Data Analysis of the Implications of Linguistic Hegemony on the Culture and Identity of Language Learners; Case Study of the Iranian Language Center (2005-2017)

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Abstract

The study of the cultural and identity status of societies affected by various phenomena and variables, including educational, cultural, artistic systems, etc., is one of the fundamental special works in the field of political sociology. By studying and researching cultural and identity changes in societies, the researcher seeks the reasons, contexts, effects and consequences of this with the aim of awareness and modeling. The present paper examines the data analysis foundation of the implications of linguistic hegemony on the culture and identity of language learners at the Iranian Language Center between 2005 and 2017. Accordingly, this research can be categorized based on the result and purpose of applied research, in terms of method in the category of descriptive research and in terms of data collection in the field of survey research. Based on the analysis of the collected data, the Iranian society can be called a marginal society in which English is still recognized as a foreign language and not a second language. The two mechanisms of educational knowledge and skills, and in particular the centrality of the English language and culture, are very prominent and effective among learners and even English teachers. It is in such circumstances that it is possible to form and expand the hegemony of the English language in Iranian society as a result of the current trend of the development of this language, which leads to a kind of dependence of our educational system on the central communities; And acknowledged in the absence of any linguistic sensitivity or realistic and logical language planning.

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Introduction

In Gramsci's definition, "hegemony" is created when the hegemonic actor is able to influence and direct the way of thinking and the ways of action and function of other societies. According to Gramsci, hegemony refers to intellectual and moral leadership that is exercised through a series of particular beliefs. These ideas are promoted by civic institutions such as educational and religious institutions. Thus, hegemony is distinct from domination, which means the direct application of repressive force by the mechanism of government (Na Boki: 1983, p. 543).

In this regard, the concept of "cultural hegemony" was first proposed by the Italian researcher and activist Antonio Gramsci (1975). This concept refers to domination or domination, resulting from ideological (cultural) and refers to the ability of a group of people to maintain power and influence the thoughts, expectations and behavior of other sections of society or societies. At the heart of this dominance is the normative direction of ideas, values, and beliefs that become the dominant worldview of a society. Gramsci combined this concept with Marx's (1848) theory that the dominant ideology in society reflected the beliefs and interests of the ruling class - with the consent of the ruling group and changed the meaning of domination to hegemony. Because, in his view, following this domination takes place in cultural hegemony by achieving the satisfaction of the masses and the observance of social norms in accordance with the worldview of the rul-

ing class. According to Gramsci, this domination is achieved by the spread of dominant ideologies through social institutions such as education, media, family, religion, politics and law (Eagleton, 1991). Gramsci interprets the use of the word hegemony as follows: Hegemony is usually to show the ways in which the ruling power secures its subjects' consensus on sovereignty. In this sense, Gramsci has defined hegemony as a kind of cultural leadership exercised by the ruling class. He contrasts hegemony with the exercise of power exercised by the legislature and the executive, or with the intervention of the police (Gramsci, 1975). With these interpretations, Gramsci emphasized cultural leadership instead of focusing on the analysis of capitalism and economic structures.

After Gramsci, Laclau and Mouffe (2001) developed the concept of hegemony using linguistic teachings. For Laclau and Mouffe, "identity" is the result of cultural and social articulation; Because according to these experts, it is articulation that calls one black and one white. On this basis, identity is not fixed and determined; Because it is the product of articulation and hegemony is the relative stabilization of meaning around a superior sign that is formulated in the process of hegemony (Ritzer, 2002). In various theoretical formulations, the concept of cultural hegemony has a central concept of the superiority of one ethnicity, group and over other ethnicities and groups, which occurs in different ways and in different dimensions. Lee (2012) in his book

Modern Education emphasizes that cultural hegemony has become more pronounced in globalization. In the process of globalization, the dominant cultures generally prevail over the marginal cultures, and under the umbrella of the dominant global culture, the indigenous cultures fade. This way of dominating Western culture over other cultures in various educational dimensions is a sign of global cultural hegemony.

In this regard, "language" can be considered one of the main foundations of culture and identity. Therefore, it can be acknowledged that the transfer of language from one country to another is a "transfer of culture". Accordingly, we see the blurring or blurring of the borders of countries in the phenomenon of "dominant language" or "common language" in the scope of "global man", which has its own dangers. Accordingly, in our country, we are witnessing the prevalence of English language teaching and numerous schools that transmit the Western lifestyle in new ways and imperceptibly; Are. It is natural that learners who learn these things while learning a language will not just learn the language; They will also be influenced by the educational content and atmosphere, which itself includes a concept called cultural invasion. Considering the targeting of culture and identity in the planning of hegemonic countries through teaching English in educational institutions, it becomes an objective example; In this regard, it is necessary to explain the consequences of this important from the perspective of soc ological theories, its relationship with English and education.

In various researches that have been done in this field, the dimensions of this superiority have been drawn in various manifestations. Undoubtedly, the English language can play a key role in this process and, accordingly, promote the English language culture and its education and development; This cannot be considered without intention and solely for the purpose of enjoying its benefits, including the use of scientific and specialized texts and references. In this regard, in a study that Zarei and Khalesi conducted in the field of studying the cultural structure governing international English textbooks in 2011. Using the content dimensions of language textbooks, components of entertainment, consumerism, indoctrination of Western values and norms such as girl-boy relationship and dating methods in this regard, keeping a pet and participating in a dance club; are the most important components of the Western culture model.

Mr. Ghasem Ghanbari Khaneghah has taught English in order to increase American influence and soft power to legitimize hegemonic power. Ms. Munir al-Sadat Hosseini has addressed the need to confront the hegemony of the English language in Islamic countries and believes that this is one of the most controversial issues in the world era, which considers this phenomenon inherently problematic. Also, Dr. Marzieh Aali, Dr. Marzieh Dehghani and Raheleh Hojaji Zavarei have studied the concept of cultural hegemony in educational research using educational books. In this research, researchers are trying to show

how cultural hegemony seeks to exclude and eliminate other competing discourses and dominate its own discourse. Messrs. Ferdows Agha Golzadeh and Hossein Davari deal with the cultural and identity changes of language learners in the age of globalization. In this context, Ms. Shima Ghahari examines the impact of English language on identity and cultural change by comparatively examining cultural intelligence and value isolation and the importance of English in terms of globalization. But what seems to have been neglected in these studies is the gradual study of identity and cultural changes from a sociological and psychological perspective; And it seems that this important issue is not being addressed among English language learners, which is associated with the spread of Western culture and identity and leads to the fading of indigenous culture and identity. Therefore, in line with these studies, this study seeks to answer the following questions, and since this research is an exploratory research, there is no hypothesis for it.

1- What are the consequences of cultural-linguistic hegemony on the culture and identity of language learners?

2- Are the changes in students' identities visible and tangible to them?

3- Have English language learners changed their identity and culture after learning English?

Research Methods

In the present study, based on the nature of the research, library methods have been used to explain the concept of cultural hegemony. In this way, by examining texts, it has been used to collect books, academic dissertations, scientific and research articles, journals and Internet sites. Then in the field method in order to find the research questions of this research; The researcher has tried to answer the research questions by using the standard questionnaire and distributing it among the statistical population.

Accordingly, the orientation of this basic research is the method of qualitative research and the philosophy of interpretive research and the strategy of this research is the data theory of the foundation. The method of data collection is interviewing semi-consequences of students' cultural hegemony. The statistical population in the qualitative section includes experts and academics in the field of subject matter research as well as elites in the field of political sociology; By targeted referral sampling or snowball sampling, the sampling volume was continued to sufficient or theoretical saturation and finally 15 people were interviewed. In the quantitative part of the research, the statistical population of this research consists of all English language learners of the Iranian Language Center. Of these, 277 people were selected by convenience sampling method.

In this section, categories that could be applied to data from in-depth interviews and analysis of related documents and articles were extracted. Then, according to the findings of the first part, the interviews were compiled at the beginning. In-depth interviews were conducted with English

language learners of the Iranian Language Center and experts and professors of political sociology. In this phase, a detailed review of the research literature was performed to output qualitative data for analysis and presentation of the initial model. The research interviews continued until the stage of reaching the saturation point, then using a qualitative approach to modeling the various aspects of the model of the impact and consequences of language hegemony on the culture and identity of learners; A case study of the Iranian Language Center including causal conditions, contextual conditions, intervening conditions, central category and its strategies and consequences were discussed. In order to explain the research model, the Strauss-Corbin paradigm model in the foundation data strategy in the next step has been used to determine the relationships between the model variables of the correlation research method. SPSS22 and Smart PLS software were used for quantitative analysis of research data and model fit.

Society and statistical sample

This study includes people who have studied English in the Iranian Language Center between 2005 and 2017. The age, education, goals and thoughts of these people are different, but they all have in common in learning English and its practicality. The number of these interns, based on the statistics obtained in the study period, includes 85,5674 people in different age and gender categories. Of these, 277 people were selected by convenience sampling method.

Research Findings

This research has been performed in order to analyze qualitative data in the following two ways:

A) Descriptive statistics:

In order to describe the findings, many tables and graphs will be used. Also, central indicators as well as dispersion indicators will be used to better describe the data.

B) Inferential statistics:

In this study, to examine the relationship between variables using SPSS and MAXQDA statistical software will be used to describe the relationship between variables and correlation and regression tests. At first, the main category and subcategories were identified in the table of causal conditions in order to study cultural and identity changes.

Table 1:
Causal conditions

Main category	Subcategory
Causal conditions	Changes in students' identities
	Attract young people to learn English
	Breaking the taboo on Western lifestyle culture and identity
	Changes in the identity and culture of language learners
	Impact on Iranian lifestyle
	Impact on beliefs and attitudes

In the following, because the main purpose of this study is to use the consequences of cultural-linguistic hegemony, the main phenomenon of presenting the model of using the consequences of cultural-linguistic hegemony in the field of political sociology is considered. Accordingly, the interviewees were asked to express their views on the concept of using the consequences of cultural and linguistic hegemony and the factors affecting it. In the open coding stage, eight subcategories were identified for the eight-axis phenomenon. Changes in students' identities; Attracting young people to learn English; Breaking taboos in Western lifestyle culture and identity; Changes in the identity and culture of language learners; Impact on Iranian lifestyle; Creating a cultural transformation; Globalization and the impact on beliefs and attitudes.

Table 2:

Axis phenomenon (use of the consequences of linguistic cultural hegemony in the field of culture and identity of learners)

Main category	Subcategory
Axial phenomenon (Using the consequences of linguistic cultural hegemony in the field of culture and identity of language learners)	Changes in students' identities
	Attract young people to learn English
	Breaking the taboo on Western lifestyle culture and identity
	Changes in the identity and culture of language learners
	Impact on Iranian lifestyle
	Creating a cultural transformation
	globalization
	Impact on beliefs and attitudes

Interviewees were then asked to outline the steps that need to be taken to implement the consequences of linguistic cultural hegemony for use in political sociology. In the open coding stage 5 five strategies include; The ability to evaluate and apply foreign knowledge, the spread of globalization of Western culture, the vulnerability of lifestyle and the emergence of cultural threats, have been identified and identified. In the English language educational content, Iranian-Islamic values and norms should also be considered and local language teaching models should be used. In this section, the consequences of cultural and linguistichegemony and the spread of modern culture were identified. Then the first step, meaning determining the weights of the identified strategies for determining the weights, was reviewed and the following steps were taken in order:

Step 1 - Determine the weights of key aspects, strategies and factors
Table 3:

Weights of the variables of the consequences of linguistic cultural hegemony, political sociology

Title	Abbreviation	Surface weight	Standard weight	Final weight
No threat of English spreading against other languages	A1	0.756	0.386	0.115
It is necessary to know English	A2	0.744	0.251	0.102
The direct relationship of language knowledge with development and progress	A3	0.725	0.255	0.099
Harmfulness of the spread of English on the identity and culture of society	A4	0.687	0.298	0.081
The nature of English language has more advantages over Persian language than conveying concepts	A5	0.639	0.261	0.074
Teaching English facilitates the acceptance and transmission of English language culture	A6	0.606	0.189	0.069
Teaching English facilitates the learning of English culture	A7	0.0579	0.146	0.087
The spread of English has been achieved with the support of English-speaking countries	A8	0.525	0.158	0.103
Teaching English is only an educational subject and is not effective in other matters	A9	0.511	0.123	0.071
Paying attention to English language teaching weakens and forgets native and local languages	A10	0.494	0.098	0.026
Given the current state of the world, we need to have access to a single English language	A11	0.481	0.069	0.055
The spread of English is the planning of Western governments	A12	0.496	0.055	0.036
English is merely a means of conveying concepts	A13	0.442	0.049	0.042
Bilingual teachers have a greater advantage than monolingual teachers	M1	0.593	0.463	0.162
English language graduates have an advantage over other people	M2	0.559	0.158	0.132
Teaching English in various fields in Iranian universities is a threat to the Persian language	M3	0.516	0.084	0.099
Iranian values and norms should also be included in the English language educational content	M4	0.487	0.126	0.092
The conversion of English into the main language in the country (like other countries) is effective in the development of Iran.	M5	0.452	0.092	0.082
There is little stress and tension with teaching English	M6	0.440	0.114	0.070
Learning English has a direct impact on	M7	0.416	0.158	0.061

establishing a more intimate relationship with Westerners. English language learners have more jobs.				
English language learners have more freedom of action	M8	0.394	0.115	0.058
After learning English, I gained a better understanding of the facts	M9	0.375	0.095	0.055
Consequences of linguistic cultural hegemony	M10	0.342	0.081	0.049
By learning English, I find English speakers more honest and franker	M11	0.327	0.136	0.045
English speakers being successful	M12	0.308	0.179	0.039
I prefer the English language lifestyle	M13	0.287	0.091	0.037
I like English language planning more in different aspects of life and daily affairs	V1	0.612	0.523	0.226
I like the diversity of opinions and thoughts and the peaceful life among English speakers	V2	0.592	0.282	0.202
By teaching English, my ability to adapt to a variety of cultures exposed to a new culture has increased	V3	0.573	0.244	0.187
Understanding Western beliefs and values is possible by learning English	V4	0.541	0.365	0.151
Teaching English has had a direct impact on increasing the tendency to watch Western movies, music and songs	V5	0.527	0.088	0.132
Teaching English in various fields in Iranian universities is a threat to the Persian language	V6	0.479	0.189	0.115
Learning English has had a direct impact on establishing a more intimate relationship with Westerners	V7	0.425	0.127	0.097
After learning English, I consider myself successful in migrating to Western countries	V8	0.377	0.097	0.083
I prefer the Western solution to development and progress by learning English	V9	0.343	0.089	0.076
Learning English has boosted my self-confidence	V10	0.318	0.135	0.052

Step 2 - Determine the importance of each plan by the method of extending the function of requirements

Since the development projects under consideration in the framework of the pattern of using the culture and identity of learners do not all have the same priority. And considering that for each purpose in the model, several development plans can be proposed, in order to determine the priority and weight of each development plan, the expansion of function requirements has been used. To compare HOWs and WHATs in the quality house, a linguistic scale has been used. These scales and the pattern of using learners' identity changes related to each of the scales are shown in (Table 4).

Table 4:

The process of using the culture and identity of language learners based on explaining the requirements

Pattern of using students' culture and identity based on explaining requirements	Linguistic scales	Symbol for each language scale
0,1,2	Very low	VL
2,3,4	Low	L
4,5,6	Medium	M
6,7,8	High	H
8,9,10	Very high	VH

In this study, in order to determine the importance of each of the goals (WHATs) and the relationship between goals and plans, the opinions of three managers explaining the requirements were collected and averaged from these views, which are defined as symbols for each of the views. And the average opinions of three groups of statistical sample people (1- political sociology elite 2- academic elite and 3- language learners) explain the requirements. These symbols have been used to determine the relationship between goals and plans and the importance of goals in the pattern table of language learners' culture and identity.

Step 3 - Select applicable development plans using the pattern of using the culture and identity of learners

You cannot rely on just one goal when choosing a development plan. In fact, the models that have so far investigated this issue using mathematical programming techniques have been techniques that pursue optimization based on several objectives. One of these techniques is ideal planning, which is the most appropriate way to use multiple goals simultaneously. Ideal planning has been proposed to solve problems that have multiple conflicting goals. Also, to apply research constraints, zero-ideal planning is a very

useful tool for finding the optimal answer. At this stage, all the computational data obtained to formulate the ideal zero-one model are combined to determine the development plans that should be considered in the performance improvement process of the organization. Due to the multiple objectives and limitations of this research, feasible development plans are selected using zero-one ideal planning. The goal of the ideal planning model is to select the projects with the lowest implementation cost, the highest ease of implementation and the highest relative importance (the final result of the quality house table). The ease with which each scheme can be implemented on a five-dimensional spectrum is determined from very high to very low. In order to use the objectives (dimensional values of the quality house matrix and ease of implementation of each project) in the model of the use of culture and identity of learners should be normalized. The results of the normalization of objectives and the actual amount of budget constraints are also shown. The formula for the ideal planning model used in this study is as follows, taken from the model proposed by Guerre and Leung in 2001 and Karsak et al. In 2002. The model is solved using WinQSB software, the results of which are shown in Table (10).

Table 5:
Real values (design score) and normalized (w and ease of implementation) related to each design

	1	2	3	4	5	6	7	8	9	10	11	12	13
Normalized weight	0.0275	0.1135	0.1118	0.0784	0.1314	0.0584	0.1383	0.075	0.077	0.0361	0.0466	0.0304	0.0769
Score points	6.5	7.5	25	11	21	10	9	4.6	4	4	7	10	4.2
Ease of implementation	0.068	0.09	0.022	0.045	0.09	0.068	0.045	0.113	0.09	0.113	0.113	0.0686	0.068

In order to explain the model of expanding the function of requirements, applicable projects are ranked and the results obtained by solving the models of using the culture and identity of language learners and expanding the function of requirements are shown in the table (below).

Table 6:
Results of the pattern of using the culture and identity of language learners

Development plans	Vulnerability to lifestyle and the emergence of cultural threats	English speakers being successful	Requirements of political sociology	Factors Consequences of Linguistic Cultural Hegemony
Rank	1	3	2	4
Pattern of using students' culture and identity	Accept (1)	Accept (1)	Accept (1)	Accept (1)

Based on the estimation of normalized weight, design score and ease of implementation in the step of selecting workable development plans using the model of using the culture and identity of learners for the four main factors of the research include the following. 1- Factors of consequences of cultural-linguistic hegemony, 2- Requirements of political sociology, 3- Success of English speakers and 4- Vulnerability of lifestyle and emergence of cultural threats as well as component of performance evaluation system. During the research, in order to evaluate the performance levels of each of the following four steps, it was examined.

Step 1: Form a model for using the culture and identity of language learners and develop plans,

Step 2: Determining the weights of aspects and strategies and key factors,

Step 3: Determine the importance of each project by the method of extending the function of requirements,

Step 4: The selection of workable development plans was demonstrated by the pattern of using the culture and identity of

language learners. In all the items studied (13 items for the first three views and 7 items for the fourth view) the only factors of the consequences of cultural-linguistic hegemony and the success of English speakers have normalized weight, design score and ease of implementation. And have gained first and second ranks.

The two requirements of political sociology and the vulnerability of lifestyle and the emergence of cultural threats, have a normalized weight, design scores and ease of implementation, and in order to formulate the main requirements, its components are less used.

Executive action plans based on the pattern of using students' culture and identity
In reviewing executive action plans based on the pattern of using students' culture and identity; We have reached a final selection of 13 (Q) or mandatory strategies from the initial component of 13 cultural-linguistic hegemonic implications, 13 political sociological requirements, 14 internal process, and 7 lifestyle vulnerability perspectives and the emergence of cultural threats. Based on the results of the model of using the culture and identity of language learners, which was based on the estimation of normalized weight, design score and ease of implementation.

Accordingly, it was shown that due to the high importance of the two factors of the consequences of linguistic cultural hegemony and the success of English speakers, a total of

9 cases (Q) or the final requirements of these two steps have been taken; And the other four requirements (Q) are taken from the two steps of political sociology requirements and lifestyle vulnerabilities and the emergence of cultural threats due to the level of normalized weight coefficients, design scores and ease of implementation.

For each of the executive action plans or the same (Qs) an agent and one of the related matters in itself that the most important requirements or the same executive action plans include the following.

1. Focus on not threatening the spread of English against other languages.
2- Focus on the necessity of knowing English.
3- Focusing on the harmfulness of English language development on the identity and culture of the society.
4- Focusing on teaching English in various fields in Iranian universities is a threat to the Persian language.
5- Focusing on bilingual teachers has more advantages than monolingual teachers.
6. Focus on political sociological information systems and support decisions.

Formulation of final requirements in the final stage
In order to formulate the final requirements in the final stage, it is necessary to first identify the key factors and explain the appropriate programs and executive actions, and this issue is discussed in the following section.

Table 7:
ormulation of final requirements based on the documentation model

	Key factors	**Related programs and executive actions**
Factors Conse-quences of Lin-guistic Cultural Hegemony	Changes in the language learners' identities are obvious and tangible to them	Q1, Q2, Q3, Q5, Q6, Q9, Q11
Requirements of political sociology	Features, coordinates and reasons for attracting young people to learn English	Q5, Q2, Q4, Q8, Q9, Q10, Q11, Q13
English speakers being successful	Breaking taboos in Western lifestyle culture and identity has an effect on encouraging language learners and promoting English	Q7, Q8, Q9, Q2, Q4, Q12

Depending on each step, a requirement or action plan for each step was presented or assigned. For example, the step of lifestyle vulnerability and the emergence of cultural threats has 5 requirements for development in the use of culture and identity of its learners.

Data encoding
Data coding matrix to determine the effectiveness of the most important factors influencing the consequences of language hegemony on students' culture and identity; A case study of the Iranian Language Center and a study of the culture and identity of the country's language learners.

In this stage, in order to examine the degree of agreement of the views of the respondents in relation to each component of the model of using the impact and consequences of linguistic hegemony on the culture and identity of learners; A case study of the Iranian Language Center, culture and identity of

the country's language learners, the ICC coefficient has been calculated for each of the model factors. Then, in order to calculate the weight of the model indicators, use the effect and consequences of language hegemony on the culture and identity of language learners; A case study of the Iranian Language Center, the culture and identity of the country's language learners, the weights of the main factors that were described between 1W to 4W were explained based on a survey of experts. These weights were determined to be 0.35, 0.4, 0.1 and 0.15, respectively. The results are shown in the table. Based on this index, the set of factors can be ranked in a preliminary way.

Modeling
First, multivariate normality is investigated using Mahalanobis distance and Mardia statistic (1971). Table 14 shows the output of this test after model modifications.

Table 8:

Multivariate normality based on Mahalanobis distance and Mardia distribution

Variable	The least	The most	Skewness	Critical limit	Multivariate elongation	Critical limit
Ali conditions	7	15	-0.177	-1.416	-0.427	-1.708
Axial phenomenon	4	12	-0.469	-3.754	-0.054	-0.214
Strategies	4	12	-0.172	-1.380	-0.511	-2.045
Underlying conditions	15	36	-0.242	-1.936	-0.565	-2.262
Interfering conditions	6	14	-0.144	-1.153	-0.438	-1.754
consequences	6	16	-0.410	-3.280	-0.518	-2.074
Amara Mardia	2.302	2.009				

According to the absolute value of the critical limit which is equal to 0.392 and this value is lower than the critical limit of 1.96, so the distribution of multivariate based on the statistics of men is confirmed with 99% confidence (p = 0.01). Then, a model for measuring and explaining the use of changes in students 'identities with the consequences of linguistic cultural hegemony and improving the supply of students' culture and identity at the international level, using path analysis has been done. Therefore, the hypothetical model to explain the improvement of the supply of culture and identity of language learners at the international level is presented in Figure 1.

Chi-Square=206.04, df=186, P-value=0.07768, RMSEA=0.039
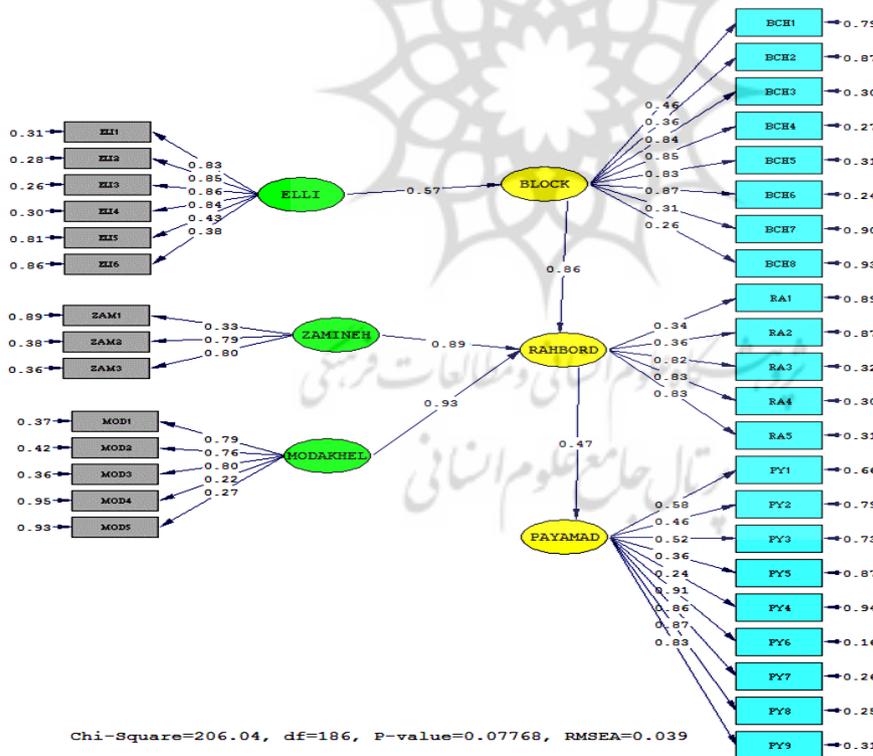
Figure 1- The hypothetical model explaining the use of the effect and consequences of language hegemony on the culture and identity of language learners; Case study of the Iranian Language Center

Before examining the results of model estimation, it is necessary to examine the fit of the hypothetical model and its indicators. Table 3 presents the fit indices of the relevant model. The reason for using the model fit program is that this program provides indicators that can be used to measure the overall fit of the model with the data. In fact, the overall fit of the model determines how well the model can explain the data. According to Thompson's proposal, fit indices including chi-square test (CMIN), adaptive fit index (CFI), softened fit index (NFI) and the root mean square approximation error (RMSEA) are the most important indicators in model fit. (Gamest and Garino, 2006).
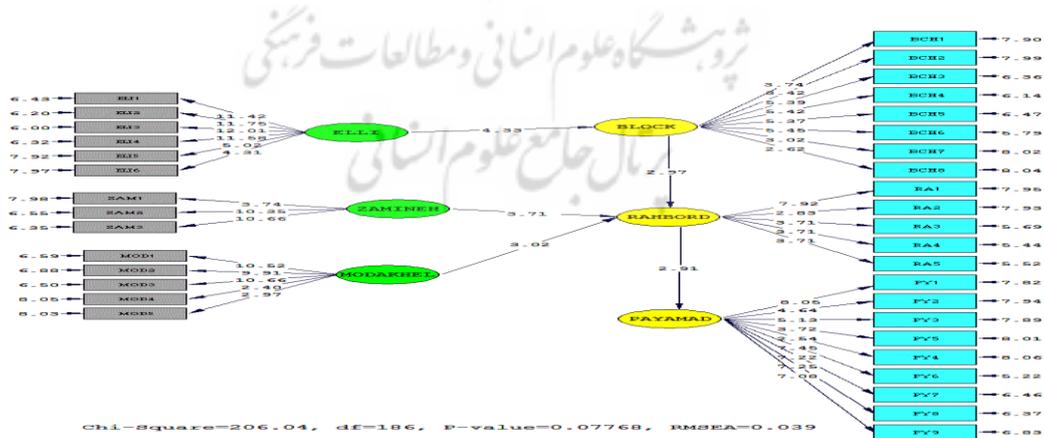
Table 9 :

Fits of the model Explaining the use of the effect and consequences of linguistic hegemony on the culture and identity of language learners; Case study of the Iranian Language Center

Indicator	Estimated model	Saturation model	Independent model	Acceptable amount	Result
NPAR	78	119	28	-	-
X2	218.89	0	1825.77	-	-
df	41	0	277	-	-
X2 / df	5.339	0	20,063	Less than 3	unacceptable
NFI2	0.880	1	0	Greater than 0.9	unacceptable
CFI3	0.897	1	0	Greater than 0.9	unacceptable
RMSEA	0.103	-	0.223	Less than 0.08	unacceptable

The chi-square of degree of freedom in the estimated model is 5.34, which is greater than 3 and is not acceptable (Klein, 2011). The value of RMSEA in the assumed model is equal to 1.103, which means unacceptable fit (1.103> 0.08). Also, NFI and CFI statistics should be higher than 0.9, where these numbers are 0.88 and 0.89, respectively, which are also unacceptable. Finally, these numbers indicate that the model in question did not fit well with the theoretical model. Accordingly, modifications were made to the model.

Figure 4-2- Modified model explaining the use of the impact and consequences of language hegemony on students' culture and identity; Case study of the Iranian Language Center

Figure 2 shows the corrections made to the model. These corrections are described in Table 4.

Table 10:

Fits of the modified model Explain the use of the effect and consequences of language hegemony on the culture and identity of learners; Case study of the Iranian Language Center

Indicator	Estimated model	Result
NPAR	78	-
X2	119.78	-
df	41	-
X2 / df	2,921	acceptable
NFI	0.934	acceptable
CFI	0.955	acceptable
RMSEA	0.071	acceptable

The chi-square of degrees of freedom in the modified model is 2.921. The value of RMSEA in the model explaining the use of the impact and consequences of language hegemony on the culture and identity of learners; The case study of the Iranian Language Center is equal to 0.07, which means an acceptable fit. Also, NFI and CFI statistics should be higher than 0.9. These numbers indicate that the modified model has a good fit. In the following, the model coefficients are analyzed and the hypotheses are concluded.

Table 11:

Multiple correlation squares to improve the presentation of students' culture and identity at the international level and the consequences of linguistic cultural hegemony

Source of change	Estimation	Low limit	High limit	The significance level
Consequences of linguistic cultural hegemony	** 0.364	0.288	0.413	0.008
Improving the supply of culture and identity of language learners internationally	* 0.159	0.087	0.203	0.023

Discussion and conclusion

The purpose of this study is to identify the constructs of the consequences of cultural-linguistic hegemony of language learners 'culture and identity using changes in students' identities. In this regard, first, by reviewing the spoken evidence of research and identifying concepts, the open coding process was discussed. Then, the components of the central coding paradigm, including causal conditions, main phenomenon, strategies, context, intervening conditions and consequences, are presented separately and based on their sub-categories, and finally, they are linked according to the selected coding.

Considering that the questions of the questionnaire were 52 items, based on the opinion of the research elite, 36 main components of these questions were selected as sub-components of the research.

Based on the normalized weight estimation, the design score and ease of implementation in the step of selecting applicable development plans by the pattern of language culture and identity of learners for the four main factors during the study to examine the

performance levels of each step has been examined. 1- Factors of the consequences of linguistic cultural hegemony. 2- Requirements of political sociology. 3. Success of English speakers. 4- Vulnerability of lifestyle and emergence of cultural threats as well as component of performance appraisal system.

In reviewing executive action plans based on the pattern of using students' culture and identity; We are required to make a final choice of 13 (Q) mandatory strategies (from the initial component (13 implications of cultural-linguistic hegemony, 13 implications for sociological sociology, 14 internal processes, and 7 perspectives on lifestyle vulnerabilities and cultural threats). Based on the results of the model of using the culture and identity of language learners, which was based on the estimation of normalized weight, design score and ease of implementation.

It was shown that due to the high importance of the two factors of the consequences of linguistic cultural hegemony and the success of English speakers, a total of 9 cases (Q) or the final requirements of these two steps have been taken; And the other four requirements (Q) are taken from the two steps of political sociology requirements and lifestyle vulnerabilities and the emergence of cultural threats due to the level of normalized weight coefficients, design scores and ease of implementation.

For each of the executive action plans or the same (Qs) an agent and a related matter in itself the most important requirements or the same executive action plans include:

1. Focus on not threatening the spread of English against other languages
2. Focus on the necessity of knowing English
3. Focusing on the harmfulness of English language development on the identity and culture of the society

4- Focusing on teaching English in various fields in Iranian universities is a threat to the Persian language
5- Focusing on bilingual teachers has more advantages than monolingual teachers
6. The focus was on political sociological information systems and decision support.

In the quantitative analysis dimension, it was found that examining the results of model estimation, examining the fit of the assumed model and its indicators is necessary.

The study showed that the value of RMSEA in the assumed model is equal to 1.103, which means unacceptable fit (1.103> 0.08). Also, NFI and CFI statistics should be higher than 0.9, where these numbers are 0.88 and 0.89, respectively, which are also unacceptable.

The study showed that the consequences of linguistic cultural hegemony had a direct effect on the culture and identity of language learners in the following aspects in Western lifestyle culture and identity on encouraging language learners and promoting English. 1- Tangible and understandable changes in students' identities. 2- Attracting young people to learn English. 3. The effect of breaking the taboo.

In the light of existing studies and perspectives, there is no doubt that the spread of English, and in particular in the form of English language teaching, has been associated with numerous effects and consequences. These works are more prominent in societies facing cultural, political, social and ideological differences. Undoubtedly, the Iranian society as a prominent example of a marginal society that is far from the central societies in terms of differences, so it cannot be safe from the harms and consequences of the spread of this language. But from another point of

view, the need for this language in its various parts is an issue that cannot be easily ignored. Therefore, in this study, considering these two important issues, namely the consequences of the development of English on the one hand; And considering the need for this language, on the other hand, based on a critical approach, practical solutions were presented with the aim of avoiding any passive confrontation, whether in the unequivocal rejection or approval of this language.

Damages caused by a strategic vacuum or a comprehensive program on how to deal with the English language; is one of the issues that ignoring it can lead to serious damage to our culture, language and national identity in the process of globalization and the consequent expansion of the English language.

Since English language teaching in Iranian society has the greatest impact on the development of this language, the proposed strategy also pays special attention to this issue. We believe that the damage caused by a strategic vacuum or a well-written and comprehensive plan on how to deal with the English language is one of the issues; Ignoring this can lead to serious damage to our culture, language and national identity in the process of globalization and the consequent expansion of the English language. Undoubtedly, any planning in this sector requires fostering a kind of linguistic awareness at different levels of society, in which the responsible institutions have a fundamental and delicate role; A role that, of course, without a clear plan, its importance to various sections of society is practically very difficult. Therefore, in this article, the authors, as much as possible, while proposing the issue and emphasizing its necessity, based on their findings and some emerging critical works, presented suggested solutions. That scientific

decision-making away from any biased view of any of the following will require comprehensive study and research. Preparation and compilation of textbooks; Choice of approach; Paying attention to learners' needs assessment; Teacher training; Educational planning in accordance with the internal needs and priorities and also in order to strengthen the linguistic and cultural awareness of learners.

It is important to note that the mere formulation of such a strategy in order to actively confront the linguistic and cultural implications of the English language cannot be effective on its own. To put it more clearly, the compilation and implementation of a subordinate document entitled Language Policy; It is an inevitable necessity to address the perspectives, goals and strategies regarding the protection and strengthening of Persian as a national and official language and ethnic and local languages as treasures of indigenous and local knowledge and culture. Undoubtedly, in any planning and strategy presentation about the English language, it will be necessary to pay attention to the other components of this document in order to be more coordinated.

The author believes that the passive confrontation of the responsible departments, especially the policy-making institutions in the education and culture sectors, and its step-by-step implementation in the education system, and paying attention to these suggestions as important and relatively neglected issues; Initial but fundamental steps in tackling the dominance of centered and undisputed focus on English language and culture will be the dominance of knowledge and educational skills. Achieving the important result that will reduce the linguistic and cultural damage of the phenomenon of globalization and strengthen national, cultural and

identity immunity, can be done by using the principles of the critical approach. An approach that, while attempting to present a true picture of the English language and emphasizing the linguistic and cultural consequences of its ill-considered expansion, emphasizes the importance and active and intelligent use of that language; To achieve this goal, it offers practical suggestions and solutions tailored to the needs and political, cultural and social atmosphere of societies.

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