	Transfer of behavior beyond school	Behavioral institutionalization

### Main Outcome Categories

Based on axial coding, the consequences of applying linguistic strategies in teaching resistance economics were organized into three main categories:

#### 1. Cognitive Consequences: Deepening Children’s Economic Understanding

The findings showed that the use of simple language, storytelling, and dialogue enables children not only to memorize economic concepts related to resistance economics but also to understand and linguistically reproduce them. The ability to explain concepts in children’s own language is an indicator of cognitive internalization and a transition beyond surface learning. This cognitive consequence lays the groundwork for the development of economic thinking appropriate to the child’s developmental level.

#### 2. Attitudinal Consequences: Redefinition of Economic Values

At the attitudinal level, children gradually develop more positive attitudes toward concepts such as saving, production, frugality, and optimal use of resources. Through meaningful stories and examples, educational language and discourse stabilize the values of resistance economics as desirable norms in children’s minds and reduce mental resistance to these concepts.

### 3. Behavioral Consequences: Emergence of Conscious Economic Actions

The findings indicated that cognitive and attitudinal consequences ultimately lead to behavioral changes. Behaviors such as avoiding wastefulness, making conscious purchasing decisions, paying attention to the optimal use of personal belongings, and transferring these behaviors to the home environment are among the most salient indicators of these outcomes. These behaviors reflect the practical institutionalization of resistance economics concepts in children’s everyday lives.

Overall, the findings demonstrate that the application of linguistic strategies in teaching resistance economics produces multilayered and sustainable consequences at the cognitive, attitudinal, and behavioral levels for children. These consequences do not emerge in a linear or isolated manner; rather, within an interactive cycle, conceptual understanding, attitudinal change, and behavioral modification are simultaneously reinforced. Accordingly, the outcomes indicate that language is not merely a tool for transmitting economic concepts, but the primary mechanism for the internalization and institutionalization of resistance economics in children.

#### Sixth Research Question

**What is the core category of the linguistic pattern of teaching resistance economics to children, and how are other categories organized around it?**

The findings indicated that **“the internalization of resistance economics concepts through linguistic re-creation aligned with the child’s world”** can be identified as the core category of the study. This category represents a process through which the macro-level and abstract concepts of resistance economics are transformed—via simplification, storytelling, discursive interaction, and linkage to the child’s lived experiences—into knowledge that is meaningful, acceptable, and actionable for children. Data analysis showed that all other categories of the study—including causal conditions, contextual conditions, intervening conditions, strategies, and consequences—directly or indirectly serve the realization of this central process.

**Table5.** Examples of Open Coding and the Formation of the Core Category

Selected Interview Statements	Open Codes	Core Categories
“Economic concepts must be translated into the language of the child’s world.”	Translating economic concepts into the child’s language	Linguistic re-creation
“When a child explains the concept in their own words, it means they have accepted it.”	Reproduction of concepts in the child’s personal language	Conceptual internalization
“Resistance economics must find meaning in children’s everyday lives.”	Meaning-making of concepts in the child’s experience	Linking language and experience
“Difficult language causes mental resistance in children.”	Cognitive resistance to formal language	Necessity of discursive adaptation

“Teaching is successful when the child connects with it.”	Acceptance of concepts through language	Formation of discursive connection
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**Core Category: “The internalization of resistance economics concepts through linguistic re-creation aligned with the child’s world”**

This core category indicates that the main issue in teaching resistance economics to children is not merely *what* is taught, but *how* and *through what kind of language* these concepts are represented. In this model, language goes beyond being a tool for information transmission and becomes the primary mechanism for meaning-making, acceptance, and the child’s capacity for action.

**Analysis of the Paradigmatic Model Based on the Core Category**

Based on the Strauss and Corbin paradigmatic model, the organization of categories around the core category is as follows:

**1. Causal Conditions**

Factors such as children’s cognitive gap with economic concepts, the complexity of formal economic language, the misalignment between educational discourse and the policy mandate of teaching resistance economics create the conditions for the emergence of the central problem. These conditions highlight the necessity of the linguistic re-creation of economic concepts.

**2. Contextual Conditions**

The cultural–social context of the family, children’s linguistic diversity, the school’s educational structure, and limitations of the curriculum provide the setting for either the realization or the weakening of the process of conceptual internalization through language. These conditions determine the extent to which linguistic re-creation is feasible and effective.

**3. Intervening Conditions**

Teachers’ attitudes, their linguistic competencies, the role of the family, and the level of institutional support can either facilitate or constrain this process. These factors moderate the intensity and quality of the realization of the core category.

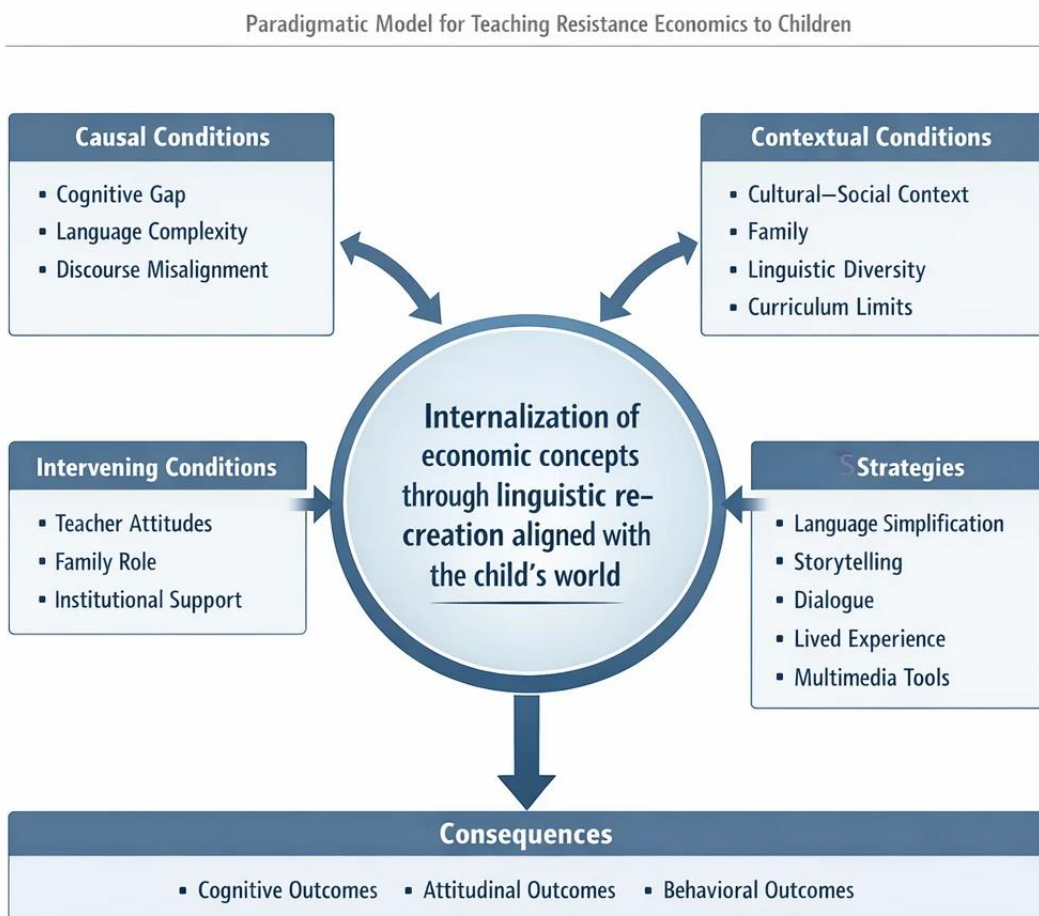
**4. Strategies (Actions and Interactions)**

Strategies such as language simplification, storytelling, dialogic interaction, linking concepts to the child’s lived experiences, and the use of multimedia tools constitute the practical actions through which the core category is realized. These strategies directly serve the linguistic internalization of resistance economics concepts.

## 5. Consequences

Cognitive consequences (deep understanding of concepts), attitudinal consequences (acceptance of resistance economics values), and behavioral consequences (conscious economic actions) are considered the final outcomes of the successful realization of the core category. These outcomes indicate that linguistic re-creation leads to sustainable changes at the level of the child's cognition and practice.

Overall, the findings of the study demonstrate that the core category of the linguistic model of teaching resistance economics to children is the process of internalizing concepts through linguistic re-creation aligned with the child's world. All other categories of the study are organized within a coherent conceptual system around this central core and function as supportive, facilitative, or moderating elements. Accordingly, the final model of the study emphasizes that language is the strategic and constitutive core of teaching resistance economics to children, rather than merely a tool for content transmission.



**Figure1.** Linguistic model

## 5. Discussion

The findings of this study demonstrated that teaching resistance economics to children is not a merely content-based or policy-driven phenomenon; rather, it is a complex, multilayered, and discursive process that takes shape within the interaction among language, culture, the educational system, and children's lived experiences. Data analysis based on the systematic grounded theory approach of Strauss and Corbin led to the identification of a set of causal conditions, contextual conditions, intervening factors, strategies, and consequences, all of which were organized around a shared conceptual core. This conceptual core, identified as the study's core category, is **“the internalization of resistance economics concepts through linguistic re-creation aligned with the child's world.”** This category indicates that the primary issue in teaching resistance economics to children is not the absence of content, but rather the linguistic and discursive misalignment of economic concepts with the child's cognitive, emotional, and cultural levels.

According to the findings, language in this model plays a role that goes beyond a mere tool for information transmission and becomes the main mechanism for meaning-making, mental acceptance, and the transformation of economic concepts into sustainable actions. Causal conditions such as the complexity of formal economic language, children's cognitive distance from abstract concepts, and the policy-driven necessity of institutionalizing resistance economics have created the conditions for the emergence of the problem. At the same time, contextual conditions such as the cultural background of the family, children's linguistic diversity, the structure of the curriculum, and limitations of the educational system have shaped the context for either the realization or the weakening of this process. Intervening factors, including teachers' attitudes and linguistic competencies, the level of family involvement, and institutional support, have played a decisive role in facilitating or constraining the internalization of concepts.

In response to these conditions, educational actors have employed strategies such as linguistic simplification, storytelling, dialogic interaction, linking economic concepts to children's everyday experiences, and the use of multimedia tools. The consequences of these strategies are observable at three levels—cognitive, attitudinal, and behavioral—such that children have not only achieved a deeper understanding of resistance economics concepts, but have also developed more positive attitudes toward them and, in some cases, demonstrated more conscious economic behaviors. These results indicate that the realization of effective resistance economics education requires the linguistic re-creation of concepts and their alignment with the child's meaning-making world.

The findings of this study are consistent with parts of the domestic literature that emphasize the necessity of early education in economic concepts and the role of the educational system in their institutionalization (Hosseini, 2019; Rezaei et al., 2021). However, most domestic studies have adopted content-oriented or normative approaches and have paid limited attention to the language of instruction as a fundamental issue. By focusing on language and educational discourse, the present study addresses this gap and demonstrates that without linguistic redesign, even the richest educational content will not lead to the internalization of resistance economics concepts. This finding is consistent with studies in educational linguistics that regard language as a determining

factor in learning abstract concepts (Ahmadi, 2018), while for the first time applying this perspective systematically within the domain of resistance economics.

At the international level, the results of the study are also aligned with research on children's economic literacy and language-based learning. Studies have shown that children's understanding of economic concepts is highly dependent on language, narrative, and social interaction (Siegler & Ramani, 2016; Hirschfeld, 2018). Moreover, the findings are consistent with Vygotsky's view of language as a mediating tool for cognitive development (Vygotsky, 1978) and Bruner's theory of narrative- and meaning-based learning (Bruner, 1996). The distinction of the present study lies in redefining these theoretical foundations within a localized conceptual framework focused on resistance economics, which possesses specific cultural and ideological characteristics.

In terms of innovation, this study shifts the focus from "what is taught" to "how it is taught" by presenting a localized theoretical model. In this model, teaching resistance economics is not viewed as the transmission of information, but as a process of meaning internalization through language. The systematic integration of educational linguistics, child education, and resistance economics constitutes the theoretical and practical value added of this research.

Overall, it can be concluded that teaching resistance economics to children will be effective and sustainable only when economic concepts are presented through linguistic re-creation aligned with the child's world. The final model of the study shows that language is the central core of this process, and that all other factors, strategies, and consequences are systematically organized around it. Accordingly, resistance economics education is not an independent curricular unit, but a discursive-educational process that is realized through the interaction among school, family, and the child's everyday language.

Based on the findings, it is recommended that textbook content be revised with an emphasis on linguistic simplification, narrative orientation, and linkage to children's lived experiences; that teacher professional development programs in educational linguistics be designed; that multimedia educational packages aligned with children's language be produced; and that the role of the family in aligning the economic discourse of home and school be strengthened. Furthermore, to advance knowledge in this field, future research is recommended using mixed-methods approaches to validate the proposed model, examining the model at higher educational levels, conducting cross-cultural comparative studies, and performing discourse analysis of official resistance economics educational content.

Despite the study's contributions, several limitations should be noted. The qualitative nature of the research and the use of in-depth interviews limit the statistical generalizability of the findings, which are instead characterized by theoretical generalizability. Practical constraints, such as limited access to some expert teachers and the diversity of participants' educational experiences, also influenced the research process. In addition, because the findings were generated within the cultural and educational context of Iran, their generalization to other contexts requires caution and further complementary studies.

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**ETHICAL CONSIDERATION**

Authenticity of the texts, honesty and fidelity has been observed.

**CONFLICT OF INTEREST**

Author/s confirmed no conflict of interest.