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MIDDLE EAST UNIVERSITY

Analyzing the Cultural Content of *Action Pack "12"* and its Accessories and Exploring the Attitudes of Students, Teachers, and Educationalists towards Including Culture in this Curriculum

تحليل المحتوى الثقافي لكتاب أكشن باك "١٢" ولواحقه ومعرفة آراء الطلاب والمعلمين و التربويين حول تضمين الثقافة في هذا المنهاج

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Dedication

I have the great pleasure to dedicate this successful work to my beloved parents and all family members, the symbol of giving and unconditional love. I also dedicate this work to my friends.

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Analyzing the Cultural Content of Action Pack "12" and its Accessories and Exploring the Attitudes of Students, Teachers and Educationalists towards Including Culture in this Curriculum

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Abstract

This study aimed at analyzing the cultural content of Action Pack 12 and its accessories in addition to exploring students', teachers', and some Jordanian educationalists' attitudes towards including culture in this curriculum.

To achieve the goals of the study, the researcher collected data by means of four instruments; a cultural checklist, a student's questionnaire, a teacher's questionnaire and unstructured interviews. A convenience sample comprising 156 students chosen from eight different schools responded to the questionnaire. Another sample of 30 teachers of English as foreign language (EFL), who also teach 12th graders, was chosen to fill the online questionnaire.

A third sample of two EFL supervisors and two curricula planners were interviewed to elicit their attitudes towards the inclusion of Islamic Arabic culture in EFL textbooks. Action Pack 12 and its accessories were also chosen as a sample to be analyzed through the cultural checklist.

Results of the current study showed that Action Pack 12 was heavily loaded with cultural aspects related to Arabic culture and international cultures whereas British culture was given the lowest percentage through the two books of Action Pack 12. Additionally, analysis of the results revealed that Action Pack 12 included the following cultural aspects; literature and science, history and politics, leisure time, music and arts, ecology, first names and finally, food and drinks. The findings indicated that both EFL teachers and students had positive attitudes towards teaching / learning the British culture during EFL classes. The findings also emphasized the importance of teaching the English language besides its culture. Additionally, the results supported the idea of including Islamic Arabic culture in EFL textbooks to achieve better learning outcomes. Finally, the study came up with the idea of combining both Islamic Arabic culture and British culture with certain percentages allotted to each.

Key words: *Analyzing, Culture, Content, Action Pack 12, Attitudes, Students, Teachers, Educationalist, Curriculum*

تحليل المحتوى الثقافي لكتاب أكشن باك "١٢" ولواحقه ومعرفة آراء الطلاب والمعلمين و التربويين حول تضمين الثقافة في هذا المنهاج

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الملخص

هدفت هذه الدراسة إلى تحليل المحتوى الثقافي لكتابي "أكشن بلك ١٢" ولواحقه ومعرفة آراء الطلبة والمعلمين و التربويين حول تضمين الثقافة في هذا المنهاج . وبُغِيَ تحقيق أهداف هذه الدارسة استخدمت الباحثة أربع أدوات مكونة من قائمة شطب خاصة بالجوانب الثقافية و استبانة خاصة بالطلبة وأخرى بالمعلمين بالإضافة إلى المقابلات غير المقننة التي أجرتها الباحثة مع بعض التربويين. اشتملت الدراسة على أربع عينات مختلفة جاءت على النحو الآتي: ١٥٦ طالبا وطالبة تم اختيارهم من ثماني مدارس مختلفة وذلك حسب توفره م للباحثة و ٣٠ معلما ومعلمة ممن يدرسون طلبة الصف "١٢" و أربعة تربويين في مجالي إعداد المناهج والإشراف التربوي بالإضافة إلى سلسلة كتاب "أكشن بلك ١٢".

أشارت نتائج هذه الدراسة إلى احتواء كتاب "أكشن بلك ١٢" على عناصر ثقافية ذات علاقة بالثقافة العربية والثقافات العالمية. أما بالنسبة للثقافة البريطانية فقد س جلت أدنى النسب في كتابي "أكشن بلك ١٢". وتجدر الإشارة إلى أن كتابي "أكشن بلك ١٢" يحتويان على العناصر الثقافية التالية:

الآداب والعلوم و التاريخ والسياسة و أوقات الفراغ و الموسيقى والفنون و   البيئة و أسماء الأ علام و الطعام والشراب.

بينت نتائج هذه الدراسة أن آراء الطلبة والمعلمين و توجهاتهم نحو تعلم وتعليم الثقافة البريطانية أثناء حصص اللغة الإنجليزية كانت ايجابية. وقد أشارت النتائج إلى أهمية تدريس اللغة الإنجليزية إلى جانب ثقافتها بالإضافة إلى تدريس الثقافة العربية الإسلامية في كتب تعليم اللغة   الإنجليزية لتحسين مخرجات التعليم حيث لاقت فكرة تضمين الثقافتين البريطانية والعربية الإ سلامية في كتب تعليم اللغة الإنجليزية استحسانا عند التربويين على أن يُحَدَّد نسب مختلفة لكل ثقافة.

الكلمات المفتاحية: تحليل ، المحتوى ، الثقافي ، أكشن باك 12 ، آراء ، الطلاب ، المعلمين ، التربويين ،منهاج

Chapter One

Introduction

1.0 Introduction

This chapter starts with the background of the study, followed by statement of the problem, objectives and questions of the study. It also points out the significance of the study and sheds light on its limitations and limits. Finally, it ends with definition of terms.

1.1 Background of the Study

It is a favorable hope for nearly all people regardless of their background, knowledge, level of education or whatsoever to learn a new language besides their mother tongue. Today, people live in a world which is changing at an accelerating speed where there is a bulky amount of information introduced day by day in different languages, especially the English language. Learning English as a foreign language has become an inevitable necessity; as a result, the English language must be learnt to cope with the new revolution of information technology.

The English language is undoubtedly considered the most international lingua franca where there is no common language among the interlocutors to

communicate effectively. Mauranen & Ranta (2009) state that " English has established its position as the global lingua franca beyond any doubt ;along with this status ,it has become one of the symbols of our time ,together with globalization , networking, economic integration and the Internet" (p.1) .

A textbook is a major component in teaching any foreign language. Hutchinson and Torres (1994) state that "the textbook is an almost universal element of English language teaching (ELT) …. No teaching-learning situation, it seems, is complete until it has its relevant textbook" (p.315). Thus, it deserves to be evaluated by teachers and supervisors. Dweik (2007) stresses the importance and necessity of evaluating EFL textbooks by teachers, administrators as well as decision makers before launching the teaching process. He adds that choosing an EFL textbook inappropriately may leave a negative impact on both students' and teachers' performance in addition to wasting time, money and decreasing motivation.

Decision makers and stakeholders at the Ministry of Education in Jordan have exerted intensive efforts in improving and developing the educational system. They have enhanced building up teachers' capacities through the Education Reform for Knowledge Economy project (ERfKE) .Moreover, the Ministry of Education has launched teaching the English language for the first

graders at public schools since 1999 to improve the learning outcomes. It is noteworthy that developing curricula to meet students' needs, motivations, desires and cultures has been a main concern of stakeholder at the Ministry of Education. This idea is emphasized by Chastain (1976) who declares that by choosing a textbook with a content, which can meet students' interests, the teacher will be able to provide chances for language practice in a realistic manner.

To cope with changes, the Ministry of Education has decided to adopt Action Pack 12 for Jordanian class twelve in accordance with the approval of the Board of Education decision for the academic year 2010/2011. Action Pack 12 consists of a student's book, audio cassettes, a workbook and a comprehensive teacher's book. Thus, some spotlights must be shed on the content of Action Pack 12 particularly the cultural aspects as an integral component in any EFL textbook. It should be noted that the Ministry of Education in Jordan has set the general and specific outcomes for English language curriculum for both the basic and secondary stages. Some of the core subject outcomes, that should be covered through EFL textbooks taught in Jordan, stipulate that students are expected to:

1. explore and respond creatively to Arabic and world literature as a way of knowing, developing personal values, understanding our cultural heritage and appreciating other cultures in light of the Arab-Islamic culture.

2. acquire a positive attitude towards English and realize its importance as a means for promoting mutual understanding amongst peoples and countries. (English Language National Team, 2014, p.9).

1.2 Statement of the Problem

Teaching culture is a sensitive issue and the way cultural aspects are presented in textbooks may either enhance knowledge and awareness of oneself and others or it may lead to stereotyping and thus creates negative effect. This study investigated the cultural content of Action Pack 12 and explored the attitudes of students, teachers and some Jordanian educationalists towards learning/teaching British English culture as well as the inclusion of Islamic Arabic culture in EFL textbooks.

1.3 Objectives of the Study

The study aimed to:

- investigate the cultural aspects that Action Pack 12 contains.

- examine the attitudes of students towards teaching British English culture.

- examine the attitudes of English language teachers towards teaching British English culture.

- explore the attitudes of some Jordanian educationalists towards the inclusion of Islamic Arabic culture in EFL textbooks .

1.4 Questions of the Study

To achieve the aforementioned objectives, the study tried to answer the following questions:

1. What are the cultural aspects that Action Pack 12 contains?

2. What are the students' attitudes towards teaching British English culture?

3. What are the teachers' attitudes towards teaching British English culture?

4. What are the attitudes of some Jordanian educationalists towards the inclusion of Islamic Arabic culture in EFL textbooks?

1.5 Significance of the Study

Action Pack 12 has recently been introduced in 2010/2011 and to the best of the researcher's knowledge, its cultural content has not been evaluated. As a result, this study may fill the gap found in literature. This study could benefit students, EFL teachers, supervisors, curricula planners as well as stakeholders at the Ministry of Education. Moreover, it sheds the light on the importance of integrating culture into language teaching.

1.6 Limitations

The results are limited to Action Pack 12 and its accessories. They are also limited to the checklist instrument, interviews and the questionnaires used in this study.

1.7 Limits of the Study

This study was conducted in Amman, during the academic year 2014.

1.8 Definition of Terms

The following terms will have the following meanings:

Culture: Theoretically, culture has been defined by Zimmermann (2012) as " the ideas, customs, skills, arts, and tools that characterize a given group of people in a given period of time" (p.1). However, operationally it refers to the cultural elements, i,e ,food , dressing and how people spend their leisure time , marriage , customs ,behavior ,ceremonies , music and arts, history, politics, literature ,science, etc.

Attitudes: Theoretically**,** Ajzan (1988) considers attitudes as "a disposition to respond favorably or unfavorably to an object, person, institution, or event" (p.4) . In this study, the term attitudes refers to the way of expressing the degree of favor or disfavor towards the inclusion of English and Arabic cultures into Action Pack 12.

Educationalists: Theoretically,(Webster's Dictionary ,1999) defines an educationalist as "an educational theorist "(p.396) . Operationally, it refers to specialists in theories and methods of teaching such as EFL supervisors and curricula planners who hold B.A degrees in the English language and M.A degrees in English language teaching methods.

Chapter Two

Literature Review

2.0 Introduction

This chapter aims to review related theoretical and empirical literature. The theoretical literature discusses studies that have tackled the definitions of culture, importance of teaching culture as well as analyzing and evaluating textbooks. As for empirical studies, the researcher reviews local and international research that examines the cultural aspects of EFL textbooks in addition to studies related to attitudes towards learning English language and its culture.

2.1 Theoretical Literature

2.1.1 Literature Related to Definitions of Culture and Importance of Teaching Culture.

Chastain (1976) defines culture with "small c culture" anthropologically as the way people live whereas "large C culture" encompasses the major products and achievements of a society or outstanding individuals of a society.

Newmark (1988) also defines culture as "the way of life and its manifestations that are peculiar to a community that uses a particular language as its means of expression" (p.94). He also classifies culture into five different

categories namely; ecology, material culture, social culture, organizations, customs, activities, procedures, gestures and habits.

Brown (as cited in Spackman, 2009) interprets culture as "the ideas, customs, skills, arts, and tools that characterize a given group of people in a given period of time" (p.2).

Zimmermann (2012) delineates culture as the features of a certain group of people, sharing everything like language, religion, cuisine, social habits, music and arts.

Brown (1986) inaugurates his article about learning a second culture stressing that learning a second language often means learning a second culture.

Dweik (1986) emphasizes that a teacher should be fully aware of the close relationship between a language and its culture. He said that:

> the students cannot go far into target language without facing differences in cultural meanings. One cannot understand a language fully without understanding at least some of the distinct cultural meanings expressed through it. This involves knowledge of specific facts concerning the culture and some understanding of the major patterns of thought, beliefs, traditions, and values that account for the way people live and behave and give significance to their accomplishments.

Something of the history, geography, and origins of people who speak the language is necessary to experience some of their music, their humor, their daily living and their holidays. (pp. 96-97)

Thanasoulas (2001) reiterates that culture is one of the main components of a foreign language learning process besides grammatical competence, communicative competence as well as language skills. He defines cultural competence as "the knowledge of the conventions, customs, beliefs and systems of meaning of another country" (p. 2).

Genc & Bada (2005) describe teaching a language apart from its culture as inaccurate and incomplete. They emphasize that teaching a language seems senseless if students know nothing about who speak the target language or even the country where the target language is being spoken.

Cakier (2006) presents his ideas concerning the rung that culture has reached on the ladder of foreign language teaching and learning studies. He believes that "pure information" is beneficial but does not necessarily directs learners' insights rather it develops people's cultural awareness which often leads learners to more critical thinking.

Dweik (2007) uncovers the role of culture in EFL textbook evaluation. In the body of his research, Dweik offers different definitions of culture. He sheds light on the indivisible link between language and culture, reiterating that it is impossible to teach a language without teaching its culture. The researcher explains the reasons behind teaching culture, rationale behind evaluating textbooks as well as the way of evaluating textbooks. Consequently, he opens the floodgates for empirical evaluation studies to be carried out taking into account the cultural dimension.

Brown (as cited in Saniei, 2012) mentions that learning and understanding any language is not only confined to learning its syntax, phonology and lexis but also to certain features and characteristics of the culture of the target language. There is an inescapable link between language and culture; they are both inextricably interwoven. He assures that knowledge and awareness of the socio-cultural differences between both the target language and their own language will aid them to succeed in their studies and to join in a real –life language setting as well. The researcher indicates that language teachers are saddled with the responsibility of compensating any cultural component that might be missed from the textbook.

Shemshadsara (2012) concludes that there should be a shift in teaching culture which encourages students' awareness of the interwoven relationship between language and culture. Teaching culture promotes teachers' intercultural perspectives that might have an effect on their teaching methods.

Byram *et al* (as cited in Mahmood, Asghar and Hussain 2012) report that foreign language teaching involves cultural aspects that prepare learners for better and well-informed national and international life as one major aim of language teaching besides increasing the understanding and tolerance among cultures.

However, some scholars comment on teaching the source, target and international cultures through learning English as a second language. Kramsch (1993) observes that in order to communicate with native speakers of other culture, there should be understanding on the part of the learners who must understand the target culture through learning the target language. He adds that learners should always link the target culture with their own cultures.

Cortazzi and Jin (as cited in Mahmood, Asghar and Hussain, 2012) state that embedding source culture in English language teaching has advantages in

helping learners in learning language in their own social context and enabling them to explain their own culture using English.

2.1.2 Literature Related to Analyzing and Evaluating EFL Textbooks

Daoud & Celce-Murica (1979) recommend obtaining background information on students, course syllabus and getting institutional data before selecting and evaluating a textbook. The researchers suggest three steps for the evaluation technique; survey, analysis and judgment. The first step requires skimming through the introduction, the table of contents, glossary or index to get an idea about the purpose, organization, method of presentation in addition to the kind and range of materials that the textbook includes. The second step involves careful examination of the content of the textbook and the teachers' manual if available. Daoud & Celce-Murica have developed a checklist to analyze the textbook and the teacher's manual; each one has its own criteria. The textbook should be investigated in terms of subject matter (topics, contexts), vocabulary, structures, exercises, illustrations, physical make-up which includes cover, size, binding, paper, printing, type, and layout of the page. Regarding the teacher's manual, the researchers suggest the following four criteria: the general features, type and amount of supplementary exercises for each language skill, methodological/ pedagogical guidance and linguistic background information. The third step ends by selecting a textbook

depending on the checklist which contains the above mentioned criteria. However, Dweik (2007) points out that Daoud and Celce-Murcia ignored the cultural dimension of the textbook.

Sheldon (1988) suggests a 17- item checklist for an EFL textbook evaluation. The checklist includes rationale, availability, layout/graphics, physical characteristics, user definition, accessibility, linkage, selection/grading, appropriateness, authenticity, sufficiency, cultural bias, educational validity, stimulus/practice/revision, flexibility, guidance and overall value for money. Sheldon gives a brief description for each item.

Cortazzi and Jin (as cited in Liu ,2013) propose a general framework for analyzing cultural content of EFL textbooks. This analysis consists of a representation of source culture which is the learner's native culture, target culture where English is spoken as a first language and international cultures where there is an amalgamation of English and non-English speaking countries.

Paige et al (1999) propose a conceptual model of learning culture. They point out to the distinction between 'culture-specific domain' and 'culture-general domain'. The former refers to acquiring the knowledge, behavior and attitudes of the target culture whereas the latter refers to the knowledge, behaviors and attitudes that are much more generalisable as well as

transferrable among other cultures. Knowledge of culture-general domain covers six areas namely; "cultural adjustment stages, culture shock, intercultural development, culture learning, cultural identity and cultural marginality. Knowledge of culture-specific involves acquiring knowledge about little 'c' and big 'C' target culture" (p.7). Moreover, behavior (skills) related to culture-general includes six sub categories namely; "culture learning strategies, coping and stress management strategies, intercultural communicative competence, intercultural perspective-taking skills, cultural adaptability and transcultural competence. Target culture skills (behavior) involves appropriate everyday behavior as little 'c' and appropriate contextual behavior as big 'C' culture" (p.7). Their model proposes that learners should know about positive attitudes toward different cultures, culture learning in addition to ethnorelative attitude regarding cultural differences. On the contrary, they suggest knowing about positive attitudes toward target culture and target culture persons as cultural specific.

Lee (as cited in Lee 2009) suggests 16 themes that are required to acquire culture-general knowledge , behavior and attitudes each of which has its own subdivisions. Knowledge has nine themes, just to name a few, cultural learning, culture shock, culture stress and impact of culture on human communication. Behavior comprises five subcategories such as; culture

leaning strategies, strategies dealing with intercultural stress. Attitudes consist of two sub themes namely; positive attitudes towards foreign cultures and intercultural attitudes towards cultural differences.

Chastain (as cited in Dweik 2007) offers the following five criteria for selecting an EFL textbook: (1) Paying attention to vocabulary as well as the content of the reading material dialogue. (2) Taking into account steps involved in language acquisition. (3) Focusing on four language skills beside culture (4) Paying attention to the sequence of developing language skills. (5) Emphasizing homework for the next class meetings and choosing a text which can be personalized to the students' interests.

Wong (2009) has developed a five-perspective checklist for evaluating a textbook. First , the linguistic content which covers 17 items including grammar, vocabulary , reading passages, listening material , just to mention a few. Second, other content related to cultural and real world content such as if the presented material is related to learners' background, culture and environment .This section consists of 16 questions. Third, learners' concerns which lie in five questions .Fourth, teachers' concerns which involve seven questions to be answered. The last dimension is devoted to other practical concerns related to the textbook if it is affordable, attractive, durable, easy to carry and easy for the eyes.

2.2 Empirical Studies

2.2.1 Local Studies Related to Evaluating the Cultural Aspects of EFL
          Textbooks

Autoom (2005) provided cultural analysis for the content of Action Pack English textbooks taught in public schools in Jordan for the first six primary grades. She explored the cultural dimension associated with learning English through Action Pack textbooks. The researcher utilized two research instruments: a questionnaire and content analysis. The former consisted of nine questions. Each question had three responses to be filled by 88 English language teachers in Jerash Directorate, while the latter was based on quantitative and qualitative instruments. Ten criteria were followed for the qualitative instrument such as the percentage of Islamic names to neutral ones, the percentage of western countries to eastern ones and age. Additionally, the criteria involved the appearance of characters in terms of inferiority and superiority situations, food , external fashion culture, musical instruments , women as well as relationship between males and females. The qualitative one concentrated on the omission of the religious theme which was neglected. The study showed that there were many western cultural aspects involved in Action Pack series which were alien to Islamic culture such as the portrayal of

women as liberal and independent. She concluded that the series was almost culturally-loaded .

Shatnawi (2005) explored the cultural aspects implied in the Cutting Edge series including the three levels of this series. It aimed to uncover students' and instructors' attitudes towards English culture as well as their attitudes towards the inclusion of Arab-Islamic culture in EFL textbooks. The researcher went further to investigate the existence of any significant differences among students and instructors towards English language and culture due to their gender and cultural orientation. Moreover, Shatnawi explored the instructors' and students' suggestions regarding Cutting Edge series. The researcher carried out his study on 300 male and female students in addition to 20 instructors at Yarmouk University using two questionnaires in order to achieve the above mentioned goals. Interviews were also conducted with some students and instructors. The study revealed that Cutting Edge series included these cultural aspects: economic, historical, geographical, political, religious, social, man-woman relationship, habits, customs and traditions, and aspects related to the way of living. The study also showed that there were a couple of trends regarding the inclusion of culture in teaching English as a foreign language (TEFL). The first trend supported the inclusion of western culture and the other rejected the inclusion of western culture in

TEFL. The study revealed that there were no significant differences in students' responses due to their gender or cultural orientation.

Al-Hishoush (2006) studied which culture (native English, international, or local Jordanian or Arab culture) was represented in two national and international textbooks taught in Jordan AMRA General English One and Headway Advanced .The researcher used the content analysis for the two books as a tool of collecting data. The results of the content analysis revealed that in AMRA there was more emphasis on the local Jordanian and Arab culture when compared to "Headway Advanced" which overemphasized the native English culture. The study showed that the views about other cultures were not always positive or neutral.

Jafar (2006) investigated the foreign cultural aspects compared to the Arabic aspects in English textbooks taught at Jordanian public schools. The researcher adopted the textbook content analysis to analyze the cultural content of Action Pack series from 1-6. The results revealed that the foreign aspects had the lion's share which was about 76% while the Arabic aspects had scored 24% . The researcher believed that there should be a balance between the Arabic culture and the foreign culture to enable students to relate English to real life.

Abu Nuwar (2007) scrutinized the degree to which the cultural criteria meet the general objectives, specific objectives and the content of Action Pack "5" material. The researcher checked the availability of cultural aspects in Action pack "5" by utilizing cultural criteria which she had developed as an instrument for the research. Abu Nuwar pointed out areas where language and culture were integrated such as topics and materials, language features and language skills , class activities and cultural activities, home assignments/ or exercises, and teaching aids: illustrations, and teaching aids: the teacher's book and the tape scripts of the audio-cassettes. Action Pack "5" with its accessories were chosen as a sample for investigation. The study discovered that Action Pack "5" materials were not designed on the basis of cultural evaluative criteria which aimed to achieve understanding of the native culture, to communicate the cultural content, and to develop the students' primary four language skills. It also revealed that there was a lack of intimate relationship between language and culture in all the objectives, content, and teaching aids of Action Pack "5". Moreover, her study showed that the resource materials were inappropriate as supplement to the Action Pack "5" which aimed to add further meaning to the content. It also unveiled that Action Pack "5" was not directed to increase students' awareness of their home culture. Finally, the

study revealed the inappropriateness of Action Pack "5" to further using some of those aspects into students' lives.

Ababneh (2007) analyzed the content of Jordan Opportunities series and investigated teachers' and supervisors' opinions about it. He developed an eighty seven – item questionnaire to be filled by the chosen sample which consisted of eighty EFL teachers and eight supervisors in Irbid's first, second and third education directorates. The researcher concluded that the inclusion of culture was clear in "comparing cultures", "quotes and unquote" and " culture corner" sections. All quotations in "quote and unquote" section were taken from famous persons of the foreign culture, whereas in " comparing cultures" sections , there was focus on Arab and Islamic culture like comparing Ramadan in Morocco and Jordan . "Culture corner" section was devoted to foreign cultures such as Scotland and Britain. Another finding of the study was that each module included a new topic which was systematically organized.

Bataineih (2009) aimed to find out the amount of authentic cultural aspects in AMRA series textbooks of English and to compare it with the unauthentic aspects. The researcher proposed that foreign language syllabuses of English for the secondary schools in Jordan were basically based on unauthentic socio-

cultural elements. After identifying the authentic socio-cultural elements, the researcher adopted Brook's list as a tool of analysis. The study proved that AMRA series textbooks particularly reading passages were based on the local culture of the learners, while the authentic culture of the English language community was ignored.

Al-Jadiry , Al Madanat & Dweik (2009) investigated the extent to which the cultural aspects were included in the Enterprise series textbook "4" and whether they matched the learner's objectives as illustrated in the Ministry of Education General Guidelines and Curricula in Jordan. To achieve the purpose of the study , the researchers developed a special nine-question checklist covering the objective domain as a research instrument bearing in mind international ,regional and national evaluative criteria. The Enterprise "4" series textbooks were chosen as a sample for the study. The results showed that the textbooks were rich with objectives that revealed aspects of the target cultures but lacking completely the aspects of the Arabic learner's culture.

Shatnawi (2009) evaluated the cultural aspects in Mission "1" and investigated the students' attitudes of 11th grade at Yarmouk University Model School towards the inclusion of the English culture in Mission "1". She also examined the existence of any significant differences among students'

perceptions towards the language and culture due to gender. To fulfill the aims of the study, the researcher collected data by means of content analysis and a questionnaire. A sample of 160 male and female students was asked to fill the questionnaire to elicit their attitudes towards English cultural aspects found in Mission "1". Results revealed that Mission "1" included the following cultural aspects: historical, economic, geographical, literary, political, religious, man-woman relationship and way of living. Results also indicated that the majority of students agreed that it was impossible to separate language from its culture. Additionally, most of the students showed their disagreement towards achieving greater success if learning the English language was set aside from its culture. The researcher also found out that there were no statistical significant differences between males' and females' responses related to culture and the content of the textbook.

2.2.2 International Studies Related to Evaluating the Cultural Aspects of EFL Textbooks

Aliakbari (2004) investigated the way of addressing culture in English language learning (ELT) in Iran in general and the place of culture in ELT at high school level of education in particular. The study also aimed at investigating textbooks' contribution to the improvement of students' intercultural competence. To achieve the goals of the study, the researcher

analyzed four English textbooks entitled English Book One, English Book Two, English Book Three and English Book Four. The analysis was based upon the amount and kind of presentation given to various target language speaking countries or groups in the textbooks. Findings showed that ELT textbooks used in Iran did not help in developing intercultural competence and cultural understanding since the books distracted the attention from cultural points besides the fact that the cultural content was very limited. The researcher concluded that the textbooks under investigation were inadequate to the task of teaching culture since there was only one reference for English speaking countries. On the contrary, general texts related to science, biographies of scientists and world figure scored the highest frequencies. Additionally, texts whose cultural identities were left out scored high frequency.

Lee (2009) investigated the aspects of culture learning or teaching that were included in eleven EFL conversation textbooks used in Korea. The content analysis used by the researcher was based upon models conceptualized by Paige et al and Lee who all encouraged integrating language and culture teaching/learning. The results indicated that the majority of the investigated textbooks revealed a strong tendency to include big "C" target-culture learning such as of facts and statistics in the fields of arts , history and customs related

to USA without any further explication of the small "c" domain of a target culture.

Xiao (2010) analyzed the cultural content of Contemporary College English for Listening "3" (Book 3). This content analysis aimed at defining the categories of cultures that were presented in such a textbook taught at the university level. It also aimed to find the types of culture that were presented in EFL university textbooks. Additionally, this study examined learners' perceptions and attitudes about the cultural content and culture learning. The researcher collected data through a three-part questionnaire. The first part consisted of 20 items, based on Likert scale, which were designed to investigate students' attitudes towards learning culture. The second part was concerned with ranking five items that were related to the importance of cultural aspects. The questionnaire ended with three open-ended questions which aimed at revealing students' expectation on cultural learning in terms of categories of culture. To achieve the goals of her study, the researcher chose 96 second year students from Jiangxi University of Science and Technology in China to fill in the questionnaire in addition to the content analysis of the textbook. The results indicated that (Book 3) target cultural contents related to United Kingdom and United States were significantly focused in the script

section and notes section. On the contrary, source culture and international culture scored a very low percentage. Findings of the study proved that (Book 3) was designed with the aim of enhancing the students' knowledge of English speaking countries' culture. It also indicated that big "C" was preferred especially aspects related to literature, arts, economy, politics and history whereas little "c" was rarely observed. Moreover, researcher found that students considered target culture very important for their English learning and they showed positive attitudes towards the importance of culture and cultural learning. They also believed that "if cultural knowledge learning could be set as compulsory course, it would facilitate their cultural learning more than the present situation" (p. 84).

Kirkgöz and Ağçam (2011) investigated the cultural elements in 18 locally published English textbooks used for Turkish primary schools. It aimed at finding out the extent to which textbooks contained references to the source (Turkish) culture, the target (British/American) culture and the international target culture. To achieve the goals of the study, the researchers adopted a quantitative analysis of the cultural elements demonstrated in these EFL textbooks. Results revealed that references to the source and target cultures included in textbooks scored high percentages in comparison with

international target cultural components. The overall results of the study indicated that locally published EFL textbooks "were designed to foster learners' familiarity with the source, target and international target culture simultaneously at every stage of the English language learning experience. In this way, a reasonably good balance between these three sources of cultural elements has been maintained"(p.165).

Mahmood, Asghar and Hussain (2012) attempted to shed light on the cultural representation in English as a Second Language (ESL) textbook by means of using Byram et al model. This model consisted of the social identity, beliefs, behaviors, sociopolitical institutes, socialization and life cycle, national history, geography and stereotypes. The researchers chose Step Ahead "1" which was taught for Class six at Beacon House School System in Pakistan. Results proved that this EFL textbook did not present sufficient information about the target culture. It also revealed that the main focus of this textbook was the non-native culture. Moreover, findings revealed that there was inadequate, insufficient inter-cultural harmony in this textbook and the least percentage was given to the source culture (Pakistani) , which was likely to alienate the learners from their own culture. Additionally, results of the content analysis showed that Step Ahead "1" represented the Singaporean culture.

Liu (2013) aimed at identifying the types of culture that were introduced in Chinese EFL textbooks for the university level. He examined four teacher's manuals and four students' books of Listening and Speaking 1-4 (Second Edition) of New Horizon College English. They were taught for Chinese non-English major students. The researcher adopted two perspectives. The former was by adopting Cortazzi and Jin's framework regarding the cultural content which concentrated on the representation of source culture, target culture and international culture besides the "unidentified sources of culture" which had no reference to any other country. The latter was concerned with the two notions of cultures i.e. big "C" and little "c" culture. Results of the study revealed that more than 50% of the cultural content was unidentifiable. Findings also showed that the textbooks were dominated by target cultural content whereas international culture and source cultural content scored very small percentages. The little "c" of values was the predominant theme while other little "c" themes were absent such as food, holidays, hobbies and body language.

2.2.3 Studies Related to Attitudes towards Learning English and its Culture

Saluveer (2004) investigated students' and teachers' perspectives about the importance of teaching culture in EFL classes. The researcher chose Estonian

secondary schools to carry out her study. Data were elicited through two questionnaires: one for teachers and the other for students. The questionnaires were administered to 61 EFL teachers and 193 students in addition to a test for students to check their knowledge about Britain. Firstly, the researcher hypothesized that teachers' main focus was on language acquisition while teaching culture was not systematic. Secondly, she proposed that teachers' views were different from students' views concerning the way of teaching culture. Finally, it was probable that students' knowledge of Britain's culture was limited. The results revealed that the first and the second hypotheses were totally correct while the third hypothesis was partially correct.

Genc and Bada (2005) conducted a study to find out what students of Çukurova University in Turkey thought about the effects of the culture classes they attended in 2003-2004 academic year on the cultural awareness, language skills and changing the attitudes towards native and target societies. The writers developed a five-item questionnaire aiming to assess the following themes: 1) language skills 2) native and target cultural awareness 3) attitudes towards the target culture 4) contribution of culture class to the participants' prospective teaching profession (open-ended question). The chosen sample consisted of 38 students of both sexes who planned to be teachers after graduation. The study discovered that students' views were consistent with

the theoretical benefits of a culture class as argued by experts in the field of teaching culture in EFL classes. The study also illustrated how arguments of EFL experts, who were in favor of a culture class in language learning and teaching , were justified by evidence provided by participants.

Önalan (2005) explored the EFL teachers' attitudes and beliefs towards incorporating cultural information into their teaching. The sample consisted of 196 instructors at four universities in Ankara . Data were collected through questionnaires .Interviews were also used to elicit as accurate information as possible and to gain verbal insight into ELT teachers' attitudes towards the place of culture in their own practices. Twenty four face-to-face interviews were conducted and eight interviews were done by phone. Findings proved that teachers had positive attitudes towards incorporating cultural information in their instruction.

Jabeen (2011) analyzed the attitudes of 94 Pakistani learners at Faisalabad University towards target culture teaching in ELT classrooms. He also examined if learners' educational background and economic status affected their attitudes towards the teaching of target language culture in ELT classroom. The researcher administered a questionnaire to extract students' responses concerning the teaching of different aspects of target culture in ELT

classroom. Jabeen concluded that respondents had negative attitudes towards the teaching of target language culture. He added that there were educational and economic background based differences in learners' attitudes towards teaching the target culture.

Sarıçoban & Caliskan (2011) investigated students' positive and negative attitudes towards learning the target culture. Data were collected through a 13-item questionnaire which was distributed to 95 intermediate students at Çankaya University in Turkey .The findings of the study showed that most of the students ,who took part in the study, had positive attitudes towards the inclusion of cultural components during their study of the English language.

Rafieyan, Eng and Mohamed (2013) investigated the attitudes of Iranian language learners towards the incorporation of cultural components of the target language community into their classroom instructions from affective, cognitive, and behavioral viewpoints. The researchers collected data through the completion of a 12-item Likert scale attitude questionnaire by 47 Iranian adult intermediate-level learners of English as a foreign language at a language institute in Iran. The findings suggested that Iranian language learners had overall positive attitudes towards learning the target language

culture and this positive attitude was evident within affective, behavioral, and more significantly cognitive domains.

To sum up, the reviewed literature showed that attitudes towards including target culture in EFL classes had two trends; the positive and the negative one. Some believed that target culture should not be separated from its language while others believed that the learner's culture should be embedded. This chapter also highlighted the importance of analyzing the cultural content of EFL textbooks along with some local and international empirical studies were carried out in this field.

Chapter Three

Methods and Procedures

3.0 Introduction

This chapter provides insight on the methodology used in this study. It describes the population and sample of the study. It also elaborates on the research instruments, their validity and reliability as well as data collection, statistical treatment and criteria of analysis. Finally, the chapter ends with the procedures used in this study.

3.1 Population & Sample

The population of the study consisted of:

- Action Pack 12 series and its accessories.

- All twelfth graders at public and private schools.

- All male and female teachers of the English language who teach Action Pack 12 in public and private schools in Amman Governorate. They were about 420 teachers.

- Educationalists like EFL supervisors and curricula planners.

From the population mentioned above, (156) twelfth graders were chosen purposively on the basis of availability and convenience. Table (1) shows the demographic characteristics of students who participated willingly in filling

out the questionnaires. They were chosen from eight schools namely; Al-Ittihad Secondary School for Boys, Al-Ittihad Secondary School for Girls, Al-Durr Al-Manthour Secondary School for Girls, The Universal School, Al-Taybah Secondary School for Girls, Abu Alanda Secondary School for Girls, Jawa Secondary School for Boys and Amina Bint Wahab Secondary School for Girls.

Table (1) Students' Demographic Characteristics

Gender		
Males	31	156
Females	125	
Age		
17	53	
18	101	156
19	2	
Kind of School		
Public	91	
Christian Private	0	156
Muslim Private	65	
Other	0	
Academic Stream		
Scientific	97	
Literary	29	156
Information Technology	30	
Directorate of Education		
Directorate of Private Education	65	156
Education Directorate of Al-Quweismeh	91	
Nationality		
Jordanian	141	
Palestinian	8	
Iraqi	0	156
Egyptian	2	
Syrian	5	
Religion		
Islam	154	156
Christianity	2	

Regarding the sample of teachers, 30 male and female teachers, who teach Action Pack 12, were selected from Al-Qweismeh Directorate of Education and Directorate of Private Education to participate in filling out the questionnaires. It is worth mentioning that the sample of the teachers is not as big as the sample of students because each school has one or at most two teachers for twelfth grade since three hours are weekly allocated to teaching English for this stage. Table (2) shows teachers' demographic characteristics in terms of gender, age range, level of education, years of experience in teaching English, the kind of school they teach at, Directorate of Education, their nationality, religion and their cultural orientation.

Moreover, four Jordanian educationalists, consisting of two EFL supervisors and two curricula planners, were interviewed to reveal their attitudes towards the inclusion of Islamic Arabic culture in EFL textbooks. All of the interviewees had long experiences in both teaching and supervision or curricula planning. (See Appendix A, p.103).

Table (2) Teachers' Demographic Characteristics

Gender	Males	11	30
	Females	19	
Age	22-27	4	30
	28-33	12	
	34-39	4	
	40-45	3	
	Above 46	7	
Level of Education	B.A	23	30
	Higher Diploma	3	
	M.A	4	
	Ph.D	-	
Years of Experience	1-10	17	30
	11-20	9	
	21-30	4	
Kind of School	Public	24	30
	Muslim Private	6	
	Christian Private	-	
	Other	-	
Directorate of Education	Directorate of Private Education	7	30
	Education Directorate of Al-Quweismeh	23	
Nationality	Jordanian	29	30
	Palestinian	1	
Religion	Islam	30	30
	Christianity	-	
Cultural Orientation	Conservative	29	30
	Secular	-	
	Westerner	-	
	Others	1	

3.2 Research Instruments

In order to help answering the research questions, the researcher developed the

following instruments:

3.2.1 A Cultural Checklist

Based upon previous studies that the researcher had come across, a cultural

checklist was designed to examine the existence of cultural aspects in Action

Pack 12 series and its accessories. A 12-criterion checklist was utilized to analyze the cultural content of Action Pack 12 in terms of the following sub-cultural aspects: history and politics, religion & religious rituals, food & drinks, first names, education, ecology, economy, leisure time, music and arts, dress, literature and science, social behavior (etiquette) in addition to family and male-female relationship. The cultural checklist was prepared in Arabic and English .Also, it was based on Shatnawi (2005), Shatnawi (2009), Newmark (1988) and Cortazzi and Jin's classification of the types of cultures with some extra cultural categories that are added by the researcher. (See Appendixes B & C, pp.104-106)

3.2.2 Student's Questionnaire

To obtain students' attitudes towards learning English culture, the researcher developed a five-item Likert scale questionnaire based on Saluveer (2004), Shatnawi (2005), Shatnawi (2009), Jabeen (2011), Rafieyan , Eng and Mohamed (2013). The questionnaire consisted of two parts. The former included demographic data of the students in terms of gender, age , kind of school, academic stream , nationality, religion as well as Directorate of Education while the latter consisted of 11 domains each of which consists of two statements. (See Appendixes D & E, pp.108-110)

3.2.3 Teacher's Questionnaire

To help achieving the goals of the study, the researcher developed a five-item Likert scale questionnaire based on Saluveer (2004), Shatnawi (2005), Shatnawi (2009), Jabeen (2011), Rafieyan , Eng and Mohamed (2013). The first part of the questionnaire was devoted to demographic data such as gender, age , level of education ,years of experience in teaching English , kind of school they teach at, nationality, religion , cultural orientation as well as Directorate of Education. The second part consisted of 11 domains which aimed at eliciting teachers' attitudes towards the British English culture. (See Appendixes F & G, pp.112-114).

3.2.4 Unstructured Interviews

Based on Shatnawi (2005), the researcher carried out unstructured interviews with some Jordanian educationalists to explore their attitudes towards the inclusion of the Islamic Arabic culture in EFL textbooks. The unstructured interviews consisted of four open-ended questions namely; (1) To what extent should we include Islamic Arabic culture in EFL textbooks (Action Pack 12)? Why? , (2) To what extent should we include the British English culture in EFL textbooks (Action Pack 12)? Why? , (3) To what extent should we combine the target and Arabic cultures in EFL textbooks (Action Pack 12)? Why? And (4) What percentages should be allotted to including Islamic

Arabic culture, British English culture and any other culture?. (See Appendix H,p.116). The researcher introduced herself and clarified the purpose of the interview then asked for some demographic data before going into details. The researcher proceeded to ask the interviewees questions that revealed their attitudes towards the inclusion of the Islamic Arabic culture into EFL textbooks. It is worth mentioning that three of the interviews were conducted in Arabic and the researcher translated their responses while one interview was conducted in English via e-mail.

3.3 Validity and Reliability

3.3.1 Validity of the Instruments

To ensure the validity of the instruments, a validation committee in the field of curricula and methods , an EFL supervisor and other jurors were asked to add their comments on the suitability of the questionnaires' items, cultural aspects of the checklists as well as the questions of the interviews (See Appendixes I & J, pp.117-118). All instruments were translated into Arabic to facilitate the task .After receiving the committee's comments, the researcher made the required amendments.

3.3.2 Reliability of the Cultural Checklist and Questionnaires

To achieve the reliability of the checklist used in analyzing the cultural aspects of Action Pack 12, the researcher used the Scott coefficient for consistency. The researcher analyzed the cultural content using the checklist and after two weeks she repeated the analysis. Then, she calculated the co-efficiency between the two analyses through the following equation:

Consistency Ratio = $\dfrac{\text{Number of coincident answers}}{\text{Number of coincident answers + number of different answers}}$ * 100

Consistency Ratio = 80.4

To establish the reliability of the questionnaires, the researcher applied the following two techniques: Firstly, the test-retest technique in which ten students were chosen to respond to the items of the questionnaire. After a week, the same respondents, who were excluded from the main sample ,were asked again to fill the questionnaire .Then , Pearson correlation was calculated via Statistical Package for Social Sciences (SPSS) software that showed the stability of the responses.   Secondly, the internal consistency in which Cronbach's Alpha was measured by using SPSS software. The result of Cronbach's Alpha was (81.7).

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	20	100.0
	Excluded[a]	0	.0
	Total	20	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.817	22

3.4 Data Collection and Statistical Treatment

The researcher distributed the Arabic version of students' questionnaire through her friends who teach English for 12th graders. The researcher explained to them how to let their students respond to the items of the questionnaire. On the contrary, the teachers' questionnaire was designed online through www.surveyplanet.com to be filled out via this link http://bit.ly/1ofLoYh forwarded by the researcher to the targeted sample of teachers (See Appendix K, p.119). Meanwhile, the researcher interviewed the four Jordanian educationalists who were asked about their attitudes and opinions towards the inclusion of Islamic Arabic culture into EFL textbooks.

The researcher also analyzed Action Pack 12 and its accessories. It is worth mentioning that both the Students' Book and the Workbook were analyzed whereas the Teachers' Book was only used as a reference for the key answers in addition to having a complete access to the listening material.

Since this research is a combination of both quantitative and qualitative data, the researcher adopted two methods of data analysis. For the quantitative, she calculated the means and extracted their percentages to present them in a tabular form through MS Excel whereas a descriptive, narrative style was followed to present the qualitative results of the unstructured interviews.

3.5 Criteria of Analyzing the Cultural Aspects of Action Pack 12

The researcher adopted the following criteria along with their own sub-categories. The following is a brief description of these criteria used in the analysis with examples where possible;

- **History and politics:** this aspect refers to items related to famous figures, flags, national heroes and heroines, major historical events in the country, leaderships in the country, governments and relations with other countries. For example :

  " In 2003, 140.000 non-British citizens came to live in the UK and 100.000
  British people returned to their home country from …..". (Haines, 2010:19)

- **Religion & religious rituals:** this aspect refers to items related to religions, places of worship, religious ceremonies and religious holidays.

- **Food & drinks:** this aspect refers to items related to famous dishes, hot and soft drinks, food recipes, eating utensils and eating habits.

- **Education:** this aspect refers to items related to educational systems, kinds of schools, school subjects, university subjects and grading system. For example:

  "A: Are you from Egypt?   B: No/ Jordan

  A: Do you go to school?   B: No/ University

  A: Are you studying chemistry?   B: No/ Physics" (Haines,2010:18).

- **Ecology:** this aspect refers to items related to rivers, lakes, seas, mountains, plants ,animals weather and climate. For example:

  "Yangtze is the longest river in China" (Haines,2010:77).

- **Economy:** this aspect refers to items related to names of banks, currency, as well as buying and selling goods. For example:

  "Madaba played a major role in trading pottery throughout Europe and the Arab world…..". (Haines,2010:52)

- **Leisure time, music and arts :** this aspect refers to items related to entertaining activities, popular sports, entertaining programs, touristic and entertaining places , traditional music , famous singers, actors and actresses , famous paintings and painters in addition to artistic productions such as films and plays. For example:

" We're really enjoying our holiday in the Gulf of Aqaba. Yesterday we went
scuba diving in the Red Sea" (Haines, 2010:31).

- **Dress:** this aspect refers to items related to traditional dress, men's and women's dresses, casual clothes, formal clothes and clothes of occasions such as marriages and funerals.

- **Literature and science:** this aspect refers to items related to different fields of literature, famous poets, dramatists and playwrights, scientific fields as well as biographies about famous scientists. For example:

  " Dr Hanania is an incredibly gifted heart surgeon and Jordanian Senator …."
  (Haines,2010:87).

- **Social behavior (etiquette):** this aspect refers to items related to greeting and parting expressions, exchanging gifts, acceptable and unacceptable behavior.

- **Family and male-female relationship:** this aspect refers to items related to the role of women and men, equality between men and women, family gatherings and family relations.

  "May gets up early every morning and walks to the village to buy food"
  (Haines,2010:51).

- **First names:** this aspect refers to all males' and females' names or nicknames.

"Alberto and Maria's son said his parents had a simple way of life" (Haines,2010,51).

3.6 Procedures

1. The researcher familiarized herself with theoretical literature related to the relationship between teaching English language and culture, besides studies on how to evaluate EFL textbooks.

2. The researcher read some empirical studies that were carried out in the field of evaluating EFL textbooks especially the ones related to evaluating the cultural dimension.

3. The population and the sample of the study were identified.

4. Having prepared the checklist, questionnaires and interviews, the researcher sent them to the validation committee specialized in curricula and teaching methods, an EFL supervisor and other jurors to achieve their validity.

5. The researcher made amendments according to the committee's comment.

6. To facilitate her task , the researcher got a letter of permission from Middle East University (See Appendix L, p. 120).

7. To achieve a high degree of reliability, the researcher adopted the test-retest technique for the questionnaire. Scott coefficient for consistency

was used to achieve the reliability of the checklist used in analyzing the cultural aspects of Action Pack 12.

8. The researcher conducted interviews with the selected samples, then, she distributed the student's questionnaire.

9. Since the sample of the teachers was a rare one, it was difficult to reach each teacher at his/her work. Thus, the researcher designed an on-line teacher's questionnaire through www.surveyplanet.com in which all participants were sent this link http://bit.ly/1ofLoYh to fill the questionnaire.

10. The researcher counted the cultural aspects and their frequencies in Action Pack 12 series. After two weeks, the researcher repeated the content analysis.

11. Results of the questionnaires and checklist were calculated through the means and percentages then presented in tabular forms, whereas the descriptive style was followed in presenting the results of the interviews.

12. Findings were also presented in tables and discussed in light of the reviewed literature.

13. The researcher wrote conclusions, recommendations and suggestions for further studies.

14. All references were listed according to APA style and all appendixes were added at the end.

To sum up, this chapter covered the methodology used in this study. It presented detailed information about the population, sample and how participants were chosen. It also gave a thorough description of the four instruments used in this study in addition to the statistical analysis and procedures followed by the researcher.

Chapter Four

Results of the Study

4.0 Introduction

This chapter provides answers to the questions of the study which aimed at Analyzing the Cultural Content of Action Pack 12 and its Accessories and Exploring the Attitudes of Students, Teachers and Educationalists towards Including Culture in this Curriculum. The study answered the four following questions:

1. What are the cultural aspects that Action Pack 12 contains?

2. What are the students' attitudes towards learning British English culture?

3. What are the teachers' attitudes towards teaching British English culture?

4. What are the attitudes of some Jordanian educationalists towards the inclusion of Islamic Arabic culture in EFL textbooks?

4.1 Results of Question One

What are the cultural aspects that Action Pack 12 contains ?

In order to answer the first question, the researcher analyzed the cultural content of Action Pack 12. The analysis included the student's book, the workbook in addition to the teacher's book which was used only for key answers and listening materials. Frequencies and percentages of the cultural

aspects for each module were presented in a tabular form (See Appendixes M & N ,pp.121-122).

4.1.1 Student's Book Analysis

Table (3) shows the total number of cultural aspects that appear in Action Pack 12 (student's book) .These cultural aspects are classified into three categories namely; Arabic culture (source), British culture (target) and international cultures.

Table (3) Frequencies & Percentages of Total Cultural Aspects in Action Pack 12 (Student's Book)

Cultural Aspect	Total Percentages of Cultural Aspects						Total	%
	Ar.	%	Br.	%	Int.	%		
1. History and politics	35	40	4	5	49	55	88	34.92
2. Ecology	30	37	30	37	21	26	81	32.14
3. Leisure time, music and arts	15	52	0	0	14	48	29	11.50
4. Names	12	63	2	11	5	26	19	7.54
5. Literature and science	10	63	5	31	1	6	16	6.35
6. Family and male-female relationship	7	64	1	9	3	27	11	4.37
7. Education	2	67	0	0	1	33	3	1.19
8. Food & drinks	1	50	0	0	1	50	2	0.79
9. Religion & religious rituals	1	100	0	0	0	0	1	0.40
10. Economy	0	0	0	0	1	100	1	0.40
11. Dress	1	100	0	0	0	0	1	0.40
12. Social behavior (etiquette)	0	0	0	0	0	0	0	0.00
Total	114	45%	42	17%	96	38%	252	100%

Ar: Arabic Culture   Br: British Culture   Int: International Cultures % Percentage

Results of Table (3) indicate that *history, politics* and *ecology* have scored the highest percentages, 34.92 %, 32.14 %, among other cultural aspects, whereas *leisure time, music and arts* have scored 11.50%.Interestingly,

economy, dress in addition to *religion & religious rituals* have the same low percentages of 0.40%. Another interesting observation is that *social behavior (etiquette)* is completely ignored in this book.

Aspect (1) : History and politics

History and politics have scored 34.92% which is the highest percentage among other cultural aspects. About 55% of the cultural aspects shed the light on international cultures followed by 40% to Arabic culture and the least percentage is given to the British culture 5%. In Module one, Unit two, page 17, the author highlights some historical events that took place in Ireland as shown in the extract below:

> But between 1820 and 1840, the economic situation in Ireland deteriorated and in 1845 the Potato Famine began. Disease destroyed 75% of the year's potatoes -

On the same page of the same unit the author has also mentioned another historical event that took place in the Arab world , stating that :

> The economic success of the 1960s and 1970s saw the Arabian Gulf countries transformed into modern and wealthy states, funded by oil and other precious natural resources such as natural gas.

Famous talented people of different cultures such as the Indian, Jordanian and Austrian are not ignored in this textbook. The author has also included them in Module four, Unit 12 , page 83 :

So talented, so young

A child prodigy is a person who has an outstanding talent or skill at a very early age. In this article you are going to read about three child prodigies with different talents or skills.

A ....
At the age of twelve, Tathagat Avatar Tulsi was the world's youngest person to gain a Master's degree. He finished high school at the age of nine, gained a BSc at the age of ten and an MSc when he was only twelve. At eighteen, he is now a PhD student in Bangalore, India, doing high-level research. His amazing mathematic al talent was noticed by his parents when he was only six.

B ....
Karim Said is a renowned pianist from Amman, Jordan. Born in 1988, he began playing piano at the age of five and was immediately recognised for his immense talent and musical ability. He gave his first piano recital at the age of eight and performed with an orchestra at the age of ten. Since then, Karim has moved to England to study at the Royal Academy of Music. He has also composed his own pieces, learnt to conduct orchestras and performed in countries throughout Europe and the Middle East. There is even a documentary, *Karim's Journey*, that charts his growth from child prodigy to critically acclaimed performer.

C ....
Wolfgang Amadeus Mozart was one of the greatest musical geniuses of all time. He was born in Salzburg, Austria, in 1756 and began writing music before he was four years old. As a child prodigy he toured Europe, playing his own compositions on the violin and other instruments to astonished audiences which often included kings and queens. In common with many other child prodigies, Mozart lost some of his appeal to audiences when he became an adult. Despite his genius, he had to work hard throughout his short life to earn a living, and died very poor, at the age of thirty-five.

Even great Jordanian physicians are not neglected in this series as shown in Module four, Unit 12 , page 87:

I am writing to you to suggest that you consider Dr Daoud Hanania for your new Genius award. Dr Hanania is an incredibly gifted heart surgeon and Jordanian senator, who performed the first ever successful heart transplant in the Middle East, thus pioneering techniques which help save thousands of lives every year. In 1984, the Queen of England awarded him an Honorary Knighthood of the British Empire. He was also the first person to receive the Jordan State Recognition Prize for achievements in the fields of science and medicine in 2007. I believe that these accolades justify his nomination for the new Genius Award.

Relationships between Britain and other countries are also represented through hosting people fleeing from natural disasters as illustrated in Module one, Unit one, page 17 in the extract below:

> Tristan da Cunha, they saw the volcano erupt. Later the people were taken to England, where they stayed for the next two years. In 1963, the volcanic activity on the island stopped and most of the people voted to go back. However, not everyone returned: 14 people had adapted to life in England and decided to stay there, and five elderly people had died. There were other changes too: ten couples from the island had married, and eight babies had been born.

Additionally, the author has not only presented the Jordanian flag as in Module four, Unit 10, page 71 but also sheds light on a very important historical event that happened in Jordan in 1964 as shown in the two extracts below:

> Independence Day, May 25, 2008, was very special.

Aspect (2): Ecology

Ecology occupies the second highest percentage of cultural aspects that are embedded in Action Pack 12. The author has succeeded in presenting various ecological aspects related to Arabic, British and international cultures. Each

one has a reasonable percentage represented respectively as follows; 37%, 37% and 26%. In Module two, Unit five, page 36, the author has opened the unit by introducing students to a famous geographical place located in the south-west of England as shown in the picture below:

Discuss

1 Read the article on the Eden Project below.

A whole planet under glass

The Eden Project, which opened in the year 2000, is a living plant museum in the countryside in the south-west of England. It is a very popular attraction and millions of visitors come every year to see plants from all over the world growing in this special environment.

Some plants grow outside, but many are in specially-built domes, called 'biomes' /ˈbaɪəʊmz/, where the temperature and humidity are carefully controlled. The biomes are like giant greenhouses and one, the Humid Tropics biome, is the largest greenhouse in the world. It is over 55m high and 200m long and contains many thousands of exotic plants not found in England.

One of the purposes of the project is to show how dependent human beings are on plants and to educate people on the importance of preserving our natural environment. Aside from the plant life, the Eden Project has fascinating interactive exhibits for people of all ages. Many of the visitors are groups of school children and the Eden Project combines educational value with scientific interest and a huge variety of spectacular plant life.

Another indication for *ecological* aspect referring to Arabic culture is demonstrated by different pictures of the Dead Sea, Wadi Rum and the Sphinx in Egypt as in Module two, Unit five, page 40. Examples are below:
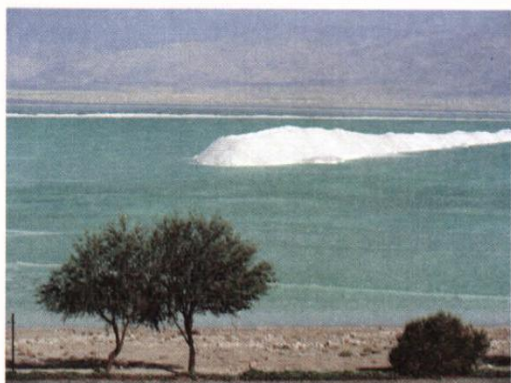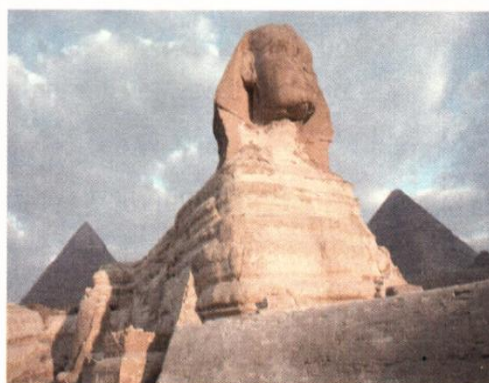
The Dead Sea, Jordan   The Sphinx, Egypt

The author has also added other ecological aspects that are related to international cultures such as the Yangtze River in China and Garrigues in Spain. The former appears in Module four, Unit 11, page 77 and the latter in Module three, Unit eight, page 47.

Check your understanding

(11.1) Listen again and decide whether these statements are True or False according to the speaker.

a The Yangtze is the longest river in China.
b Almost two million people had to leave their homes so that the dam could be built.

One example of this phenomenon is the Garrigues /gʌriːges/ area of Spain, about one hour's drive from Barcelona. The area has a Mediterranean climate, but because it is high and not close to the sea, winter temperatures are quite low. The area has an annual rainfall level of 482mm which falls in only 47 days of the year, during the autumn and spring. Historically, this was a successful agricultural area; on the higher ground, the farmers grew almonds and vines, while in the river valleys, wheat, corn, beans and sunflowers were the traditional crops. The area was particularly well-known for its high-quality olive oil which was grown mainly for export.

Aspect (3): Leisure time, music and arts

Table (3) shows that *leisure time, music and arts* have a reasonable percentage of 11.50% in comparison with other aspects. About 48% of these aspects represent international cultures whereas 52% are devoted to Arabic culture leaving the British without any share at all.

In Module two, Unit five, page 40 , the author gives a short account of a visit to Wadi Rum as a touristic attractive place as in the extract below:

Read and analyse

2 As you read this sample account of a visit, make a list of the positive and negative points.

Our Visit to Wadi Rum

Hisham and I have just got home from a three-day visit to Wadi Rum. It was only a short visit but I will remember it forever. Wadi Rum is an open space between high rocks and mountains. Tourists visit the area to see the beautiful scenery.

We arrived on Tuesday evening and the first thing we did was set up our camp. The sky was very clear and at night we could see millions of stars. The next morning was very hot but we had to walk up to the top of the valley. We saw cave paintings and ancient buildings made by the Nabataeans /nabətiːənz/, who also built Petra. The huge rocks there were amazing – some were hundreds of metres high.

The next day was another scorching hot day and we went to Jabal Rum, the second highest point in Jordan. It was incredible to be able to see all across Jordan. As the sun went down over the desert, we saw the rocks slowly change colour, from a dark red to pink and purple. It was an amazing sight I will never forget.

Wadi Rum, Jordan

Another cultural aspect related to the same topic representing international cultures appears in Module three, Unit three, page 50 as shown in the extract below:

Aspect (4): First names

A variety of first names, representing different cultures, has appeared throughout the whole textbook. This aspect scores about 7.54 % among other cultural aspects. About 12 Arabic names appear to represent the Arabic culture

in addition to two British names and five names representing international cultures. The names in the following two extracts are taken from Module one, Unit two, page 19. They represent Arabic culture as well as the British culture:

b   Eman didn't feel very confident about taking her driving test. (fail twice)
c   Sultan didn't recognise his friend, Hani. (not see ten years)
d   Faisal found it difficult to get up this morning. (work late the night before)
e   When Laila read the letter she couldn't stop smiling. (pass exams)
f   Zaid couldn't contact his brother, Rakan. (switch phone off)

4 Think of an explanation for these situations. Your explanation should include the words in brackets and a verb in the past perfect.
a   James was very nervous when he arrived at the airport. (never fly before)
    He'd never flown before.

Aspect (5): Literature and science

This aspect has gained 6.35% in which the author has covered the Arabic, British and international cultures by the following percentages 63%, 31% and 6%. In Module four, Unit 11, page 80 , the author has given a brief account about some of the recent developments in transport technology as shown in the extract below:

Eurotunnel /juərəʊˈtʌnl/
In 1994 a tunnel linking Britain with the mainland of Europe opened to the public. This complex and costly engineering project, which had been planned for many years, was paid for jointly by the French and British governments. Cars are carried on railway trucks which form a train called the Shuttle, and then drive off at the end of their 35-minute journey through the tunnel. In the past, the only alternative for motorists was a ferry, which took a minimum of 90 minutes.

In Module three, Unit nine, page 67, the author has quoted a Spanish writer , who is considered a famous figure in Spanish literature, as shown in the extract below:

> **Quote** "Tradition simply means that we need to end what began well and continue what is worth continuing."
> Jose Bergamin Guiterrez
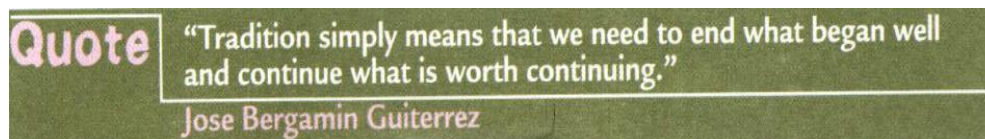
The author has not neglected the Arabic culture in the field of literature and science and this is clearly shown in Module four, Unit 10 , page 71 as in the extract below:

> For much of the climb Mr Mahmoud had been fighting extreme cold, strong winds, dizzying heights and dangerously low levels of oxygen, but he was able to reach the top of Mount Everest and plant the Jordanian flag at the summit. It was very difficult, but he knew he had a great team supporting him and this helped him to keep going.

Aspect (6) : Family and male-female relationship

This cultural aspect has scored about 4.37% in which the author has devoted 64% for Arabic aspects and 9% for the British and 27% are devoted to international cultures. In Module three, Unit seven, page 51, the author has presented male-female relationship as illustrated by marriage and the role of men and women. The following extract represents the British culture "Alberto" in addition to international cultures such as the Indian "Sunil".

> (7.1) Listen again. Are these statements True or False? Correct sentences where necessary.
> a Alberto and Maria have been married for nearly eighty years.
> b Since their marriage, Alberto and Maria have spent all their time together.
> c Alberto and Maria eat soup or corn for every meal.
> d Sunil works sixteen hours a day in the family shop.
> e Most of Sunil's customers are friends.
> f Sunil and his wife were still school students when they were married.
> g Sunil used to work as a fisherman.
> h May's husband died twenty years ago.
> i May gets up early every morning and walks to the village to buy food.

Aspect (7) : Education

Surprisingly, cultural aspects related to education and educational matters have only been found three times by a percentage of 1.19% distributed by two for Arabic culture and one for the international cultures. The following exercise which is taken from Module one , Unit two, page 18 represents one of the educational subjects taught in Jordan.

> 8 Work in pairs. Make conversations based on these prompts.
> a A: Are you from Egypt?   B: No / Jordan
> b A: Do you go to school?   B: No / university
> c A: Are you studying chemistry?   B: No / physics
> d A: Do you like being a student? B: love
> 9 (2.3) Now listen and repeat the sentences.
> 18

Aspect (8) : Food and drinks

Cultural aspects related to *food and drinks* are found to have a very low percentage estimated at 0.79%. It is neither related to Arabic culture nor to British culture. This is clearly shown in Module three, Unit nine, page 62 :

Aspect (9) : Religion and religious rituals

The religious aspect has scored the lowest percentage accounting for 0.40%. Only one picture is devoted to an elderly Muslim reading from the Noble Qura'n representing the lifestyle of old-aged Muslims as in Module three, Unit seven , page 50.

Aspect (10): Economy

Cultural aspects related to economy are given 0.4 % among other cultural aspects. In Module three, Unit eight, page 47 , the author has presented a piece of information about Spain and how it is well-known for exporting olive oil as illustrated in the extract below.

Historically, this was a successful agricultural area; on the higher ground, grew almonds and vines, while in the river valleys, wheat, corn, beans and were the traditional crops. The area was particularly well-known for its high-oil which was grown mainly for export.

Aspect (11): Dress

Table (3) also indicates that dress has been given a very low percentage among other cultural aspects accounting for 0.4% where the author has shed light on

the Muslims' dress through one picture all over the book. This clearly appears in Module three, Unit seven, page 54 as in the extract below:

Aspect 12: Social behavior (etiquette)

This cultural aspect has no presence at all in Action Pack 12. It has scored 0%. That is to say, neither British nor Arabic or even any international cultures has been mentioned in the four modules of the book.

4.1.2 Workbook Analysis

Table (4) shows the total number of cultural aspects that appear in Action Pack 12 (work book) .These cultural aspects are classified into three categories namely; Arabic culture (source), British culture (target) and international cultures. Results of Table (4) indicate that *history and politics* have scored the highest percentage, 25 % among other cultural aspects, whereas *food and drinks*, *religion & religious rituals, dress* in addition to *social behavior (etiquette)* have scored the lowest percentage that represents a complete absence of such cultural elements.

Table (4): Frequencies & Percentages of Total Cultural Aspects in Action Pack 12 (Workbook)

Workbook Cultural Aspect	Total Percentages of Cultural Aspects						Total	%
	Ar.	%	Br.	%	Int.	%		
1. History and Politics	4	7	8	14	47	80	59	25.0
2. Literature and science	24	49	0	0	25	51	49	20.8
3. Ecology	16	37	2	5	25	58	43	18.2
4. Names	42	100	0	0	0	0	42	17.8
5. Leisure time, music and arts	16	70	0	0	7	30	23	9.7
6. Education	1	14	0	0	6	86	7	3.0
7. Family and male-female relationship	6	86	0	0	1	14	7	3.0
8. Economy	5	83	0	0	1	17	6	2.5
9. Food & drinks	0	0	0	0	0	0	0	0.0
10. Religion & religious rituals	0	0	0	0	0	0	0	0.0
11. Dress	0	0	0	0	0	0	0	0.0
12. Social behavior (etiquette)	0	0	0	0	0	0	0	0.0
Total	114	48.3	10	4.24	112	47.46	236	100.0

Ar: Arabic Culture   Br: British Culture   Int: International Cultures   % Percentage

Aspect (1): History and politics

This aspect occupies the highest percentage 25% among other cultural aspects. About 7% of the cultural aspects are given to the Arabic culture followed by the British culture which has a percentage of 14%. Nearly, 80% of the cultural aspects are directed towards international cultures. In Module two, Progress Test two, page 39, the author indicates historical events happening in Jordan as shown in the extract below:

c   It has been the site of many ancient settlements until the current city .... (choose) by King Abdullah I as the capital of His new state in 1921.

d   The city remained quite small until the 1950s. Since then, the city .... (develop) very rapidly and is now a place which .... (contain) both ancient ruins and modern skyscrapers.

Another historical indication appears in Module one, Progress Test one, page 19. The extract below shows the relationship between Britain and other countries represented by immigration.

Who are the economic migrants?

In 2003, 410,000 non-British citizens came (1) .... live in the UK and 100,000 British people returned to their home country from Spain, Australia and other countries where they had gone to live or work. (2) .... the same period, 170,000 non-British citizens left the UK to live in other countries. 190,000 British people also left. This means a total increase (3) .... 150,000 in the British population, but (4) .... did all these immigrants come from and go to? Many new arrivals (5) .... economic migrants – people who come because they can earn more money in Britain (6) .... in their own country.

Furthermore, the author has shed an illuminating light on a mountaineer from New Zealand as shown in Module four, Progress Test four, page 76:

New Zealand / The final challenge

Until 1953, nobody (1) .... climbed Mount Everest, the highest mountain in the world. Then in 1953, the mountaineer Edmund Hillary and the Nepalese Tenzing Norgay succeeded (2) .... reaching the summit. In the next thirty years there were other Everest 'firsts', including the first solo climb and the first climb (3) .... a woman.

Aspect (2): Literature and science

Data of Table (4) reveal that literature and science have scored the second highest percentage (20.8%) in which the British culture is totally ignored. In comparison with Arabic culture which is given 49%, international cultures have gained 51%. The extract below is taken from Module four, Unit 12, page 72. It shows an example of international cultures such as the Indian, German and American.

a An Indian man correctly calculated the square root of a six-digit number. He took 1 minute 3.8 seconds.

An Indian man correctly calculated the square root of a six-digit number, taking 1 minute 3.8 seconds.

b An American holds the world record for sending a text message. He typed a text of 160 letters on his mobile phone in less than a minute.

....

....

c A 38-year-old German set a unicycle speed record for 100 m. He travelled this distance in 12.11 seconds.

....

....

Arabic culture has a reasonable occurrence in this textbook. The following text highlights biographies and achievements of famous Arabic figures in different scientific fields. The author points out such famous figures in Module four, Unit 12, page 71 as in the extract below:

Mathematical geniuses

In ancient times, Muslim mathematicians led the world in their subject. This article looks at the origins of two branches of mathematics: arithmetic and algebra.

Arithmetic

5 Musa al-Khawarizmi from Khawarizm, who lived from 780 to 850 CE, was one of the world's greatest mathematicians. He wrote the earliest Islamic works on arithmetic and algebra, which were the main authority on the subject for many years. He made Greek and Hindu mathematical knowledge comprehensible to people of his time and supported the use of Hindu numerals. He is particularly
10 famous for being the author of the oldest Arabic work on arithmetic known as *Kitabul Jama wat Tafriq*.
Another mathematician, Al-Nasawi, wrote *Al-Mughni Fil Hissab Al-Hindi* in which he explained fractions and other complex ideas in a modern way. He also introduced the decimal system in place of the sexagesimal system, which was
15 based on the number sixty, rather than the number ten.

Aspect (3): Ecology

An 18.2% of the cultural aspects is related to ecology. Data show that Arabic cultural aspects gain 37% of the total ecological cultural aspects whereas international cultures are given 58%. Table (4) clearly shows that British

culture seems to be marginalized in this textbook with a percentage of 5%. The following extracts exemplify Arabic, British and international cultures, respectively. The first text below appears in Module one, Progress Test one, page 19:

British citizens who leave the UK to live abroad go mainly to countries with warmer climates and cheaper houses, countries (14) .... Spain, Greece, France or Turkey.

The second extract highlighting Amman's location is taken from Module two, Progress Test two, page 38, whereas the text related to tree kangaroos are found in Module two, Unit six, page 33.

a   Amman .... (located) in the north-west of Jordan and sits on 19 hills.

Tree kangaroos, which (1) are found (find) only in the rainforests of Australia and West Papua, are in danger of becoming extinct for two main reasons. Firstly, they (2) .... (hunt) for their meat and fur, and secondly their natural habitat (3) .... (destroy) by human activities such as mining and farming.

Aspect (4): First names

In comparison with other cultural aspects, first names have scored 17.8%. It is noticeable that Arabic names have the highest frequencies (42) where neither British names nor other names have place in the activity book. In Module three,

Unit seven, page 44, the author has intensively used Arabic names as shown in the extract below.

Aspect (5): Leisure time, music and arts

Leisure time, music and arts seem to have a percentage of 9.7% as shown in Table (4) .This cultural aspect covers intensively Arabic culture by a percentage of 70% and international cultures by a percentage of 30%. Seemingly, British culture seems to be neglected regarding this cultural aspect. In Module three, Unit nine, page 55, the author points to a famous Jordanian painter as shown in the extract below.

1 Use the notes below to write a brief biography of the Jordanian painter Muhanna Al-Durra.

Name:	Muhanna Al-Durra
Place/Date of Birth:	Amman, 1938
Profession:	Painter
Education:	Academy of Fine Arts, Rome, Italy
Exhibitions:	Jordan National Gallery of Fine Arts, USA, Italy, Russia, Austria
Achievements:	Established Jordan Institute of Fine Arts in 1970. Received the first State Appreciation Award for his contribution to the cultural development of Jordan.
Notes on painting:	Introduced modern art to Jordan. Teaches others to paint.

Another reference to holidays in famous places in Jordan appears in Module two, Unit five, page 31 as exemplified below.

Dear Mike,

We're really enjoying our holiday in the Gulf of Aqaba. Yesterday we went scuba diving in the Red Sea, which has over 500 species of coral and 1200 different types of fish. I was amazed to see all the ancient corals and the fish swimming among them. The reef is also home to hawksbill turtles, and we were lucky enough to spot one! We wore wetsuits, which I found a little bit uncomfortable, although they meant we didn't feel the cold at all.

Aspect (6): Education

As indicated in Table (4), it is apparent that education has covered a low percentage 3.0% and this cultural aspect is mostly given to international cultures by 86% if it is compared to Arabic culture. Again, British educational system seems to have no presence at all in the workbook. The following extract from Module one, Unit two, page 11 indicates a reference to a kind of school found in Jordan.

In Jordan my family (6) …… (live) in a lovely apartment, which was (7) ……... (provide) by my father's new job. My father helped to run an engineering firm that (8) ……….. (build) bridges. We (9) ……… (go) to an international school and (10) ………… (attend) school with children from all over the world.

Aspect (7): Family and male-female relationship

Interestingly, this cultural aspect has scored a similar percentage to the educational aspect (3.0%) where the higher percentage is given to Arabic culture in comparison with international cultures. Table (4) shows that British culture is completely absent in the cultural aspects (2,4,5,6,7,8,9,10,11,12) .

In Jordan my family (6) ……… (live) in a lovely apartment, which was (7) …………(provide) by my father's new job. My father helped to run an engineering firm that (8) ………. (build) bridges.

Aspect (8): Economy

This aspect has appeared six times in the workbook with a percentage of 2.5%. Data extracted from Table (4) reveal that Arabic culture has gained a higher percentage than international cultures. On the contrary, British cultural aspects that are related to economy are totally neglected. The author has highlighted this aspect in Module three, Unit nine, page 52 as illustrated in the extract below.

15 Today, local people are taught how to make these mosaics for commercial sale. This helps to educate people about the need to protect what is old, while also providing **them** with a living.
Probably the most ancient craft in Jordan is the creation of items made from *silsal* (clay). Madaba played a major role in trading pottery throughout Europe and the Arab world and
20 pottery was first made in the Levant over 8000 years ago. Historians have uncovered many examples of fine Nabataean pottery in both Jordan and the surrounding countries.
Pottery is still produced in the same ancient attractive style by craftsmen at Madaba today, although modern technology means the methods have changed slightly. Nevertheless, local artists are still producing beautiful works worthy of a high price.

Finally, aspects 9,10,11 and 12 seem to have no place in the workbook.

To sum up, data concluded in Table (5) revealed that Action Pack 12 represents a mixture of Arabic, British and international cultural aspects.

Apparently, British cultural aspects seemed to have the lowest percentage of 11% whereas Arabic and international cultures seemed to be nearly similar in percentages as shown in Table (5) below.

Table (5) :Total Cultural Aspects in Action Pack 12 Series

Total Cultural Aspects in Action Pack 12 (Student's Book and Workbook)			
Ar.	**Br.**	**Int.**	**Total**
228	52	208	488
46%	11%	43%	100%
Ar:Arabic Culture	Br:British Culture	Int: International Cultures	

4.2 Results of Question Two

What are the students' attitudes towards learning British English culture? A sample of 156 male and female twelfth graders from eight public and private schools responded to the statements of the questionnaire that aimed at eliciting students' attitudes towards learning British English culture in EFL classes. Table (6) shows the results of their responses calculated by the researcher depending on the scale of mean and percentages.

The following equation was used to determine the level of agreement of students' attitudes towards learning British culture:

Interval Width = (Maximum Point – Minimum Point) \ Number of Levels

Interval Width = (5-1) \ 3 = 1.33

- From 1 to 2.33 is considered low level of agreement

- From 2.34 to 3.67 is considered medium level of agreement

- From 3.68 to 5 is considered high level of agreement

Findings of Table (6) reveal that students have high level of agreement towards learning about "*British entertainment activities*". Surprisingly, this item has scored the highest percentage 67% with a mean of 3.68.

Table (6): Means & Percentages for the Students' Attitudes towards Learning the British English Culture

No	During my EFL classes I enjoy learning about ..	Mean	Percentage	Level of Agreement
1	British entertainment activities	3.68	0.67	High
2	famous British dishes	3.57	0.64	Medium
3	how students behave while sitting for exams	3.57	0.64	Medium
4	British educational system in schools	3.56	0.64	Medium
5	eating habits in the UK	3.47	0.62	Medium
6	famous British painters	3.39	0.60	Medium
7	famous British actors	3.30	0.58	Medium
8	famous British figures in sciences	3.20	0.55	Medium
9	famous British figures such as Queen Elizabeth I	3.16	0.54	Medium
10	famous British singers	3.13	0.53	Medium
11	men's and women's dress	3.10	0.52	Medium
12	family relationship in the UK	3.08	0.52	Medium
13	men and women role in the UK	3.05	0.51	Medium
14	traditional dress of British people	3.01	0.50	Medium
15	famous British figures in literature	3.01	0.50	Medium
16	geographical places in the UK	2.93	0.48	Medium
17	British religious ceremonies	2.93	0.48	Medium
18	places of worship in the UK	2.92	0.48	Medium
19	political festivals and celebrations	2.85	0.46	Medium
20	political system of government	2.82	0.45	Medium
21	major events of the UK	2.80	0.45	Medium
22	climate and weather of the UK	2.75	0.44	Medium

Data of Table (6) illustrate that *"famous British dishes", "how students behave while sitting for exams"* and *"British educational system in schools"*

have a medium level of agreement with a percentage of 64% and a mean that ranges between 3.56 and 3.57. It seems that learning about "*eating habits in the UK*" and "*famous British painters*" in EFL classes are given reasonable degree of agreement by students with the following percentages 62% & 60%. Their means are 3.47 and 3.39 which show a medium positive agreement towards learning about such topics.

Moreover, findings of Table (6) show that raising topics related to "*famous British actors*" in EFL classes gains a medium level of agreement 3.30 with a percentage of 58% . A less percentage of 55% is given to learning about "*famous British figures in sciences*" in EFL classes. The mean of this topic is calculated to score 3.20.

It is noticeable that students have given a medium level of agreement towards learning about "*famous British figures such as Queen Elizabeth I* " . This statement has scored 54% and the mean ,which is (3.16) , ranges between 2.34 and 3.67. Having a look at the same table , the results also indicate that "*famous British singers*" , " *men's and women's dress*" in addition to " *family relationship in the UK* " have scored a medium level of agreement. Their means are 3.13, 3.10 and 3.08 which all range between 2.34 and 3.67.

Men and women role in the UK has been given a medium level of agreement by the respondents with a mean of 3.05 and a percentage of 51%.

Interestingly, a medium level of agreement is given to both "*traditional dress of British people*" and "*famous British figures in literature*". Their means are completely similar (3.01) with the same percentage 50%.

Although "*climate and weather of the UK*" has been given a medium level of agreement , it has scored the lowest mean (2.75) among other statements with a percentage of 44%. Furthermore, responses to "*the political system of the government*" and "*major events of the UK*" reveal that students have a medium level of agreement ranging between 2.75 and 2.80.

4.3 Results of Question Three

What are the teachers' attitudes towards teaching British English culture?

A sample of 30 male and female teachers teaching twelfth graders at public and private schools responded to the statements of the questionnaire. Table (7) shows the results of their responses after being calculated by means and percentages.

A quick glance at Table (7) shows that teachers have a high level of agreement towards the first three statements and a low level of agreement only towards statement 22 , whereas the rest of the statements (4-21) are given a medium level of agreement.

Table (7) : Means & Percentages for the Teachers' Attitudes towards Teaching the British

English Culture

No	During my EFL classes I enjoy teaching ……	Mean	Percentage	Degree of Agreement
1	famous British figures in sciences	3.93	0.73	High
2	famous British figures in literature	3.83	0.71	High
3	how students behave while sitting for exams	3.70	0.68	High
4	famous British dishes	3.50	0.63	Medium
5	eating habits in the UK	3.47	0.62	Medium
6	British educational system in schools	3.47	0.62	Medium
7	political system of government	3.37	0.59	Medium
8	famous British painters	3.33	0.58	Medium
9	men's and women's dress	3.23	0.56	Medium
10	family relationship in the UK	3.20	0.55	Medium
11	men and women role in the UK	3.17	0.54	Medium
12	climate and weather of the UK	3.13	0.53	Medium
13	British entertainment activities	3.13	0.53	Medium
14	traditional dress of British people	3.13	0.53	Medium
15	geographical places in the UK	3.00	0.50	Medium
16	political festivals and celebrations	2.93	0.48	Medium
17	famous British figures such as Queen Elizabeth I	2.90	0.48	Medium
18	major events of the UK	2.87	0.47	Medium
19	British religious ceremonies	2.77	0.44	Medium
20	places of worship in the UK	2.70	0.43	Medium
21	famous British singers	2.73	0.34	Medium
22	famous British actors	2.33	0.33	Low

A much deeper detailed glance into the results of Table (7) indicates that teachers have a high agreement towards teaching their students about "*famous British figures in sciences*". This statement has scored 73% with a mean of 3.93 .It indicates that they have positive tendencies towards teaching such a topic during their EFL classes. Similarly, shedding light on "*famous British figures in literature*" during EFL classes has scored a high level of agreement.

This means that teachers are positively prone to teach this topic during their EFL classes with a percentage of 71% and mean of 3.83. *How students behave while sitting for exams* is also given a high level of agreement with a percentage of 68%. That is to say teachers are interested in discussing such a crucial topic in their EFL classes.

Data extracted from Table (7) reveal that EFL teachers have medium level of agreement towards teaching their students about "*famous British dishes*" with a mean of 3.5 and a percentage of 63%. Additionally, both "*eating habits in the UK*" and "*British educational system in schools*" have identical means equal to 3.47 which is considered medium level of agreement.

Discussing topics related to *political system of government* during EFL classes has also scored a mean of 3.37 which ranges between 2.34 and 3.67 as a medium level of agreement. Teaching students about "*famous British painters*" has gained a medium level of agreement with a lesser mean equals to (3.33).

Data of Table (7) illustrate that statements (9,10,11) have a medium level of agreement with slight differences among their means. Their means are 3.23, 3.20 and 3.17 which all occur in the medium interval. Surprisingly, EFL teachers have medium level of agreement towards "*climate and weather of the UK*" , "*British entertainment activities*" and " *traditional dress of British*

people" . They all score a mean of 3.13 with a percentage of 53%. Teaching about "*geographical places in the UK*" has also been given a medium level of agreement with a percentage of 50%.

Dissimilarly, responses reveal that teachers have low levels of agreement towards teaching their student about "*famous British actors*". This statement has scored the lowest mean (2.33) among other statements. This indicates that EFL teachers do not prefer to teach their students such a topic during their classes.

4.4 Results of Question Four

What are the attitudes of some Jordanian educationalists towards the inclusion of Islamic Arabic culture in EFL textbooks?

To help answering this question, the researcher designed the questions for the interview. The interviews were conducted in Arabic, then the researcher translated them into English. Furthermore, the researcher took the permission from all interviewees to mention their names during the research.

Miss Takrouri has 26 years of experience; seven of them are as a teacher of the English language and 19 years as a member in the Division of English Language Curricula and Textbooks. She holds an M.A degree in teaching the English language. In responding to the interview questions, she said that "*Arabic-Islamic culture should be included in the EFL curricula but not at the*

expense of the British culture. Because we are teaching the English language, we have to teach its culture". She added that Arabic-Islamic culture is given a space in EFL textbooks to highlight our identity because we live in Jordan and all textbooks taught at public schools are adapted ones. She believes that "*teaching British culture or any other culture helped students to recognize what is going on in the other world* ".

Additionally, she argued that knowing about more than one culture is better to help students appreciate international cultures in light of the Islamic Arabic culture. She pointed that the present EFL curricula especially the ones taught at public schools, Action Pack Series, have a balance between the two cultures. Miss Takrouri elaborated that EFL curricula planners used to add a culture corner by the end of each module. Unfortunately, teachers skipped this part of the module considering it not as an essential one. To overcome this issue, curricula planners incorporated and integrated cultural aspects within the texts of each unit to be taught smoothly. She finished by saying that one of the core subject outcomes of all EFL textbooks in Jordan is to " *explore and respond creatively to Arabic and world literature as a way of knowing, developing personal values , understanding our cultural heritage and appreciating other cultures in light of the Arab-Islamic culture*".

The second interviewee was Mr. Ayyash who has 35 years of experience in the field of teaching and supervision. He has 19 years of experience in teaching English as a foreign language and the rest, 16 years, are in EFL supervision. He has an M.A degree in educational technology. In responding to the interview questions, Mr. Ayyash believed that "*Islamic Arabic culture should not be neglected in EFL textbooks because if this happened, students would be away from their own culture"*. In other words, they might lose their cultural identity. To avoid losing cultural identity, Mr. Ayyash said that it was preferable to include the Islamic Arabic culture in EFL textbooks stating that our culture, Islamic Arabic culture, should be given more emphasis than the British one. He stated that if he was given the choice to divide the cultural content, which should be included in EFL textbooks, he would categorize it into four; the national (i.e. Jordanian) , Arabic , Islamic and the foreign culture. He added that students should be exposed to other cultures in their EFL textbooks, but not at the expense of the students' own culture in order to avoid acculturation. He also believed that if students master all language skills, s/he can talk about his/her culture. He elaborated on some Arabic and British cultural aspects that appear in Action Pack 12 such as ; *Eden Project ,climbing Everest by Mahmoud Salameh ,Recent developments in transport*

technology in different parts of the world, a visit to Wadi Rum, economic migrants to Britain.

The third interviewee was Mrs. Tarawneh , who has 20 years of experience, 13 years in teaching English as a foreign language and seven years in supervision. She has an M.A degree in curricula and English language teaching methods. In responding to the interview questions, she said that " *the inclusion of Islamic Arabic culture is a must ,i.e., it should be prioritized among other cultures*". She commented that Action Pack 12 rarely includes religious cultural aspects such as the picture of an old man reading from the Noble Qura'n. She maintained that other series of Action Pack have many religious aspects related to Islam such as Friday prayers, females wearing the Islamic headscarf and social activities done on Friday. She added that more religious aspects will be added to Action Pack 12 in the future. She believed that "*students should also be exposed to other cultures but not at the expense of their own cultures. Target culture should also be included but target culture should not be given the lion's share in order to avoid acculturation*". She also believed that students must be exposed to their own cultures gradually from the early beginning of the Action Pack series starting from the first grade (e.g

by pictures). She hoped that this book would be written by Jordanian professionals.

Moreover, Mrs. Tarawneh added that students feel much more interested when they are exposed to their own culture in the English language and their learning outcomes improve. She stated that most of the EFL textbooks present Sunday as a weekend in which all social activities are practiced. As a result of proofreading and reviews of the textbooks, all Sundays are replaced by Fridays to represent the Arabic culture. She concluded that a new trend is adopted to add and include more religious aspects in all EFL curricula taught at public schools as shown and presented by the interviewee. (See Appendix O p.123).

The fourth interview was conducted with Mrs. Massad who has 14 years of experience. Two of them are in the Division of Curricula and Textbooks and the rest are in teaching the English language. She has an M.A degree in curricula and English language teaching methods. She is a member of the evaluation and adaptation committee for Action Pack series in Jordan. She stated that *"The General Guidelines and Outcomes of Jordanian Curricula insist on teaching culture in Jordanian context to explore the target culture in light of the Arabic-Islamic culture".* She emphasized that we need to include it

to the extent that helps to direct the content of the cultural learning to reflect the values of the Islamic Arabic culture that are essential to the students' identity. She commented that " *as the world seems to be getting smaller and people have more opportunities to communicate with other people from different cultures, it is also important to avoid cultural misunderstanding and miscommunication. Consequently, students must be given the real picture of the target language and culture".* She emphasized that we need to make sure that we should avoid cultural aspects that might go against Arab-Islamic culture.

She believed that students should have adequate knowledge of both their own culture and the foreign cultures in order to raise their awareness of their own culture, and help them to interpret and understand other cultures. Additionally, careful decisions should be taken on the selection of the cultural content for English language textbooks to help students achieve balance when learning a foreign language. She concluded that learning a language can not be isolated from the cultural content. It is advisable to include different Arab-Islamic and foreign cultural aspects in EFL textbooks to increase students' awareness of their own and other cultures.

Attempting to answer the last question, Miss Takrouri and Mrs. Massad argued that it was difficult to determine percentages given to source and target cultures in EFL textbooks. They said that "*the nature of the learning material (texts) presented in an EFL textbook determines the percentages*". They believed that if a reading text was devoted to reading about famous places in Britain for example, there would be an activity asking students to write about famous places in their own country. Consequently, the occurrence of target culture would exceed the percentage allocated to the source culture. On the contrary, Mr. Ayyash who believed that cultural content should be equally divided into four quarters namely; Jordanian as national, Arabic, Islamic and the foreign culture. Both Mr. Ayyash and Mrs. Tarawneh believed that foreign culture should not exceed the parentage allocated to student's own culture. This means that there will be variation among the percentages devoted to source, target and any other culture.

It seems that the interviewees have different views towards including either target culture, Islamic Arabic culture (source culture) or achieving balance among cultural aspects embedded in EFL textbooks. They have different views regarding percentages allotted to each culture.

To conclude, this chapter presented a detailed analysis of findings of the quantitative data obtained from the textbook analysis, student's questionnaire, and teacher's questionnaire. It also reported the qualitative results of unstructured interviews which were conducted with four Jordanian educationalists.

Chapter Five

Discussion, Conclusions and Recommendations

5.0 Introduction

This chapter presents a brief discussion of the findings of the research questions in which the researcher tried to give explanation and interpretation of the results in light of the reviewed literature. The chapter ends with conclusions, recommendations and suggestions for future research.

5.1 Discussion Related to the Findings of Question One

The first question elicited answers related to the cultural aspects embedded in Action Pack 12. The analysis of Action Pack 12 showed that this textbook is heavily loaded with Arabic cultural aspects (46%), international cultures (43%) followed by the British culture (11%). This result supports the general goals set by the English language national team of curriculum who stated that students should understand their own cultural heritage and appreciate other cultures in light of Islamic Arabic culture.

Action Pack 12 included the following British cultural aspects ranked as follows: literature and science, history and politics, leisure time, music and arts, ecology, names and finally, food and drinks. Results of analyzing Action Pack 12 reveal that British cultural aspects are not given a high portion (11%)

in this textbook. This result is compatible with Mahmoud, Asghar and Hussain (2012) who proved that *Step Ahead "1"* did not provide enough information about the target culture. This means that the results are inconsistent with Brown (1986), Thanasoulas (2001), Genc and Bada (2005) and Dweik (2007) who emphasized that teaching a foreign language can not be separated from its culture. Consequently, Action Pack 12 is inadequate to the task of teaching culture and such finding is consistent with Aliakbari (2004) who concluded that some EFL textbooks taught in Iran were inadequate to the task of teaching culture since there was only one reference to English speaking countries.

It is noticeable that results regarding the percentage given to British English culture are absolutely contradictory with results of Xiao (2010), Lee (2009), Liu (2013) and Kirkgöz and Ağçam (2011) .They all analyzed EFL textbooks and concluded that these textbooks have given a high percentage to the target culture with some variations and differences to the percentages given to the source and international cultures.

Similarly, findings of the content analysis do not correspond with the results of students' and teachers' attitudes towards the British English cultural content. In other words, although students and teachers have positive attitudes towards incorporating cultural elements in EFL classes, this textbook does not fulfill their needs. This could be a result of neglecting teachers' and students'

suggestions and desires as being essential and effective elements in the teaching learning process. Consequently, the choice of cultural elements is restricted to the views and opinions of curricula planners in light of the general outlines set by the Ministry of Education for teaching the English language in Jordan. That is why results show that there are variations in the presence of Arabic, British English and international cultures. Moreover, the general guidelines set by the Ministry of Education do not state the percentages allotted to each of the three categorizations of culture. It only states that students are expected to explore and respond to Arabic and world literature as a way of understanding our cultural heritage and appreciating other cultures in light of the Islamic Arabic culture.

Arabic culture has scored 46% of the cultural aspects. This result is justified by the interviewees saying that the Ministry of Education has a new trend towards the inclusion of Islamic Arabic culture not only in Action Pack 12, but also in all Action Pack series taught in public schools. Additionally, the way curricula planners choose an EFL textbook usually depends on adopting a book after reviewing the content, adding some Arabic cultural aspects or deleting some elements especially the ones that go against our religion, customs and traditions. That is to say, if curricula planners decide on an EFL textbook without modifications, it will be highly loaded with cultural

aspects related to the language taught. This point was implicitly highlighted by Al-Hishoush (2006) who found out that AMRA textbook , which was chosen by adaptation, highlighted the local Jordanian and Arabic culture whereas Headway Advanced had overemphasized the native English culture.

The results of the content analysis do not agree with the results of Autoom (2005) who concluded that Action Pack series (1-6) were culturally-loaded and had some western elements which were alien to Islamic culture. Additionally, the results go against the conclusions of Jafar (2006) who analyzed the cultural content of Action Pack series (1-6) and found that foreign cultural aspects had the lion's share (76%) while the Arabic aspects were not given much percentage (24%). Moreover, the results of the present study are not in line with Al-Jadiry, Al-Mdanat and Dweik (2009) who uncovered that Enterprise "4" is rich in objectives revealing the target culture but completely lacking the culture related to Arab learners.

However, the results of the current study are in complete agreement with the results of Bataineih (2009) who proved that AMRA reading passages were based on the local culture of learners whereas the authentic culture of the English language community was ignored. Findings of the current study support the results of Ababneh (2007) who concluded that the inclusion of

English British culture, Arabic culture and foreign culture was clearly shown in Jordan Opportunities series.

History and politics seemed to have the highest percentages in the students' book. This means that teaching history is very important since it helps learners understand other people and societies. Learning history also helps in appreciating different cultures and the different changes and events in a society. Politics is also another important topic that characterizes any culture and distinguishes it from other cultures. Moreover, results reveal that this historical aspect was mainly directed towards international cultures. This might refer to the fact that knowing about international cultures, which are not restricted to Arabic or British culture, may give students a much more comprehensive picture of more than one country or culture. This aspect is also given a high percentage in Arabic culture since students are always in need of deepening their cultural identity.

Arabic and international cultural aspects regarding leisure time, music and arts are given a high percentage whereas British English culture is totally ignored. Again, knowing about various international cultures is wider and much more comprehensive than knowing about one culture. Additionally, this textbook has ignored the British culture regarding this aspect because nearly most students at this age are not qualified enough and do not fully master the

English language which enables them to listen to English music or even following up British arts.

Family and male-female relationship and dress are not given high percentages in Action Pack 12 series. This could be due to the fact that such a cultural topic is a sensitive one since a cultural gap is found between Arabic culture on one hand and all other various British and non-British cultures. Consequently, it might be preferable not to give such an aspect a high percentage to avoid acculturation that might appear as a result of cultural differences. It is worth mentioning that differences among cultures do not mean that one culture is better than the other, rather it is a matter of lifestyle.

Although learners at this age usually tend to try different types of international dishes and food, this textbook does not fulfill students' needs and desires. Apparently, students' needs are not always taken into account while adopting an EFL textbook. Another surprising result of the content analysis proved that this textbook has ignored the religious aspect. This result is justified by one of the interviewees stating that the Ministry of Education is trying to add more religious aspects in all Action Pack series especially Action Pack 12. This result might also be ascribed to the fact that dealing with religious topics is a little bit sensitive. It is also necessary to compare every

cultural aspect in order to know the differences since knowing such differences avoids conflict.

Unfortunately, Action Pack 12 seemed to fail in orienting students about etiquette. Social behavior is a very important aspect in students' daily life since it helps in understanding how people should behave around others. Some learners at this age are expected to pursue their studies abroad; that's why they need to know the social behaviors in Britain or any other international culture. This in return will help them avoid cultural shock. It is possible that the cultural gap found between Arabic culture and all other cultures has led to ignoring such a cultural aspect. In other words, what might be considered an acceptable behavior in other cultures might be not acceptable in Arabic culture and vice versa.

The workbook seemed to have the highest percentage of Arabic first names. Arabic names are highly spread since reported speech has covered one unit in which direct speeches are mostly quoted by Arabic name. That is to say, if students are exposed to Arabic names, they will find no difficulty in determining masculine and feminine names. On the contrary, if non-Arabic names are presented, students will waste time in differentiating between feminine and masculine nouns.

The educational aspect has scored a low percentage in both students' book and workbook. It has appeared seven times with no reference to British English culture. Actually, this result is ascribed to the fact that students at this stage are expected to finish their high school and join the university. As a result, they no longer need such topics related to the kinds of schools, school subjects or even the grading system. Such topics used to be of great importance at earlier stages.

5.2 Discussion Related to the Findings of Question Two

The second question uncovered students' attitudes towards learning British English culture during EFL classes. Results shown in Table (6) page 69 indicate that students have a medium and high level agreement ranging from 2.75 to 3.68 towards learning British English culture during their EFL classes. This means that students tend to have positive attitudes towards including some British cultural aspects during EFL classes. This might be due to the revolution in technology in which people have to communicate with people all over the world. As a result, students at this age realize the importance of knowing about international cultures, especially, the one related to the language they learn. This is also an indication of their motivation to learn about the British culture. The results agree with Sariçoban and Claiskan

(2011) who concluded that students of University of Turkey showed positive attitudes towards the inclusion of cultural components during their EFL classes. The results are also in line with those of Rafieyan, Eng and Mohamed (2013) who assured that Iranian students had positive attitudes towards learning about the target language culture. Findings are also identical with those of Xiao (2010) who concluded that students had positive attitudes towards the importance of culture learning.

Furthermore, results are compatible with Shatnawi (2009) who investigated attitudes of 11th grade students towards the cultural elements found in Mission "1". She found that the majority of the students have positive attitudes arguing that it is impossible to achieve greater success if learning the English language was set aside from its culture.

However, results of the current study do not agree with Jabeen's study (2011) who found out that Pakistani learners had negative attitudes towards the teaching of target language culture during ELT classrooms.

Data extracted from Table (6) page 69 showed that students have scored the highest percentage of agreement towards the following statements: *British entertainment activities, famous British dishes, how students behave while sitting for exams, British educational system, eating habits in Britain, and famous British painters*. This might be due to the fact that 12th graders are

always under stress since they prepare themselves for passing the General Secondary Certificate Examination. Accordingly, students seek to know about British English entertainment activities. Furthermore, the youth in general are fond of entertainment activities since such activities fulfill their desires and needs. This result matches the views of Dweik (1986) who stated that there was a necessity for EFL learners to experience some of the music, humor, daily life and holidays of the people of the target culture. It might also be necessary for 12th graders at this stage to know *"how others behave while sitting for exams"* in addition to *"the British educational system in schools"*. Young students at this stage are mostly interested in knowing about British dishes and eating habits in the UK. This might be justified by students' curiosity to know about international cultures in terms of similarities and differences.

5.3 Discussion Related to the Findings of Question Three

Results related to teacher's attitudes towards teaching British English culture showed that almost all of the respondents have had positive attitudes towards teaching British cultural aspects. This means that teachers are fully aware of the indivisible link between teaching the English language and its culture. Findings of this study support the findings of Önalan (2005) who proved that teachers had positive attitudes towards including cultural information in their

instruction. Unlike Saluveer (2004) who found out that teachers' main concern was on language acquisition while teaching culture was not systematic.

Although "*famous British figures in sciences*" , " *famous British figures in literature*" and " *how students behave while sitting for exams*" have gained a high level of agreement , other cultural aspects have gained a reasonable level of agreement ranging from 2.73 to 3.5. The first two statements have ranked the top among other statements since teachers are always eager to encourage their students and boost their enthusiasm through drawing examples of famous figures in science and literature. Raising such a topic in EFL classes and elaborating on the prizes given to such famous people might have an efficient, encouraging impact on students. Another interesting observation is that most of the students are in the scientific stream, which forces their teachers to be interested in *famous British figures in sciences*.

How students behave while sitting for exams was given a high level of agreement by teachers. As a matter of fact, all respondents are supposed to be teachers of 12th graders. This means that their main concern is how to make their students feel comfortable during their exams and how to remove obstacles their students encounter while sitting for the General Secondary Certificate Examination. That is to say, teachers are interested in knowing

how other people of different cultures behave during exams and consequently let their students know and benefit from others' experiences.

Findings also showed that "*famous British dishes*" and "*eating habits in the UK*" have gained a medium level of agreement by teachers. This might be justified by the inadequate knowledge that EFL teachers have since most of them do not live in Britain or any country speaking English as a first language.

Results of teachers' responses show that teachers have a low degree of agreement towards teaching their students about "*famous British actors*" during EFL classes. This might refer to the fact that students at this stage are still not qualified enough in the English language to watch series or even films for such British actors. Consequently, teachers are not interested in teaching such a topic during their EFL classes. The same might apply to teaching students about "*famous British singers*" during EFL classes.

Religious aspects related to "*British religious ceremonies*" and "*places of worship in the UK* " seem to have lowest percentages among the medium level of agreement. This result could be attributed to the fact that teachers might feel afraid of including British religious aspects that might go against our Islamic culture.

5.4 Discussion Related to the Findings of Question Four

In order to have a much more comprehensive view towards including cultural aspects in EFL textbooks, the researcher interviewed two EFL supervisors and two curricula planners who are members of the adaptation committee of Action Pack series in general and Action Pack 12 in particular.

The four interviewees agreed on including Arabic culture in EFL textbook for the following reasons; (1) it highlights learners' identity, (2) it helps in maintaining students' cultural identity (3) it makes students feel interested when they are exposed to their own culture written in the English language, (4) it improves learning outcomes, and (5) it raises students' awareness of their own culture.

Results of the interviews regarding the inclusion of target culture in EFL textbook revealed that the majority of the interviewees supported the idea of the indivisible link between teaching a language and its culture. They believed that target culture (British) should not be neglected for the following justifications; (1) teaching the English language means we have to teach its culture, (2) knowing about more than one culture helps students to appreciate international cultures in light of Islamic Arabic culture and (3) encouraging students to avoid cultural misunderstanding as well as having the real picture of the target language and its culture. The results of the interviews were

similar to those of Brown (1986), Thanasoulas (2001) , Genc and Bada (2005), Cakier (2006) , Dweik (2007) and Shemshadsara (2012) who all supported the idea of the interwoven relationship between teaching a language and its culture.

Results of combining Islamic Arabic culture and British culture uncovered that all interviewees agreed that there should be a combination of Arabic and British cultural aspects with some variations. Some of them were in favor of giving more emphasis to British culture since it is an EFL textbook; others either believed to have a balance between both cultures or give priority to Arabic culture provided that British culture is not neglected. The results of the interviews partially correspond with the results of the contents analysis of Action Pack 12 since it covered a variety of cultures but has given a little bit less percentage for British culture.

Regarding the percentages that should be allotted to each culture, findings of the interviews proved that it was not an easy task to determine the percentages allocated to each culture since the chosen materials determine the percentages. It is also expected to find variation in percentages since two of the interviewees believed that target culture should not exceed the source culture. These results supported the heterogeneous mixture of cultural content of Action Pack 12.

5.5 Conclusions

An analysis of the overall results of the study illustrated that Action Pack 12 is heavily loaded with cultural aspects related to Arabic culture, international cultures followed by the British culture. Moreover, it included the following British cultural aspects; literature and science, history and politics, leisure time, music and arts, ecology, first names and finally, food and drinks.

Both students and teachers have high and medium levels of agreement towards learning and teaching British cultural aspects. That is to say, both teachers and students, as effective elements of the teaching-learning process, have positive attitudes towards teaching/learning about British English culture during EFL classes.

Educationalists including EFL supervisors and curricula planners believed that it is important to teach the English language besides its culture. Additionally, including Islamic Arabic culture in EFL textbook is desirable for better learning outcomes. Finally, it is advisable to have a combination of Islamic Arabic culture and British culture with certain percentage for each.

5.6 Recommendations

Based on the analysis of the findings of the current study, the researcher proposes the following recommendations:

1. The findings of the study revealed that Action Pack 12 is heavily loaded with cultural aspects related to Arabic and international cultures, whereas British English culture has only 11% . Consequently, curricula planners are advised to increase the British cultural aspects to have at least a similar percentage to Arabic culture and international cultures.

2. Curricula planners are advised to create a balance between the target culture, Islamic Arabic culture and international cultures in EFL textbooks.

3. Religious aspects should be given a higher percentage in EFL textbooks because religion teaches tolerance and increases understanding of people of different cultural backgrounds in addition to narrowing the gap found among cultures.

4. Conducting further research on the effects of the western culture classes that students attend on the advancement of learning outcomes of the English language skills; native and target cultural awareness and understanding of the other besides attitudes towards the target culture.

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Appendix (A)

Interviewees' Data

Name	Educational Background	Years of Experience	Specialization	Place of Work	Position
Ahmad Ayyash	M.A	35	Curricula and Instruction\ Educational Technology	Ministry of Education Educational Training Center	• EFL Supervisor
Haifa Takrouri	M.A	26	English Language Teaching Methods	Ministry of Education Curricula and Textbooks Division	• Member in Curricula and Textbooks Division (Foreign Languages). • Member in Evaluation and Adaptation Committee of Action Pack series.
Nuha Tarawneh	M.A	20	Curricula and English Language Teaching Methods	Ministry of Education Educational Supervision Division	• EFL Supervisor
Malak Massad	M.A	14	Curricula and English Language Teaching Methods	Ministry of Education Curricula and Textbooks Division	• Member in Curricula and Textbooks Division (Foreign Languages). • Member in Evaluation and Adaptation Committee of Action Pack series.

Appendix (B)

Cultural Checklist (English Version)

Cultural Dimension	Culture					
	Arabic (Source)		British (Target)		International	
	Fr.	%.	Fr.	%	Fr.	%
History and Politics						
Flags						
National heroes and heroines						
Famous figures						
Major historical events in the country						
Leaderships in the country						
Governments						
Relation with other countries						
Religion & religious rituals :						
Religions						
Places of worship						
Religious ceremonies						
Religious holidays						
Food & drinks :						
Famous dishes						
Hot and soft drinks						
Food recipes						
Eating utensils						
Eating habits						
Education:						
Educational system						
Kinds of schools						
School subjects						
University subjects						
Grading system						
Ecology:						
Rivers, lakes, seas, mountains etc.						
Plants and animals						
Weather and climate						
Economy:						
Names of banks						
Currency (coins and banknotes)						
Buying and selling goods						

Cultural Dimension	Culture					
	Arabic (Source)		British (Target)		International	
	Fr.	%	Fr.	%	Fr.	%
Leisure time, music and arts :						
Entertaining activities						
Popular sports						
Entertaining programs						
Touristic and entertaining places						
Traditional music						
Famous singers , actors and actresses						
Famous painters and paintings						
Artistic productions (films , plays, series)						
Literature and science:						
Fields of literature						
Famous poets , dramatists and playwrights						
Scientific fields						
Biographies about famous scientists						
Dress:						
Traditional dress						
Men's and women's dress						
Casual clothes						
Formal clothes						
Clothes of occasions (marriage, funerals)						
Social behavior (etiquette):						
Greeting expressions						
Parting expressions						
Exchanging gifts						
Acceptable behaviors						
Unacceptable behaviors						
Family and male-female relationship :						
Role of women						
Role of men						
Equality between men and women						
Family relations						
Family gatherings						
First names:						
Names of females and males						
Nicknames						
Module Number ( )						

Fr: Frequency   %: Percentage

Appendix (C)

Cultural Checklist (Arabic Version)

الجانب الثقافي	العربية		البريطانية		العالمية	
	التكرار	النسبة	التكرار	النسبة	التكرار	النسبة
التاريخ والسياسة						
العلم						
الأبطال والبطلات						
أعلام مشهورون						
الأحداث التاريخية الرئيسة						
القادة والحكام						
نظام الحكم						
العلاقات مع الدول الأخرى						
الدين والطقوس الدينية						
الديانات						
أماكن العبادة						
الاحتفالات الدينية						
العطلات الدينية						
الطعام والشراب						
الأطباق المشهورة						
المشروبات الساخنة والباردة						
الوصفات الغذائية						
أواني الطعام وأدواته						
العادات الغذائية						
التعليم						
نظام التعليم						
أنواع المدارس						
الموضوعات الدراسية في المدرسة						
الموضوعات الدراسية في الجامعة						
نظام العلامات						
البيئة						
الأنهار و البحيرات والبحار والجبال						
النباتات والحيوانات						
الطقس والمناخ						
الاقتصاد						
أسماء البنوك						
العملة الورقية والمعدنية						
بيع البضائع وشرائها						

الثقـــــافة						الجانب الثقافي
العالمية		البريطانية		العربية		
النسبة	التكرار	النسبة	التكرار	النسبة	التكرار	
وقت الفراغ والموسيقى والفنون						
						أنشطة الترفيه
						الرياضات المشهورة
						البرامج الترفيهية
						الأماكن السياحية والترفيهية
						الموسيقى التقليدية
						الفنانون والممثلون والممثلات
						الرسامون واللوحات الفنية
						الإنتاج الفني (الأفلام و المسرحيات)
الآداب والعلوم						
						مجالات الأدب
						مشاهير الشعراء والكتاب المسرحيين
						المجالات العلمية
						سيرة ذاتية عن مشاهير العلماء
اللباس						
						الزي التقليدي
						زي النساء والرجال
						الزي العملي (غير الرسمي)
						الزي الرسمي
						زي المناسبات (الزواج و الجنائز)
السلوك الاجتماعي (الإتيكيت)						
						عبارات الترحيب
						عبارات الوداع
						تبادل الهدايا
						السلوك المقبول اجتماعيا
						السلوك المرفوض اجتماعيا
العلاقات العائلية وعلاقة الرجل بالمرأة						
						دور المرأة في العائلة
						دور الرجل في العائلة
						المساواة بين الرجل والمرأة
						العلاقات العائلية
						التجمعات العائلية
الأسماء						
						أسماء الذكور والإناث
						أسماء الكنية
الوحدة رقم ( )						

Appendix (D)

Student's Questionnaire (English Version)

Students' Attitudes Questionnaire towards the British English Culture

Dear participants,

I , Sa'ida Al-sayyed, an MA student in the Department of English Language and Literature at MEU in Jordan. I have designed this questionnaire to investigate students' attitudes towards the British English culture while learning English in EFL classes. It aims to provide answers to my M.A thesis titled "Analyzing the Cultural Content of Action Pack 12 and its Accessories and Exploring the Attitudes of Students, Teachers and Educationalists towards Including Culture in this Curriculum". Please answer all the questions as accurately as possible by checking the degree of agreement or disagreement to each given item. Answers will be used for the purpose of academic research only.

The researcher ,Sa'ida Al-sayyed

Demographic data

- Gender : ☐ male ☐ female
- Age: (   )
- Kind of school : ☐ Public school   ☐ Christian private school

  ☐ Muslim private school   ☐ Other school
- Academic stream : ☐ Scientific   ☐ Literary ☐ IT (Information Technology)
- Directorate of education :

  ☐ Directorate of Private Education

  ☐ Education Directorate of Al-Quweismeh
- Nationality : (………………..)

- Religion : (……………)

Students' Attitudes towards Learning the British English Culture in EFL Classes

Kindly, read the following items, then put (✓) in front of each item according to your degree of agreement or disagreement as in the example below.

During my EFL classes I enjoy learning about *major events of the UK*.

No	Item During my EFL classes I enjoy learning about:	SD 1	D 2	N 3	A 4	SA 5
1. History						
1	major events of the UK					
2	famous British figures such as Queen Elizabeth I					
2. Geography						
3	geographical places in the UK					
4	climate and weather of the UK					
3. Religion and religious rituals						
5	places of worship in the UK					
6	British religious ceremonies					
4. Food and drinks						
7	famous British dishes					
8	eating habits in the UK					
5. Leisure time and means of entertainment						
9	British entertainment activities					
10	famous British actors					
6. Education						
11	British educational system in schools					
12	how students behave while sitting for exams					
7. Dress						
13	traditional dress of British people					
14	men's and women's dress					
8. Family and male-female relationship						
15	men and women role in the UK					
16	family relationship in the UK					
9. Politics						
17	political system of government					
18	political festivals and celebrations					
10. Literature and sciences						
19	famous British figures in literature					
20	famous British figures in sciences					
11. Music and arts						
21	famous British singers					
22	famous British painters					

Strongly disagree: SD   Disagree :D   Neutral :N   Agree: A   Strongly agree : SA

Appendix (E)

Students' Questionnaire (Arabic Version)

استبانة آراء الطلبة نحو الثقافة الإنجليزية البريطانية

أعزائي المشاركين / المشاركات

أنا ، سائدة السيد، طالبة ماجستير في قسم اللغة الانجليزية و آدابها في جامعة الشرق الأوسط في الأردن . صممت

هذه الاستبانة لمعرفة آراء الطلبة نحو الثقافة الإنجليزية البريطانية التي يتعلمونها في حصص اللغة الإنجليزية .وقد

طوّرت هذه الاستبانة لتقدم إجابات تسهم في تحقيق أهداف الرسالة و التي تحمل عنوان " تحليل المحتوى الثقافي لمنهاج

(أكشن باك 12) ولواحقه ومعرفة آراء الطلبة والمعلمين و التربويين حول تضمين الثقافة في هذا المنهاج ". أرجو

التكرم بالإجابة عن الأسئلة جميعها بدقة تامة وذلك من خلال تحديد درجة الموافقة أو عدمها لكل فقرات الاستبانة ،

وأود أن أؤكد أن جميع الإجابات ستستخدم فقط لغايات البحث العلمي.

بيانات ديموغرافية :

- الجنس : ☐ ذكر ☐ أنثى
- العمر : ( )
- نوع المدرسة : ☐ حكومية ☐ خاصة مسيحية
  ☐ خاصة مسلمة ☐ أخرى
- الفرع الأكاديمي : ☐ علمي ☐ أدبي ☐ إدارة معلوماتية
- مديرية التربية :
  ☐ مديرية التربية والتعليم الخاص ☐ مديرية لواء القويسمة
- الجنسية : (...............)
- الديانة : (...............)

آراء الطلبة نحو تعلم الثقافة الإنجليزية البريطانية أثناء حصص تعلم اللغة الإنجليزية

أرجو أن تقرأ العبارات الآتية كما في المثال الآتي ثم ضع إشارة (✓) إزاء كل عبارة حسب درجة موافقتك أو عدمها كما هو مبين أسفل الجدول.

أشعر بالمتعة تجاه تعلم /معرفة الأحداث التاريخية الرئيسة في بريطانيا أثناء حصص تعلم اللغة الإنجليزية

الرقم	أشعر بالمتعة تجاه تعلم /معرفة .... أثناء حصص تعلم اللغة الإنجليزية	1	2	3	4	5
.1	**التاريخ**					
1	الأحداث التاريخية الرئيسة في بريطانيا مثل الحرب العالمية الأولى					
2	أعلام ومشاهير بريطانيين مثل الملكة إليزابيث					
.2	**الجغرافيا**					
3	المناطق الجغرافية في المملكة المتحدة					
4	الطقس في المملكة المتحدة					
.3	**الديانة والطقوس الدينية**					
5	أماكن العبادة في المملكة المتحدة					
6	الاحتفالات الدينية في بريطانيا					
.4	**الطعام والشراب**					
7	الأطباق البريطانية الشهيرة					
8	العادات المتعلقة بتناول الطعام في بريطانيا					
.5	**وقت الفراغ ووسائل الترفيه**					
9	أنشطة الترفيه في بريطانيا					
10	الممثلين البريطانيين المشهورين					
.6	**التعليم**					
11	نظام التعليم في المدارس البريطانية					
12	كيفية تصرف الطلبة اثناء الاختبارات					
.7	**اللباس**					
13	اللباس التقليدي في بريطانيا					
14	لباس الرجال والنساء					
.8	**العائلة وعلاقة الرجل بالمرأة**					
15	دور الرجل والمرأة في المملكة المتحدة					
16	العلاقات العائلية في المملكة المتحدة					
.9	**السياسة**					
17	نظام الحكم في المملكة المتحدة					
18	الأعياد والاحتفالات السياسية في المملكة المتحدة					
.10	**الاداب والعلوم**					
19	المشاهير البريطانيين في الآداب					
20	المشاهير البريطانيين في العلوم					
.11	**الموسيقى والفنون**					
21	الفنانين البريطانيين مثل المغنيين					
22	الفنانين البريطانيين مثل الرسامين					

أرفض بشدة :1   أرفض :2   محايد : 3   أوافق : 4   أوافق بشدة : 5

Appendix (F)

Teacher's Questionnaire (English Version)

Teachers' Attitudes Questionnaire towards the British English Culture

Dear participants,

I , Sa'ida Al-sayyed, an MA student in the Department of English Language and Literature at MEU in Jordan. I have designed this questionnaire to investigate teachers' attitudes towards the British English culture while teaching English in EFL classes. It aims to provide answers to my M.A thesis titled "Analyzing the Cultural Content of Action Pack 12 and its Accessories and Exploring the Attitudes of Students, Teachers and Educationalists towards Including Culture in this Curriculum". Please answer all the questions as accurately as possible by checking the degree of agreement or disagreement to each given item. Answers will be used for the purpose of academic research only.

The researcher , Sa'ida Al-sayyed

Demographic data

- Sex : ☐ male   ☐ female
- Age: ☐ 22-27   ☐ 28-33   ☐ 34-39   ☐ 40- 45   ☐ more than 46
- Years of experience in teaching English language (………….)
  Level of education : ☐ B.A   ☐ Higher Diploma   ☐ M.A   ☐ Ph.D
- Kind of school : ☐ Public school   ☐ Christian private school
                     ☐ Muslim private school   ☐ Other school
- Directorate of education :
  ☐ Directorate of Private Education
  ☐ Education Directorate of Al-Quweismeh
- Nationality : (………………..)
- Religion :   (……………)
- Cultural orientation: ☐ Conservative   ☐ Secular   ☐ Westerner   ☐ Others

Teachers' Attitudes towards Teaching the British English Culture in EFL Classes

Kindly, read the following items, then put (✓) in front of each item according to your degree of agreement or disagreement as in the example below.

During my EFL classes I enjoy teaching *major events of the UK*

No	Item During my EFL classes I enjoy teaching …..	SD 1	D 2	N 3	A 4	SA 5
1.	**History**					
1	major events of the UK					
2	famous British figures such as Queen Elizabeth I					
2.	**Geography**					
3	geographical places in the UK					
4	climate and weather of the UK					
3.	**Religion and religious rituals**					
5	places of worship in the UK					
6	British religious ceremonies					
4.	**Food and drinks**					
7	famous British dishes					
8	eating habits in the UK					
5.	**Leisure time and means of entertainment**					
9	British entertainment activities					
10	famous British actors					
6.	**Education**					
11	British educational system in schools					
12	how students behave while sitting for exams					
7.	**Dress**					
13	traditional dress of British people					
14	men's and women's dress					
8.	**Family and male-female relationship**					
15	men and women role in the UK					
16	family relationship in the UK					
9.	**Politics**					
17	political system of government					
18	political festivals and celebrations					
10.	**Literature and sciences**					
19	famous British figures in literature					
20	famous British figures in sciences					
11.	**Music and arts**					
21	famous British singers					
22	famous British painters					

Strongly disagree: SD   Disagree :D   Neutral :N   Agree: A   Strongly agree : SA

Appendix (G)

Teachers' Questionnaire (Arabic Version)

استبانة آراء المعلمين نحو الثقافة الإنجليزية البريطانية

أعزائي المشاركين / المشاركات

أنا ، سائدة السيد، طالبة ماجستير في قسم اللغة الانجليزية وآدابها في جامعة الشرق الأوسط في الأردن . صممت هذه الاستبانة لمعرفة آراء المعلمين نحو الثقافة الإنجليزية البريطانية التي يعلّمونها في حصص اللغة الإنجليزية . وقد طوّرت هذه الاستبانة لتقدم إجابات تسهم في تحقيق أهداف الرسالة و التي تحمل عنوان " تحليل المحتوى الثقافي لمنهاج (أكشن باك 12) ولواحقه ومعرفة آراء الطلبة والمعلمين و التربويين حول تضمين الثقافة في هذا المنهاج ". أرجو التكرم بالإجابة عن الأسئلة جميعها بدقة تامة وذلك من خلال تحديد درجة الموافقة أو عدمها لكل فقرات الاستبانة ، وأود أن أؤكد أن جميع الإجابات ستستخدم فقط لغايات البحث العلمي.

بيانات ديموغرافية :

- الجنس :   ☐ ذكر   ☐ أنثى

- العمر :   ☐ 22-27   ☐ 28-33   ☐ 34-39   ☐ 40- 45   ☐ أكثر من 46

- عدد سنوات الخبرة في تعليم اللغة الانجليزية (   )

- المستوى التعليمي :   ☐ بكالوريوس   ☐ دبلوم عالٍ   ☐ ماجستير   ☐ دكتوراه

- نوع المدرسة :   ☐ حكومية   ☐ خاصة مسيحية   ☐ خاصة مسلمة   ☐ أخرى

- مديرية التربية :

☐ مديرية التربية والتعليم الخاص

☐ مديرية لواء القويسمة

- الجنسية : (................)

- الديانة :   (................)

- التوجه الثقافي :   ☐ محافظ   ☐ علماني   ☐ غربي   ☐ أخرى

آراء المعلمين نحو تعلم الثقافة الإنجليزية البريطانية أثناء حصص تعلم اللغة الإنجليزية

أرجو أن تقرأ العبارات الآتية كما في المثال الآتي ثم ضع إشارة (✓) إزاء كل عبارة حسب درجة موافقتك أو عدمها كما هو مبين في أسفل الجدول

أشعر بالمتعة تجاه تعليم الطلبة عن الأحداث التاريخية الرئيسة في بريطانيا أثناء حصص تعليم اللغة الإنجليزية

5	4	3	2	1	أشعر بالمتعة تجاه تعليم الطلبة عن... أثناء حصص تعليم اللغة الإنجليزية	الرقم
					1. التاريخ	
					الأحداث التاريخية الرئيسة في بريطانيا مثل الحرب العالمية الأولى	1
					أعلام ومشاهير بريطانيين مثل الملكة إليزابيث	2
					2. الجغرافيا	
					المناطق الجغرافية في المملكة المتحدة	3
					الطقس في المملكة المتحدة	4
					3. الديانة والطقوس الدينية	
					أماكن العبادة في المملكة المتحدة	5
					الاحتفالات الدينية في بريطانيا	6
					4. الطعام والشراب	
					الأطباق البريطانية الشهيرة	7
					العادات المتعلقة بتناول الطعام في بريطانيا	8
					5. وقت الفراغ ووسائل الترفيه	
					انشطة الترفيه في بريطانيا	9
					الممثلين البريطانيين المشهورين	10
					6. التعليم	
					نظام التعليم في المدارس البريطانية	11
					كيفية تصرف الطلبة أثناء الاختبارات	12
					7. اللباس	
					الزي التقليدي في بريطانيا	13
					زي الرجال والنساء	14
					8. العائلة وعلاقة الرجل بالمرأة	
					دور الرجل والمرأة في المملكة المتحدة	15
					العلاقات العائلية في المملكة المتحدة	16
					9. السياسة	
					نظام الحكم في المملكة المتحدة	17
					الأعياد والاحتفالات السياسية في المملكة المتحدة	18
					10. الاداب والعلوم	
					المشاهير البريطانيين في الاداب	19
					المشاهير البريطانيين في العلوم	20
					11. الموسيقى والفنون	
					الفنانين البريطانيين مثل المغنين	21
					الفنانين البريطانيين مثل الرسامين	22

أرفض بشدة 1:   أرفض 2:   محايد : 3   أوافق : 4   أوافق بشدة : 5

Appendix (H)

Unstructured Interviews

Dear participants,

The following represents open-ended questions that are addressed to EFL supervisors and curricula planners during the interview.

Researcher: Sa'ida Al-sayyed

Open-ended questions

1. To what extent should we include Islamic Arabic culture in EFL textbooks (Action Pack 12)? Why?

   ....

   ....

2. To what extent should we include British English culture in EFL textbooks (Action Pack 12)??Why?

   ....

3. To what extent should we combine the target and Islamic Arabic cultures in EFL textbooks (Action Pack 12)? Why?

   ....

4. What percentages should be allotted to including Islamic Arabic culture, British English culture and any other culture?

   ....

Appendix (I)

Validation Committee

Name	Rank	Specialization	Place of Work	Position
Jawdat Sa'adeh	Professor	Teaching Methods & Curricula	MEU	Member of Faculty of Educational Sciences
Ghazi Khalifah	Professor	Teaching Methods & Curricula	MEU	Dean of Faculty of Educational Sciences
Abbas Sharifi	Professor	Educational Administration	MEU	Head of Department of Administration and Curricula
Mahmoud Al-Hadidi	Professor	Teaching Methods & Curricula	MEU	Member of Faculty of Educational Sciences
Abed Al-Ra'ouf Zuhdi	Professor	Arabic Language	MEU	Member of Department of Arabic Language and Literature
Muhammad Qubeilat	Doctor	Curricula and Instruction	Ministry of Education	Member of the Division of Educational Research and Education Economics
Ahmad Ayyash	EFL Supervisor	Curricula and Instruction\ Educational Technology	Ministry of Education	Member of the ETC Educational Teaching Center

Appendix (J)

Validation Letter

Dear Professor, Supervisor, Expert:

Based on your experience, you are kindly requested to determine the face and content validity of the main instruments that will be used in collecting data for my M.A thesis titled (*Analyzing the Cultural Content of Action Pack "12" and its Accessories and Exploring the Attitudes of Students, Teachers and Educationalists towards Including Culture in this Curriculum*).The instruments are teacher's questionnaire, student's questionnaire, a cultural checklist and unstructured interviews.

Your time, assistance and cooperation in commenting on the following are highly appreciated:

1. Are the questions / items of the instruments related to the topic under investigation?

    ....

    ....

    ....

2. Will the instruments measure what they intend to measure?

    ....

    ....

    ....

3. Are the items and instructions of the instruments presented in a simple clear language?

    ....

    ....

    ....

    Please feel free to make any further suggestions or comments.

    ....

    ....

    ....

Appendix (K)

Snapshots of the Online Questionnaire through www.surveyplant.com

No SIM	2:03 PM	86%

استبانة آراء المعلمين نحو الثقافة الانجليزية البريطانية

Survey Planet™

أعزائي المشاركين / المشاركات أنا ، سائدة السيد ، طالبة ماجستير في قسم اللغة الانجليزية وآدابها في جامعة الشرق الأوسط في الأردن. صممت هذه الاستبانة لمعرفة آراء المعلمين نحو الثقافة الإنجليزية البريطانية التي يعلّمونها في حصص اللغة الإنجليزية . وقد طوّرت هذه الاستبانة لتقدم إجابات تسهم في تحقيق أهداف الرسالة و التي تحمل عنوان " تحليل المحتوى الثقافي لمنهاج (أكشن باك 12) ومعرفة آراء الطلبة والمعلمين و التربويين نحو ضم الثقافة إلى هذا المنهاج ". أرجو التكرم بالإجابة عن الأسئلة جميعها بدقة تامة وذلك من خلال تحديد درجة الموافقة أو عدمها لكل فقرات الاستبانة ، وأود أن أؤكد أن جميع الإجابات ستستخدم فقط لغايات البحث العلمي.

BEGIN

No SIM	10:04 AM	37%

استبانة آراء المعلمين نحو الثقافة الانجليزية البريطانية

Survey Planet™

Question 4 of 31 *
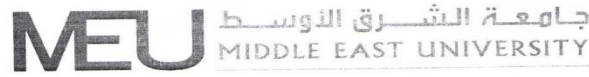
المستوى التعليمي

- ⦿ بكالوريوس
- ◯ دبلوم عالي
- ◯ ماجستير
- ◯ دكتوراه

← PREVIOUS   **NEXT →**

Appendix (L)

Middle East University Permission Letter

MEU جامعة الشرق الأوسط
MIDDLE EAST UNIVERSITY

كلية الآداب والعلوم
Faculty of Arts & Sciences

الرقم: ك أ ع/ خ/ 1/ 78
التاريخ: 2014/5/3

إلى من يهمه الأمر

تحية طيبة وبعد،

أرجو التكرم بالعمل على تسهيل مهمة الطالبة سائدة وليد امين السيد/ ماجستير لغة انجليزية وآدابها والذي يشرف عليها الاستاذ الدكتور بدر الدويك ، لتطبيق الأداة المعدة للبحث الذي سيتم تطبيقه على طلبة المدارس للمرحلة الثانوية في اللغة الانجليزية بالمدارس الحكومية في مديرية عمان لواء القويسمة مدراس مديرية التعليم الخاص بعنوان (تحليل المحتوى الثقافي لمنهاج (أكشن باك12)ومعرفة آراء الطلبة والمعلمين والخبراء التربويين نحو مضمون الثقافة الانجليزية).

وتفضلوا بقبول فائق الاحترام والتقدير

عميد كلية الآداب والعلوم

أ.د. وليد عوجان
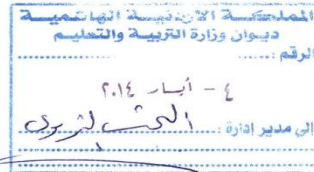
نسخة :الصادر الخارجي

Appendix (M)

Cultural Aspects in Action Pack 12 (Student's Book)

Module No. Cultural Aspect	Module 1			Module 2			Module 3			Module 4			Total
	Ar.	Br.	Int.	Ar.	Br.	Int.	Ar.	Br.	Int.	Ar.	Br.	Int.	
History and politics	9	4	32	2	0	5	0	0	1	24	0	11	88
Religion & religious rituals	0	0	0	0	0	0	1	0	0	0	0	0	1
Food & drinks	0	0	1	0	0	0	1	0	0	0	0	0	2
Education	2	0	1	0	0	0	0	0	0	0	0	0	3
Ecology	2	0	4	23	30	4	1	0	5	4	0	8	81
Economy	0	0	0	0	0	0	0	0	1	0	0	0	1
Leisure time, music and arts	0	0	4	0	0	0	0	0	1	15	0	9	29
Literature and science	0	0	0	0	0	1	1	0	0	9	5	0	16
Dress	0	0	0	0	0	0	1	0	0	0	0	0	1
Social behavior (etiquette)	0	0	0	0	0	0	0	0	0	0	0	0	0
Family and male-female relationship	0	0	0	0	0	0	7	1	3	0	0	0	11
Names	10	2	1	0	0	0	2	0	4	0	0	0	19

Ar: Arabic Culture   Br: British Culture   Int: International Cultures

Appendix (N)

Cultural Aspects in Action Pack 12 (Workbook)

| Module No. Cultural Aspect	Module 1			Module 2			Module 3			Module 4			Total
	Ar.	Br.	Int.	Ar.	Br.	Int.	Ar.	Br.	Int.	Ar.	Br.	Int.	
History and Politics	0	8	2	2	0	0	2	0	0	0	0	45	59
Religion & religious rituals	0	0	0	0	0	0	0	0	0	0	0	0	0
Food & drinks	0	0	0	0	0	0	0	0	0	0	0	0	0
Education	1	0	6	0	0	0	0	0	0	0	0	0	7
Geography	1	2	2	7	0	13	8	0	10	0	0	0	43
Economy	1	0	1	0	0	0	4	0	0	0	0	0	6
Leisure time, music and arts	1	0	3	7	0	0	8	0	4	0	0	0	23
Literature and science	1	0	0	0	0	0	0	0	0	23	0	25	49
Dress	0	0	0	0	0	0	0	0	0	0	0	0	0
Social behavior (etiquette)	0	0	0	0	0	0	0	0	0	0	0	0	0
Family and male-female relationship	6	0	1	0	0	0	0	0	0	0	0	0	7
Names	3	0	0	8	0	0	24	0	0	7	0	0	42

Ar: Arabic Culture   **Br: British Culture**   **Int: International Cultures**

Appendix (O)

New Action Pack Series
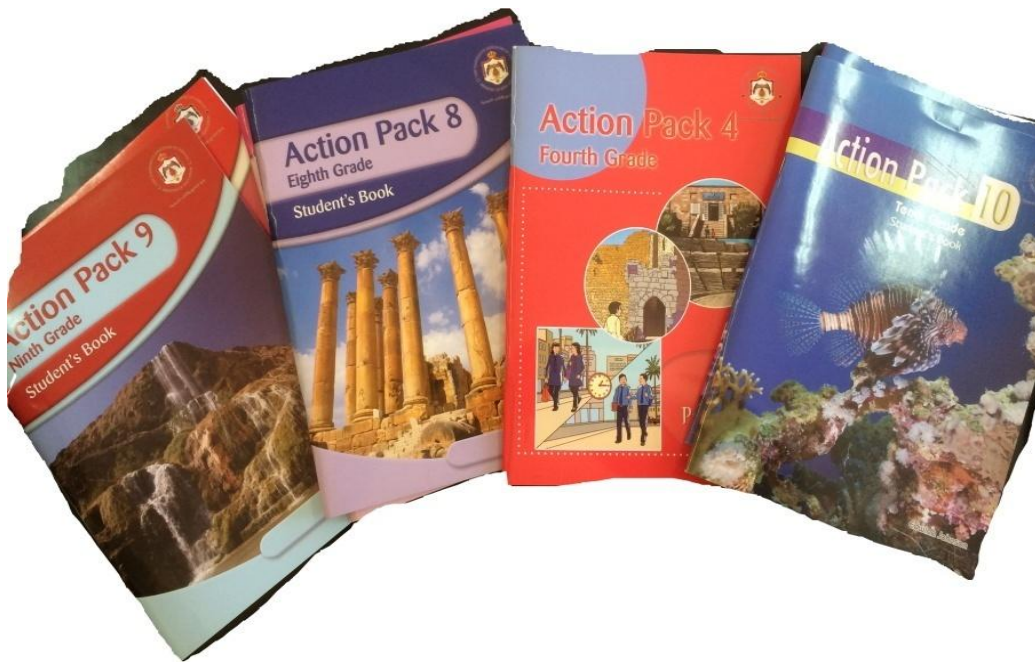
The cover pages above represent how new series of Action Pack contain Arabic cultural aspects related to historical and touristic places found in Jordan as well as the image of the classes in Arabic Jordanian schools.