The Reflection and Reproduction of Lifestyles in EFL Learners in an Iranian Educational Context

Azam Sazvar, Seyyed-Abdolhamid Mirhosseini, Farnoosh Rashed

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With a discursive view, English teachers’ teaching acts include issues much broader than the scope of linguistics and language per se. They may influence students’ world-views, perspectives, and behaviors. The present study aims at investigating how lifestyles are reflected and reproduced in English learners during teaching process. Additionally, the consequences of such influence on students’ lifestyles will be studied. The participants of this qualitative ethnographic study are two groups: the first group consists of six female English teachers and the second group includes sixty English students at intermediate, upper-intermediate, and advanced levels. There are two main data collection instruments, namely observation and oral interviews. Each class (one term) was observed for ten hours and recorded for ten hours as well. Generally, six classes were observed for sixty hours and also recorded for sixty hours. In addition, six teachers were orally interviewed; each for about 20 minutes. Four students were orally interviewed as well; each for about 20 minutes. It is worth mentioning that all interviews were recorded simultaneously. Data analysis was carried out using different coding procedures. The emerging themes illustrate that attitudes towards Iran, Iranian culture, religious values, beliefs about relationships, and ideas about foreign countries and cultures may indirectly shape cultural perspectives, behaviours and lifestyles. Besides teachers, the context, books, and materials used for teaching might also be the sources of the reproduction of lifestyles. The findings of the