

به نام خدا

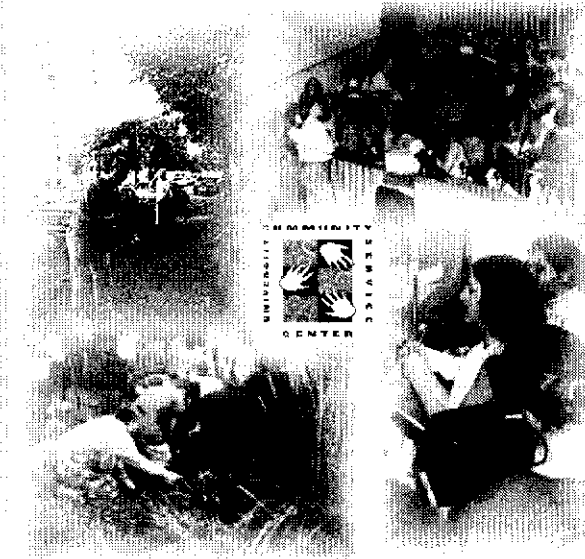
### پرسش نامه (تائیرات فرهنگی کتاب های آموزشی زبان خارجی بر زبان آموزان کشور)

#### با سلام و آرزوی توفیق

پرسشنامه ای که هم اکنون پیش روی شماست، برای انجام یک پژوهش علمی تهیه شده است. با توجه به این که این اطلاعات کاملاً محرمانه هستند و تحت شرایطی در اختیار کسی قرار نخواهند گرفت، از شما تقاضا می شود، با دقت و صداقت کامل به سوالات مطرح شده پاسخ دهید. پیشاپیش از همکاری شما تشکر می کنیم.

۱. چه مدتی است که در حال فراگیری زبان انگلیسی هستید؟
۲. زبان را توسط چه کتاب و یا کتاب هایی آموخته اید؟
۳. آیا تا به حال به خارج از کشور سفر کرده اید؟ اگر چنین است به کدام کشورها؟ چه مدت در هر کشور اقامت داشته اید؟
۴. به چه دلیل زبان انگلیسی را می آموزید یا آموخته اید؟
۵. دوست دارید موسیقی را به چه زبانی گوش دهید؟ چرا؟ آیا با خوانندگان خارجی آشنایی دارید؟
۶. به طور متوسط چند ساعت در روز یا هفته فیلم های خارجی تماشا می کنید؟ شخصیت های فیلم ها و سریال های خارجی چه تأثیری در نگرش و رفتار شما دارند؟
۷. ترجیح می دهید تعطیلات و زمان فراغت را با چه کسی و یا کسانی بگذرانید؟
۸. آیا برای ازدواج به نظر پدر و مادران اهمیت می دهید؟ در صورت مخالفت آنان چه می کنید؟
۹. آیا از رژیم غذایی خاصی پیروی می کنید؟ به چه دلیل؟ اصولاً برای سلامتی خود چه کارهای دیگری انجام می دهید؟
۱۰. در خرید وسایلی مانند لباس، کفش، اتومبیل و لوازم خانه، چه ملاک هایی را در نظر می گیرید و پیروی از مد در نظر شما چه اهمیتی دارد؟
۱۱. به نظر شما مهم ترین مسوولیت انسان در زندگی چیست؟
۱۲. آیا با نویسندگان انگلیسی آشنایی دارید؟ اگر پاسختان مثبت است، چند تن را نام ببرید. آیا کتاب های آن ها را خوانده اید؟
۱۳. برای روز بعد و هفته آینده خود چگونه برنامه ریزی کرده اید؟
۱۴. برای ماه و سال آینده خود چه برنامه هایی تدارک دیده اید؟
۱۵. برای رسیدن به هدف های خود، چه اصول و روش هایی را مدنظر قرار می دهید؟
۱۶. چگونه به قانون می نگرید؟
۱۷. از نظر شما بهترین کشور دنیا کدام است و چرا؟
۱۸. چگونه با مشکلات و نامایمات زندگی برخورد می کنید؟
۱۹. نگرش شما نسبت به مسأله جنگ چیست؟
۲۰. اگر شرکتی تاسیس کنید و بخواهید برای آن مدیرعامل انتخاب نمایید، چه کسی را انتخاب خواهید کرد؟ مدیر عامل انتخابی شما باید چه ویژگی هایی داشته باشد؟ لطفاً جنسیت، نوع تخصص، میزان تجربه و سن او را مشخص کنید.

با تشکر از همکاری شما



“Hegemony of English” between the two groups. This analysis shows that the difference between these two groups is not statistically significant. The same computations have been carried out for the values ‘planning’, ‘health’, ‘fashion’ and ‘perseverance’. The results were similar to that of ‘hegemony of English’ and confirmed that there was no significant difference between the two groups. These analyses show that not only are the groups statistically similar in the impact of the collective cultural values in the study, but they are similar in the impact of cultural values if they are analyzed independently.

### Conclusion

These results show that the cultural values, which are implemented in books, do not influence the learners and do not enter their cultural systems. In this paper it is statistically shown that books alone do not have the power to override the dominant culture in a community, in this case, ours.



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a book. In each of these books many cultural values are embedded. In such a system the cultural values are in harmony and the system attempts to teach a specific set of cultural values to the students and they are influenced by all the books they study and not just one of them. Those learners who are studying in institutes have also undergone an education similar to the school students. All of them have gone to school and studied many textbooks that have a specific set of cultural values. These cultural values have become a part of their cultural system and one book alone cannot influence what has been done over the years.

Another point to be taken into account is that both these group of learners live in the same society. This society holds a set of cultural values that are stable if you are studying English through Headway or through the books designed by the Ministry of Education. This society like any other has a culture and strengthens its own cultural values and not the cultural values held in other countries or in the country of the target language of the language learner.

Thorndike (1960) claimed that modeling of behavior happens when a behavior is responded to and reinforced. For example, if a child sees his/her elder sister saying "Hello" to its elders and the child copies this behavior, if s/he is given positive reinforcement, this behavior is learned and repeated, if not the behavior will be forgotten.

This can be generalized to the cultural values depicted in English books. Those books, which are designed and written by the Ministry of Education, encompass cultural values held in Iran; however the Headway series is designed and written by people who hold another set of cultural values. It may be that

those cultural values that are portrayed in these books and applauded in Iran are learnt, but those that are not accepted do not become a part of the cultural system. This can be a good reason to show why the values depicted in Headway books are not learnt and do not become part of the cultural system of the students. These cultural values are not encouraged by Iranian culture, the native culture. The same is true for learning a foreign language and it may be otherwise in a second language situation where the culture of the society is the same as the culture depicted in EFL books.

The above analysis was carried out based on the aggregate scores of the participants. In the next analysis independent cultural values will be compared between the two groups.

The cultural value to be compared individually is "Hegemony of English". The impact of this value is compared between the two groups and the results are as follows:

**Table 2: Results of comparison of Hegemony between the two groups**

	Value	Sig
Pearsons's Chi Square	2.000	.157
Phi	-1.000	.157
Cramer's V	1.000	.157
Degree of freedom	1	

The comparisons with a Phi value of - 1.000 and a significance of .157 are the result of the independent comparison of the value

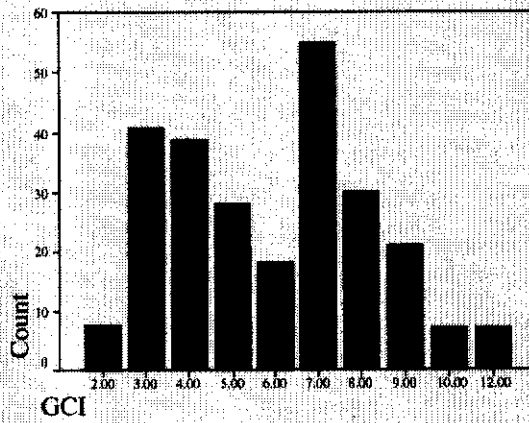
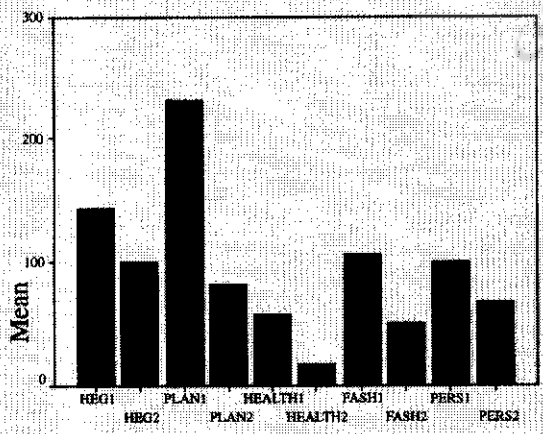


Figure 2: Cultural Impact in School Students

These are the results of the analysis with regard to cultural impact. These values are ordinal. One who has a 7 is higher in ranking than one who has a 5. It is seen that in the first group, for those who study language in institutes the mean is higher than the ones who study in schools. For institutes the mean is 5.94, whereas for the schools it is 3.75. The means of these two groups seem different.

In the above analysis in order to obtain results, the aggregate score was compared between the two groups and the numerical values for each group was given independently. In order to give a comparative picture of the data, the frequency of five variables was calculated and is shown in the following graph in order to give a graphic illustration of the two groups.



1= Students learning English in Institutes  
 2= Students learning English in Schools

Figure 3: Frequency of Cultural Values seen in each group

In order to ascertain whether the difference between the two groups was significant or not a statistical analysis was carried out. Since, the variables were ordinal in nature a test for comparing two sets of independent ordinal scores was run. The results are as follows:

Table 1: Comparison of Institutes students with School students

	Value
Mann - Whitney U	648.000
Wilcoxon W	1026.000
Degree of Sig	.573

The results of the Mann-Whitney test with a U value of 648.000 at a degree of significance of .573 show that these two groups are not different significantly. Even though the learners study different books they have the same cultural systems. Therefore, the difference between these two groups, the school learners of English and the Institute learners of English is not statistically significant.

These results show us that the values of the learners of English are not changed or influenced by the books they study. These two groups study two widely different books, but their value system as measured in this research is not statistically different.

This result shows that one textbook does not shape the value system of students. It is possible that all these books go hand in hand to take part in shaping part of the learners' value system, however, only one of them does not do so. Those students, who are studying in schools, study more than one textbook. They go through different subjects each of which has

of the cultural system that the learners held then the phenomenon of cultural impact had taken place. The purpose of the questionnaire was to find if the phenomenon of cultural impact had occurred or not. In order to do so, after the questionnaire was ready, its content validity confirmed and a pilot study carried out, it was given to the two groups of subjects to complete. Two groups were used in order to carry out a comparative study. One group was those learners who had used schoolbooks and the other groups were those learners who had used Institute Books to learn English. This comparison was done in order to observe if those learners who had studied different books held different cultural values or not.

The completed questionnaires were also collected and analyzed. Each of the questionnaires was read and based upon the answers given it was decided whether the cultural value in the book had become part of the cultural system of the student or not, i.e. had cultural impact in this instance taken place or not. If cultural impact had taken place the question would be given a nominal score of 1 and if it had not taken place it would be given a 0.

Two different analyses were done to answer the research questions about the learners and cultural values. In the first analysis the nominal scores assigned to each participant were added up to make an aggregate score. Naturally, those with higher scores displayed more of the phenomenon of cultural impact than those with lower aggregate scores. Therefore, this aggregate score was taken as an ordinal score (where higher scores showed more of something but the distance between them was not consistent or was not known at all). These two groups, i.e., the school students and the institute students were compared through the

Mann-Whitney test which is a test for independent samples carrying ordinal values.

In the second analysis cultural values were considered independently between the two groups. For example, the cultural value 'Hegemony of English' was considered independently of other values. The frequency count of those believing in the 'Hegemony of English' was taken along with those who did not believe in this. This count was compared between the two groups to see if a significant difference existed with relation to this cultural value. This analysis was also done for 'Planning', 'Health', 'Fashion', and 'Perseverance' as well.

## Results

The questionnaires of the students studying in Institutes were analyzed and their aggregate scores computed. Figure 1 shows the frequency of different aggregate scores in this group, Institute Students.

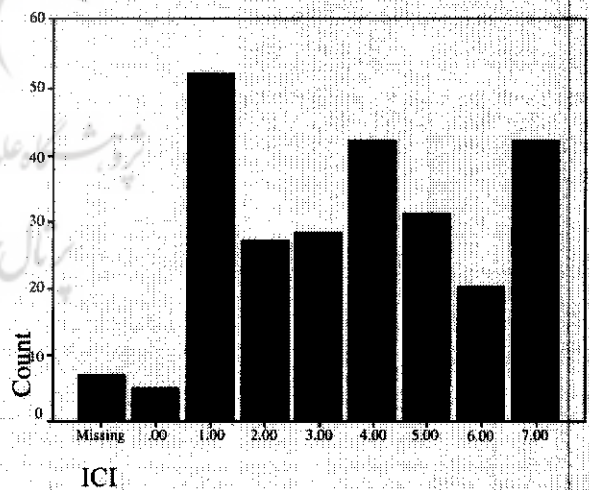


Figure 1: Cultural Impact in Institute Students

The questionnaires of students studying in schools were analyzed as well. The result of these aggregate scores along with their frequency is shown in Figure 2.

values of the second or foreign culture. This can be true for foreign language learners of English, in Iran. These learners learn English through two different sets of books, those designed by native speakers of the foreign language and those designed by Iranians. The former carry with them the culture of the foreign language (Headway series) whereas the latter are designed to teach language within the culture residing in Iran (School Books published by the Ministry of Education). The first series of books are taught in institutes and will be called 'institute books' and the second group of books is taught in schools and will be called 'school books' in this research. These foreign language learners are learning English, and, along with English, they are exposed to the values of English culture. However, the question that remains to be asked is if these students acquire this culture and does this culture become part of their value system. If so, then a phenomena called cultural impact has taken place. However, if they remain immune to the culture of the foreign language and do not accept it as their own value, then the culture of the foreign language has not entered their cultural system (all cultural values, which an individual believes in and practices) and they have preserved their own culture. This research strives to find out whether cultural impact does take place in Iran or not.

The research question was answered using the following participants, instruments and procedure.

### **Participants**

Two groups of learners participated in this study. One group of learners was those who were learning English in high schools. This



group comprised 247 participants. The second group was those learners who were learning English in institutes. These 254 advanced learners of English were studying English in Kish Institute or Ghotb Ravandee Institute.

### **Instruments**

A questionnaire was designed to capture the cultural impact of values inherent in Institute Books on students. This questionnaire that was designed by the researcher comprised 20 questions.

### **Procedure**

The questionnaire was designed for the learners of English based on the analysis of cultural values. The cultural values existing in the books were put into the questionnaire. The headway series were analyzed and found to have specific values built into them. The cultural values applied in the questionnaire were: 'hegemony of English', 'planning', 'health', 'fashion', 'perseverance', 'respect for elders', 'responsibility', 'problem solving', and 'chauvinism'. These values were presented in the form of questions that the learners were supposed to answer. This was done in order to see if these cultural values had entered the cultural system of the learners or not. If these cultural values had become part

## Abstract

Culture is defined as the norms and rules that govern the behavior of a group of individuals. This behavior is unique to a group of people and therefore different groups of individuals enjoy different cultures. Culture is reflected in the language spoken by a society of community. When one group of individuals strives to learn a foreign language they are also exposed to the foreign culture. The question that arises at this point is whether the learners of a foreign language do acquire the foreign culture as well. In order to answer this question, this research compared two groups of learners learning English in Iran. One group were those learners who learned English through books designed by native speakers of English (Headway) and the other group were those who studied books designed by the Ministry of Education (school books teaching English). The former books were laden with the foreign culture whereas the latter were not. These two groups were compared using a questionnaire and found to be statistically similar. The cultural systems held by these two groups were similar and cultural impact had not taken place. This shows that books do not transmit cultural values of the foreign language by themselves. The results show that the culture of a people that is formed through time and as an outcome of their needs is not easily changed.

**Key Words:** culture, cultural impact, language learning, foreign language learning, EFL books.

Culture is defined as the implicit norms and rules that govern the interactional and personal behavior between groups of individuals (Nunan 1999). Edward. T. Hall (1959), the eminent anthropologist, claimed that culture is the way of life of a people, for the sum of their learned behavior patterns, attitudes and material things. Culture, in anthropology, is the patterns of behavior and thinking that people living in social groups learn, create, and share. Culture distinguishes one human group from others. It also distinguishes humans from other animals. A people's culture includes their beliefs, rules of behavior, language, rituals, art, technology, styles of dress, ways of producing and cooking food, religion, and political and economic systems (Burke et al., 2000). Each society has its own culture and there is a difference between these cultures (Encarta Encyclopedia 2002). A closer look will show

that the culture of a people, their attitudes, patterns of behavior and their way of life is reflected in the language they speak. Therefore, the culture of a people is intermingled with the language they speak. (Deckle, 2001).

It is apparent that culture, as an ingrained set of behaviors and modes of perception, becomes highly important in the learning of a second language. Brown (1994) asserted that a language is a part of a culture and a culture is a part of a language. The two are intricately interwoven so that one cannot separate the two without losing the significance of either language or culture. The acquisition of a second language is also the acquisition of a second culture.

According to Brown's assertion, it will be safe to infer that when language is learned, the culture of that language is learned along with it. The learners of the language also learn the

# TEFL Iranian

## The Cultural Impact of EFL Books on Iranian Language Learners

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### چکیده

فرهنگ به مجموعه قوانینی اطلاق می‌شود که رفتار یک گروه از انسان‌ها را شکل می‌دهد. این رفتار مخصوص یک گروه خاص است. در نتیجه گروه‌های متفاوت، فرهنگ‌های متفاوتی دارند. هنگامی که انسان‌ها تلاش می‌کنند زبان خارجی بیاموزند، در معرض فرهنگ آن زبان نیز قرار می‌گیرند. در این جا سؤال، این است که آیا زبان‌آموزان، فرهنگ خارجی را نیز می‌آموزند؟ برای پاسخ به این سؤال، در یک تحقیق دو گروه از زبان‌آموزان ایرانی با یکدیگر مقایسه شده‌اند. گروه اول افرادی که زبان را از طریق کتاب‌های نوشته شده توسط انگلیسی‌زبانان (Headway) آموخته‌اند و گروه دوم آنان که زبان را از طریق کتاب‌های رسمی آموزش و پرورش فرا گرفته‌اند. این دو مجموعه، از نظر محتوای فرهنگی کاملاً متفاوتند. مجموعه اول با توجه به فرهنگ زبان انگلیسی نگاشته شده است، در صورتی که کتاب‌های درسی زبان در دو سطح راهنمایی و متوسطه، در چهار چوب فرهنگ اسلامی ارائه شده‌اند.

نتایج به دست آمده از مقایسه این دو گروه زبان‌آموز، نشان می‌دهند که هیچ تفاوت معنی‌داری بین آن‌ها وجود ندارد. ارزش‌های فرهنگی هر دو گروه مشابه هستند و زبان‌آموزان تحت تأثیر فرهنگ ارائه شده در کتاب‌های فوق‌الذکر قرار نگرفته‌اند. یعنی فرهنگ انسان‌ها طی سال‌ها و برحسب نیاز آنان شکل گرفته است و به راحتی قابل تغییر نیست.

کلیدواژه‌ها: فرهنگ، تأثیرات فرهنگی، زبان‌آموزی، دانش زبان خارجی، کتاب‌های آموزشی زبان خارجی.