

THE RELATIONSHIP BETWEEN HOME-CULTURE ATTACHMENT AND FL TEACHERS' SUCCESS IN HIGH SCHOOL

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ABSTRACT

The present study is an attempt to reveal if there is any significant difference between successful English and Arabic teachers' home culture attachment, and also to find out if the culture of the language they teach has any impact on their body language and eye contact. To achieve this goal, 30 English and 30 Arabic teachers participated in this research and their attitude towards the culture of the language they teach was evaluated via a paper version of Pishghadam and Kamyabi's (2009) questionnaire and the answers to the questionnaires were assessed through an independent sample t-test which is used to determine whether there is statistical evidence that the means of two independent groups are significantly different. The effect of the foreign culture on teachers' body language was evaluated by means of focus group interviews. The results revealed that, the teachers' attachment to foreign culture and their home culture is in the middle of the scale, and according to the t-test there is no significant difference between English teachers and Arabic teachers' home culture attachment. The results of the interview revealed that English teachers' body language and eye contact are more affected by the language they teach. The author discusses pedagogical implications and suggests recommendations for further research.

KEYWORDS: Culture, cultural attachment, success in language teaching

INTRODUCTION

Language can be defined as verbal, physical, biologically innate, and a basic form of communication. In the world today, the increasing growth in cultural relations between different nations made the population more interested in learning another language.

Teachers of a foreign language, in this study Arabic and English, are results of degrees of identity contrast that has been experienced while learning that new language. Not only the forms of a language carry the meaning but also its use of the cultural framework makes the proper notion.

Almost all scholars agree over this issue that language cannot be learned without learning the culture. Brown (1994) cited in Saluveer (2004) stated "A language is a part of culture and culture

is a part of a language. The two are elaborately interwoven so that one cannot separate the two without losing the significance of either language or culture” (p. 164).

Shahsavandi, Ghonsooly and Kamyabi (2010), have introduced two aspects of culture the first one is home culture, which is the culture of the learners and the second one, is the foreign culture or the culture of the influenced by the cultural context in order to learn communicating. In this study, the focus is on foreign cultural attachment and its effect on English and Arabic teachers’ success.

In addition to language, nonverbal communication or body language is an important part of how people communicate and there are differences from culture to culture. A number of gestures, which are commonly used in one culture, may have a different meaning or may be considered offensive to people from other cultures (Ikeda, Tidwell, n.d., Par. 2). Besides the questionnaire which is used in this study an interview was conducted to analyze the effect of foreign cultural attachment on the teachers’ body language and eye contact.

Knowledge of the social codes of other societies and other people is important if a foreign language student desires to communicate perfectly in the target language. By revising the level of students’ success and according to that evaluating FL teachers’ success, this study has shown to foreign language teachers why and how they can integrate the teaching of culture into their foreign language classes.

Moreover, this study is significant because the results of this research has confirmed the idea that the teachers who were successful are moved toward the foreign culture. Therefore, the researcher recommends that, in order to improve the level of success in learning a foreign language, providing teaching aids, like movies or story books in the foreign language, which create the required cultural environment would be fruitful.

REVIEW OF THE RELATED LITERATURE

In the world today, the increasing growth in cultural relations between different nations made the population more interested in learning the other languages. “On the one hand, since a language cannot be learned without considering the cultural context in which it is used, second language learners inescapably become the learners of the second culture (Hinkel, 1999), on the other hand, culture is part of themselves and created them as social beings” (p. 43) (cited in Hejazi, Ghonsooly, Pishghadam, 2015).

The Importance of Learning English and Arabic in Iran

At present, English is the most broadly spoken language in the world and it has the most learners. Iranian like other people need English to communicate with different parts of the world in scientific, politic or any other context.

In addition to English Arabic is the other language which is being taught in Iran, particularly in schools. Arabic is important in Iran from two aspects: first, Iranian people, as non-‘Arab

Muslims, desire to understand the Arabic Language for understanding the Holy Qur'an and the Holy Prophet's traditions and relevant information. Second, some non-Arabs, particularly the Iranians, need to learn the Arabic language for entering the political, social and public services of the region.

Language Learning and Cultural Attachment

It is suggested that the entities of culture and language have reciprocated impacts on each other (Pishghadam, Hashemi, & Bazri, 2013). In order to investigate this relationship many studies have been done and some of them which are related to the topic of this paper are presented here.

Sarani and Gangi (2014), ran a study with the aim of investigating if there was any relationship between EFL teachers' home-culture attachment and their teaching autonomy and they found that there is no significant relationship them.

In addition, Pishghadam and Sadeghi (2011) attempted to find the role of English in EFL teachers' home culture attachment. They found that social competence and social solidarity significantly influence EFL teachers' home-culture attachment. Also, they showed that the younger EFL teachers are less strongly attached to their home culture than the older EFL teachers.

Another study was done by Hejazi and Hosseini Fatemi (2015), and the focus was on EFL learners and home culture detachment. According to the obtained results they found that EFL students leaned more toward the English culture but there was no difference in students' gender in this home-culture detachment.

In the same vein, Pishghadam and Naji Meidani (2011), did a research to identify the difference between students of Arabic, English and French in their thinking and beliefs. They found that in the concept of culture, students in all three language majors have the same circumstances, the thing that affected students more was their own background culture.

Again Pishghadam and Hamed (2014), did a research with the aim of investigating the relationship between language and thought, and the results of the analyze showed that the teachers who were considered to be strongly attached to their home culture, are really detached and even have negative attitude about applying their home culture in their teaching techniques.

Although several studies were done over the home-culture attachment, still there is not enough research on the relation between teachers' success and their degree of home-culture attachment, which is the focus in this study.

RESEARCH QUESTIONS

Therefore, this research sought to answer the following questions:

1. Is there any significant difference between Arabic teachers and English teachers' home-culture attachment?

2. Does home-culture attachment play any role in body language and eye contact of Iranian FL teachers?

The related null hypotheses were formulated based on the above questions.

METHODOLOGY

Participants

The participants who were 60 FL teachers, 30 English and 30 Arabic teachers, were ranging from 30 to 50 years old with at least 5 years of experience including both men and women who are teaching at second level in state high school, district seven in Mashhad, a city in the Northeast of Iran. Their degrees also were ranging from B.A. to Ph.D. The reason behind choosing these participants, is that according to Lincoln and Guba (1985), the most useful strategy for the qualitative studies is maximum variety on sampling and various focus groups help get richer information. All participants were chosen by their own desire to take part in the study and the researcher did not offer any reward for participation in the study.

In addition to the questionnaire, a focus group interview was conducted and videotaped to find out the influence of the culture of the foreign languages these teachers teach on their body language and eye contact.

Instrument

Data was gathered from a questionnaire named home-culture attachment/dependency (Pishghadam & Kamyabi, 2009) including thirty-nine items concerning home culture attachment according to a Likert scale ranging from “Strongly agree” to “Strongly disagree”.

In addition to the questionnaire, an interview was run in order to observe the effect of foreign and home culture attachment on the body language and eye contact of the teachers, so to distinguish between Arabic and English teachers. As stated by Ikeda and Tidwell (n.d), Hand and arm gestures, touch, and eye contact (or its lack) are a few of the aspects of nonverbal communication that may vary significantly depending upon cultural background. The questions in the interview were designed by the researcher and approved by her advisor, besides Creswell (2007) and McNamara (2009) tips for conducting a proper interview were considered in the process of design. They suggested that, the interviewer must choose a setting with little distraction, the purpose of the interview must be explained and permission to record or take notes in the interview have to be asked. The approximate time for each interview was 20 minutes per participant. It must be kept in mind that in order to observe the effect of foreign culture attachment on the FL teachers, all the interviews were videotaped and the teachers' body language and eye contact were evaluated. It is stated by Jewitt (2012), that video is increasingly the data collection tool of choice for researchers interested in the multimodal character of social interaction. The use of video has also been expanded by increased access through the low cost of video cameras high quality video facilities on mobile phones, cheap webcams and easy to use computer applications for editing.

Procedure

Since the only way to define success in Ministry of Education in Iran is the students' passing percentage, the students' scores were obtained from their grade reports. According to the records, the successful teachers was detected and they were asked to voluntary participate in the study.

In the following, to find the difference between Arabic and English teachers' home culture attachment, a paper version of Pishghadam and Kamyabi's (2009) questionnaire was distributed among the teachers and they were asked to complete them with the time limit in their free time at home.

After collecting the data and analyzing by independent sample T- test, the results were defined thoroughly to find out if there is any significant difference between successful Arabic and English teachers' home-culture attachment.

Finally, the participants were interviewed in the focus groups and the interviews were videotaped, first to approve the collected data in the questionnaire and then to measure the amount of body language and eye contact to detect whether home-culture attachment plays any role in body language and eye contact of Iranian FL teachers.

RESULTS AND DISCUSSION

After conducting the mentioned steps, the following results for each group of teachers were revealed:

The Results of Analyzing the Answers to the Questionnaire

First of all, in order to check the hypothesis of the data being normal, Kolmogorov- Smirnov Test was conducted and the results of the test showed that since the level of significance in all variables is more than 0.05, the data is normal and can be used in answering the research questions.

Table 1: One-Sample Kolmogorov-Smirnov Test

Group	Teachers' attachment
N	30
Eng	Kolmogorov-Smirnov Z .577
	Asymp. Sig. (2-tailed) .893
N	30
Arab	Kolmogorov-Smirnov Z .744
	Asymp. Sig. (2-tailed) .638

By confirming that the data is normal, an Independent sample T- Test was conducted and the results are presented in the Tables bellow:

Table 2: Group Statistics

group	N	Mean	Std. Deviation
Teachers' attachment English	30	3.47	0.33
Arabic	30	3.53	0.25

Table 3: Independent Sample T-Test

	Levene's Test for Equality of Variances		t-test for Equality of Means				95% Confidence Interval of the Difference	
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Lower	Upper
Teachers' attachment Equal variances assumed	.663	.419	-.77	58	.444	-0.058	-.211	.093
Equal variances not assumed			-.767	52.5	.447	-0.058	-.212	.094

In this test, first the hypothesis of the variances being equal was evaluated by Leven's Test. Since the level of being significance for the equality of variances was 0.419 which is more than 0.05, it can be said that the variances are equal, which were shown in the first row of Table3 and were used for continuing the analysis.

According to the tables above, the mean of the teachers dependency to their home culture were 3.47 and 3.53 respectively for English and Arabic teachers and as it can be seen, there isn't any considerable difference between them. Also, statistic t in the test was -0.77 and the level of the test's significance was 0.444, which is more than 0.05. Therefore, with 95% confidence, it can be concluded that there is no significant difference between Arabic and English teachers' home culture attachment.

The Results of Analyzing the Videotaped Interviews

In order to confirm the results of the questionnaire and also to find out if teaching a foreign language has any impact on teachers' body language and eye contact, a focus group study was conducted. The questions which were asked in the interview are presented in appendix three and studied.

In answering the first question, teachers were asked to name the countries they would like to travel and say the reason, 50% of English teachers named European countries and they said that they would like to travel there because those countries are completely modern and technology is interesting. 37% of the English teachers said that they would like to travel to English speaking countries, so they can improve their accent and also they can get familiar with those countries culture. The other 13% of the English teachers mentioned different countries with different reasons which are not related to our study. About Arabic teachers, 62% of them said that they would like to travel to countries like Saudi Arabia or Iraq because of religious reasons. 34% of the Arabic teachers said that they would like to travel to countries with rich history in order to

improve their historical information. And the other 4% mentioned different countries with different reasons which are not useful for our study.

In answering the second question to name their favorite authors and the genre they prefer, just about 25% of both English and Arabic teachers mentioned Iranian authors. The other 75% of English teachers said that they prefer to read books with British or American author both in English or translated to Persian and most of them said that they prefer to read the books about contemporary life in other countries so they can keep up with the events in the world. About 30% of Arabic teachers said that they would prefer to read books about Islam history and just a few of them mentioned that they prefer to read these books in Arabic. The other Arabic teachers mentioned different books both in Arabic and translated to Persian and even some of them preferred to read books in English.

For the third question, the teachers were asked to talk about their favorite kind of music. Surprisingly about 50% of both Arabic and English teachers said that they prefer Iranian music specially the traditional one. The Other 50% of both group of teachers mentioned different styles and languages, but the most frequent language mentioned by English and also Arabic teachers was songs in English.

Finally, both groups of teachers were asked if they had extra time in class, what would they prefer to do?. About 73% of the English teachers said that if they had the opportunity, they would show a movie in class and discuss it with the students or they would discuss a story book with the students. The other 27% said that they would practice the lessons with the students. Almost all the Arabic teachers said that they would practice with the students or they would answer some tests.

In the video of the interview, it was observed that the English teachers could make eye contacts easily which considered to be the effect of English culture. Also, the way the teachers sat or how they used their hand was a bit much freer than usual gestures people have in Iran. This may also be the impact of English language they teach and English culture which they are in contact with via watching English movies or reading English books. Again their success may be due to their body language and eye contact which was affected by English culture.

The results of analyzing the video for Arabic teachers were somehow in contrast with the results of English teachers. There was no special feature in teachers' body language and eye contact other than what is normal in Iran. So it could be concluded that body Language in Arab culture didn't have any impact on Arabic teachers, maybe because our religious beliefs and also the geographic area that we live are almost the same and our culture are approximately close to each other.

CONCLUSION

This study was an attempt to investigate if there is any significant difference between successful Arabic and English teachers' home-culture attachment. To achieve this goal, first successful

students were detected and based on that, the successful teachers were found and participated in the study. By analyzing the results of the questionnaire, it was found that the teachers' attachment to their home culture was in the middle of the scale, it means that they are not totally attached to their home culture and at the same time not completely attached to the culture of the foreign language they teach. It can be concluded that these teachers not completely but to some extent tend to the culture of the language they teach and are getting far from their home culture. This fact could be considered as a reason which cause them to be successful teachers. According to this conclusion, it would be helpful to encourage the FL teachers to get more familiar with the culture of the language they teach and become more successful FL teachers. Consequently, it was found that the English language had more impact on the teachers' body language and eye contact but it wasn't the same for Arabic language. The researcher concluded that since our culture and Arabic culture are almost alike, this impact is less observable. For further studies, other factors which effect on teachers' success and consequently students' success could be studied.

As regards the limitations, the findings of this study could not be safely generalized to larger implementations as the number of subjects on which the results were obtained was small. With respect to the delimitations of the present study, the researcher selected high school teachers as she herself teaches in a high school and knows many teachers in the area. Also, as no other language but English and Arabic is taught here, the researcher considered the teachers of these two languages for her research study. Future research may consider teachers of other languages.

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Appendix I: Questionnaire for English Teachers

« بسمه تعالی »

جنسیت: زن مرد سن: مدرک تحصیلی: سنوات خدمت:

زبانهایی که به جز انگلیسی می دانید:

دانش زبان انگلیسی: عالی بسیار خوب خوب متوسط ضعیف بسیار ضعیف

پاسخ دهنده گرامی:

*هدف از پرسشنامه حاضر یافتن ارتباط میان فرهنگ و رشته تحصیلی می باشد. مسلماً پاسخها و اطلاعات مربوط به شما محرمانه نزد محقق باقی می ماند. قبلاً از همکاری صمیمانه شما سپاسگزارم.

E	D	C	B	A	کدام پاسخ به شکل بهتری بیانگر نظرات شما می باشد؟
کاملاً مخالفم	مخالفم	بی نظر	موافقم	کاملاً موافقم	
					1. خواندن کتاب های داستانی انگلیسی را به کتابهای داستانی فارسی ترجیح می دهم.
					2. در اوقات فراغتم به مطالعه در مورد زبان و فرهنگ انگلیسی می پردازم.
					3. فیلم های دوبله نشده انگلیسی را به فیلم های دوبله شده ترجیح می دهم.
					4. استفاده از اینترنت و ماهواره در یادگیری زبان انگلیسی برای من بسیار موثر بوده است.
					5. از وظایف اساتید زبان و ادبیات انگلیسی، احترام به زبان و فرهنگ مادری دانشجویان است.
					6. برای دانشجویان زبان های خارجی، آشنایی با زبان و فرهنگ و اعتقادات فارسی زبانان امری ضروری است.
					7. به آداب و رسوم سنتی ایرانی پای بندم.
					8. زبان و ادبیات انگلیسی را یاد می گیرم تا در آینده شغلی مناسب و متناسب با آن پیدا کنم.
					9. به نظر من نوروز یکی از بزرگترین مراسم سنتی - ملی در دنیا می باشد.
					10. نویسندگان ایرانی را بهتر از نویسندگان انگلیسی می شناسم.
					11. برای برقراری ارتباط در زبان انگلیسی آشنایی با سبک زندگی، اعتقادات و نگرش انگلیسی زبانان لازم نیست.
					12. بیشتر ترجیح می دهم فیلم های انگلیسی ببینم تا فیلم های ایرانی.
					13. از شنیدن لهجه های محلی ایرانی بیشتر از لهجه های محلی انگلیسی لذت می برم.
					14. به منظور آشنایی بیشتر دانشجویان انگلیسی با زبان فارسی، بهتر است ادبیات فارسی به صورت تطبیقی ارائه شود.
					15. آثار ادبی انگلیسی باید بدون سانسور و با حفظ محتوای فرهنگی عیناً به دانشجویان ارائه شود.
					16. از آرایه های ادبی زبان فارسی می توانم به خوبی استفاده کنم.
					17. به نظر من اکثر فیلم های انگلیسی پر محتوا تر از فیلم های ایرانی هستند.
					18. به نظر من تعداد واحد های آموزش زبان انگلیسی بایستی بیشتر از تعداد واحد های ادبیات انگلیسی باشد.
					19. در فرایند یادگیری زبان و ادبیات انگلیسی، زبان مادری و ارزش های آن می باید نادیده گرفته شود تا فراگیری بهتر صورت گیرد.
					20. افتخار می کنم تخت جمشید در ایران قرار دارد.
					21. فکر می کنم فراگیری فرهنگ انگلیسی برای غنای زبان و فرهنگ فارسی یک فرصت است.
					22. استفاده از فیلم های زبان اصلی سانسور نشده را در آموزش زبان انگلیسی ضروری می دانم.

1

کاملاً مخالفم	مخالفم	بی نظیر	موافقم	کاملاً موافقم	
					23. به نظر من زبان انگلیسی از زبان فارسی زیباتر و شیرین تر است.
					24. فکر می کنم فرهنگ انگلیسی غنی تر از فرهنگ ایرانی است.
					25. به نظر من، فیلم های ایرانی آموزنده تر از فیلم های انگلیسی هستند.
					26. ادبیات کهن فارسی را به ادبیات معاصر فارسی ترجیح می دهم.
					27. به نظر من گنجاندن ادبیات ملل دیگر در برنامه درسی گروه انگلیسی ضروری است.
					28. به نظر من با وارد شدن ادبیات سانسور نشده انگلیسی، زبان و فرهنگ فارسی به خطر می افتد.
					29. با فراگیری زبان و ادبیات انگلیسی فرهنگ، اعتقادات و ارزش های آن زبان بر زبان آموز تحمیل می شود.
					30. فکر می کنم زبان و ادبیات فارسی در مقابله با تهاجم فرهنگی در خطر است.
					31. به فردوسی، خیام، سعدی و... افتخار می کنم.
					32. آشنایی با فرهنگ های گوناگون در فرایند زبان آموزی امری ضروری است.
					33. به نظر من آموزش زبان جدا از آموزش فرهنگ است.
					34. برگزاری مهمانی های خانوادگی ایرانی را می پسندم.
					35. پذیرش معیار های فرهنگی - اجتماعی زبان و ادبیات انگلیسی در فرایند یادگیری زبان امری اجتناب ناپذیر است.
					36. به نظر من آموزش زبان نمی تواند امری کاملاً خنثی باشد و مسایل فرهنگی، اجتماعی و سیاسی زبان مقصد باید تدریس شود.
					37. زیارت اماکن متبرکه را موجب تسکین روح می دانم.
					38. فکر می کنم فراگیری فرهنگ انگلیسی برای زبان و فرهنگ فارسی یک تهدید به شمار می آید.
					39. در مکالمات روزمره از کلمات انگلیسی بسیار استفاده می کنم.

« بسمه تعالی »

جنسیت: زن مرد سن: مدرک تحصیلی: سنوات خدمت:
زبانهایی که به جز عربی می دانید:
دانش زبان عربی: عالی بسیارخوب خوب متوسط ضعیف بسیار ضعیف

پاسخ دهنده گرامی:

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E	D	C	B	A	کدام پاسخ به شکل بهتری بیانگر نظرات شما می باشد؟
کاملاً مخالفم	مخالفم	بی نظر	موافقم	کاملاً موافقم	
					1. خواندن کتاب های داستانی عربی را به کتابهای داستانی فارسی ترجیح می دهم.
					2. در اوقات فراغتم به مطالعه در مورد زبان و فرهنگ عربی می پردازم.
					3. فیلم های دوبله نشده عربی را به فیلم های دوبله شده ترجیح می دهم.
					4. استفاده از اینترنت و ماهواره در یادگیری زبان عربی برای من بسیار موثر بوده است.
					5. از وظایف اساتید زبان و ادبیات عربی ، احترام به زبان و فرهنگ مادری دانشجویان است.
					6. برای دانشجویان زبان های خارجی، آشنایی با زبان و فرهنگ و اعتقادات فارسی زبانان امری ضروری است.
					7. به آداب و رسوم سنتی ایرانی پای بندم.
					8. زبان و ادبیات عربی را یاد می گیرم تا در آینده شغلی مناسب و متناسب با آن پیدا کنم.
					9. به نظر من نوروز یکی از بزرگترین مراسم سنتی - ملی در دنیا می باشد.
					10. نویسندگان ایرانی را بهتر از نویسندگان عربی می شناسم.
					11. برای برقراری ارتباط در زبان عربی آشنایی با سبک زندگی، اعتقادات و نگرش عربی زبانان لازم نیست.
					12. بیشتر ترجیح می دهم فیلم های عربی بینم تا فیلم های ایرانی.
					13. از شنیدن لهجه های محلی ایرانی بیشتر از لهجه های محلی عربی لذت می برم.
					14. به منظور آشنایی بیشتر دانشجویان عربی با زبان فارسی، بهتر است ادبیات فارسی به صورت تطبیقی ارایه شود.
					15. آثار ادبی عربی باید بدون سانسور و با حفظ محتوای فرهنگی عیناً به دانشجویان ارایه شود.
					16. از آرایه های ادبی زبان فارسی می توانم به خوبی استفاده کنم.
					17. به نظر من اکثر فیلم های عربی پر محتوا تر از فیلم های ایرانی هستند.
					18. به نظر من تعداد واحد های آموزش زبان عربی بایستی بیشتر از تعداد واحد های ادبیات عربی باشد.
					19. در فرایند یادگیری زبان و ادبیات عربی ، زبان مادری و ارزش های آن می باید نادیده گرفته شود تا فراگیری بهتر صورت گیرد.
					20. افتخار می کنم تخت جمشید در ایران قرار دارد.
					21. فکر می کنم فراگیری فرهنگ عربی برای غنای زبان و فرهنگ فارسی یک فرصت است.
					22. استفاده از فیلم های زبان اصلی سانسور نشده را در آموزش زبان عربی ضروری می دانم.

کاملاً مخالفم	مخالفم	بی نظر	موافقم	کاملاً موافقم	
					23. به نظر من زبان عربی از زبان فارسی زیباتر و شیرین تر است.
					24. فکر می کنم فرهنگ عربی غنی تر از فرهنگ ایرانی است.
					25. به نظر من، فیلم های ایرانی آموزنده تر از فیلم های عربی هستند.
					26. ادبیات کهن فارسی را به ادبیات معاصر فارسی ترجیح می دهم.
					27. به نظر من گنجاندن ادبیات ملل دیگر در برنامه درسی گروه عربی ضروری است.
					28. به نظر من با وارد شدن ادبیات سانسور نشده عربی ، زبان و فرهنگ فارسی به خطر می افتد.
					29. با فراگیری زبان و ادبیات عربی فرهنگ، اعتقادات و ارزش های آن زبان بر زبان آموز تحمیل می شود.
					30. فکر می کنم زبان و ادبیات فارسی در مقابله با تهاجم فرهنگی در خطر است.
					31. به فردوسی، خیام، سعدی و... افتخار می کنم.
					32. آشنایی با فرهنگ های گوناگون در فرایند زبان آموزی امری ضروری است.
					33. به نظر من آموزش زبان جدا از آموزش فرهنگ است.
					34. برگزاری مهمانی های خانوادگی ایرانی را می پسندم.
					35. پذیرش معیار های فرهنگی- اجتماعی زبان و ادبیات عربی در فرایند یادگیری زبان امری اجتناب ناپذیر است.
					36. به نظر من آموزش زبان نمی تواند امری کاملاً خنثی باشد و مسایل فرهنگی، اجتماعی و سیاسی زبان مقصد باید تدریس شود.
					37. زیارت اماکن متبرکه را موجب تسکین روح می دانم.
					38. فکر می کنم فراگیری فرهنگ عربی برای زبان و فرهنگ فارسی یک تهدید به شمار می آید.
					39. در مکالمات روزمره از کلمات عربی بسیار استفاده می کنم.

Appendix3: Questions in the Interview

به نام ایزد دانا

جنسیت: زن مرد..... سن:..... سنوات خدمت: مدرک تحصیلی:

پاسخ دهنده گرامی:

هدف از مصاحبه حاضر یافتن ارتباط میان فرهنگ و رشته تحصیلی می باشد. مسلما پاسخها و اطلاعات مربوط به شما محرمانه نزد محقق باقی می ماند. قبلا از همکاری صمیمانه شما سپاسگزارم.

- 1 کشورهایی را که تمایل دارید به آنجا سفر کنید به ترتیب الویت نام ببرید. با ذکر دلیل
- 2 نویسندگان مورد علاقه ی خود را چند مورد به همراه ذکر آثار نام ببرید؟ کدام آثار را بیشتر می پسندید و چرا؟
- 3 نظرتان در مورد انواع موسیقی چیست ؟ سبک کدامیک را بیشتر می پسندید؟ چرا؟
- 4 چنانچه وقت اضافه در کلاس داشتید ترجیح می دهید چه مطالبی را به دانش آموزان ارائه دهید؟

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Appendix4: Group Statistics

