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خلاصه مقاله:

This study was an endeavor to develop a model of cultural identity among Iranian advanced EFL learners. To achieve this end, a multiphase design was implemented. Initially, it was attempted to investigate different factors of cultural identity to propose and validate a model. Thus, ۲۰ EFL learners studying in Safir English language institute in Tehran were interviewed about their views of their cultural identity in the qualitative phase. After extracting four factors of cultural identity including: "religion, culture, nationality, and language", a questionnaire was constructed which reflected these factors. Then, in the quantitative phase, the ۳۰-item questionnaire went through an exploratory factor analysis for the sake of validity and after its validity and reliability were corroborated through a pilot study with ۱۸۳ learners, it was distributed among ۳۸۴ EFL learners. In addition, Structural Equation Modeling (SEM) analysis was run through LISREL ۸.۸. to confirm that the final proposed model enjoyed validity for future research. To do so, a confirmatory factor analysis was run and the model of cultural identity was developed. Eventually, the possible relationship between ۳۸۴ EFL learners' cultural identity and their English language achievement scores was examined and the results of this phase indicated that there was a significant and positive relationship between learners' cultural identity and their English language achievement scores. The findings of this study can enhance awareness among English teachers, materials developers, and syllabus designers to equip themselves with the updated techniques to handle the possible challenges that may occur in EFL learning contexts.

کلمات کلیدی:
culture, EFL learners, Identity, model, Validation