Home Culture Attachment of Iranian English Language Students Studying at Universities and Institutes

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Abstract
The aim of the current study is to investigate if teaching English as a foreign language makes learners lose or decrease their home cultural values, or it helps them enrich their cultural values. This mixed-methods study was conducted in two different contexts, University and Language Institute in Gorgan, Iran. For this purpose, a questionnaire of Home Culture Attachment Scale was given to 50 English language university students and 50 language learners of the institute. Moreover, a semi-structured interview was conducted with 10 participants from each group. Data collected from the quantitative and qualitative stages were analyzed using multivariate analysis of variance and thematic analysis, respectively. The findings of the quantitative stage show significant differences between university students and learners of the institute in terms of religious, Western and Iranian attachment. In addition, six themes were identified in the qualitative section, including identity, definition of culture, Iranian attachment, religious attachment, Western attachment and artistic attachment. This study shows that those who deal with English is at risk of losing or decreasing their home cultural values, and teachers in particular need to be more aware of this crucial matter.

Keywords: Culture; English as a Foreign Language; Culture Detachment; Home Culture Attachment

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