The Effects and Consequences of Language 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 and artistic systems, 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 is aware of the reasons, contexts, effects and consequences of this. The present study investigates the effects and consequences of language hegemony on the culture and identity of language learners in the Iranian Language Center between 2005 and 2017. Accordingly, this research is classified as a descriptive research based on the result and purpose of applied research, and in terms of method, and in terms of data collection in the field of survey research. According to the sample size, 277 questionnaires were prepared and provided to students of the Iranian Language Center to collect information. 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 knowledge and educational 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 has been associated with 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.

Keywords: Linguistic hegemony, Culture, Identity, English language

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Introduction

In the age of so-called communication and in the face of a phenomenon called "globalization", the fading of many indigenous and local concepts, values, beliefs and cultures is obvious. In such circumstances, it can be said that the conventional borders of the divisions of the country are not as important as they used to be. Conditions in which the concept of "cosmopolitan" can be used to describe it. In this situation, individuals, ethnicities and groups, their activities and perceptions are defined and explained on a global scale, and remembering "global culture" is not far from reality. According to some thinkers, this activity on a global scale requires understanding in understanding and communication; It requires a single and common language, and undoubtedly the expansion of the dominant language in the globalization discourse with various effects and consequences in cultural, educational, social, political and educational systems.

On the other hand, the need-to-know English for intercultural interactions is undeniable; Teaching and learning English should be accompanied by consideration of the values of one's own culture, which is possible through more attention to the national and cultural identity of language learners. Since in the process of learning English, a large part of cultural concepts and patterns are also consciously or unconsciously transmitted to learners, we should not neglect the impact of intercultural information transfer on learners' attitudes and identities. Giv-

en the current status of English as an international language; It is expected that the curricula developed and the teaching methods used will also be able to reflect the multiculturalism and emptiness of this language from the cultural values of English-speaking countries.

In the coordinates of the descriptive world atmosphere, it is undoubtedly one of the concerns of the claimants of the "hegemonic" powers, how they dominate the surrounding societies in comparison with the harsh methods used in the past; There are essential differences that require mastery of the thoughts, beliefs, values and the whole culture of the target societies in order to implement the colonial goals. In fact, the hegemonic countries were reformed by the former colonial methods, which were costly, and had political, social, and cultural consequences, which were achieved through the military presence and hard ware; They have sought to implement soft warfare methods and models in terms of low cost and lack of hatred in the minds of the target community. The colonial style of the past has long been associated with revenge and hatred for its use of the element of force and power, which has led to killing. The public opinion of the target communities has always felt a sense of hatred and disgust for the powers; And if the conditions were right, anti-arrogance and anti-colonial movements would be formed with the support of the majority of these societies and other liberating societies against these powers throughout history. Thus, dominating the

culture and identity of the surrounding societies can be a bridge to the afore-mentioned goal for these societies without discrediting them and tarnishing their seemingly democratic image. Thus, in recent years, the hegemonic states have established the best way to conquer the world public mind through soft warfare. Success in this way requires strategy design and the use of various tools including media, language and art; However, this has cultural, social and ideological conflicts. Therefore, facilitating the acceptance of existing conflicts that go back to the culture and identity of societies requires the selection of smart tools and methods. One of the obstacles in the previous methods, which made the hegemonic countries think of reforming the hard ways, is the class and individual consciousness of the surrounding societies in the age called communication; Which had serious limitations and restrictions in order to implement strict methods. Therefore, the planning of the countries claiming hegemony in order to achieve the aforementioned obstacle is the implementation of new and soft methods with the aim of convincing public opinion, which is accompanied by public opinion. Therefore, this kind of attitude can be considered as the course of central societies from "colonial" approaches to "postcolonial" approaches with the aim of maintaining their hegemonic position.

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. Hegemony is therefore distinct from domination, which means the direct exercise of the repressive force by the mechanism of government (Bokina, 1983, p. 543).

In this regard; The concept of "cultural hegemony" (Gramsci, 1975); Refers to ideological (cultural) domination or domination 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.

In the book Modern Education, he emphasizes that cultural hegemony has become more apparent 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 various researches that have been done in this field, the dimensions of this superiority have been drawn in various manifestations. Undoubtedly, English

can play a key role in this process; Accordingly, the promotion of English language culture and the teaching and development of this language cannot be considered without intention and solely for the purpose of enjoying its benefits, including the use of scientific and specialized texts and references.

On the other hand, the world today is made up of many different countries, each of which has a different culture and language due to its own history, and this diversity sometimes makes it difficult for human beings to live together; Because language is not only a tool for communication, but also expresses the worldview of people, their imagination and the method of knowledge transfer. (UNESCO message, 2000) In addition, the transfer of a concept from one culture to another always involves the challenge of changing from one system of thought to another. And these incomparable systems of thought can be a mutual source of misunderstanding, misunderstanding, and even contempt and disregard for individuals and relatives (Matsuura, 2000).

Undoubtedly, with the emergence of the phenomenon of "globalization" and its impact on all social, economic, cultural and moral dimensions, the need for communication between nations and individuals within each country, mutual understanding and tolerance of each other, is increasing day by day. Thus, encouraging people to learn languages that are part of their heritage or languages that enable communication on the inter-

national stage has continued since the beginning of a new era in the lives of people in most countries. Today, the acquisition of skills in one or more foreign languages by citizens of different countries is a prerequisite for full participation in the international community and taking advantage of its opportunities. This necessity is such that in Europe, for example, it is recommended that at least two foreign languages related to other European countries be learned by the young generation of this continent in order to enable greater understanding and communication between the people of these countries. (Eurydice, 2001) Today, with the development of industry and trade, as well as with the globalization of the economy and the development of information and communication technologies, and most importantly, with the development of science and knowledge in the "northern" countries; And the need to keep up with the world in this sense, the need to learn foreign languages has become increasingly justified. According to statistics, today about one billion people use English as their official or second language. (Noorani Khojasteh, 2000) Perhaps the most important reason for this attention to English is its widespread use on international networks such as the Internet. In terms of the number of web pages, English is 89% superior to other languages and 58% of Internet users are English-speaking (Noorani Khojasteh, 2000). Undoubtedly, the spread of English around the world and its transformation into a dominant language also

has its own dangers; One of these consequences will undoubtedly be the cultural dominance of English speakers over the rest of the world. At the same time, neglecting the consequences of teaching English on the culture and identity of language learners is a phenomenon that our country is facing.

In fact, "language" can be considered one of the main foundations of culture and identity. Thus, the transfer of language from one country to another is a "transfer of culture" to that country. It is also important to note that the borders of countries are diminished or blurred in the phenomenon of "dominant language" or "common language" in the scope of "universal man"; Which carries its own risks. The prevalence of English language teaching and many schools that are prepared in new ways and imperceptibly transmit the Western lifestyle. 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.

The reaction of some countries to this phenomenon is very interesting. In this regard, we see that in many countries, including China and France, there are restrictions on teaching English. Accordingly, the Chinese government in 2010 banned the use of English in China's visual and virtual media. The country explained its new policy by saying that the use of English and the mixing of English with Chinese is rapidly undermining the

originality of the Chinese language; And has strongly attacked the cultural and traditional values of the Chinese people. In the meantime, even "some European countries did not allow English to become their scientific language, such as France and Germany; A problem that has been neglected in Iran.

In Iran, from public and private schools to many domestic and foreign schools and institutions, English is taught regardless of its cultural and identity implications for students.

Based on the explanation of cultural-linguistic hegemony and its consequences on the culture and identity of language learners, and this article seeks to answer it; The consequences of hegemony in teaching English and its effect on the culture and identity of language learners, while using hegemonic theories, is cultural domination and with emphasis on the concept of language and their subconscious.

The need to address this issue shows its importance because in research conducted so far, the important issue of the relationship between the subconscious and the acceptance of culture and the effects on the identity of learners has not been considered or neglected. This research seeks to conduct interviews with elites by first designing questionnaire questions in this regard; That is, to examine the effect of English language on the subconscious of individuals and in the next place its completion by language learners who are the target population of this research are the language

learners of the Iranian Language Center. Also showing the seemingly humanitarian and in fact colonial goals of the domination systems under different covers; Including education and, for example, English language education that takes place in the target countries, including our own country; Recognizes the necessity and importance of addressing this issue. Another aspect of the importance of the issue goes back to the youth of our country. The young generation of the country reflects the culture and identity to the next generation; The gap between national and Iranian culture and identity can confront the new society of the country and the next generation with phenomena such as generation gap, anonymity, aimlessness and frustration and the flood of migration of young people and elites to English-speaking countries.

Theoretical foundations
Language and globalization
Globalization refers to the expansion of the functions, relationships, awareness, and global organization of social life. Almost all the nations of the world and the lives of billions of people around the world have been visibly transformed by globalization. The extent and importance of this effect can be seen by looking at the current widespread public ubiquitous protests against high-level WTO meetings such as the World Trade Organization and the International Monetary Fund. The importance of the cases discussed by these organizations and the level of protest against these organizations make it clear

that people all over the world feel strongly that they are facing very big cases.

The theory of globalization (Robinson, 2007) has also emerged as a result of a series of developments specific to social theory, in particular the reaction against a priori perspectives such as the theory of modernization. Among the well-known features of this theory is its western bias, its over-emphasis on developments in the Western world, and the idea that the rest of the world has no choice but to become more Western.

Globalization can be analyzed culturally, economically, politically as well as institutionally. The fundamental difference in each of these analyzes is whether the analyst sees more homogeneity or heterogeneity. At both ends of the continuum, the globalization of culture can be seen as the transnational expansion of common principles and practices (homogeneity); Or as a process in which many global and local resources interact to form a kind of mixture that leads to a variety of cultural combinations (heterogeneity).

The process of homogeneity is often interpreted as cultural imperialism, which means the influence of a particular culture on the various types of other cultures. Cultural imperialism has many different forms, including those that emphasize the role of American, Western, or focal culture (Dogratsia, 2005).

Areas of globalization
According to the theoretical study of works, globalization is considered im-

portant and fundamental in three areas of social life, and according to David Held, these areas are as follows:

A) Economic areas; Special systems of production, exchange and consumption of goods and services are tangible and can be provided.

B) the field of politics and government; Social systems, the concentration and exercise of power, as well as the institutionalization of these actions in the form of political authority and diplomacy that lead to the establishment of control over the population and the land.

C) Cultural field: special social systems produce exchanges and institutions that express facts, feelings, concepts, priorities, tastes and values.

Iranian society has undergone significant changes in recent decades due to being in the context of social and international conditions and extensive communication and interaction with other societies (Rezaei et al., 2006).

This is important because our society and system is based on ideals and values and consequently ethics. In the face of globalization, or in other words, globalization, ethnic and tribal religions, values, religions and rituals are confronted with global patterns, beliefs, values and beliefs.

Ideas of globalization

In general, it can be said that the theoretical literature on the sociology of globalization has a significant emphasis on the following ideas:

1- Globalization coincides with the process of modernization.

2. Globalization is characterized by the intensification of global interdependence in various economic, political, social and cultural fields.

3- Globalization has destroyed the boundaries of space and time.

4. Globalization is a paradoxical, complex and multidisciplinary process.

5- Globalization is known as a historical social certainty due to its vastness and extent.

6- Globalization, like other social developments, has costs and benefits. In other words, it has both positive and negative consequences.

7- The impact of the globalization process on micro, medium and macro scales can be examined and analyzed.

8- There is self-awareness, risk and trust in the context of globalization. (Ghaffari and Ebrahimi, 2005, p. 267)

Language and hegemony

The word hegemony comes from the Greek root Hegemonia meaning "leadership" and refers to the type of Athenian relations with other peoples of the Greek city-state who had united against the Persian Empire. According to the original meaning of hegemony, the Athenians organized and directed their own voluntary joint efforts with those of others without exercising permanent political power over them. Thus the existence of "relations" between a set of states, the absence of "coercion" and the existence of a degree of "collective order and organization" lies in the concept of hegemony (Jamshidi, 2017, p. 790).

But after entering the literature of international relations, hegemony has gained a heavier meaning and the followers of different theoretical approaches have looked at it from different perspectives and opinions and have offered their own interpretation. Therefore, when discussing the concept of hegemony, it is necessary to pay attention to its different meanings and interpretations and to clearly define what interpretation of hegemony is presented from the point of view of which theoretical approach. "William Robinson", who considers himself one of the newcomers; Believes that by studying the literature on international relations and international political economy, four definitions of hegemony can be categorized and stated:

First, "hegemony as domination," meaning active domination used in the context of Soviet domination of Eastern Europe and American rule over world capitalism during the Cold War; Second, hegemony as the "state hegemony" used in most approaches to international relations and world system theory. According to this definition, in anti-capitalist eras, the governments of the Netherlands, Britain and then the United States had hegemony. The third meaning of hegemony refers to "consensus-based domination or ideological hegemony." This meaning is adapted from Gramsci's definition of hegemony and means domination based on satisfaction and intellectual and cultural leadership. Hegemony in the fourth definition refers

to "the exercise of leadership through historical blocks in a social formation." Accordingly, the United States gained hegemony after World War II under the leadership of its capitalist class due to the creation of the social structure of Ford-Keynesian production (Haji Yousefi, 2007, p. 95).

Examining Robinson's four definitions, it is easy to see that only the third definition, the same definition derived from Gramsci's views, is consistent with the discussion of culture. Because hegemony should be considered as the cultural, intellectual and ideological leadership of societies. We will then be able to hypothesize that the culture component is the source of the work in order to expand the hegemony of an actor in the international environment, especially in order to satisfy other actors who are required to achieve hegemony with a grammatical interpretation (Griffiths & Athar, 2008, p. 139).

Cultural hegemony

Cultural hegemony is a concept first proposed by 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 in the thoughts, expectations and other sections of society or societies. Central to this dominance is in directing the norms, values, and beliefs that become the dominant worldview of a society. Gramsci based this concept on the theory of Marx (1848) that the dominant

ideology in society reflects the beliefs and interests of the ruling class. 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 ruling class. According to Gramsci, this domination takes place with the spread of dominant ideologies through social institutions such as education, media, family, religion, and politics and law. Eagleton (1991) interprets Gramsci's intent from the use of the word hegemony as "hegemony usually indicates the ways in which the ruling power secures its subsequent 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).

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 the other white.

Accordingly, identity is not fixed; 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. Apple (1942) in his educational studies establishes a close relationship between the concept of cultural hegemony and the hidden curriculum and argues that attention to the concept of cultural hegemony in the hidden curriculum is one of the vital dimensions in the socialization of students. Because a hidden curriculum can illuminate the position of dominant and defeated cultures and give people an idea of their identity. 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.

Linguistic hegemony

According to Eos (2004, p. 15) with the formation of the purely English movement in the United States and the increasing use of English by elites around the world and the failure of the equation of any nation-state of one language; The global expansion of the English language and the development of liberal approaches and, above all, Crystal (1997)'s particular view of the English language, led to the study of why and how did the effects and consequences of this phenomenon find a colorful place in various studies, especially critical studies.

Eos (2004, p. 164) points out that the issue of language had not previously reached such a global scale; Crystal (1997) argues that since the 1950s, English has been found to be a universal language, indicating its pervasive presence as a language of power and interest. But what has been overlooked from Crystal's point of view is that the role of English in the growing distance between the rich world, that is, those who are often fluent in English and have access to learning resources, has become more prominent with the poor world; And that is why Gramsci's view in such a vacuum becomes quite relevant. According to Eos, it is clear from Gramsci's writings that the connection between the subject of language and political issues such as democracy, growing inequalities, and neoliberalism is inevitable. Given the attitude that in the last two decades, especially in the thoughts of thinkers and applied linguists belonging to the critical current, the concept of English hegemony has become prominent with the same title or other similar titles. It is clear why Eos (2009: p. 662) emphasizes that the hegemonic view is in the process of achieving a mechanism to stand up to the arguments of the proponents of global English expansion.

Although the term hegemony refers to the emerging place of the English language on the world stage in works of a liberal approach such as Grewell (1997 and 2006) or Coleman (2013); And it is understood from the concept of the increasing expansion and undisputed tri-umphant victory of this language in competition with other languages; And according to Damont Heinrich (2012) in Crystal (1997) without naming it, its characteristics are manifested objectively. But basically, this concept has a special root and place in the works of critical approach.

In introducing the hegemony of the English language, Cachro Nelson (2006: p. 337) explicitly refers to the approach and ideas of Phillipson, Penny Cook, and other such critical writers. From their point of view, English has had an adverse effect on other languages and has marginalized them by changing the form and function of these languages; And with the least possible challenge, present the cultural, social and political attitudes of English-speaking communities to others, and others will welcome it. Sergeant (2012: p. 24) also considers the hegemony of English as a condition in which English is superior to other languages, both ideologically and practically, and is associated with political, social and cultural consequences. These include inequality of communication between indigenous and non-indigenous speakers, social and economic inequality between societies, threats against linguistic diversity and strengthening cultural homogeneity.

Language and the subconscious in Lacan thought

Among poststructuralists, Lacan's theories of "language and the unconscious" are significant. He considers himself a

student of Freud and criticizes some of his theories about language.

Lacan introduced psychoanalysis using the structuralism conception of subject formation in language and Freud's view of the formation of the ego during the child's development. In fact, his view of man was more interdisciplinary than merely psychoanalytic. Unlike Freud, who explained the concept of the unconscious on the basis of biological concepts, Lacan viewed the concept of the unconscious through the lens of linguistic concepts. In linguistics, a concept is introduced as a "sign". This concept consists of two other concepts, namely signifier and signified. The sign is the linguistic form of the sign and the meaning includes the content picked up by the listener. For example, in the phrase "Ali went out with a frown", "frown" can be called a sign and means sadness, regret, anger and any feeling that is associated with frown for the listener / reader.

But it is fair that our perception of the signifier be causal, given our awareness of all behavioral traits.

Using the concept of signs, Lacan addressed the concept of the unconscious as well as the process of mental development. Lacan viewed the subconscious as a linguistic structure that marked the ego.

In other words, he considered the creation of the ego possible despite language. Lacan's view of the concept of ego was that if there is no language, there is no ego.

According to Lacan, this is formed by learning the language of the ego. But what he wants is the effect of language on the formation of personality, regardless of one's innate talent. In fact, by learning the language, a personality is automatically formed on the person, which is determined by the relevant culture.

According to Lacan, there is no subject separate from language. Unlike Descartes, who considered his existence to be contemplative, Lacan said, "I think where I am not, so I am where I do not think." In fact, here they mean being of its inherent nature. Each person has a set of innate characteristics and talents. With this explanation, we must look at each of the two in terms of thought. In Descartes' view, thought and its criteria are inherent, but Lacan considers it in the context of culture. In fact, for Lacan, thinking outside the cultural context is something that requires awareness and psychological growth.

So, if a person starts thinking in a cultural context and according to cultural criteria, in fact, he has caused the objective emergence of culture and has not been able to show his innate talent.

In other words, the person in the role of an agent considers the rules and norms as correct, and if he feels ashamed, it is based on these values and not outside of them. This is because we act on our thoughts. Whether we are aware of these ideas or not. This is the process of becoming cultural.

According to Lacan, apart from language, there is no human subject. This point is of philosophical importance, because it means that man as a subject does not exist independently of his relationship with other subjects, because language is inseparable from the relationship with others. Even the formation of the "soul" is a social construct. According to Lacan, man becomes a subject when he learns to say "I", which is a word that is learned in a common language and through relationships with others (Matthews, 1999, pp. 204-205).

Research background and records
Teaching English and hegemony

Article: "Teaching English and American domination" written in 2015 by Mr. Ghasem Ghanbari Khaneghah; Deals with the process of teaching English in order to increase the influence and increase the soft power of the United States to legitimize the power of hegemony. In this article, the author believes that teaching English in order to increase the influence and increase the soft power of America has a more lasting effect than watching movies and using the Internet and remains in the minds of language learners.

The book "Soft Power in Today's World, Calculating Influence and Impacts" commissioned by the British Council, edited by the University of Edinburgh and translated in the winter of 2018 by the Scientific-Cultural Commission of the Strategic Council on Foreign Relations of Iran; It deals explicitly with the issue of soft power, meaning the UK's

ability to attract and persuade others, conceptually and empirically, rather than by force. The authors of this book believe that in order to legitimize hard measures, it is necessary to apply some measures in soft fields such as public diplomacy, culture and education, and to use the services of some institutions such as the British Council to become hegemonic.

Linguistic Imperialism

An article entitled: Linguistic imperialism or the language of imperialism is the need to face the hegemony of the English language in Islamic countries and written by Monir Sadat Hosseini in 2016. The author believes that this is one of the most controversial issues in the world era, which considers this phenomenon inherently problematic.

The next research conducted in 2013 at the University of Tabriz by H. Falahat entitled; "Hollywood's Anti-Islamic Soft war Project, Linguistic Imperialism and the Roles of Iran's Language Academies and Institutions in Resisting It" deals with the impact of language imperialism and the role of language academies in Iran and their impact on the acceptance of the anti-Islamic Hollywood project. The researcher in this study believes that English language schools and institutions are effective in believing and accepting Hollywood goals and projects.

Cultural hegemony and English language

Article entitled: "Comparative Analysis of Cultural Hegemony in the Hidden

Curriculum of International English Language Teaching Textbooks" which was compiled in 2016 by Marzieh Aali, Marzieh Dehghani and Raheleh Haji Zavarei; Deals with the concept of cultural hegemony by using educational books. This research seeks to show how cultural hegemony seeks to exclude and eliminate other competing discourses and to dominate its own discourse.

Globalization and expansion of English language

In the next article entitled: "Globalization and the spread of the English language" written in 2014 by Messrs. Ferdows Agha Golzadeh and Hossein Davari, deals with the cultural and identity changes of language learners in the era of globalization. The effect of language hegemony on language, cultural, social, political and educational systems is considered in this article.

Identity and cultural consequences and English language teaching

The next study in 2019 by Majid Amiri at Ilam University in English with the subject: "Understanding Language Learners' Identity in the Iranian EFL Context: A Mixed Method Approach" identifies the identity of language learners in the field of EFL. In this research, the researcher seeks the effect of contextual factors in learning English and its effect on learners' perception and identity. Research has also been conducted in China and France on the subject of language hegemony and its objectives.

The next study, written in 2015 at Al-Zahra University in English by Rezvan Shariati, entitled: "A Study on Linguistic Imperialism from the Perspective of Iranian EFL Learners and TEFL Professionals"; has dealt with the spread of English, which leads to injustice and negative consequences for the cultures and languages of marginalized countries.

In the next study conducted in 2014 by Shima Ghahari on the subject: "The effect of English language on identity and cultural change: a comparative study of cultural intelligence and value isolation"; Addresses the importance of English in terms of globalization. The author believes that one of the social consequences of globalization is the importance of English as an international language. According to the theory of linguistic relativity, learning English spreads a large part of Anglo-American culture around the world; This in itself has positive dimensions such as increased awakening and cultural intelligence and negative consequences such as alienation of learners.

A study by Zarei and Khalesi on the study of the cultural structure of international English textbooks in 2011; The content dimensions of language textbooks, including pictures and texts, have been examined; The components of entertainment, consumerism, indoctrination of Western values and norms such as girl-boy relationship and ways of making friends in this relationship, keeping a pet, participating in a dance club are

among the most important components of the Western culture pattern.

Research Methods

This research is in order to assess the effects and consequences of language hegemony on the culture and identity of language learners. In the present research, based on the nature of the research and in order to explain the existing concepts such as cultural hegemony, culture, identity and the unconscious in the opinion of experts; Documentary and library study methods were used. Since this research is a type of developmental and applied research, it is not a hypothesis. The target population of the study is the graduates of the Iranian Language Center who were randomly questioned (through a questionnaire). In fact, by measuring some cultural and identity indicators such as self-confidence, independence, dependence, national pride, lifestyle, etc., questions were designed to ask students. The answers of the respondents to the questions after the analysis will be the basis of this research. The questionnaire will be used with a 5-point Likert scale (1- Strongly disagree 5- Strongly agree). The research method in this research is descriptive-survey and the method of collecting interview information is semi-structured.

The statistical population has been among the experts and scholars in order to obtain a questionnaire and index the categories. Professors and experts in the field of sociology and language teaching, after presenting the points of view and outlining the axes of the research subject, have

played a pivotal role in finalizing the axes of the questionnaire; Finally, this questionnaire was completed randomly by distributing it among some students of the Iranian Language Center.

In this study, in order to determine the importance of each of the objectives (WHATs) and the relationship between objectives and plans, the opinions of three managers explaining the requirements were collected. And the average of these comments is taken, and symbols are defined for each of the comments. Table (7) shows the symbols and the average opinions of three groups of statistical sample people explaining the requirements; (1- Political sociology elites 2- Academic elites and 3- Language learners). 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.

Sampling method was also available among individuals and purposefully. Quantitative analysis of research data has been done using software (Smart PLS) and (SPSS) and partial analysis of data has been done using MAXQDA software.

Table 1: *Research stages*

1	Steps of conducting research
2	Research method - descriptive survey
3	Time horizon of research implementation - single section - 2005 - 2017
4	Data collection method - semi-structured interview
5	Statistical Society - Experts and Academics - Political Sociology Experts (258 people selected)
6	Sampling method - available and targeted - (132 people selected)
7	Quantitative analysis of research data - using software (Smart PLS) and (SPSS)
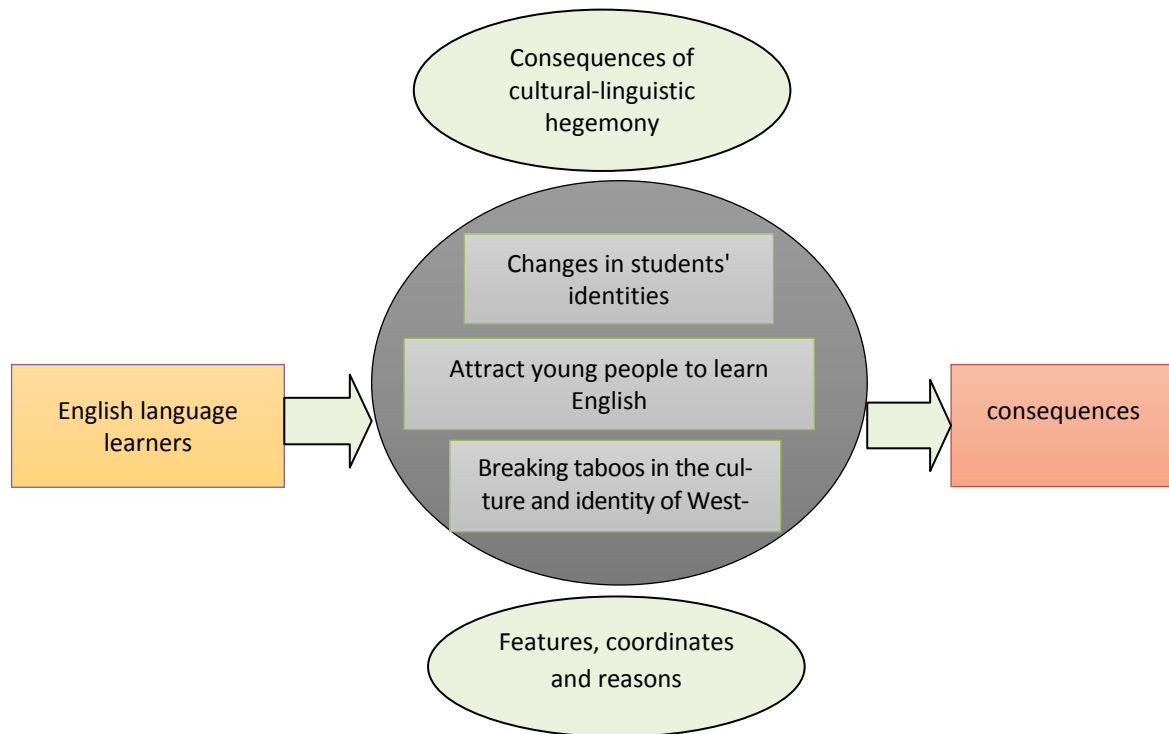
Fig 1: *Conceptual model of research*

Research Findings

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 process of open coding has been addressed. 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. Initially, in open coding, the data is broken down into separate sections; In order to obtain similarities and differences, careful study and questions about the phenomena that the

data indicate are raised. Open coding is a part of analysis that specifically names (conceptualizes) and categorizes phenomena by carefully examining the data. Therefore, it can be said that in open coding, two main actions are performed, which are: conceptualization and categorization. The concepts and sub-categories of this research are listed in Table (1).

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

Selective coding is the process of integrating and improving categories. This process connects the categories by writing the narrative path. According to the figure, the model of using the effect and consequences of linguistic hegemony on

the culture and identity of language learners can be interpreted as follows; The culture and identity of learners in order to survive and maintain the power of competitiveness, increase effectiveness and make better decisions and ultimately excel in a situation where technology is changing rapidly; And most importantly, because of the strategic importance of this industry and its role in the energy and production sector and the need of every country and society in this field, they need to be prepared for the future. Preparedness in the form of the presence and use of the consequences of linguistic cultural hegemony.

Table 2*: Causal conditions*

Subcategory	Main category
Changes in students' identities	Causal conditions
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-linguistic hegemony and the factors affecting it. In the open coding stage, the following eight sub-categories were identified for the central 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 3: *Axial phenomenon*

Subcategory	Main category
Changes in students' identities	Axial phenomeon
Attracting young people to learn English	(Using the consequences of linguistic cultural hegemony in the field of culture and identity of language learners)
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	
The impact on beliefs and attitudes	

(Using the consequences of linguistic cultural hegemony in the field of culture and identity of language learners)

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, the following five strategies were identified. Ability to evaluate and apply foreign knowledge; The spread of Western culture; Vulnerability to lifestyle and the emergence of cultural threats; The educational content of English should also include Iranian values and norms. Consequences of linguistic cultural hegemony; Spreading the culture of modernity.

Table 4: *Strategies*

Subcategory	Main category
Ability to evaluate and apply foreign knowledge	Strategies
The spread of Western culture	
Vulnerability to lifestyle and the emergence of cultural threats	
; The educational content of English should also include Iranian values and norms. Consequences of linguistic cultural hegemony	
Spreading the culture of modernity	

In this section, based on the opinions of research elites, the criteria of the main research model have been determined and then weighted. The variables of the consequences of linguistic cultural hegemony, political sociology, have been identified and weighted with their subcomponents.

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

Step 1: Form a model for using the culture and identity of language learners and develop plans; Step 2: Determine 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: Select applicable development plans using the pattern of using the culture and identity of learners.

It was shown that in all the studied items (13 items for the first three views and 7 items for the fourth view) the only factors of the consequences of linguistic cultural hegemony and the success of English speakers were 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.

Table 5- *Executive action programs based on the pattern of using students' culture and identity*

	Executive action plans	Factor
Q1	No threat of English spreading against other languages	The educational system of the country
Q2	It is necessary to know English	The educational system of the country
Q3	Harmfulness of the spread of English on the identity and culture of society	The educational system of the country
Q4	Teaching English in various fields in Iranian universities is a threat to the Persian language	The educational system of the country
Q5	Bilingual teachers have a greater advantage than monolingual teachers	The educational system of the country
Q6	Political sociology information systems and decision support	The educational system of the country
Q7	English language graduates have an advantage over other people	The educational system of the country
Q8	I like English language planning more in different aspects of life and daily affairs	Treatment staff
Q9		Experts
Q10	I like the diversity of opinions and thoughts and the peaceful life among English speakers	Experts
Q11	By teaching English, my ability to adapt to a variety of cultures exposed to a new culture has increased	Experts
Q12		human resource department
Q13	I prefer the English language lifestyle	Freedom of action for most English language learners

Executive action programs based on the pattern of using students' culture and identity

In reviewing executive action plans based on the pattern of using the culture and identity of our language learners to the final choice of 13 items (Q) or mandatory strategy (among the primary component (13 cases of consequences of linguistic cultural hegemony, political sociology, 13 items of sociological requirements) 14 cases of internal processes and 7 cases of lifestyle vulnerability and emergence of cultural threats) and based on the results of the model of using the culture and identity of learners, which was based on normalized weight, design score and ease of implementation.

Formulating the final requirements in the final stage

Table 6 - *Development of final requirements based on the documentation model*

	Key factors	Related programs and executive actions
Factors Consequences of Linguistic 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 are 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 the same executive action plans for each step were 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.

In fact, the studies show students' acknowledgment of the consequences of cultural-linguistic hegemony, that is, their tangible and perceptible changes in identity. And they have stated that they have accepted this important thing and believe that by teaching English, their identity has changed.

In terms of the requirements of political sociology, the characteristics, coordinates and reasons for attracting young people to English language teaching were also examined and tested. And he interpreted that the culture and identity of learners in order to survive and maintain the power of competitiveness, increase effectiveness and make better decisions and ultimately excel in a situation where technology is changing rapidly. And most importantly, because of the strategic importance of this industry and its role in the energy and production sector and the need of every country and society in this field, they need to be prepared for the future; Preparedness in the form of the presence and use of the consequences of linguistic cultural hegemony.

The most important requirements or executive action plans included 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- Focusing on political sociological information systems and decision support.

Conclusion

Based on the common divisions in the critical literature, Iranian society can be called a marginal society in which English is still recognized as a foreign language and not a second language. Due to the use of this language as a foreign language in Iran, it is natural that the main confrontation of the society with it is through its education in the formal and informal system; Hence, major efforts in language policy-making and planning should focus on the educational aspect of the language.

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In general, the study of the English language in Iran is one of the topics that

has somehow attracted the attention of researchers at home and abroad. Telepson (2019), in examining the status of this language, has placed special emphasis on the two periods before and after the revolution. From his point of view, the teaching of this language is significantly related to the attitude of the government towards modernization; Thus, from the mid-1950s until the advent of the Islamic Revolution, it became the most common foreign language in various fields, including trade, university education, and the media. In examining the situation of the English language after the revolution, he considers the cessation of development programs of the Pahlavi government as the cause of the stagnation of the English language in the years after the revolution. This was accompanied by the diminishing presence of this language in the fields of trade, government, army and industry and the move to specific fields such as diplomacy and the scientific sector. Therefore, he considers the relationship between this language and the government in Iranian society to be quite direct.

Biman (2009) also examined the position of English before and after the Islamic Revolution and believed that the government after the revolution associated English language dependence with a kind of dependence on the West and therefore limited it in society. But more than two decades after the views of the two were presented, evidence suggests that special attention has been paid to the English language in recent years;

According to Talebinejad and Ali Akbari (2013), English is slowly finding a place in the body of Iranian society and no longer fits in the form of a textbook and its necessity seems inevitable.

Ahmadipour (2008) while examining the available documents, believes that; Despite the importance of this issue, there is no clear and codified program and policy on how to use this language, which while enjoying its benefits, seeks to reduce or eliminate its cultural and identity effects. According to him, it is the duty of the government to plan and manage the language, especially in the case of English, which, for all its political and economic interests, is considered a clear threat to our national identity and culture. Rahimi and Nabilo (2008) also with a qualitative analysis of the vision document of the Islamic Republic of Iran in the horizon of 2025 and the general policies of the fourth and fifth development plans and their adaptation to the category of English language teaching; While reading the policies incompletely, they have emphasized on fundamental revision, correction of texts, programs and methods of teaching English at the national level. Alavi Moghaddam and Kheirabadi (2012) have also critically examined the content of the National Curriculum Document in the field of English language teaching and have tried to answer this question; To what extent has the mentioned document achieved the major goals emphasized in the above documents? Kiani et al.

(2010) in reviewing upstream documents such as roadmap, 20-year vision, national education document, etc., while reading this category of documents inconsistently; According to the National Education Document, knowledge of foreign languages is introduced as one of the two main axes of literacy in the third millennium.

As mentioned, due to the shortcomings and inefficiency of the English language teaching process in the formal education system; The private sector, which is expanding in the form of growing educational institutions throughout the country and has become one of the commercial sectors, has the largest share in the development of the English language.

Based on researches such as Pishghadam and Saburi (2011), Pishghadam and Navari (2012), the two mechanisms of knowledge and educational skills, and especially the focus on English language and culture among learners and even English language teachers are very prominent and effective. It is in such circumstances that the formation and spread of English imperialism in Iranian society as a result of the current trend of the spread of this language can be acknowledged. Which is associated with a kind of dependence of our educational system on the communities of the center and is pursued in the absence of any language sensitivity or realistic and logical language planning.

Regarding the incompatibility of these works with the atmosphere of marginalized societies, including Iranian society, according to Phillipson (1992), these textbooks are significant symbols of Western cultural imperialism and publish the ideas and beliefs of this culture in other societies. One of the consequences of globalization is the imposition of textbooks produced in central societies on the periphery; Books with an international scope that are increasingly expanding, yet both thematically and culturally are highly exclusive and disproportionate to the space of marginalized societies.

Metsoed (2019) believes that any educational decision at different levels about the English language should be made with the context in mind. Considering the fact that Iranian society, as a marginalized society, faces cultural, political, social and ideological differences with the central societies, and on the other hand, this language is not unnecessary in different fields; In this section, it is necessary to formulate and present a solution on how to deal with this language, taking into account the prevailing conditions in the country and in the world. Given such circumstances, here, while avoiding any excesses, resorting to a critical approach is introduced as an effective approach; And the backgrounds, requirements and consequences of using it are discussed, especially in the field of education.

Due to the importance of the two mechanisms under discussion, namely the focus on language and culture and the other focus on knowledge and educa-

tional skills, in this section around these two, solutions based on the approach selected as an approach appropriate to Iranian society are presented.

Proposed practical solutions

Although presenting a responsive and comprehensive strategy requires comprehensive research; Of course, presenting the product of such a study is not included in this opportunity, but considering the importance of the issue and providing suggestions for further research in this field, the following suggested solutions are presented;

A) It is necessary to develop and approve a strategic plan for teaching English in the formal education system at the school level, given the importance of the issue. As a rule, this program should be in harmony with the political, cultural, social and moral aspects of the superior documents, including the national curriculum document, the comprehensive scientific map document of the country, etc., while paying attention to the goals and components of the country's education system.

B) It is necessary for those in charge of policy-making on cultural and educational issues, and at the head of it, the Supreme Council of the Cultural Revolution, to have a forward-looking view; To guide the relevant agencies and institutions, and in particular the education system, in order to strengthen the beliefs and cultural ideals and the linguistic awareness of the society.

C) Examining and determining the goals of teaching English in the fields of science, media, economics, etc. can guide the way educational decisions are made in such a program. Deciding on specialized topics such as needs assessment, age of education, number of hours of training, priority of skills, type of educational approach, preparation and compilation of course resources, teacher training and evaluation; It is one of the cases that, while paying attention to general goals, has a special look at structural, material and human facilities and resources. Here it is necessary to use the experiences of other countries, especially those countries that have faced a critical approach to the English language and, of course, have been successful.

D) Since the formulation of such a strategy at the national level is associated with challenges and subtleties; In addition to interacting with educational planners, trustees should have a close relationship with specialists and experts in the fields of English language teaching, applied linguistics, etc.

E) In such a strategy, teaching English teachers in two parts is very important. First, to increase their linguistic awareness of the nature of the English language in today's world, along with drawing their attention to the historical background and its political and cultural consequences. Undoubtedly, this awareness can take them away from the stage of translators of a single language to learners and give them a more prominent role.

The second is supplementary training or in-service instructors with the aim of increasing knowledge and harmonizing them with books and teaching approaches; Which in particular in recent years and mainly affected by the challenge of the liberal current has been accompanied by significant differences.

F) The preparation and compilation of textbooks - the process of which, of course, has begun in the formal education system - is of great importance in the process of educational planning and in particular in the critical approach. As mentioned earlier, given the importance of the textbook as the most important and often the only input for learners in societies where English is a foreign language, it is doubly important. Avoiding dealing with neutral issues, paying attention to domestic and global issues, utilizing the values and components of indigenous culture, and the like by using new methods of compiling curricula are among the practical solutions that are helpful in the details. It is in the shadow of such cultural localization that not only the cultural harms of using centered books can be reduced, but it can also be used as a tool to introduce, retrieve and strengthen the culture of society among learners.

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