

Cultural Intelligence, Cultural Identity and Iranian EFL learners' use of English Address Terms

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(Received: 29th, April, 2018, Accepted: 10th, April, 2019 Date of publication: July, 2019)

Language doesn't comprise mere linguistic system and frozen rules of grammar; rather it is a social and cultural phenomenon in which speech uttered by an individual can't be realized unless one understands the identity of the person who speaks. The general aim of this study was to look for the interaction effect of cultural intelligence and cultural identity on Iranian EFL learners' use of English address terms. To this end, Fifty two upper intermediate participants were divided into two groups of high and low cultural intelligence and cultural identity. Further, the participants, regardless of their membership in the two groups, were invited to take part in the study of the relationship between the constituent parts of CQ and English address terms. They were required to complete L1 Cultural identity questionnaire, Cultural Intelligence Scale (CQS) and test of English address terms. The procedural statistics employed to answer the research questions of the study consisted of two-way ANOVA and Pearson correlation. The analysis of the results indicated no interaction effect of cultural intelligence and cultural identity on the use of English address terms. Moreover, the four components of cultural intelligence were proved insignificant in relation English address terms. The findings can inform of imminent obliterating L1 cultural identity among EFL learners. Broaching the subjects such as globalization and English linguisticism, the study calls for the need for further inquiries to revise already established findings such as the role of home culture, L1 and attitudes towards target culture in EFL domain. The findings further underscored the differences existent between English and Persian categories of address terms.

Keywords: Cultural Intelligence, Cultural Identity, Address Terms.

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