

On the Relation between English Textbooks and Iranian EFL Learners' Acculturation

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Abstract—The cultural influence of foreign languages has always been a matter of concern for the learners of languages. The present study aimed at examining the relationship between English Textbooks and the cultural attitudes of Iranian EFL learners at English language schools. To this end, two of the widely used series of English textbooks in Iranian context (Interchange and American File) were analyzed to extract all the possible cultural issues embedded within the units. A researcher made questionnaire was designed based on the cultural issues extracted from the English textbooks. It was validated by two experts in the field, also its reliability, using the data from pilot study through Cronbach's Alpha, was estimated to be (.870). The questionnaire was administered to 210 learners of English followed by an interview for follow up purposes. For measuring the probable correlation between the English textbooks and the cultural attitudes of the learners, Correlation as well as cross tabulation were run through SPSS for analysis of the obtained data. The results exhibited a significant correlation between English textbooks and the cultural attitudes of Iranian EFL learners. Moreover, the relationship found to be positive i.e. their attitudes significantly changed after studying these English textbooks.

Index Terms—English textbook, EFL, and cultural attitudes

I. INTRODUCTION

A. Background and Purpose

Language learning in academic contexts happens through means such as: teachers' instruction and use of textbooks. Therefore, it is asserted that the totality of language learning comprises three integrated components: linguistic, cultural, and attitudinal (Wilkes, 1983). Thus, based on what Wilkes puts forward, positively sensitizing students to cultural phenomena seems urgent and crucial. A positive attitude toward L2 culture is a factor in language learning that leads to cross-cultural understanding. According to Cortazzi and Jin (1999; as cited in Cheng, Hung & Chieh, 2011), the textbook "can be a teacher, a map, a resource, a trainer, an authority, and an ideology." Hence, the textbook can be a major source of cultural elements besides providing linguistic and topical contents which necessarily reflect the ideology inherent in the EFL context of a particular circle. Consequently, there seems to be a widespread attention and research done regarding textbooks including their contents and effects.

B. Statement of the Problem

Textbooks play a very crucial role in the process of language teaching and learning mainly due to the fact that textbooks are very important resources for teachers in assisting students to learn every subject including English in particular (Azizifar, A., Koosha, M. & Lotfi, A., 2010). It also seems that textbooks are at the heart of crucial innovations occurring within the educational systems, therefore, they need to be studied thoroughly in order to inform any further changes the stakeholders may deem useful and needed.

Moreover, it seems that there is an opposing view regarding the cultural content of EFL courses (Widdowson, 1990; as cited in Sardi, 2002). He stated that English teaching should be carried out independently of its cultural context. Instead, familiar contexts seem more suitable to be inserted within the textbooks. It is considered that children acquire the formal properties of their native language (i.e. its semantic and syntactic systems) together with their cultural knowledge. The situation is different in the case of foreign language learning in that the learners are already culturally and linguistically competent members of one community, and they aim to acquire the language code of another community (Widdowson, 1990; as cited in Sardi, 2002).

C. Research Questions

To address the above mentioned problem, the researchers tried to answer the following questions:

Q1. Is there any significant relationship between English textbooks and the cultural attitudes of Iranian EFL learners?

Q2. What are Iranian EFL learners' attitudes about the use of original English textbooks versus textbooks that have been localized?

D. Research Hypothesis

To avoid subjectivity the researchers propose the following null hypothesis:

HO. There is not any significant relationship between English textbooks and the cultural attitudes of Iranian EFL learners.

E. Significance of the Study

Many teachers and school authorities believe that there are different factors involved in the Iranian students' achievement in English language (Azizifar, A., Koosha, M. & Lotfi, A. 2010). One of these factors may refer to the culture which is directly mentioned or implied in the various exercises included in the textbooks which may result in the probable change in the EFL learners' attitudes towards a foreign language.

Besides, if we look meaningfully at what culture means, we would come up with the fact that culture is an inseparable part of societal life that cannot be ignored easily. Accordingly, based on what is cited in Csilla Sárdi (2002), the term 'culture', as the Collins English Dictionary and Thesaurus define it, refers to the total of the inherited ideas, beliefs, values, and knowledge, which constitute the shared basis of social action. This system is acquired socially and is organized in our minds in culturally specific ways forming a framework which largely determines the way we perceive and define the world around us (Alptekin, 1993; as cited in Sardi, 2002).

F. (De)Limitations of the Study

In the academic community of Iran, it is observed that some English textbooks available in the market are left untouched in case of the cultural issues, e.g. no case of censorship is observed in some English textbooks while on the other hand, some of the other English textbooks are highly distorted by ministry of indoctrination in Iran. Consequently, we would see some learners to be under greater cultural influences in comparison to those who use the latter case of the English textbooks. Anyhow, it is believed that even under such absence of those cultural clusters, students are still seeking to experience and accumulate information related to those cultural instances which are facially eliminated from the textbooks.

II. REVIEW OF LITERATURE

A. Culture and ELT

The need to integrate culture into teaching the second language particularly teaching English in a foreign context is not a new debate and has long been highlighted in countless studies. Societal values, attitudes and cultural elements are integrated with the communicative approach to enhance the effectiveness of L2 acquisition. Conversely, textbooks are an integral part of language learning in the classrooms. Yet, it seems to be a common practice that foreign language textbooks and classrooms frequently overlook the conclusions drawn in such studies and neglect the essential information about the target language culture that would help students reach a cultural understanding to accompany their linguistic knowledge (Rajabi, S. & Ketabi, S., 2012).

Based on Adaskou, K., Britten, D. & Fashi, B. (1990), it is possible to divide 'culture' into three different subcategories for the purposes of language teaching. First, Culture in the aesthetic sense involves literature, music, films and the fine arts. Second, Culture in the sociological sense refers to the way of life in the target community. This category includes the structure of different institutions from the national health system to the family, and the interpersonal relations at home, at work, and during free time activities. Third, culture in the pragmatic sense refers to the social skills that make it possible for learners to communicate successfully with other members of the target language community according to setting, audience, purpose and genre.

The above categories are useful for our purposes because they incorporate topics, which are normally dealt with in general English language courses. The relative importance of such culture-related topics may of course vary according to the aims of the courses.

B. Opposing Views on the Cultural Content of EFL Courses

According to Csilla Sárdi (2002), there are two widely spread and opposing views regarding the relationship between culture and EFL. These are the following (Svanes, 1988; Prodromou, 1992; as cited in Sardi, 2002). First, Culture and language are inseparable; therefore, English cannot be taught without its culture (or, given the geographical position of English, cultures). Second, English teaching should be carried out independently of its cultural context. Instead, contexts familiar to the students should be used.

It is important to note that both views support the inclusion of cultural elements in the English language course. The second statement, as well as the first one, assumes that language cannot be separated from the larger contexts in which it is used, and that these contexts are determined, among other variables, by the cultural background of the participants.

The question, then, is not whether to include cultural elements in the teaching of English, but which culture or cultures should receive focus and how this should be done.

C. Textbooks and Culture

A discussion on textbooks is inevitable in light of the arguments advocating the infusion of culture in EFL education. The significance of textbooks is seen in the many roles textbooks play in facilitating the second language teaching and learning process in the classroom. Textbooks across the world are of different cultural orientations; whether they are based on source cultures, target culture or international target cultures. Source cultures refer to learners' own culture, target culture is the culture in which the target language is used as a first language while international target cultures refer to various cultures in English, or non-English-speaking countries which use English as an international language. (Cortazzi & Jin, 1999; as cited in Norhana & Sanda, 2011).

D. Related Studies

As the topic is related to Sociolinguistics, which has turned into a new and novel area of research, few but almost recent studies have been conducted regarding either of the variables in this research. For instance, Shams (2008; as cited in Zainol Abidin, Mohammadi & Alzwari, 2012) conducted a study attempting to investigate students' attitudes, motivation and anxiety towards the learning of English. The findings underlined that the students had affirmative attitudes and high enthusiasm towards English. This also highlighted that most of them showed positive attitudes towards English language and its learning which, in turn, emphasized the value of English language efficiency in the daily life.

Zainol Abidin, M. J., Pour Mohammadi, M. & Alzwari, H. (2012) investigated the EFL students' attitudes towards learning English language: The Case of Libyan Secondary School Students. The findings indicated that most of the participants in his study showed a negative attitude, and it was also proposed that the reason of such a negative attitude might have been a reaction to the instructional and traditional techniques used by some of the English language teachers. This is overlapping with the current status of English teaching strategies in the Libyan educational system. On the other hand, Csilla Sárdi (2002) investigates the relationship between culture and English language teaching. The overall results indicated that the recognized usefulness of English for international and instrumental purposes plays a significant role in students' reasons for learning the language. Every respondent (100%) agrees that English is a very powerful tool for success worldwide. This clearly indicates that students are aware of the effects of globalization from the point of view of language use.

There have also been studies carried out in Iran as an EFL context. For example, the study carried out by Rezaee, Kouhpaenejad, and Mohammadi, (2012) under the title: Iranian EFL learners' perspectives on New Interchange series and Top-Notch series was centered on finding the EFL learners' perspective on New Interchange series. The researchers asked 42 Iranian EFL learners to complete an evaluation questionnaire about the Interchange and Top-Notch series. The questionnaire which was administered in this study contained several categories (25 items) each of which centered on a specified aspect of the books. These categories included practical considerations, layout and design of the book, activities, skills, language type, subject and content of the books. The findings of the study indicated an insignificant difference between the two series.

Zarei, G.R. and Khalessi, M. (2011) investigated the cultural load in English language textbooks which was specifically designed to focus on Interchange series. To this end, a careful analysis of the content of the English books was done based on a model of cultural patterns. These categories mainly included: values, norms, institutions, and artifacts. Each of these four categories contained some sub-components. The results exhibited that textbooks are artifacts which are strongly grounded in cultural assumptions and biases.

III. METHODOLOGY

A. Participants

In order to collect the required data, a sample of 210 intermediate and above intermediate male (83) and female (117) EFL students who had recently finished studying these levels at language schools in Iran participated in this study. Half of the participants had an age range of 21 to 30 years old and the rest were under 20 and more than half of the participants (50%) had B.A. degree. The majority of the participants had studied Interchange series or American File series as the main required textbook at the institute. In order to control the probable effects of other factors on the learners' cultural attitudes, two control questions were included to the end of the first section of the questionnaire, to which 10 learners had answered positively and as a result they were excluded from the study at first place. All these intermediate learners had spent a minimum amount of two years studying English.

B. Instrumentation

The elicited instruments used in this study were a researcher made questionnaire i.e. an Acculturation test, and an interview.

C. Acculturation Test

The acculturation test which was used in this study was a researcher made questionnaire that checked the cultural attitudes of Iranian EFL learners. In order to design the questionnaire, the researchers analyzed two prominent English textbooks (Interchange series, and American File series) with regard to the cultural issues. The result was the exclusion of 60 cultural elements from the mentioned textbooks. In order to validate the questionnaire, two experts in the field were asked to check and give comments on the items included in the questionnaire, and as a result 16 items were excluded from the total amount of questions. As for the reliability of the questionnaire, Cronbach's Alpha was run through SPSS 16 and the estimated reliability turned out to be 0.870. The questionnaire consisted of 44 items and was a five-point Likert scale, ranging from (1) "strongly agree" to (5) "no idea". The time allotted for answering the questionnaire was estimated to be 15 minutes. The questionnaire included items which measured the cultural attitudes such as: "I like western music more than Iranian ones"; "I enjoy it if some information about western celebrities be included in textbooks"; or "In my free time, I prefer to do other kinds of entertainments including music, rather than reading books". The questionnaire is included in the appendix.

D. Interview

In order to answer the second research question: what the Iranian EFL learners' attitudes about the use of original English textbooks versus textbooks that have been localized are, an interview was run as the qualitative means of gathering data in this study. There existed two questions which were asked during the interview: 1) What is your idea about using English textbooks that are culturally localized instead of those which are currently used? 2) Do you think you have been under the influence of the English Textbooks you have studied so far?

The total number of the learners who took part in the interview was 20. The choice of the participants, who took the interview, largely depended on the willingness of the participants and their availability to the researcher at the time carrying out the interview. The time allotted to the interview was about 10 minutes per learner.

E. Procedure

In this study, the researchers investigated the probable relationship between English textbooks and the cultural attitudes of EFL learners. To this end, the date and time were arranged with the institutes in order to be able to administer the questionnaire to intermediate or above intermediate EFL learners. Prior to administering the questionnaire in intermediate classes, the researcher made sure about the English background of participants and their level of proficiency by checking the placement test they had taken when entering the institute. Finally, an interview was run in order to check the EFL learners' attitudes towards studying English and its probable effects on their cultural attitudes.

Data collection started in March 2013 and finished in May 2013. When data collection was over, the results were analyzed using SPSS, Correlation, Cross tabulation and Chi square test, and then they were discussed in the teaching and learning context e.g. what the probable effect of English textbooks is, and what probable implications in the EFL context it could have.

IV. ANALYSIS OF THE RESULTS

A. The Quantitative Data

Considering the first research question i.e. "Is there any significant relationship between English textbooks and the cultural attitudes of Iranian EFL learners? Crosstabulation, Chi square test as well as Spearman correlation were employed to check whether learners' cultural attitudes have changed or not. The way data is explained according to the Crosstabulation table, is based on the differences in the scores participants have gained on the questionnaire, which put them under four different categories which moved from "Strongly Affected to Not Affected". The interpretation of Crosstabulation table was based on four categories ranging from "Strongly Affected to Not Affected". Mainly those who obtained above 133 out of 176 in the test were placed in the first rank under "Strongly Affected", 89 to 132 in the second part labeled as "Affected", 45 to 88 in the third one under "Less Affected", and under 44 were placed in the fourth group labeled as "Not Affected" respectively. The results of the analysis are shown in table 1.

TABLE 1.
BOOKS * SUM RANKS CROSSTABULATION

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		SUM Ranks				Total	
		Strongly Affected	Affected	Lees Affected	Not Affected		
books	Interchange	Count	25	89	21	0	135
		% within books	18.5%	65.9%	15.6%	.0%	100.0%
		% within SUM Ranks	64.1%	66.9%	56.8%	.0%	64.3%
		% of Total	11.9%	42.4%	10.0%	.0%	64.3%
	American File	Count	14	44	16	1	75
		% within books	18.7%	58.7%	21.3%	1.3%	100.0%
		% within SUM Ranks	35.9%	33.1%	43.2%	100.0%	35.7%
		% of Total	6.7%	21.0%	7.6%	.5%	35.7%
	Total	Count	39	133	37	1	210
		% within books	18.6%	63.3%	17.6%	.5%	100.0%
		% within SUM Ranks	100.0%	100.0%	100.0%	100.0%	100.0%
		% of Total	18.6%	63.3%	17.6%	.5%	100.0%

Table 1 exhibits that 135 (64.3 percent) of the total participants of this research had studied Interchange series in their process of language learning, out of which 25 (18.5%) were 'strongly affected' by Interchange books, 89 (65.9%) were 'affected', 21 (15.6%) were 'less affected' and there were no results found in the last group. This indicates that all and all, Interchange series 'affect' the EFL learners' cultural attitudes.

The second part of the table focuses on the results obtained from those participants (75 = 35.7 %) who had studied American File series as their major English textbook. Out of the mentioned participants 14 (18.7%) were 'strongly affected' by American File books, 44 (58.7%) were 'affected', 16 (21.3%) were 'less affected' and there was only one person who was not affected by the American File series (1.3%). Once again the results show that English textbooks affect learners' cultural attitudes. And it is also revealed that Interchange series had greater popularity as well as influence on the learners' cultural attitudes.

To make sure about the significance of the relation, Chi-Square in table 2 was employed to check the significance. The difference is significant if Pearson value is bigger than P-value or if P-value is less than the level of significance (i.e. .05 for the present study).

TABLE 2.
CHI-SQUARE TESTS

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	3.115 ^a	3	.374
Likelihood Ratio	3.355	3	.340
Linear-by-Linear Association	.867	1	.352
N of Valid Cases	210		

According to Chi-Square table (Table2), the Pearson Chi-Square value is 3.115. Its Asymp. Sig (two-sided) value is .374 which is smaller than Pearson Chi-Square value at an alpha level of 0.05. Thus, there is a significant relationship between English textbooks and the cultural attitudes of EFL learners.

To sum up, as the analysis of the result exhibited, the null hypothesis i.e. "there is not any significant relation between English textbooks and the cultural attitudes of EFL learners" was rejected. This accounts for the fact that these EFL learners have been influenced by the textbooks they have studied, since their cultural attitudes depicted through the means of this research have changed. Moreover, as other researchers including Zarei, and Khalessi, (2011) concluded in their studies about the cultural load of Interchange series, these textbooks are artifacts which are strongly grounded in cultural assumptions and biases. Also, it was found that both of these books have had a significant impact on EFL learners' cultural attitudes.

B. The Qualitative Data

In order to answer the second research question, an interview was run in which the researchers made use of two questions. The purpose of the first question was to check the EFL learners' ideas about using English textbooks, which are localized instead of the ones which were currently used in all institutes. Table 3 indicates the results of the descriptive analysis of the data from the first question.

TABLE 3.
USING LOCALIZED BOOKS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	4	20.0	20.0	20.0
	Partially Agree	7	35.0	35.0	55.0
	Strongly Disagree	9	45.0	45.0	100.0
	Total	20	100.0	100.0	

As table 3 shows, 45 percent of the learners who took part in the interview were not in favor of using or studying such localized textbooks mainly because they believed that culture and language go hand in hand, thus learning a foreign language is deeply rooted in the culture of that language. Others believed that they have studied all about Iranian culture in their school textbooks, so it is a necessity for learners to know the culture of the foreign or the second language they are learning.

About 35 percent of the participants partially agreed to the question, indicating that they all favored the kind of textbook in which they could read about a mixture of both cultures. They mostly believed this would help learners to learn how to express their ideas and beliefs about their own culture as well as getting to know and read about a foreign culture. Finally, only 20 percent of the participants strongly disagreed with the idea presented. They mostly claimed that a learner should maintain and follow all the customs and cultural features of his own country not a foreign one.

The purpose of the second question in the interview was to check the learners' idea about whether or not they have been affected by the English textbooks they have studied so far. The analysis done based on the responses from the interviewees is shown in Table4.

TABLE 4.
AFFECTED BY ENGLISH TEXTBOOKS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Affected	4	20.0	20.0	20.0
	Partially Affected	5	25.0	25.0	45.0
	Not Affected	11	55.0	55.0	100.0
	Total	20	100.0	100.0	

As table4exhibits, 55 percent of the population believed that they have not been affected by the English textbooks they have studied so far, which is one of the major outcomes of this study. In the first phase of the study, through checking these learners' responses, the researchers came up with the idea that majority of them were affected by these English textbooks while when directly asked about it, they pretended not be so, and this indicates they have the fear of being culturally alienated.

Around 25 percent of the population expressed that they were 'partially affected' by the textbooks and only in some specific areas, e.g. getting to know the foreign celebrities and being interested in their life styles or talents. Finally, only 20 percent said they were 'strongly affected' by the textbooks they had studied mainly because they were interested in the way foreigners speak or because of some of the personality traits these foreigners possessed.

V. CONCLUSION

Regarding the findings of this study and what the researchers discussed in the previous section, it was proved that English textbooks, Interchange and American file series, have had a significant impact on learners' cultural attitudes. Besides, it was also stated that EFL learners were more in favor of Interchange series rather than American File series.

Moreover, in the second phase of gathering data and analyzing the results, the researchers could witness the fact that almost the majority of EFL learners, while attending classes or reading theses textbooks, are under the influence of English textbooks unconsciously, and the indirect way of asking the learners proved the same fact. But when the researchers resorted to learners to ask their ideas about this issue directly, majority of the learners claimed they weren't under the influence of the aforementioned textbooks. This could imply that learners, no matter which book they study, how old they are, male or female, are all afraid of accepting the fact that they have been affected by a foreign culture.

Above all, through the analysis of the Interchange and American File series in this study, the results indicate that textbooks are artifacts, which are strongly grounded in cultural assumptions and biases. This is partly because English language has gained a world-wide lingua franca status, whose non-native speakers already outnumber native speakers. Following this line of thought, McKay (2004) & Kachru (1986; as cited in Zarei & Khalessi, 2011) suggest that English as an International Language needs to describe one's own culture and concerns to others rather than being linked to the culture of those who speak it.

Fairclough (1989; as cited in Zarei & Khalessi, 2011) believes that "language is not an independent construct but a social institution that creates and is created by certain forces and structures forming our functions in the society. Thus, learning a foreign language is a particular way of assimilating into a complex system of categorized experiences, thoughts, behaviors, and modes of interaction of certain people".

To sum up, exposing students to aspects of any foreign language is not as harmful as what Iranians believe in. The researchers came up with some cases in which the learners' cultural attitudes have changed for the better not for the worse. Moreover, this cultural awareness helps learners decide and grow a thorough outlook towards people in other communities and afterwards decide upon the best cultural features of each. All and all, the results of this study could be of great benefit for ministry of education as well as all those who have a role in providing the foundation and basis for learning English as a foreign language. They can think of developing textbooks in which a mixture of both native and target cultures are depicted so that a balance between the two are maintained. Moreover, textbook writers, practitioners as well as curriculum developers should bare in mind the crucial role textbooks play in an EFL teaching learning context. Careful attention and awareness is also deemed necessary on the part of those EFL teachers as the ones who

have the responsibility of carrying over the linguistic as well as non-linguistic features of a textbook (in this context the cultural elements).

Other areas for further studies are put forward by the researchers including a kind of cause and effect design in order to check the effects of one or more of these textbooks on the ones who have studied the book and those who have not. Second, studies can be planned to check the role of EFL learners' majors and the extent to which their cultural attitudes might change.

APPENDIX. ACCULTURATION QUESTIONNAIRE

Dear respondent:

The purpose of the present questionnaire is to carry out a research on the relation between English textbooks and the cultural attitudes of EFL learners. Your personal information and your responses will be used only in this study and will not be used otherwise. Thank you for your cooperation.

Name (Optional) :

Age: below 20 ☐ 21-30 ☐ 31-40 ☐ over 40 ☐

Marital Status: Single ☐ Married ☐

Gender: Male ☐ Female ☐

Name of the language school you are studying at (Optional) :

Textbooks you use: Interchange ☐ American File ☐ Move Up ☐ Others (please write).....☐

Province: Tehran ☐ Khorasan Razavi ☐ Khorasan Jonubi ☐ Khorasan Shomali ☐ Semnan ☐ Ghom ☐ Yazd ☐ Kerman ☐ Shiraz ☐ Esfahan ☐ Bandar Abaas ☐ Others(please write).....☐

Educational Status: Under Diploma ☐ Associate of Arts Degree ☐ B.A. ☐ M.A. ☐ Full PhD ☐

Language learning experience at language schools: less than 2 years ☐ 2-3years ☐ 3-4 years ☐ over 4years ☐

Other languages you know except English: German ☐ French ☐ Spanish ☐ Arabic ☐ Turkish ☐ Other languages (please write).....☐

How good is your English proficiency: Excellent ☐ Very Good ☐ Good ☐ Average ☐ Weak ☐ Too weak ☐

How much do you watch original English movies per week: Less than 2 hours ☐ 2-4hours ☐ 4-6hours ☐ more than 6 hours ☐ Don't watch ☐

How often do you use internet or chat with English native speakers in order to learn the language perweek: Less than 2 hours ☐ 2-4hours ☐ 4-6hours ☐ more than 6 hours ☐ Don't use ☐

• Which of the following choices best clarifies your idea? Mark the correct answer.

	Strongly Agree	Agree	Disagree	Strongly Disagree	No Idea
1. I like western music more than Iranian ones.					
2. I enjoy it if some information about western celebrities be included in textbooks					
3. In my free time, I prefer to do other kinds of entertainments including music, rather than reading books.					
4. I am in favor of learning western cooking methods.					
5. During holidays and vacations, I prefer to travel abroad rather than traveling through Iran.					
6. Household responsibilities should be shared equally among family members.					
7. The best use of computers is downloading foreign movies and visiting non-Iranian websites.					
8. I like modern life in which technology plays an important role in comparison to Iranian traditional life style.					
9. I am in favor of foreign holidays and festivals and if possible I would like to attend them.					
10. Versing some of the marriage customs and tradition of foreign countries into Iran's culture is a good idea.					
11. I like to follow fashion according to what is presented in foreign countries.					
12. Taking care of a pet, including a dog, is not a big deal to me.					
13. For deciding upon a job, my personal interests are more important to me than the pay.					
14. I would like to improve my general knowledge about the famous historical places of other countries.					
15. Museums belonging to other countries are far more interesting than the ones in Iran.					
16. I prefer watching foreign movies than watching Iranian ones.					
17. I would like to know about the body language of other countries.					
18. I prefer to go to parties with a friend.					
19. Having a job for a college student is very necessary even if it is not a suitable one.					
20. For being successful at work, there is no need to voice whatever good ideas that cross your mind.					
21. If some services such as taking care of pets be provided in Iran, it will be welcomed.					
22. Having basic information about the cultural features of other countries is very essential.					

23. Those who have problems finding a partner, may consult the dating companies.					
24. One of the means of getting to know about other people and cultures is the Internet.					
25. The majority of brands, which have a high quality, belong to foreign countries.					
26. Using modern and stylish environments can lead to the attraction of public places, including a restaurant.					
27. Following fashion and offering brand clothes are the reasons to success of many boutiques.					
28. I am more in favor of the film festivals being held in foreign countries rather than the Fajr festival in Iran.					
29. A teacher's responsibility is to increase learners' awareness about plagiarism and its punishments.					
30. Most of the inventions and services, which have helped human beings, have been provided by foreigners.					
31. I like western names more than traditional Iranian names.					
32. I would like to travel to countries in which I can find multicultural communities.					
33. I would like to go to restaurants in which different western foods are served.					
34. I would like to travel to countries that have famous tourist attractions.					
35. Tipping should be customized in Iran and there should also be a guideline for its amount.					
36. One of the most common and easiest ways of shopping is the internet.					
37. For choosing my spouse, I prefer to decide on my own rather than following my family's advice.					
38. True friend is the one who likes and dislikes whatsoever I like or dislike.					
39. Probably, in near future, men will replace women in doing household chores and taking care of children.					
40. It seems a good idea that parents let their grown up children to leave the house and live on their own.					
41. I would like to know about famous sports, even if I do not play any of them.					
42. All the office work should be done through the internet and email.					
43. Foreigners care about their health more than Iranians do.					
44. Finding a new friend is easier than keeping close ones.					

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