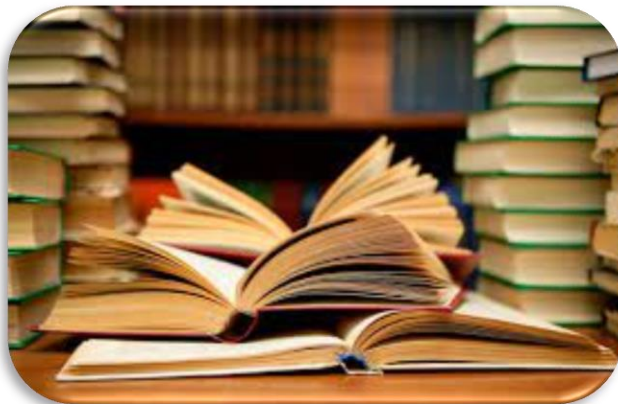


**Research Paper**



**The Relationship between Home-Culture Attachment and EFL Learners' Reading Comprehension**

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Received: 11 March, 2023

Accepted: 28 May, 2023

**ABSTRACT**

The current study aimed to investigate the relationship between home-culture attachment and EFL learners' reading comprehension. It was a correlational survey using a questionnaire and a test to explore the relationship between home-culture attachment and EFL learners' reading comprehension. To fulfil the objectives of the study, 90 EFL learners at Kerman Azad University participated in this study. They were selected based on their language proficiency level and completed a home-culture attachment questionnaire developed by Pishghadam et al. (2013). The native language of the participants of the study was Persian and they were students of English literature, translation, and teaching. The findings showed that there was a negative relationship between home-culture attachment and learners' reading comprehension. Analysis of the data showed significant negative correlations between EFL learners' religious and artistic attachments and reading comprehension. An increase in home-culture attachment and its sub-scales (religious attachment & artistic attachment) led to a decrease in reading comprehension, and religious attachment and artistic attachment predicted learners' reading comprehension. Therefore, to minimize attachment to home culture and optimize reading effectiveness in educational contexts, teachers, students, and curriculum designers should increase student readiness and receptivity to target cultures must be considered.

**Keywords:** EFL learners, Home-culture Attachment, Reading Comprehension

**رابطه بین وابستگی به فرهنگ بومی و درک مطلب زبان آموزان انگلیسی**

هدف از انجام این مطالعه، مشاهده و ارزیابی رابطه بین وابستگی به فرهنگ بومی و درک مطلب زبان آموزان انگلیسی می باشد. این مطالعه، نوعی مطالعه تحقیقاتی نیمه تجربی با استفاده از پرسشنامه است که به بررسی رابطه بین وابستگی به فرهنگ بومی و درک مطلب زبان آموزان انگلیسی می پردازد. برای تحقق اهداف این پژوهش، 90 زبان آموز زبان انگلیسی که در دانشگاه آزاد کرمان تحصیل می کردند در این پژوهش شرکت کردند که بر اساس سطح مهارت زبانی انتخاب شده و از ابزار QNER متشکل از 5 فاکتور با 24 گویه که توسط چن و استاروستا (2000) طراحی شده بود استفاده کردند. زبان مادری شرکت کنندگان در پژوهش، زبان فارسی و گرایش تحصیلی آنها ادبیات انگلیسی، ترجمه و تدریس بود. یافته ها نشان داد که بین وابستگی به فرهنگ بومی و نمرات درک مطلب متون انگلیسی، رابطه منفی معناداری وجود دارد. در واقع، نتایج همچنین نشان داد که بین نمرات وابستگی مذهبی و درک مطلب انگلیسی، رابطه منفی معناداری وجود دارد. همچنین نشان داده شد که بین نمرات وابستگی غربی و درک مطلب انگلیسی، رابطه معناداری وجود ندارد. همچنین نتایجگیری شد که بین نمرات وابستگی به فرهنگ ایرانی و نمرات درک مطلب انگلیسی، رابطه معناداری وجود ندارد. همچنین می توان ادعا کرد که بین نمرات وابستگی فرهنگی و نمرات درک مطلب انگلیسی رابطه معناداری وجود ندارد. در نهایت می توان نتیجه گرفت که بین نمرات وابستگی هنری و درک مطلب انگلیسی رابطه منفی وجود دارد. به عبارت دیگر، وابستگی فرهنگی تأثیر معناداری منفی بر یادگیری زبان دوم یا زبان خارجی دارد. به این معنی که اگر وابستگی به فرهنگ بومی در زبان آموز افزایش یابد، نمرات درک مطلب کاهش می یابد و بالعکس، یا به دلیل سوگیری شخصی، زبان آموزان انعطاف کمی نسبت به رعایت فرهنگ هدف دارند که در نهایت بر روند یادگیری زبان دوم تأثیر می گذارد. همچنین نتایج این پژوهش نشان داد که بین وابستگی به فرهنگ بومی و نمرات درک مطلب رابطه منفی معناداری وجود دارد و این نشان می دهد که هر چه میزان وابستگی فرد به فرهنگ بومی بیشتر باشد، پیشرفت تحصیلی زبان آموزان کاهش می یابد. به طور مشخص تر، نشان داده شده است که نمره درک مطلب با وابستگی های مذهبی همبستگی منفی و معنادار دارد، به این معنا که هر چه وابستگی مذهبی بالاتر باشد، عملکرد درک مطلب پایین تر خواهد بود.

**واژگان کلیدی:** وابستگی به فرهنگ بومی، درک مطلب، زبان آموزان زبان انگلیسی

## INTRODUCTION

Foreign language learners are firmly attached to their own cultural identities, body language, hand movements, facial expressions, and other language-specific expressions. When participating in language learning, they unconsciously use what they have already acquired from their native culture to achieve specific communication goals with the target language. Appropriate verbal and non-verbal behaviors should be learned in the target language, bearing in mind that expressions, gestures or body movements may be understood differently in different cultures (Khosravi & Nasiri, 2016).

Learners can actually appreciate or despise their own cultural values after cultural contact and subsequent reflection. For this reason, Pishghadam, Hashemi, and Bazri (2013) argued that it is important to examine learners' cultural attachments as it helps them to better understand the current situation. There is a relationship between culture and EFL learning across two semesters (Nizegorodcev, 2011). Some believe that learning a foreign language weakens the culture or local values of that country, while others see it as a tool for strengthening two cultures. The latter agrees with Bakhtin's (1981) conception of the 'mutual cultural richness' of two contacting cultures, but Pishghadam and Navari (2009) argue that the context of foreign language learning in Iran contradicts Bakhtin's conception. It claims that Iranian English teachers and English learners strictly follow American and British norms. As Pishghadam and

Navari (2009) suggest, Iranian learners are increasingly experiencing a state of home culture loss by distancing themselves from their own home culture. As a result, the present study examined the relationship between homeland attachment and reading comprehension in the context of English as a foreign language in Iran. To do this, the following research questions have been formed:

1. What is the relationship between learners' home-culture attachment and reading comprehension in *English language classrooms*?
2. *What is the relationship between learners' home-culture attachment sub-scales and reading comprehension in English language classrooms?*
3. *Which sub-scales of home-culture attachment predict the reading comprehension of English language learners?*

## LITERATURE REVIEW

English is used as a common means of communication between people with different languages and cultures. In this context, cultural knowledge is seen not only as an essential aspect of communicative competence, but also as an essential aspect of second language teaching. It has proven to be both a purpose and an end. When learning a new language, learners are expected to familiarize themselves with the target culture in order to become proficient in that language. Some EFL learners may not be proficient enough or familiar with the cultural norms of the target language. This can create an invisible communication barrier that significantly impairs communication skills. In this regard, curriculum designers for students learning English as a second language should include sufficient material in their coursebooks to improve the cultural competencies of their students.

The cultural dimension of language learning is an important aspect of second language learning. Education is seen as a process of socialization with the prevailing culture. Foreign language teaching allows the culture of the language to be taught as an integral part of the curriculum. (2010, p. 151). Kramsch also notes that despite a considerable amount of research being done to define the nature, meaning, and place of culture in language teaching (see e.g., see e.g.; Kramsch 1993, 1997, 1998; Lange



& Paige, 2003; Risager, 2006, 2007), culture remains a hotly debated topic in the discussion concerns school curricula, language teachers and language learners (2013, p. 58).

Various justifications have been proposed for the importance of culture in second/foreign language learning. According to Gence and Bada (2005), L2 education is flawed and incomplete, and when L2 students know little about the people who speak the target language and the countries where the target language is spoken, language learning becomes ineffective and looks meaningless. Byram and Flemming (1998) stated that the target language culture should be taught along with other four skills. Pulverness (2003) points out that language can seem meaningless to foreign language learners if they do not know the people who speak it.

McDevitt (2004) argues that learning another language regardless of its culture is encouraged because learning a foreign language remains challenging because it explores the norms, customs, and values that speakers of the target language value. It argues that it is impossible to imagine learning a language inherently exposes the learner to the target culture because language reflects cultural norms. According to Gao (2006), "The interdependence between language learning and cultural learning is so obvious that it can be concluded that language learning is cultural learning and therefore language teaching is cultural teaching." (p. 59). Gao also argues that foreign language teachers should consider the importance of cultural studies in foreign language teaching and strive to raise students' cultural awareness and improve their communication skills.

Trang Thi Thuy Nguyen (2017) explores cultural integration in language teaching and learning. He discussed the issue of learning outcomes in learning cultures as part of language learning. First, we briefly discuss the role of culture in language teaching and language learning and the cultural content in language teaching. Based on an in-depth review of the previous literature on culture in language teaching and language learning, this paper distinguishes between three different levels of learning outcomes in cultural learning: cultural knowledge, cultural awareness, and cultural competence. . It also suggest a framework.

In a current study Namaziandost and Shafiee (2021) investigated the impact of teaching cultural materials on improving Iranian EFL learners' reading comprehension across two genders. To this end, 150 upper-intermediate male ( $n = 75$ ) and female ( $n = 75$ ) EFL learners out of 250, were selected through administering an Oxford Quick Placement Test (OQPT). The results showed that teaching culturally oriented materials improved the Iranian EFL learners' reading comprehension better. Furthermore, the findings demonstrated that there was no significant difference between male and female learners' reading comprehension posttest.

In this vein, Hasanzadeh, Sotoudehnama, & Parsaiyan, (2021) in a study tried to determine whether studying or teaching English as a Foreign Language (EFL) would lead teachers to decrease home cultural values or help them to develop their cultural values in both cultures. To this end, the Home Culture Attachment Scale questionnaire was given to 50 English language professors and 50 institute teachers. Also, a semi-structured interview was conducted with ten participants from each group. The findings of the quantitative phase showed significant differences between professors and institute teachers in terms of religious, western and cultural attachment. Besides, six themes were identified for the qualitative part, including the changes, definition of culture, Iranian attachment, religious attachment, western attachment, and artistic attachment. Consequently, the study illustrated that whoever is dealing with English is in danger of losing his/her home culture and teachers must be aware of this. The results urged



English language teachers to pay more attention to this issue because they can have a great impact on students in terms of beliefs and values.

## METHODOLOGY

In this cross-sectional survey, we adopted a quantitative survey design using a questionnaire and a test. In this study, the predictor variable was home culture attachment, and the criterion variable was learners' reading comprehension.

Participants in the current study were 90 B.A. English Learners at Islamic Azad University, Kerman Branch for the 2021-2022 academic year. Before completing the questionnaire, students were informed about the purpose of the study and the general format of the questionnaire, and were informed that participation was completely voluntary and anonymous. Respondents had approximately 90 minutes to complete the questionnaire and answer the reading questions. All participation was voluntary and participants agreed to share truthfully throughout the study. They also understood that the results of data collection were for research purposes only.

To homogenize participants, participants took the OPT (2001), an English proficiency test developed by Oxford University Press and Cambridge ESOL. The OPT contains 60 multiple choice questions, reading comprehension, vocabulary and grammar sections. Participants have approximately 30 minutes to answer the test task. The first of her 40 elements is suitable for almost all learners, and the second part, consisting of 20 elements, is suitable for more advanced learners.

To assess participants' attachment to home culture, Pishgadam et al. Student's Home Culture Attachment Questionnaire. (2013) was used. This questionnaire includes 36 items having a reliability of 0.87 (Pishgadam et al., 2013). Students will have approximately 15 minutes to answer the questions. The questions were based on four-point Likert scale, ranging from (1) Strongly disagree to (4) Strongly agree. The questionnaire addresses five factors: general attachment, Western attachment, Iranian attachment, cultural attachment, religious attachment, and artistic attachment. Three levels are defined according to the scores obtained on the questionnaire: low, medium and high. That is, if a participant scores between 1 and 48, they fall into the low HCA category, and if scores between 49 and 96 are average, and finally the participant exceeds her 96 points, then the participant is in the high HCA category.

Five reading passages from " TOEFL" were selected and given to the learners. They read the passages and were asked to answer the questions regarding the passages.. They were given 60 minutes to read the TOEFL passages, answer the reading comprehension questions and complete the questionnaire.

## RESULTS

To analyze the data, descriptive and inferential statistics were used. Excel 2019 and SPSS 27 software were used, respectively. Frequency distribution, Descriptive statistics and description of research variables, Pearson Correlation were presented using frequency tables, Scatterplot Graph and Bar chart.

1.Results of Pearson correlation analysis for Home Culture Attachment and its sub factors with Concept Comprehension Score

1.2.Is there any significant relationship between Concept Comprehension Score and Home Culture Attachment?



To investigate this question, the Pearson Correlation was run. Based on the results in table 1 regarding the P-Value that is lower than 0.01 (P-Value= 0.01), it can be said with more than 99% confidence that there is a meaningful negative correlation between Concept Comprehension Score and Home Culture Attachment, with increasing Home Culture Attachment, Concept Comprehension Score decreases ( $r = -0.365$ ,  $n=90$ ). Therefore, by increasing the Home Culture Attachment, Concept Comprehension Score will decrease and vice versa, too. With regard to R Square ( $R^2=0.133$ ), it means that Home Culture Attachment predicts 13% of Concept Comprehension Score variance (Figure 1).

**Table 1**

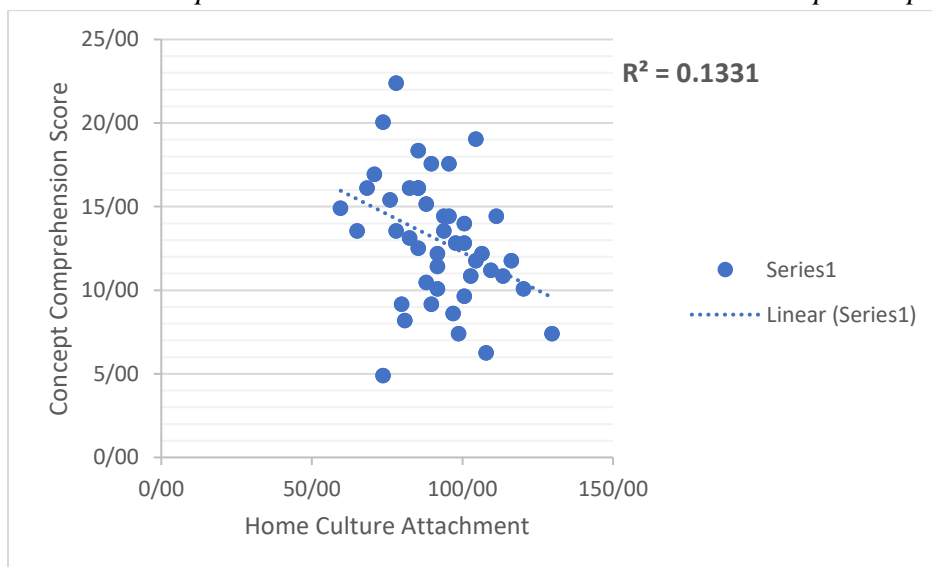
*Results of Pearson correlation analysis between Home Culture Attachment and Concept Comprehension Score*

Variables	Concept Comprehension Score		
	Pearson Correlation	P	R square
Home Culture Attachment	-0.365	0.000	0.133

\*\* $p < 0.01$

**Figure 1**

*Scatter Plot of the Relationship between Home Culture Attachment and Concept Comprehension Score.*



2. Is there any significant relationship between Religious Attachment and Concept Comprehension Score?

To investigate this question, the Pearson Correlation was run. Based on the results in table 2, regarding the P-Value that is lower than 0.01 (P-Value= 0.01), it can be said with more than 99% confidence that there is a meaningful negative correlation between Religious Attachment and Concept Comprehension Score, with increasing Religious Attachment, Concept Comprehension Score decreases ( $r = -0.407$ ,  $n=90$ ). Therefore, by increasing the Religious Attachment, Concept Comprehension Score will decrease and vice versa, too. With regard to R Square ( $R^2=0.165$ ), it means that Religious Attachment predicts 17% of Concept Comprehension Score variance (Figure 2).



**Table 2**

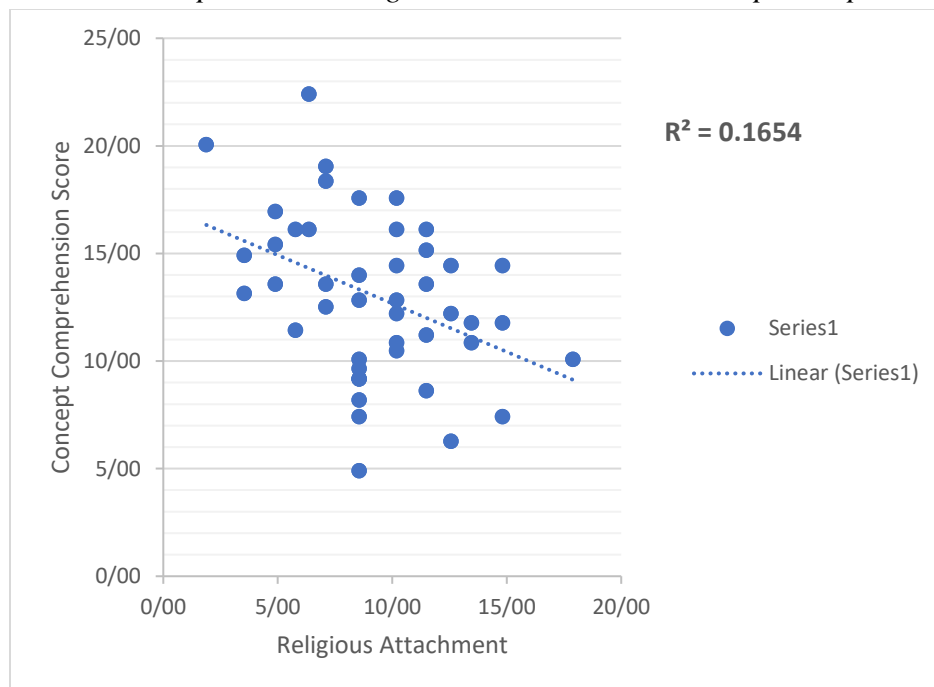
Results of Pearson correlation analysis between Religious Attachment and Concept Comprehension Score

Variables	Concept Comprehension Score		
	Pearson Correlation	P	R square
Religious Attachment	-0.407	0.000	0.165

\*\*p<0.01

**Figure 2**

Scatter Plot of the Relationship between Religious Attachment and Concept Comprehension Score



3. Is there any significant relationship between Western Attachment and Concept Comprehension Score?

To investigate this question, the Pearson Correlation was run. Based on the results in table 3, regarding the P-Value that is Higher than 0.05 (P-Value= 0.051), it can be said with more than 99% confidence that there is not a meaningful correlation between Western Attachment and Concept Comprehension Score.

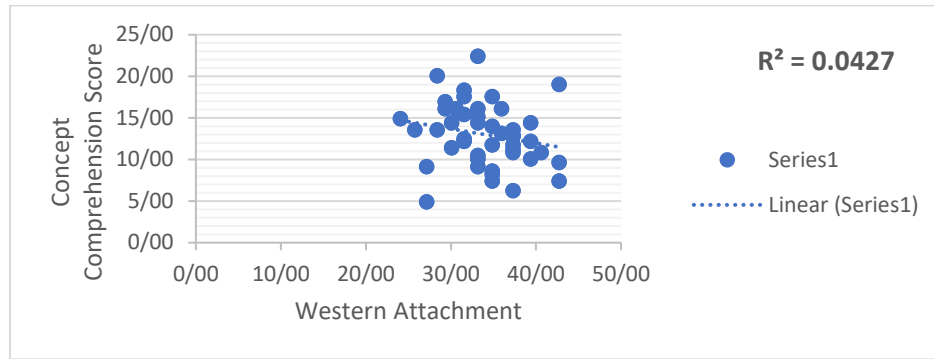
**Table 3**

Results of Pearson correlation analysis between Western Attachment and Concept Comprehension Score

Variables	Concept Comprehension Score		
	Pearson Correlation	P	R square
Western Attachment	-0.207	0.051	0.0427

p>0.05

**Figure 3**

*Scatter Plot of the Relationship between Western Attachment and Concept Comprehension Score*

4. Is there any significant relationship between Iranian Attachment and Concept Comprehension Score?

To investigate this question, the Pearson Correlation was run. Based on the results in table 4, regarding the P-Value that is Higher than 0.05 (P-Value= 0.051), it can be said with more than 99% confidence that there is not a meaningful correlation between Iranian Attachment and Concept Comprehension Score.

**Table 4**

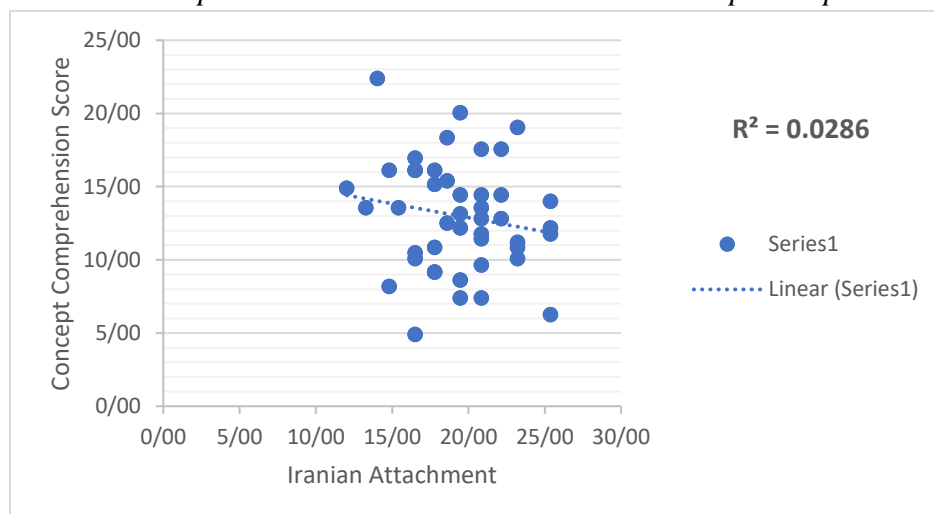
*Results of Pearson correlation analysis between Iranian Attachment and Concept Comprehension Score*

Variables	Concept Comprehension Score		
	Pearson Correlation	P	R square
<b>Iranian Attachment</b>	-0.169	0.111	0.0286

$p > 0.05$

**Figure 4**

*Scatter Plot of the Relationship between Iranian Attachment and Concept Comprehension Score*



5. Is there any significant relationship between Cultural Attachment and Concept Comprehension Score?

To investigate this question, the Pearson Correlation was run. Based on the results in table 5, regarding the P-Value that is Higher than 0.05 (P-Value= 0.051), it can be said with more than 99% confidence that there is not a meaningful correlation between Cultural Attachment and Concept Comprehension Score.

**Table 5**

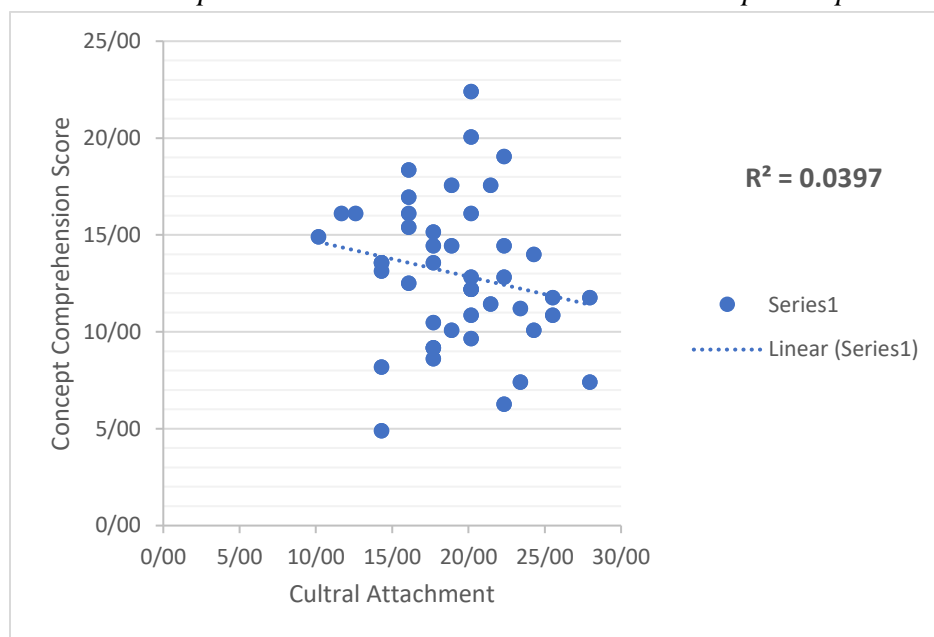
*Results of Pearson correlation analysis between Cultural Attachment and Concept Comprehension Score*

Variables	Concept Comprehension Score		
	Pearson Correlation	P	R square
<b>Cultural Attachment</b>	-0.199	0.060	0.0397

$p > 0.05$

**Figure 5**

*Scatter Plot of the Relationship between Cultural Attachment and Concept Comprehension Score*



6. Is there any significant relationship between Artistic Attachment and Concept Comprehension Score?

To investigate this question, the Pearson Correlation was run. Based on the results in table 6, regarding the P-Value that is lower than 0.01 (P-Value= 0.01), it can be said with more than 99% confidence that there is a meaningful negative correlation between Artistic Attachment and Concept Comprehension Score, with increasing Artistic Attachment, Concept Comprehension Score decreases ( $r = -0.558$ ,  $n=90$ ). Therefore, by increasing the Artistic Attachment, Concept Comprehension Score will decrease and vice versa, too. With regard to R Square ( $R^2=0.312$ ), it means that Artistic Attachment predicts 31% of Concept Comprehension Score variance (Figure 6).



**Table 6**

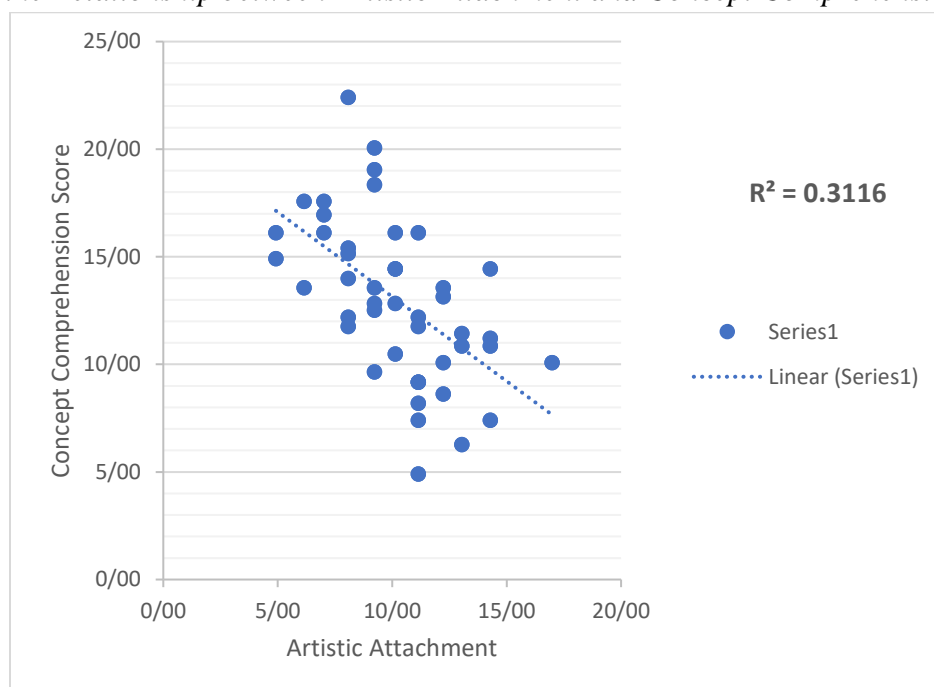
Results of Pearson correlation analysis between Artistic Attachment and Concept Comprehension Score

Variables	Concept Comprehension Score		
	Pearson Correlation	P	R square
Artistic Attachment	-0.558	0.000	0.311

\*\*p<0.01

**Figure 6**

Scatter Plot of the Relationship between Artistic Attachment and Concept Comprehension Score



7. Which strategy of Home Culture Attachment (Religious Attachment, Western Attachment, Iranian Attachment, Cultural Attachment or Artistic Attachment) is the most effective factor in Concept Comprehension Score?

To predict Concept Comprehension Score considering 5 components of Home Culture Attachment, the Multiple Linear Regression Enter Method was run. Based on the results in table 7, this model of regression was valid enough at the level of 0.01 ( $F = 9.787$ , P-Value of  $F < 0.01$ ).

**Table 7**

Analysis of variance or ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	457.278	5	91.456	9.787	.000
	Residual	748.981	84	9.345		
	Total	1242.259	89			



Considering the results in table 4.11, among 5 variables entered this model, Religious Attachment ( $\beta = -0.312$ , p-value of  $t < 0.05$ ) and Artistic Attachment ( $\beta = -0.792$ , p-value of  $t < 0.01$ ) could predict Concept Comprehension Score meaningfully and negatively but Western Attachment (P-Value of  $t > 0.05$ ), Iranian Attachment (P-Value of  $t > 0.05$ ) and Cultural Attachment (P-Value of  $t > 0.05$ ) couldn't. With regard to the adjusted R Square in table 7 (Adjusted  $R^2 = 0.33$ ), it can be said that Religious Attachment and Artistic Attachment factors predict 33% of Concept Comprehension Score variance.

**Table 7**

*R square or coefficient of determination*

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.607	.368	.330	3.05696	1.886

**Table 8**

*Results of Simultaneous Regression of Home Culture Attachment Factors on Concept Comprehension Score*

Model		Unstandardize d Coefficients		Standardize d Coefficients	t	Sig.	95% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	17.171	2.605		6.591	.000	11.990	22.352
	Religious Attachment	-.312	.128	-.283	-2.438	.017	-.567	-.058
	Western Attachment	.112	.102	.134	1.098	.275	-.091	.314
	Iranian Attachment	.011	.146	.010	.077	.939	-.280	.302
	Cultural Attachment	.145	.122	.158	1.186	.239	-.098	.387
	Artistic Attachment	-.792	.154	-.563	-5.148	.000	-1.098	-.486

## DISCUSSION

This study examined the relationship between home culture attachment and reading comprehension in English learners in an Iranian EFL context. Analysis of the data revealed a negative relationship between attachment to home culture and learners' reading comprehension. Analysis of the data showed significant negative correlations between EFL learners' religious and artistic attachments and reading comprehension. Increased attachment to home culture and its components (religious and artistic attachments) led to lower reading comprehension, and religious and artistic attachments predicted learners' reading comprehension.



Therefore, to minimize attachment to home culture and optimize reading effectiveness in educational contexts, teachers, students, and curriculum designers should increase student readiness and receptivity to target cultures. must be considered. As some language practitioners have pointed out, the cultural background of readers influences their ability to comprehend texts (Barnet, 1989; Carrell, 1987), and learners are encouraged to use the cultural context of their home society. This immersion helps interpret concepts because they are embedded in the target language (Kourova & Modianos, 2013). Awareness of self-culture can be seen as the basis for comparing and contrasting two cultures. This aids in learning a foreign language and leads to the development of competence for the target culture (Kun, 2013). After learning the target culture and language, the learner decides whether or not to accept the concepts of the target culture. As expressed by Berry, Kin, Minde, and Mon (1987) and de Domanico, Crawford, and DeWolfe (1994), the incompatibilities between ethnic and mainstream cultures are expressed by Zhang, Morris, Cheng, and Like Yap (2013) and it has been confirmed that psychological stress can even disrupt the process of second language learning. Some people cling to their own culture, adopt ethnocentric views, and ignore or reject the target culture. This causes serious problems when encountering another culture. This is because the attachment to one's own culture limits oneself, and this limitation prevents one from seeing the world from other perspectives. (Genc & Bada, 2005).

The results of this study indicate that EFL learners are more strongly associated with artistic and religious factors in their native culture than with nationality, cultural and Western factors. They may have strong feelings about and due to the religious practices that are practiced in their city.

### CONCLUSION

This study examined the relationship between home culture attachment and EFL learners reading Comprehension. There is a negative meaningful relationship between home culture attachment and concept Comprehension scores. In fact, the results also showed that there is a negative meaningful relationship between religious attachment and concept Comprehension scores. Regarding the relationship between home culture attachment and EFL learners reading Comprehension, results verified that there is not a meaningful relationship between western attachment and concept Comprehension scores. It was also concluded that there is not a meaningful relationship between Iranian attachment and concept Comprehension scores. It can also be argued that there is not a meaningful relationship between cultural attachment and concept Comprehension scores. It was finally concluded that there is a negative relationship between Artistic Attachment and concept Comprehension scores.

The study concludes that cultural attachment has a negative and meaningful impact on second or foreign language learning. This means that as learners' attachment to their home culture increases, their comprehension scores decrease and vice versa. Alternatively, learners have little flexibility to adapt to the target culture due to their personal prejudices, which ultimately affect the process of second language learning. and reading ability, implying that the higher the attachment to home culture, the lower the reading ability of learners. Reading performance has been shown to be significantly negatively correlated with religious affiliation, especially in the sense that higher religious affiliation correlates with lower reading performance.



With the popularity and wide use of English language by many different learners from different cultures, they are inevitably applied to teaching and learning environments. This study showed that within the subscale of attachment to home culture, attachment to religion was a significant negative predictor of reading comprehension. Therefore, this variable had a negative impact on read performance, and the other variables had no significant impact on read performance. To answer the second research question considering the results among five variables, religious attachment and artistic attachment. Considering the results among 5 variables entered this model, Religious Attachment and Artistic Attachment could predict Concept Comprehension Score meaningfully and negatively but Western Attachment, Iranian Attachment and Cultural Attachment couldn't. It can be said that Religious Attachment and Artistic Attachment factors predict of Concept Comprehension Score variance.

### **PEDAGOGICAL IMPLICATIONS OF THE STUDY**

The findings can be implemented in the areas of foreign or second language teaching and learning. Strong religious attachment to your own culture has been found to lead to lower reading scores. Awareness of this will give greater flexibility and tolerance for understanding L2 text, which is part of L2 study. L2 teachers can emphasize that they respect and admire their own religious identities while being flexible enough to tolerate and understand other cultures. This doesn't mean that we have to change our identities, but it means to get rid of ethnocentric beliefs and to develop a tolerant and value system (Kun, 2013). As Bada (2000) points out, as culture is a psychosocial process (Trist, 1990), perceptions of cultural values and social characteristics do not necessarily force learners to agree with such values. not prompt. Self can take more universal and less selfish forms (p.100).

This study was conducted in monolingual and mono-religious contexts. Participants were Persian-speaking Iranian Muslims. It will be interesting to conduct the same research in a multicultural and multireligious context. In this case, comparisons and contrasts between different nationalities, cultures and religions are shown. This study evaluated the association between attachment to home culture and receptive skills (reading). For further investigation, relationships with productive skills (i.e. writing and speaking) can also be examined. The results of this study, along with those of previous studies, may be useful for different professions involved in language teaching and learning. These include teachers, curriculum designers, material developers, and learners.

Teachers need to recognize the relationship between attachment to home culture and EFL learners' reading skills. Translating this idea into teaching techniques not only helps learners learn the language better, but also helps teachers gain new experiences and become more professional in their careers. Teaching based on this also leads to the growth of the teacher himself. One of the biggest challenges many teachers face is how to teach and manage reading comprehension. They usually focus on new vocabulary and grammar of the text, which, while important, are not sufficient elements for comprehension. Comprehension is one of the major challenges in second language learning, so teachers need to be aware of different techniques and strategies to effectively teach this skill. Therefore, the results of this study may be of value to language teachers.

Undoubtedly, teachers are not the only ones who play an important role in the learning process. Curriculum designers and textbook authors also have a lot to say about this. This research helps curriculum designers reduce learners' cultural attachments and improve reading comprehension. Alongside EFL teachers and curriculum designers, language learners must do their part properly to facilitate and optimize learning. Reading scores increase as learners become less attached to their home



culture. The results of the current research therefore influence language learners to reduce attachment to their native culture and encourage them to improve their reading comprehension.

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