Attitudes towards English as an International Language (EIL) in Iran: Development and Validation of a New Model and Questionnaire

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Abstract

This study aimed at developing and validating a new model and instrument to explore attitudes of Iranian EFL learners towards English as an International Language (EIL). In so doing, the researchers followed several rigorous steps including extensive literature review, content selection, item generation, designing the rating scales and personal information part, Delphi technique, item revision, pilot testing, reliability estimation, and finally validation. In the first phase, five dimensions were identified for the new model based on the literature and interview with a panel of experts. An initial draft of the questionnaire consisting of 33 items was designed for investigating learners' attitudes towards EIL. Then, it was piloted with a group of 170 Iranian EFL learners. Exploratory factor analysis (EFA) of the obtained data revealed that the questionnaire consisted of a five factor structure. Consequently, confirmatory factor analysis (CFA) was carried out with another 409 Iranian EFL learners to check the fitness of the proposed model. The result of CFA indicated that the model enjoyed a satisfactory level of goodness of fit, showing that the five-factor structure including cultural realism, linguistic cultural disposition (negative), (dis)ownership of English, EIL posture, and localization was not the result of random variance in the learners' responses.

Keywords: English as an International Language (EIL), Questionnaire Validation, Attitude Measurement, Exploratory and Confirmatory Factor Analysis

1. Introduction

In this era of globalization, the powerful expansion of English is an undoubted reality but the reactions to the spread of English may vary. Some scholars believe that spread of English is the manifestation of English imperialism on the side of the UK and the US (Pennycook, 1998; Phillipson, 1992) while others argue for English as an international language (McKay, 2002) or the notion of World Englishes (Jenkins, 2006; Kachru, 1985). In the context of the globalization where English enjoys the prestigious status of an international, global, and world language, there are positive interactions as well as conflicts between global and local forces that "has had serious linguistic, ideological, sociocultural, political and pedagogical implications" (Sharifian, 2009, p.1).

While many language learners believe that native speakers (NSs) are the owners of English language, interactions in international communications usually take place among non-native speakers (NNSs) (Matsuda, 2003). Additionally, NS models have been criticized with the rise of concepts such as *English as a global language, EGL* (Crystal, 2003; Gnutzmann, 1999), *English as an international language, EIL* (Jenkins, 2000; McKay,2002), *World Englishes, WE* (Bolton, 2004; Jenkins, 2006; Kachru, 1985), and *English as a lingua franca, ELF* (House, 1999; Seidlhofer, 2001). Despite the fact that following NS norms may ease communication in certain contexts, such a practice downplays the values of local cultures embodied in the local varieties (McNamara, 2011), English in the EIL paradigm assumes a role as a local language in addition to its position as a global language and serves the diverse local needs of EIL speakers and learners within their multilingual, multicultural communities (Alsagoff, 2012).

It is unquestionable that language8u users' beliefs and attitudes play a pivotal role in the status of English in various international contexts and the

functions it might have (Alsagoff, 2012). Previous studies (e.g., Lai, 2008; Liou, 2010; Tanaka, 2010), however, have failed to develop reliable and valid instruments which present the accurate picture of language users' attitudes toward EIL. Therefore, the current study was conducted, first, to develop a tentative model of attitudes towards EIL, and second, to design and validate a questionnaire to test the hypothesized model and consequently, its empirical investigation.

2. Literature Review

Jenkins (2006) conceptualizes EIL as an English which is used as a contact language among speakers with different first languages. Additionally, Sharifian (2009, p.2) emphasizes that EIL does not refer to a specific variety of English. He also makes a distinction between EIL and International English by noting that EIL is the language of international and intercultural communication which "rejects the idea of any particular variety being selected as a lingua franca for international communication".

As Canagarajah (2006, as cited in Alsagoff et al., 2012) argues, 'three Circles' metaphor proposed by Kachru (1985), is no more capable of depicting World Englishes because in the context of globalization we have to constantly shuttle between different varieties of English to facilitate communication. Moreover, the focus in the EIL paradigm is on communication rather than on those factors such as speakers' nationality , the skin color and so on, which in the metaphor of 'Circles' acted as symbolic markers of the politicized NS construct (e.g., Brutt-Griffler & Samimy, 2002, as cited in Sharifian, 2009).

The main reasoning of those who promote EIL is that the majority of users of English are not NSs of the language. Therefore, we need to reconceptualize what English is and abandon the common belief that native speakerism should

be considered as the norm in English Language Teaching (ELT) (Holliday, 2005).

One needs to recognize the fact that English, as it is represented in EIL, is in the quest for denationalization (Smith, 1976, as cited in McKay, 2002) and deterritorialization (Canagarajah, 2005) since it is globally and locally situated in multilingual contexts alongside other local languages and cultures (Brutt-Griffler, 2002). Additionally, McKay (2002) emphasizes the role of culture in the teaching of EIL where teaching English could be grounded in the local cultures and identities of its speakers. She proposes three primary sources of content for language teaching materials: English-speaking countries' culture, local culture, and international culture. Byram (1998) suggests using a reflective approach to the teaching of culture in EIL teaching to develop an ethos of interculturalism.

Giddens (2000) claims that globalization is indeed the impetus for the revival of local cultural identities around the globe since each community attempts to preserve its own local identity. Therefore, following Kumaravadivelu (2012, p.14) ELT requires "an epistemic break from its dependency on the current Center-based, West-oriented knowledge systems that carry an indelible colonial coloration". According to (Jenkins, 2006), EIL with its emphasis on learners' needs and choices is also considered as a package of options, wherein the focus is not on following standard British or American accent but on presenting different NS and NNS models along with teaching of general norms.

Over the course of past decades, there has been a growing amount of literature on the topic of learners' attitudes towards EIL. Lai (2008) designed a 26-itemt Likert-scale questionnaire to measure Taiwanese learners' attitudes towards EIL focusing on the role of English and students' perception of

ownership and acquiring target culture. In Taipei, Liou (2010) investigated how Taiwanese college students and teachers perceive the issues related to EIL. He developed a 14-item questionnaire to investigate learners and teachers' attitudes toward EIL in Taipei area. In Japan, Tanaka (2010) conducted a survey using a self-developed 11-item likert questionnaire to elicit the perceptions of 80 university students including pre-service English teachers towards EIL and the ideal future ELT. The main shortcoming of all these studies was that the questionnaires did not undergo validation processes.

All things considered, previous published studies used questionnaires which were not validated and were not based on cogent developed model of learners' attitudes toward EIL. The current study developed a new model of attitudes toward EIL based on which a Likert-scale questionnaire was constructed to probe learners' attitudes towards EIL.

3. Theoretical Framework

In this study, first, a comprehensive review of the previous works and theories was conducted to establish a theoretical framework. The current study sought to develop a scale to investigate language learners' attitudes in this respect drawing upon the theory of language attitude (Ajzen & Fishbein, 1980; Baker, 1992; Gardner, 1985; Garrett, 2010). Besides the concept of attitude which informs the present study, globalization and its consequences for language learning and teaching (Block & Cameron, 2002; Crystal, 2003) lie at the heart of understanding attitudes towards EIL.

Moreover, the main sources in the field of EIL were meticulously reviewed (Alsagoff et al., 2012; Jenkins, 2006; Sharifian, 2009). Related concepts to EIL including the works in the field of *worldEnglishes* (e.g., Jenkins, 2006; Kachru, 1986), *English as a global language* (e.g., Crystal, 2003, 2012; Gnutzmann,

1999), *English as a lingua franca* (e.g., House, 1999; Seidlhofer, 2001) were also reviewed in relation to learners' attitudes toward EIL.

After reviewing the related literature, a series of semi-structured interviews were conducted with experts in the field including university professors, PhD candidates and language teachers in language institutes. As such, an interview protocol was used and the interviewers used probing questions to get in-depth information. The interviews went through content analysis based on the guidelines for analyzing qualitative data (e.g., Berg, 2004). The content analysis of interviews confirmed the importance of variables found significant in the literature review. The literature review and content analysis of the interviews showed that general categories related to attitudes toward EIL, leading us to the identification of five components of the questionnaire.

In the literature review, these concepts were identified as cornerstones of EIL: Cultural realism (Kumaravadivelu, 2012; McKay, 2002), Linguistic and cultural disposition (negative) (Canagarajah, 1999; Pennycook, 2007; Phillipson, 1992), (dis) ownership of English (Crystal, 2012; Parmegiani, 2014; Widdoson, 1994), EIL posture (Csizér & Kormos, 2008; Rivers, 2011), and localization (Brown, 2012; McKay, 2003).

3.1. Definition of Components

3.1.1. Cultural Realism

Cultural realism requires "a willingness and ability to learn from other cultures, not just about them and learning about other cultures may lead to cultural literacy; it is learning from other cultures that will lead to cultural liberty" (Kumaravadivelu, 2008, p. 237). Along with this development, some figures (Byram, 1998; McKay, 2002) attempted to replace biculturalism with interculturalism and then interculturalism with cultural realism

(Kumaravadivelu, 2008). While in biculturalism learners are required to acquire and use the pragmatic rules of the target community, interculturalism requires them to merely develop an awareness of those rules. This shift is satisfying but still not sufficient. Arguing that interculturalism is appropriate for a multicultural society of the 20th century but not sufficient for a globalized society of the 21st century, cultural realism seeks the development of global cultural awareness that may add to one's cultural horizons (Kumaravadivelu, 2012).

3.1.2. Linguistic and Cultural Disposition (Negative)

The items in this factor deal with the issues of cultural homogenization or heterogenization, the political interests behind the expansion of English and the effect of teaching and learning English on other languages and cultures, especially Persian language and culture. On the other hand, some consider English globalization as the instrument of linguistic and cultural imperialism or homogenization (e.g., Canagarajah, 1999; Pennycook, 1998; Phillipson, 1992). They argue that the presence of English in everyday life and increasing interest in learning the language threaten the local cultures around the globe. It should be noted that ELT is closely tied to colonialism and this is realized through Center-created materials and cultural politics of western oriented ELT (Pennycook, 2007).

3.1.3. (Dis) ownership of English

Parmegiani (2014) defined (dis)ownership of English as a collective claim to English as everybody's language which belongs to all its users around the globe. According to Widdowson (1998), NSs are no more the exclusive owners of

English and native-speakerism is outdated. He criticizes NS custodians because of their concern about diversity of English which fragment English language into mutually unintelligible varieties. He endorsed the fact that English with its many varieties is utilized for a wide range of activities in different fields around the world. Thus, English language is going to be influenced by both its NSs and NNSs (Crystal, 2012). Phan (2009) discussed the process of reasserting one's identity through English while being proud of their local identity and culture by attempting to take the ownership of English.

3.1.4. EIL Posture

EIL posture refers to students' attitudes to EIL (Csizér & Kormos, 2008). This means the perceived role the language plays in the world or in the neighboring countries. Similarly, Rivers (2011) names this dimension as Global significance of English (GLSE) and believes that it explains how much learners value English as an international language. International posture as a related concept, on the other hand, "tries to capture a tendency to relate oneself to the international community as a whole rather than any particular L2 group, as a construct more pertinent to EFL contexts" (Yashima, 2009, p. 2).

3.1.5. Localization

According to Block (2004), globalization is culminated in localization. In line with EIL trend of thought, English language should be used as a means to present one's own culture and concerns to others around the globe (McKay, 2003). Therefore, Brown (2007, p.7) suggested that "our zeal for spreading English needs to be accompanied by concurrent efforts to value home languages and cultures". The most important areas in ELT in which

localization can be realized are curriculum development and material designing. Items written for this component deal with presentation of local culture in English language materials and the potency of Iranian experts in deciding for the country's educational policies in ELT.

4. Research Questions

Therefore, the current study addresses the following research questions:

1. Does the newly-developed 'Attitudes towards EIL' scale enjoy psychometric properties (Validity and reliability)?
2. What are the underlying constructs (factors) of the new scale?

5. Method

To develop a standard questionnaire which displays acceptable levels of reliability and validity, the researchers followed several steps which are commonly practiced in social sciences and language teaching and acquisition research (Dörnyei & Taguchi, 2010). They also reviewed a number of existing validation studies before conducting their own study (e.g., Akbariet al., 2010; Khatib & Nourzadeh, 2015; Khatib & Rahimi, 2015; Khatib & Rezaie, 2013; Meidani et al., 2013). The first stage included a meticulous examination of the relevant literature on EIL, ELF and World Englishes. These notions formed the point of departure for designing the questionnaire and extracting the variables significant to the concept of attitudes toward EIL. After a comprehensive literature review, a series of semi-structured interviews were conducted with experts in the field as a Delphi technique to see whether the variables extracted from the literature could be confirmed by the interviewees, and to know whether the interviewees could mention other important variables

which might relate to the newly designed questionnaire (Cohen, Manion, & Morrison, 2007).

5.1. Questionnaire Development

In order to develop and validate the questionnaire, a pool of potential items was developed to gauge the construct under investigation (Dörnyei & Taguchi, 2010). As such, the existing scales on attitudes towards EIL, and other related issues were examined to recognize the potential items. In this phase, it was found that there was no validated Likert-scale type instrument and questionnaire on learners' attitudes toward EIL. These steps led to the construction of 40 items by the researchers. The items were submitted to several domain experts to judge their redundancy, face validity, content validity and language clarity. Also, the experts were asked to comment on the content of the items and add appropriate items, if necessary. The experts were asked to suggest potential items related to the EIL. Moreover, carefully reviewing the experts' comments, the researchers ended up with a draft version of 33 items.

Based on Khatib and Rahimi (2015), to ascertain that the items could be perfectly understood by respondents, the final version was translated into Persian by one of the researchers who was a NS of Persian and then back translated into English to ensure parallelism between the English and the Persian version. Clear instructions on the purpose of the questionnaire and appropriate responding were provided. A section eliciting participants' demographics (e.g., age, gender, proficiency level, educational level, and the length of English study of the respondents) was also included in the questionnaire. The response anchors of the 6-point rating scale were *strongly disagreeing (1), disagree (2),slightly disagree (3), slightly agree (4),agree (5) andstrongly agree (6).* The researchers decided not to use a 5-point rating scale

since some respondents tend to choose no idea or neutral option because of conservativeness which may lead to lower degrees of reliability (Krosnick et al., 2002). Moreover, in this questionnaire, the researchers tried not to include only positively worded items and provided some negatively worded ones, as well. These items were reverse coded in later analyses (Dörnyei & Taguchi, 2010).

5.2. Participants

This study was conducted between October 2015 and March 2016. The respondents were Iranian English language learners who came from different language proficiency levels, genders, ages and educational backgrounds. The participants were studying at either private language institutes in Isfahan, Iran. The administration of the questionnaire was conducted with two groups of participants. The participants' proficiency levels included elementary (%12), pre-intermediate (19%), intermediate (26%), upper intermediate (23%), and advanced (%20) levels as reported by their teachers. The draft version of the questionnaire was administered to a group of 170 Iranian learners studying EFL in Isfahan, Iran. The final version of the questionnaire was administered to another group of 409 Iranian EFL learners in three different cities in Iran (Isfahan, Tehran, and Semnan).

5.3. Questionnaire Administration

All administration sessions were similar in procedure for the respondents in both phases. One of the researchers was available during administration sessions to explain the purpose of the study and clarify any vague points for the participants. To have an on-line evaluation of the learners' attitudes towards EIL, the respondents were asked to fill out the questionnaire in formal

classroom setting to prevent any external factors contaminating the results of the study.

5.4. Data Analysis

As the main purpose of the current study was validation of a newly designed questionnaire for assessing learners' attitude toward EIL, factor analysis was used in the study as the main statistical procedure for ensuring construct validity. Construct validity, as the most important type of validity in designing a questionnaire is the degree to which a test measures what it purports or claims to be measuring (Brown, 1996). This study followed a factor-analytic framework which analyses data at two complementary levels known as exploratory factor analysis (EFA) and confirmatory factor analysis (CFA).

Accordingly, EFA was used to detect the factors or latent variables underlying a specific construct. That is to say, EFA "explores the field, to discover the main constructs or dimensions" (Kline, 2004, p.7). In EFA, the researchers may not have any presumptions about the number of factors in the newly developed instrument. Even if some expectations have been created in advance regarding scale's dimensions or factors, the statistical analysis is independent from such expectations (Thompson, 2004). In other words, EFA is suitable where the nature of data is convoluted and the aim is to detect the dimensions and designed hypothesized models of a particular construct. After EFA, CFA is run to confirm whether the recognized factor structure and the hypothesized model are confirmed or, otherwise, they are the result of error variance in the data. In CFA, as a complementary step, factor loadings for the variables are hypothesized based on extent literature review (Kline, 2004). CFA then proceeds to fit these loadings in the target matrix as closely as possible (Kline, 2004). CFA, unlike exploratory factor analysis, requires that the

researchers have predetermined expectations regarding the number of factors underlying the construct, representation of factors by observed variables, and the possibility of correlation among factors (Thompson, 2004).

The researchers investigated face and content validity before checking construct validity. As for the face validity, the researchers tried to keep the questionnaire short besides employing appropriate layout, color, and page layout to make the questionnaire nice to the eyes. To establish the content validity of the questionnaire, the questionnaire was given to a cadre of experts to judge how far the items were representative of the construct. To investigate the content validity, the questionnaire was administered to five potential participants from the target population to check the clarity of items in terms of language, relevance of items to participants' experiences and to the topic of research and finally the length of the questionnaire. After running these two stages to ensure the content validity, some items were reworded. Checking face and content validity happened prior to estimating the reliability.

6. Results

6.1. Reliability Indices

 In order to check the internal consistency of the questionnaire and the individual factors, a set of Cronbach alphas were estimated. This computation was based on the first administration of the questionnaire, to be elaborated in the following sections. In order to make a decision about an acceptable reliability, several studies were reviewed with various suggested acceptable benchmarks. In line with Dörnyei and Taguchi (2010), the current study chose measures above 0.60 as acceptable for the reliability index of the questionnaire. Cronbach alpha for the whole questionnaire was 0.743, well above the acceptable level, showing a high amount of consistency among the items of the

questionnaire. For the individual extracted factors, the Cronbach alphas ranged from .632 to .790 with the estimates of .781, .790, .753, .757, and .632 respectively.

6.2. Detecting the Factor Structure

To determine the factor structure of the questionnaire, EFA of the first set of data gathered through the administration of the draft version of the questionnaire was conducted. Before that, the suitability of data for factor analysis was checked using Kaiser–Meyer–Olkin (KMO) measure of sample adequacy and Bartlett's test of sphericity (Pallant, 2013). The KMO measure of sampling adequacy was .811 well above the minimum required level of .60 (Tabachnick & Fidell, 2001) and the Bartlett's test of sphericity was significant at p<.001.
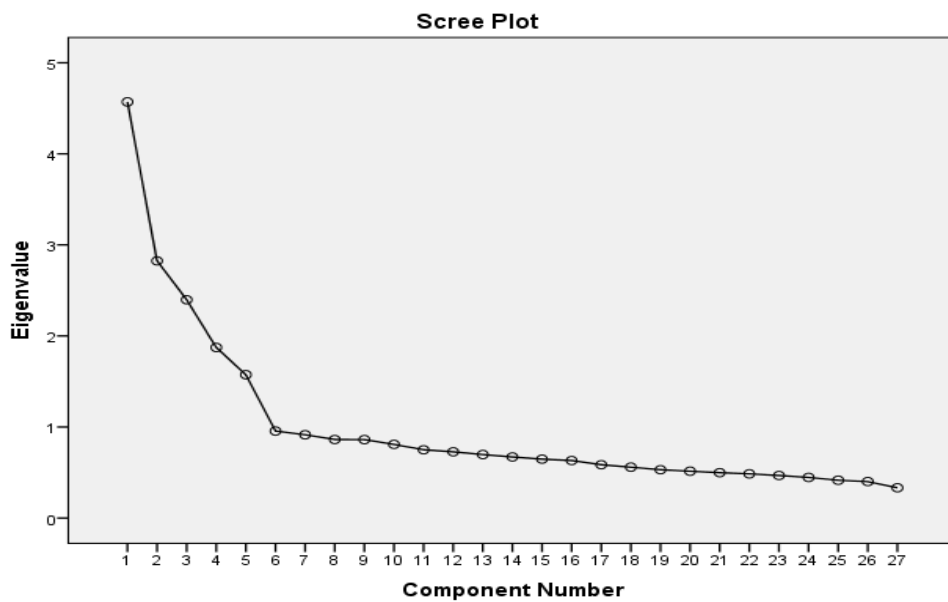

Figure 1. Scree Plot for the Last PCA Indicating 5 Factors

Several Principle component analyses (PCA) followed by Varimax rotation were run after the factorability of data was confirmed for factor analysis. The Kaiser–Meyer–Olkin (KMO) criterion based on which only the Eigen values of 1.0 and more are acceptable were chosen to determine the number of extracted factors. All variable communalities were greater than 0.3, so they were at acceptable level. For the current scale the Scree plot in Figure 1 shows that 5 factors above the Eigen value of 1 could be extracted based on the data, accounting for 49.034% of the total variance. The individual factors accounted for 10.38%, 10.30%, 10.16%, 9.18% and 9.00% of the total variance respectively. Therefore, the 5-factor solution was examined for the presence of any unacceptable items. Table 1 reports on the results of EFA based on PCA and the survived items. Four items (14, 19, 20, 17) were each cross-loaded on two factors. As for the cross-loaded items, it was decided that the items would be kept on the factors with higher loadings after consulting with domain experts. After checking the factor loadings, the items that were not loading high on any of the factors were eliminated from the questionnaire. Therefore, the researchers came up with 27 items tapping the five components of attitudes toward EIL in Iran. The items which survived EFA are represented in Table 1. The correlations among factors ranged from -.39 to .491 (Table 2).

Table 1. *Results of EFA Based on PCA*

Factor	Item	1	2	3	4	5
Cultural Realism	(27)	.726				
	(13)	.725				
	(12)	.723				
	(18)	.690				
	(14)	.619				.440
Linguistic Cultural Disposition(negative)	(6)		.792			
	(4)		.753			
	(5)		.733			
	(26)		.718			
	(23)		.666			
(Dis) ownership of English	(11)			.731		
	(9)			.697		
	(10)			.694		
	(21)			.645		
	(25)			.615		
	(29)			.588		
EIL Posture	(22)				.734	
	(32)				.702	
	(2)				.699	
	(19)				.616	.442
	(20)	.360			.604	
Localisation	(30)					.665
	(15)					.580
	(3)					.576
	(17)		.349			.564
	(16)					.554
	(31)					.485

Table 2. *Factor Correlations*

Factor	1	2	3	4	5
1	1				
2	-.123	1			
3	.192	-.149	1		
4	.491	-.198	.166	1	
5	.313	-.039	.261	.340	1

6.3. Confirmatory Factor Analysis and Testing the Hypothesized Model

After running EFA and labeling the five extracted factors, a CFA was done to check if the questionnaire data fit the hypothesized five factor model of Iranian EFL learners' attitudes towards EIL. The factors included *cultural realism, linguistic cultural disposition (negative), (dis)ownership of English, EIL posture* and *localization* (see Appendix A). So, the questionnaire was once more administered to other 409 language learners. At this stage, CFA was conducted, using Amos software version 22, on the confirmatory data set to validate the hypothetical model of the learners' attitude toward EIL. Based on the fitness indices the proposed model showed acceptable level of fitness. The factor loadings and the covariance among the five factors were all statistically significant at $\alpha=0.01$ (p $\leq$ 0.01). The researchers submitted the output of CFA to domain experts to confirm the outcome. Fit indices were calculated for the proposed model to assess its fitness. Table 3 represents the results of the indices.

Table 3. Goodness-of-fit Measures for the Tested Model

Index	Current level	Accepted level
χ^2/DF	1.51	<3
GFI	.920	>0.90
CFI	.932	>0.90
TLI	.924	>0.90
RMSEA	.035	<0.05

Note. χ2, chi-square; df, degree of freedom; GFI, Goodness of Fit Index; CFI, Comparative Fit Index; TLI, Tucker–Lewis Index; RMSEA, root mean square error of approximation.

Figure 2 shows the diagram of the CAF model of attitudes toward EIL in Iran. The strength of the relationship among the variables is shown via Path coefficients on the paths from each latent factor to other factor or observable variables.
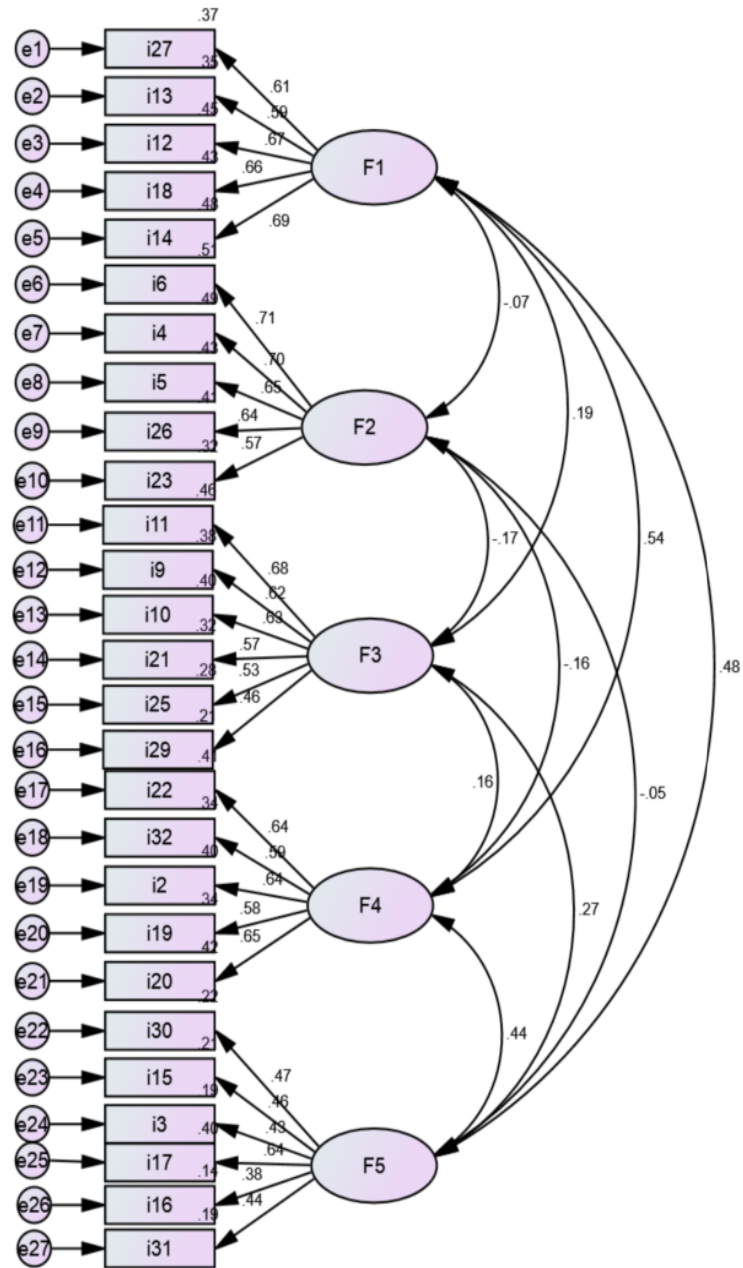
Figure 2. *Final Model*

Note. In the model, f1 to f5 are the detected factors

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7. Discussion and Conclusion

The current study described the development and validation of a new model and questionnaire to investigate the Iranian EFL learners' attitudes toward EIL. The results from EFA and CFA revealed a five factor model underlying the newly designed questionnaire: *cultural realism, linguistic cultural disposition (negative), (dis) ownership of English, EIL posture* and *Localization.* The questionnaire enjoyed a reasonable level of reliability and validity and the fitness of the model was confirmed through the absolute fit indices. So, the questionnaire and the model can be utilized for many pedagogical and research purposes.

Previous studies (Lai, 2008; Liou, 2010; Tanaka, 2010) on the learners' attitudes toward EIL, have reported the use of questionnaires as the instrument for the attitude measurement. Unlike the questionnaires in the aforementioned studies, the authors in the present research adhered to a standard validation process; therefore, they think that their instrument has an acceptable level of reliability and validity for measuring EFL learners' attitudes towards EIL.

The questionnaire developed in the current study as the first validated Likert-scale type instrument which investigates EFL learners' attitudes toward EIL can be especially useful for studies of language glocalisation in the field. Of course, Iran, as one of expanding circle countries, is not prototypical of all EIL contexts around the world and adaptations on the newly developed questionnaire can be made by researchers considering the specific contextual factors. The present questionnaire has gone some way towards enhancing teachers' understanding of the learners' awareness of EIL.

Despite the fact that the data gathered fit the proposed model, the model is not vaccinated for deficiencies. The current investigation was limited by the

issues of practicality. Therefore, the generalizability of findings is limited to the number of cities involved in the process of data collection in the study. Due to the dynamic open-ended process of validation, the authors call for cross-validation of the newly designed questionnaire with a wider range of EFL learners to establish its generalizability. Further, to enhance the power of the questionnaire for further use, it is recommended to test convergent and discriminant validity to compare the current questionnaire with other similar ones. It should be noted that no questionnaire is recommended to be used as the only data collection instrument and the obtained data should be triangulated with other techniques such as interviewing, and journal writing to remedy the shortcomings.

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Appendix A

Factors and Related Items

Factor		Related Items in the Questionnaire
1.Cultural Realism	(27)	Leaning English can enrich my cultural horizons by learning from different cultures.
	(13)	For having successful international communications you need to learn about other cultures.
	(12)	English enables communication between people from different cultures, but I don't identify it with any specific culture.
	(18)	English teaching materials should provide information about life and culture of various countries around the world.
	(14)	English materials should provide students with awareness of cultural differences in the various contexts.
2.Linguistic Cultural Disposition(Negative)	(6)	I think globalization of English language is the outcome of British or American imperialism.
	(4)	I think that learning English threatens my native language and culture.
	(5)	I think English language education should be limited because it results in western culture dominance.
	(26)	Growing interest in learning English is not a threat for our native language and culture.
	(23)	We should protect Iranian culture by not using English words in television or social networks.
3.(Dis)ownership of English	(11)	English belongs to anyone who attempts to speak the language.

	(9)	English belongs only to the UK/US.
	(10)	It is only native speakers' right to decide how English should be used.
	(21)	If English is used differently from British or American English, it must be wrong.
	(25)	I think only British and American norms are acceptable in using English.
	(29)	It is possible to have different kinds of Englishes like Indian, African and even Iranian varieties of English.
4.EIL Posture	(22)	English plays an important role for successful international affairs.
	(32)	English makes it possible to connect to the rest of the world.
	(2)	The presence of English in daily life is a consequence of increased internationalization.
	(19)	English is a valuable tool for communication among non-native speakers around the world.
	(20)	With English, I am able to be a citizen of the global world.
5.Localisation	(30)	English textbooks should include some aspects of Iranian culture and lifestyle.
	(15)	Iranian experts should choose English materials that conform to our culture and ideologies.
	(3)	We should not depend only on western oriented English textbooks.
	(17)	Learning English in Iran should help our culture known and our voice be heard in other parts of the world.
	(16)	Learning English should help promote Iranian culture and identity.
	(31)	Learning English should help to introduce Iranian culture to other countries.