Problems of Teaching English Language Culture in Jordanian Public Schools

مشكلات تعليم ثقافة اللغة الانجليزية في المدارس الحكومية

الاردنية

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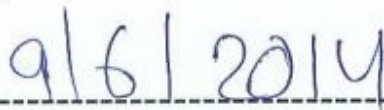**June 2014**

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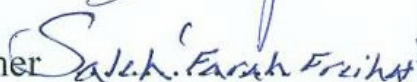
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I humbly thank Allah the most Merciful, who gave me health, power and great cooperative people to enable me to achieve my goal.

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At last, my gratitude goes to my friends, colleagues and relatives for their support and encouragement.

Dedication

This thesis is dedicated to the most special person in my life, my husband, Faris Haddad, who helped and supported me a lot. Thanks a lot for your encouragement; I do really appreciate it.

I would like to dedicate this thesis to my father's soul 'Mousa Al-Zayyat', and to my great mother, for her constant encouragement and support. Thanks a lot mom for raising me well and for looking after my children during writing this thesis.

Moreover, this thesis is dedicated to my lovely children, and all my brothers and sisters.

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Problems of Teaching English Language Culture in Jordanian Public Schools

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Abstract

This study aimed at investigating "problems of teaching English Language Culture in Jordanian Public schools". The researcher raised the following questions of the study:

What are the problems that Jordanian public school teachers face in teaching cultural issues of English in the secondary stage?

2. What are the problems that Jordanian public school students of the secondary stage face in learning cultural issues of English?

3. What are the suggested solutions to overcome the problems of teaching the English language culture by Jordanian secondary stage teachers?

Two questionnaires were designed to collect data (A teacher's, and a student's questionnaire). The teacher's questionnaire focused on four domains: (the curriculum, the teacher, the student, and the suggested solutions). The validity of the instruments was assured by following the comments of the panel of jury's who kindly refered the stated items. Reliability of the instruments was also assured by conducting a test-retest to a selected sample from outside the sample of the study. The sample of the study consisted of (400) students: (231) female, (169) male, and (50) English language teachers: (37) female, and (13) male.

The researcher used the quantitative method to analyze the obtained data. The answers to the questions of the study were as follow: The findings of the study showed that the problems of teaching the English language culture in Jordanian public schools already significantly exist among students, teachers and the English language curriculum, which constitutes a gap in learning and teaching English. The reasons for these problems were due to: the

methods of teaching English in Jordanian public schools that ignore teaching the English language culture, the lack of teachers' knowledge about English culture that affects negatively on the students' learning, and finally the shortage of suitable topics related to culture in the curriculum which influences the students' attitude toward culture.

مشكلات تعليم ثقافة اللغة الانجليزية في المدارس الحكومية الاردنية

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إشراف

الدكتور: فاطمة جعفر

ملخص الدراسة

هدفت هذه الدراسة الى البحث في " مشكلات تعليم ثقافة اللغة الانجليزية في المدارس الحكومية الاردنية". ، وقد طرحت الباحثة اسئلة الدراسة على النحو الآتي:

1. ما المشكلات التي يواجهها معلمو المدارس الحكومية الاردنية في تعليم الموضوعات الثقافية الانجليزية لطلبة المرحلة الثانوية؟

2. ما المشكلات التي يواجهها طلبة المرحلة الثانوية في المدارس الحكومية الاردنية في تعلم الموضوعات الثقافية الانجليزية؟

3. ما الحلول المقترحة للتغلب على المشكلات التي يواجهها معلمو المرحلة الثانوية في تدريس ثقافة اللغة الاجنبية للمرحلة الثانوية؟

تم تصميم نوعين من الاستبانات لكل من (المعلمين، والطلبة) لجمع البيانات، وقد ركزت استبانة المعلمين على اربعة محاور رئيسة (المنهاج، المعلم، الطالب، والحلول المقترحة). صدق ادوات الدراسة أكدت من خلال اتباع توصيات وتعديلات لجنة من المحكمين على البنود المذكورة. بالاضافة الى ان واقعية الاداة اكدت من خلال اجراء اعادة اختبار للأداة من خلال عينة مختارة من خارج عينة الدراسة. تكونت عينة الدراسة من (400) طالباً: (231) للاناث، و (169) للذكور، و (50) معلم لغة انجليزية: (37) اناث، و (13) ذكور.

استخدمت الباحثة المنهج الكمي في تحليل البيانات وجمعها. وكانت اجابات أسئلة الدراسة على النحو التالي:

أن مشكلات تدريس ثقافة اللغة الانجليزية في المدارس الحكومية الاردنية موجودة فعليا بشكل كبير لدى الطلبة والمعلمين والمناهج الدراسية، مما يشكل فجوة في طرق تعلم وتعليم اللغة الانجليزية، وذلك يعود الى: اهمال تدريس ثقافة اللغة الانجليزية، قلة معرفة المعلمين بالثقافة الغربية يؤثر سلبا على الطلبة، نقص وقلة الموضوعات الثقافية المناسبة في المناهج الثقافية والتي تؤثر في توجهات الطلبة نحو الثقافة.

Chapter One

General Introduction: Problems of Teaching English Language Culture

English is the most prevalent language in the world, and it has been embraced by almost all people from various nationalities, it is not limited any more to its native nations such as the UK and the USA, as the number of the people who use English as a means of communication exceeds much more than the number of its native speakers.

English is now the '*Lingua Franca*' of the world. Issues of military, politics, and culture played significant roles in the deployment of this language in the five continents of the world. The technological revolution and new e-learning systems have also made English one of the world's most important means of communication at present. As the access to technology increases worldwide, there is an increased need to learn English. Roughly, 55% of all written content on the internet is in English, It is conceived as a global language for it is the language of science and technology, and it is likewise the first official language in the United Nations. Hence, English is the most popular language even within the regions wherever the native languages are supposed to be necessary.

Teaching English as a foreign language is not an easy task. When it comes to the places where English serves a very limited purpose, it becomes more crucial and painstaking to teach and learn. Teaching English as a foreign language (TEFL) in the Middle East and Jordan in particular catches the attention of many researchers and scholars, especially the difficulties and obstacles that teachers and students face.

Researchers believe that learning any foreign language occurs through the integration of culture and education, which helps learners to understand the target language and learn it. So teachers should not focus on learning grammar, or the acquisition of basic linguistic skills of the foreign languages without raising the issues of culture.

Neglect of culture's importance in the teaching process would affect negatively the learning of foreign languages, because teaching vocabulary, grammar and other language skills seems insufficient. To teach the learners how to make a sentence or conversation to communicate with others who are non – native speakers, should include knowledge of their culture.

Lontolf and Johnson's (2007) call for a reunification of language and culture in the teaching of foreign languages, implies that a "Dichotomous mind-set" regarding language and culture continues to exist in the profession. (p.283).

Teaching English in Jordan forms a necessity for academic, labor and personal purposes. Firstly, it forms the basis of scientific knowledge which will be used in the years of the students' specialties such as business, health, computers, arts … etc. Secondly, labor market requires job seekers to have a good command of English, which facilitates communication with clients and business. Being fluent in English helps the job seeker to get a better job opportunity, and thirdly, English is needed in order to meet, communicate with people, travel, and use internet and social media.

Although English constitutes an integrated part of the educational system in Jordan, educators involved in the learning/teaching process suffer from a number of difficulties. Difficulties regarding teaching English language culture could be on the top of the difficulties, since each Arab EFL learner and teacher have their own culture that disparate from those of the English- speaking communities. Moreover, learning culture in any foreign language class is considered a prominent issue as language and culture are inseparable. So, it is believed that learning culture in any foreign language learning activity can help students integrate in the language they study, and make them more sensitive to learning that language, and helps them become easily competent.

Research on the place of culture within the foreign language curriculum has shown that current teaching practices often consider culture as something to

be added instead of effectively integrating it (Durocher, 2007; Knuston, 2006; Kramsch, 1993; Hadley, 2001).

Thus, the current study sheds light on the role of culture in teaching English in Jordan, the subsequent problems involved, and to prove that culture is associated with teaching English.

The researcher also, works on this study to identify the problems facing the teaching of English culture in public schools of Jordan, and suggest appropriate solutions to achieve the goals of teaching English language, in order to increase the level of social awareness of the importance of learning English as a foreign language.

1.1 Statement of the Problem

Although students are taught English in Jordan for a long period of time (about 12 years), it is clear that they view it as one of the most difficult school subjects.

The problem of this study lies in lack of interest in culture and its importance in enabling the students to learn English properly. Linguistic competence of a foreign language is not enough to achieve performance. Weakness in language fluent performance could be a relative factor related to

cultural issues faced by teachers and learners. Thus, this study investigated these cultural problems and aims to suggest some solutions to them.

1.2 Objectives of the Study

This study aims to:

1- Investigate the problems that Jordanian public school teachers face in teaching cultural issues of English in the secondary stage.

2- Determine the problems that Jordanian public school students of the secondary stage face in learning cultural issues of English

3- Find out solutions to overcome the problems of teaching a foreign culture by the teachers of the secondary stage.

1.3 Questions of the Study

1. What are the problems that Jordanian public school teachers face in teaching cultural issues of English in the secondary stage?

2. What are the problems that Jordanian public school students of the secondary stage face in learning cultural issues of English?

3. What are the suggested solutions to overcome the problems of teaching the English language culture by Jordanian secondary stage teachers?

1.4 Significance of the Study

The significance of the study has two domains: the academic significance which might contribute to the research conducted in the field of teaching and learning English, and the practical significance lies in finding a study that might be of use to the Ministry of Education in considering the proposed solutions to the concept of culture in language teaching, designing a curriculum for the English language in a way that reflects the role of culture in language teaching, and the extent of applying cultural issues by school teachers.

1.5 Limitations of the Study

The study is limited to the sample, instruments, and the scholastic year 2013/2014. Therefore, the results cannot be generalized.

1.6 Limits of the Study

The study was conducted in Amman during the first semester of the school year 2013/ 2014.

1.7 Definition of terms

- **Foreign Culture**: Theoretically, culture means the behavior, working method, music, dance, literature, language, social relation, religious methods, marriage and other social activities of the foreign people according to their specific regions (Alam, 2011).

Operationally, culture can be used to describe activities or behaviors that refer to the heritage or tradition of a group of people. For the purpose of this study, foreign culture refers to the culture represented in the English language textbooks of the secondary stage, used by all public schools in Jordan, prepared and designed by the Ministry of Education.

- **Problem:** Theoretically, a problem can be defined according to dictionary.com as "anything that is difficult to overcome, deal with, or solve".

http://dictionary.reference.com/browse/problem?s=t

Operationally for the purpose of this study it refers to the obstacles faced by students and teachers when teaching and learning cultural issues related to teaching and learning English as a foreign language in public schools/ the secondary stage.

Chapter Two

Review of Related Literature

This chapter is divided into two parts, the theoretical review of literature and the empirical studies. It sheds light on the studies that deal with the concept of culture, the importance and the purpose of teaching English in Jordan, and a preview of some studies that address teaching culture in general and teaching a foreign language culture, in particular.

2.1 Review of Theoretical Literature

Culture has been defined by researchers, each in a different way. Matsumoto and Juang (2013) define culture as a "unique meaning and information system, shared by a group of people and transmitted across generations, that allows the group to meet basic needs of survival, pursue happiness and well-being, and derives meaning from life"(p. 15). Baumeister (2005) defines culture as an information –based system that allows people to live together and satisfy their needs. (P. 15). Peterson's (2004) defines culture as the totality of socially transmitted behavior patterns, arts, beliefs, institutions and all other products of human work and thought. Liddicoat, Papademetre, Scarino and Kohler (2003) also add more to the definition of culture as they state that culture

is: "a complex system of concepts, attitudes, values, beliefs, conventions, behaviors, practices, rituals and lifestyles of the people who make up a cultural group, as well as the artifacts they produce and the institutions they create". (p. 45).

According to Javadine and House (2001) culture means "a set of beliefs and values about what is desirable in a community of people and a set of formal or informal practices to support the values" (p. 292). Goode, Sockalingam, Brown and Jones (2000) look at culture as "an integration pattern of human behavior that includes thoughts, communication, languages, practices, beliefs, values, customs, courtesies, rituals, manners of interacting and role relationships and expected behaviors of racial, ethnic, religious or social group; and the ability to transmit the above to succeeding generations". This means that language is not a part of how we define culture, it also reflects the culture.

Similarly, culture is defined by Matsumoto (2000) as a dynamic system of rules, explicit and implicit, established by groups in order to ensure their survival, involving attitudes, values, beliefs, norms, and behaviors, shared by a group, but accommodate differently by each specific unit within the group, communicated across generations, relatively stable but with the potential to change across time.

Culture is also seen by Tomilnsons (1999), as "namely the construction of meaning through practices of a symbolic representation", Tomilnson definition suggests individual engagement in enacting culture.

Duranti (1997) views culture as "something learned, transmitted, passed down from one generation to the next through human actions, often in the form of face to face interaction and through linguistic communication, its patently obvious that language a subpart of culture".

The American Heritage Dictionary (1996) presents a number of definitions for culture. Among these are; the patterns, traits, and products considered as the expression of a particular period, class, community, or population and, the development of the mind through training and education. Thompson (1990) views culture as " the patterns of meanings embodied in symbolic forms, including actions, utterances, and meaningful objects of various kinds, by virtue of which individuals communicate with one another and share their experiences, conceptions and believes" (p.132).

Haliday and Hassan (1989) define culture as "a set of systems of meanings, all of which interrelate."(P.4). Accordingly, culture may include aspects that are shared in the life of a community. Such

aspects may consist of values, food, thoughts, religion, and traditions, in addition to language.

Damen (1987) sees culture as values and beliefs may seem to imply that teachers and learners are aware of these beliefs and values and can examine them intellectually. Rohner (1984) defines culture as "the totality of equivalent and complementary learned the meanings maintained by a human and transmitted from one generation to the next.

Seelye (1974) states that "culture could be defined and understood in terms of various difficulties encountered by learners in ' crossing' cultural borders and in what some called ' second culture learning'. In addition, Larson and Smalley (1972) define culture as "a way of life, it is the context within which we exist, think, feel, and relate to others. It is the 'glue' that binds the group of people together, culture is our continent, our collective identity. Culture is a 'blueprint' that guides the behavior of people in a community, is incubated in family life, governs our behavior in groups, and helps us know what others expect of us and the consequences of not living up to those expectations.

It is clear from the above definitions that culture is a rich term that includes various constituents that are shared among particular groups and forms their culture. These components, which make up a culture, are necessary to be shared in common so as to characterize any group and allow one to claim that a certain

group has the same culture. So, when a group of people have in common the same beliefs, conventions, behaviors, rituals and practices, they certainly have the same culture.

The importance of learning and teaching culture in foreign languages has been highlighted by many scholars, Liddicoat (2011) remindes us that the role of teachers is to prepare students for meaningful communication outside their own cultural environment, and to develop in language learners a sense of themselves as mediators between language and cultures.

Language teachers have realized the importance of incorporating culture in their teaching, yet they have always been criticized for their inadequate treatment of culture in their classrooms (Oguro, 2008). There are several reasons that explain the lack of systematic study of culture in many language courses:

- **First**, teaching culture is a time consuming process. (Galloway, 1985). Most language teachers are always under time restriction that may limit, in a way or another, their treatment of culture in their classes.

- **Second**, many language teachers are afraid to teach culture because they do not have enough knowledge about it (Hadley, 1993).

- **Third**, some teachers neglect teaching culture because it deals with students' attitudes "somewhat threatening, unclear, and unquantifiable area" (Galloway, 1985).

According to Turkan and Celik (2007), textbooks are produced for EFL and ESL purposes all over the world and aim to meet the needs of language learners in order to help them function linguistically and culturally well in English. They maintain that "it is important that these textbooks include the target language culture in addition to the fact that they should be appropriate for learners' needs, level, and cultural background". Moreover, they state, "… unfortunately, certain aspects of the target culture, such as oral and written history, literature, music, drama, dance, visual arts, celebrations, and the lifestyle of native speakers are not always represented in these resources, nor are the intercultural phenomena. Textbooks are produced at a national level for particular countries mirror the students' local cultures, rather than the English speaking cultures".

Bodric (2004) believes that the selection of cultural topics should agree with the students' interests according to their age. Eoyang (2003) also argues that language should be completed by culture. He maintains that English has become a lingua Franca,

therefore the necessity of teaching students about different varieties of English should be taken into consideration. He also thinks that English language culture should not be neglected, but it should be accompanied with a variety of English-speaking cultures in an interesting way to EFL classrooms. The status of English as a lingua Franca may put different views towards teaching English language culture for EFL students in conflict. (Cited in Peterson, 2003).

Moreover, McKay (2003) sees that the cultural content of English should not be limited to societies who use English as a native language. This means that students' culture and other countries' cultures should be involved in the learning process. In addition, the researcher emphasizes that English is a world language and that the local and international culture must be represented in the teaching of English. Mckay says that attention should also be paid to the cultures of countries such as India, which accepted English as its official second language, and teachers of English must be aware that the cultural domains of English are not the same as those of other languages. Since all cultures in the world may play a major role in teaching English, teachers can teach English successfully when they merge the local culture in their curriculum along with picture of international use.

Nakamura (2002) indicates that there is no need to internalize cultural norms of native speakers of English. As much of the

language, as it has become denationalized, and making it hard to select one or a few cultures to expose students to. While Alptekin (2002) emphasizes the integration of language and culture. He states: "learning a foreign language becomes a kind of culture, where one acquires new cultural frames of reference and a new world view, reflecting those of the target language culture and its speakers".

Hadely (2001) states that cultural understanding must be presented in various ways, so that students are prepared to live more harmoniously in the target – language community. The researcher adds that lack of time and the teacher's fear of not knowing enough about culture that lead to lack of integration of culture in the curriculum should not stand in the way of teaching culture. Hinkel (2001) also maintains that teaching L2 culture with the linguistic skills together represents language and culture connection.

In addition, Maxim (2000) explaines that the continued presentation of cultural facts instead of the development of a critical perspective of the target culture, is based on the dichotomies found in the discipline of the foreign language teaching itself. He points out that it is separation such as "language versus content, lower division versus upper division, form versus meaning, spoken versus writing language, the cultural fact versus cultural inquiry,

simplified versus authentic texts", that resulted in the presentation of culture as a fifth component distilled as specific times in the classroom. Culture is thus separated rather than integrated into the language learning experience as simply an add-on. Essen (2000) states that it is difficult to choose what culture to teach as background in English, since English now is a lingua Franca, and is no longer a specific culture that is associated with it.

Linguistic competence alone is not enough for learners of a language to be competent in that language, which means that language learners need to be aware of culturally appropriate ways to address people, express gratitude, make request, and agree or disagree with someone, they should know that behaviors and intonation patterns that are appropriate in their own speech community, may be perceived differently by members of the target language speech community (Krasner, 1999).

Kramsch (1998) added that language is a system of signs that is seen as having itself a cultural value that speakers identify themselves and others through their social identity, and in (1994) she indicates that educators have neglected the function of language in culture in foreign language teaching. She sees culture as important as the four basic language skills (listening, speaking, reading and writing). It plays a major role in learning any foreign language, as learners of foreign languages should be exposed to foreign cultures, so as to understand and

integrate sufficiently the language they are studying, and face no problems in understanding the language. She maintains that learning culture is part of foreign language learning as she states: "The separation has kept language teaching with strict structural or functional bounds, with culture often considered to be a fifth skill, after listening, speaking, reading and writing" (p.4).

Peck (1998), states that "Without the study of culture, foreign language instruction is incomplete". Tomalin & Stemoleski (1996) broaden Robinson's view of culture which include three main categories: ' Product', such as literature and art, 'ideas' such as believes and values, ' behaviors' such as custom and habits. According to Reid (1995) the "only one third of [language teaching programs] offer a course in culture, the reason has been that language teachers are more interested in practical aspects of communication, even if they are aware of the culture importance, there is still problem regarding how to incorporate culture in the classroom language". (p.3).

Byram and Morgan (1994) state that "It is axiomatic in our view that cultural learning has to take place as an integral part of language learning and vice versa". (p.5). Brown (1994) says that "a language is part of a culture and a culture is part of a language; the two are interlaced intricately so that one cannot separate the two without losing the significance of language or culture". (p.164).

Which means that fluency in a foreign language does not guarantee a successful communication in the language if the person lacks of the cultural knowledge.

Learning a language without its culture is said to be turning people into a "fluent fool", or someone who speaks a foreign language well, but does not understand the social content of the language (Bennet, 1993, p.9). This makes it clear that teaching a foreign language means incorporating the target cultural knowledge as well. Street (1993) also states that culture and language learning involve a dynamic relationship between the situation and the actors in which cultural context, prior experiences and other factors come into play. Putting culture at the core of language education means preparing students to be culture learners.(p.169).

Hadely (1993) asserts the need for providing teachers with suitable plans for culture teaching; "language instructors need an organizing scheme that would help them select appropriate cultural content." Without such a plan, she maintains, "The teaching of culture can become a kind of trivial pursuit of isolated bits of information". (p.360).

Buttjes and Byram (1991) approach the teaching of language and culture as integrated and advocated intercultural mediation to serve as a source of "casual knowledge about culture". They call for "development of theory that necessarily

brings the learning of culture into the research that deals with second and foreign language teaching and learning. They conclude that "the absolute acquisition of linguistic competence is insufficient". (p.7). And that teachers need to integrate current research findings into their transmission of knowledge to learners.

Similarly, Buttjes (1990) maintains that language and culture are inseparably connected. The researcher summarizes several reasons why language and culture are inseparably connected: (1) language acquisition does not follow a universal sequence, but differs across cultures; (2) the process of becoming a competent member of society is realized through exchange of language in particular social situations; (3) every society regulate the ways in which children participate in particular situations, and this, affects the form, the function, and the content of children's utterances; (4) caregivers' primary concern is not with grammatical input, but with the transmission of sociocultural knowledge; and (5) the native learner, in addition to language acquires also the paralinguistic patterns of his or her culture (p.55).

If one looks at language as a separate entity, he\she may find it deeply associated with culture as it is considered a medium that is used to convey peoples' way of life to others. Thus, language includes beliefs, traditions, values, and lifestyles of nations. The previous notion is enhanced by Byram (1989) who states that "Language can stand alone and represent the rest of a culture's

phenomenon, because of its symbolic and transparent nature. Therefore, language cannot be used without carrying a meaning beyond itself, even in the most boring environment of the foreign language class". (P. 41). He also specifies that the analysis of sociological, structural, and cultural aspects of language enhances "the language awareness component" of learning, and contributes directly to the learner's awareness of language and proficiency as a whole.

Mutawa and Kilani (1989) state that language and culture are closely linked. Language is simply a product of culture, which is in turn a reflection of this particular culture, by language people can communicate and talk about what they think and what they believe. While Steele (1989) thinks that the importance of culture is not for the study of literature, but for language learning. Byram (1989) asserts that language has no function independent of the context in which it is used, thus language always refers to something beyond itself: the cultural context. This cultural context defines the language patterns being used when particular persons come together under certain circumstances at a particular time and place, this combination of elements always has a cultural meaning which influences language use.

Crawford and Lange (1987: 258-259) suggest teaching culture along with language in a process. "Culture is inseparable from language and therefore must be included in language study". This

process incorporates eight stages. The first five are teacher directed, and the last three are student directed. According to them, these stages may overlap and "may or may not all be included in a particular unit of study":

- Stage 1: Identification of a cultural theme. Cultural themes are exciting concerns related to the values of either the native or target culture, or both. The strongest the relationship to the learners' situation, the more powerful the theme will be.

- Stage 2: Presentation of cultural phenomena. Phenomena represent occurrences of the cultural theme. They are presented to students by means of pictures, bulletin board displays, slides, overhead transparences, and many other devices.

- Stage 3: Dialogue (target/native cultures). Dialogues focus on (a) description of the phenomena presented, (b) analysis of the thematic features, and (c) reaction to it in terms of one's own culture.

- Stage 4: Transition to language learning. As the desire to know more about the culture is developed in stage 3, language needs to become evident. This transition may be accomplished by questioning students about language needs they may perceive, or by examining the available resource material.

- Stage 5: Language learning. The textbook can serve as a source of the language material to be presented, practiced and it can also suggest opportunities to use language for communication.

- Stage 6: Verification of perceptions (target/ native cultures). Students examine resources, using the language they have learned, in order to develop, confirm, or modify their initial perception.

- Stage 7: Cultural awareness. To achieve the goals of the integrative process requires students to be conscious in their understanding of culture. This consciousness will be available for them in later life and transferable to other circumstances.

- Stage 8: Evaluation of language and cultural proficiency. Language and cultural proficiency are examined together and evaluated globally.

Damen (1987) approaches the influence of culture on interaction and communication moved beyond overt and recognizable cultural behaviors, and insist classroom teachers to become ethnographers of their students' cultures to provide insights into learner's knowledge and expectations. The researcher's view of a culture focuses on the anthropological understanding of culture, and briefly touches cultural values, beliefs, and assumptions that fixedly find their way into instructional settings. Also, he emphasizes the complexity of the relationship between culture and intercultural communication that adds to the difficulty in

having a specific definition for culture, she states that "the concept of culture and its relationship to intercultural communication and language learning is so complex, that neither its definition nor any discussion of its role in communication and language learning should be reduced to only a few domains. On the contrary, the more overall the definition and description, the more useful they will be" (p.80). Moreover, she lists three points where she believes that there is a "universal agreement" on the definition of culture: First, in studying the human condition all aspects must be examined. Second, culture is subject to change over time.

Galloway (1985) presents the four common approaches to teaching culture that are identified as follows:

1. The Frankenstein Approach: A taco from here, a flamenco dancer from there, a gaucho from here, a bullfight from there.

2. The 4-F Approach: Folk dances, festivals, fairs, and food.

3. The Tour Guide Approach: The identification of monuments, rivers, and cities.

4. The "By −the-Way" approach: Sporadic lectures or bits of behavior selected without discrimination to emphasize sharp differences.

In her study of culture and individual Rosaldo (1984), points out that culture is "far more than a mere catalogue of rituals and beliefs". She argues that cultural models are driven from the world in which people live and the reality

that they construct. The researcher observes that those who live outside a culture such as researchers, cannot provide its complete interpretation, because an individual's sense of self and assumptions about the world and society "ultimately depends upon one's Part and parcel within a particular socio-cultural environment". (p.143).

According to Samovar, Porter, & Jain (1981), language and culture teaching are one body, and when a person learns a new language, this automatically means learning L2 culture. This idea is explicitly explained by them as they state that: "Culture and communication are inseparable because culture not only dictates who talks to whom, about what, and how the communication proceeds, it also helps to determine how people encode messages, the meanings they have for messages, and the conditions and circumstances under which various messages may or may not be sent, noticed, or interpreted…. Culture is the foundation of communication". (p.24).

Moreover, Grindhammer (1978) maintains that "culture learning is actually a key factor in being able to use and master a foreign linguistic system" and not just a "rather arbitrary claim that cultural learning is a part of language teaching."(p. 64). So, learning the culture of a certain language is a pivotal part in teaching foreign languages, and helps L1 students to master L2 as both culture and language are interrelated and form one single entity. Schumann (1978) shows

that a target language and culture can be approached in different ways depending on how we view our culture in relation to the other culture. He distinguishes three typical strategies: first, assimilation, which means language learners give up their own life style and values and adopt those of the target group. Second, preservation, which involves maintenance of the native life style and values, and rejection of the target language group. Third, adaption is an attempt to preserve one's own life style, while also adopting elements of the target language culture.

The goals of culture teaching have been set by many scholars, Valette (1977) summarizes the goals of culture teaching in five categories as follows: 1. Cultural awareness, comprising geographical knowledge, knowledge about the contributions of the target culture to the world civilization, knowledge about the differences in the way of life, as well as an understanding of values and attitudes in the second language community. 2. Command of etiquette, i.e., polite behavior. 3. Understanding of daily life, including unfamiliar conventions, such as writing a cheque or reading a timetable. 4. Understanding of cultural values, requiring the interpretation of the target culture and learners own culture. 5. Analysis of the target culture, based on theories of cultural analysis such as the emergent model or basic needs.

McLeod (1976: 212) states that, "by teaching a language...one is inevitably already teaching culture implicitly". In short, it has become

clear that culture has been recognized as an integral part of language education. Larson and Smalley (1972) describe culture as a blue print that guides the behavior of people in a community, and is brood in family life. It governs our behavior in groups, makes use of sensitive matters of status, and helps us know what others expect of us and what will happen if we don't live up to their expectations. Culture helps us to know how far we can go as individuals and what our responsibility is to the group. Different cultures are the underlying structures which make round community round and square community square.

Politzer (1959) states that" we should be recognize the fact that if we teach language without teaching, at the same time, the culture in which it operates, we are teaching meaningless symbols to which the student attaches the wrong meaning".

In this regard, culture is composed of certain cognitive components that guide our thinking, emotions and conducts. As a result, every nation may have its own particular culture that differs from other nations that might share other beliefs and thoughts. This culture variation among people is what characterizes a nation from another, and may cause cross- cultural differences which are a result of the differences in values and beliefs.

2.2. Empirical studies

Many researchers addressed teaching culture to learners of foreign languages in general, and EFL, in particular. Following are some of the empirical studies that investigated teaching culture to EFL learners.

Prodromou (1992), used a questionnaire to ask 300 EFL students in Greece about their reactions to the importance of the cultural (1) background, (2) foreground (local culture), (3) cross-cultural understanding and multicultural diversity, and (4) English language teaching as education. Just over half of the students thought the (native-speaker) teacher should know the learner's mother tongue and know about local culture. In answering a question on what the content of their English lessons should be, respondents provided ten possibilities, ranging from 'the English language' (84%) and 'British life and institutions' (60%) through to 'American life and institutions' (26%) the lowest rating. Other topics of interest included 'English/American literature' (44%) and the 'culture of other countries' (6%). Prodromou noted that there was a significant minority (40%) which was not very interested in British culture, and American topics were particularly unpopular, although nearly 4 out of 10 students found a more multicultural approach to content attractive. Given the specifics of different contexts, unimportant follow-up study would be to ask students about the cultural content of their English lessons. The researcher called for such research to be

replicated in many contexts in order to determine aspects of the content of EFL culture teaching concerning local culture or specific target culture(s), such as those of Australia, Britain, or Canada.

Wiriyachitra (2002) studied the relationship between English language as a global language and its role in influencing Thailand culture, economic, technology, tourism and others. Thailand has always been a country with one official language, Thai. Due to new technology and adoption of the internet, it became a country with Thai and English language. Hence the English language has introduced recently to Thailand, it's not prepared yet, and its level of proficiency is low in comparison with many countries in Asia, because the attention is focused on the language importance in isolation from learning culture, which is unuseful to acquire the English language. She conducted a descriptive study based on facts, figures, and statistics from previous studies. The sample of the study consisted of all educational institutions in Thailand, Ministry of Education, universities, and schools. She found that educational process needed the following solutions: First, provide more international programs in both schools and universities. Second, changes in English teaching and learning in school by changing curriculum, and teacher development by offering training programs. Third, implementing of English proficiency test by the Ministry of University Affairs in universities, and use the test score to place students

according to their level of proficiency. Fourth, university students who choose to take English as their language subject must take at least four compulsory English Courses. Finally, more use of self-access learning centers have been established in many schools and universities to facilitate learner's independence.

Sercu, Gracia and Prieto (2004) investigated the Spanish EFL secondary school teachers' perceptions of their culture teaching practice, and their role as mediators of language and culture in the foreign language class. The research was part of a larger comparative study in seven countries (Belgium, Bulgaria, Greece, Poland, Mexico, Spain, and Sweden). Data was collected by a questionnaire and interviews. Results showed that although teachers supported intercultural objectives and deemed it important to promote the acquisition of an open mind, their teaching practice could as yet not be characterized as intercultural. Even though cognition was the first step in intercultural understanding, there seemed to be a clash between the way teachers undervalue the other intercultural objectives and the prominence conferred to them by the Spanish National Curriculum as general educational objectives at all levels. Little importance was attached to promoting the acquisition of intercultural skills that will be useful in intercultural contact situations.

Hammar (2005) investigated the culture in the EFL classroom. He used mixed-model study containing both a questionnaire and interviews. A sample of

(17) English teachers at upper-secondary level in Sweden have responded to questions concerning the concept of culture from mainly two points of view. Firstly, analysis which topics the teacher's priorities and what their attitudes are towards teaching culture within the subject of English. Secondly, which kind of culture is taught in the classroom. The results of this study showed that most teachers prioritized the communicative skills such as listening, speaking and learning vocabulary higher than culture. The general attitude towards the importance of teaching culture among the respondents was found to be "Rather important". As to the second question, it was found that most teachers have a sociological and pragmatic sense of teaching culture. In addition, the teachers found it important to address many English-speaking countries, and therefore contradicts some of the previous research, in which it was stated that there was dominance of British and American culture in the classroom. In conclusion, he said that teaching culture could be a great tool in order to motivate the students. Furthermore, it might also broaden their horizons in the sense that they learn the connection between the English-speaking countries.

Jafar (2006) investigated the foreign cultural aspects compared to the Arabic aspects in English teaching textbook. Content analysis for cultural aspects at the level of word, picture, names, pets, women, social activities and value concepts was carried out. She used a qualitative approach in collecting data, and

analytical method in analyzing the cultural aspects in six textbooks, from grade one to six, and she interviewed six teachers. The aspects in the textbooks categorized into two groups: Arabic and foreign, differentiated according to their features as intercultural (culture-free) and (culture-bound), the data were analyzed using percentages of occurrences. The data analysis showed that the ratio of foreign aspects was (76%) compared to the Arabic aspects (24%) which meant that the basic stage pupil is intensively exposed to the foreign culture that may cause culture shock, lessening the motivation to learn English because of cultural distance.

Al-Migdadi (2008) investigated the attitude of the instructors and students of English at Al-Albayt University language center towards the teaching of English and its culture when teaching English as a foreign language. It also examined the presence of English cultural aspects in the textbooks used for the teaching of the English language courses at the language center. Both qualitative and quantitative data were collected in this study by using questionnaires, interviews, and content analysis. All of the ten instructors of English language courses (English1 and English 2) filled out the questionnaires, and six of them participated in the interviews. The students respondents to the quantitative questionnaire of the study

consisted of (550) students. (20) Informants were selected purposefully to be interviewed, taking into consideration that they varied in gender, field of specialization, place of residence, and proficiency in English. The finding of the study revealed that:1) all participants placed a higher priority on learning English for instrumental reasons, 2) incorporating cultural aspects of the English speaking countries was considered as being essential for improving the students' understanding of the language and its culture, 3) and that teaching English and its culture was not viewed as a potential threat to the Arabic or to the Islamic values, 4) the analysis of the textbooks used in the English language courses at Al-Albayt University-Language Center concerning their cultural contents, revealed that there was an abundance of cultural information in these textbooks with an exclusive focus on the English speaking people and countries. In the light of the findings, the recommendations were as follow: first, instructors of English, university administrators, and curriculum designers, should take into consideration the students' objectives of learning English, and direct their teaching activities and materials toward these objectives. Secondly, further research on the teaching of culture in English as a foreign language context should be conducted.

Drewelow's (2009) research was on the intrinsic line between language and culture. The researcher observed that many foreign language textbooks approached the teaching of culture through the presentation of facts and products that differ from the home culture, rather than encouraging the development of critical understanding of the role of language in cultural practices and perspective. She expressed in interviews conducted during the study how American College students (who study French as a foreign language) perceived instruction affecting their cultural assumptions about the French language and people. The data were collected through individual online chat sessions and semi-structured interviews, with a set of pre-determined questions. The main recurring themes in the participants' comments were the grammar and vocabulary focus of the course regardless of the section in which they were enrolled. Drewelow found that students needed to be prepared to engage in developing a solid understanding of the complex notion of culture, in order to gain cultural competence that goes further than tangible and intangible products or comparison of practices to acquire knowledge of the perspectives underlying these practices.

Aburumuh, Smith, and Ratcliffe (2009) conducted a study to examine educators' knowledge and perceptions of Arabic and Islamic cultures. This study collected data from (131) elementary and middle school teachers, and (87) teaching faculty in the U.S Southwest. The participants were asked to match the

terms Arab, Arabic, Islam, and Muslim with their definitions, and they were also asked to answer true/ false questions about Arabs and some Islamic holidays. The study found that most participants lack basic knowledge about Arab and Islamic culture, including knowledge of Muslims holidays, such as Eid alFitr. Moreover, most participants mistakenly considered Ramadan to be a Muslim holiday, when in fact it is the ninth month of the Islamic calendar when Muslims are required to fast during the whole month from dawn to sunset. This knowledge can be useful for teachers so they can provide safe environment for students during Ramadan and other important days. For example, teachers may avoid scheduling tests during Islamic holidays and enable students' to go to the library at lunchtime during Ramadan.

Devrim and Bayyurt (2010) investigated the EFL learners' understanding of the role and place of culture in foreign language classrooms, and non-native versus native English language teachers. The data were collected via a questionnaire and semi-structured interviews. The participants of the study were three hundred and eighty five senior high school students from three provinces in Turkey. Both the quantitative and qualitative results of the study revealed that students wanted to see cultural elements from both target language culture and local culture in foreign language classrooms, as well as in language learning materials. As a consequence, they almost equally valued native and non-native

English language teachers. These findings indicated that to fully understand and improve English as a foreign language and English as a second language, curriculum should be designed in a way that considers issues of culture and modernity in the rightful place in today's world. They thought that it was necessary to obtain students' opinions as well as the opinions of the decision makers (e.g., teachers, administrators) in relation to issues like, what to teach in the English language classrooms, what the aims of learners and teachers for learning and teaching English were.

Al-Ja'bari (2010) investigated how culture is presented in Palestinian high school English textbooks. The researcher used three instruments to conduct the study: teacher questionnaire, student questionnaire, and textbook evaluation guide to evaluate culture content for 11th and 12th grades. She found that the Ministry of Education set objectives to be achieved throughout the Palestinian English curriculum, but the fact that the English textbooks of the entire secondary stage did not provide enough target cultural elements. This means that there was a gap between what the ministry guidelines for the syllabus and reality. Thus, the Ministry guidelines were not well reflected in the English textbooks. They also agreed that the cultural elements in the textbooks were invisible, and they found it difficult to recognize the cultural elements in the textbooks. The result of the

study gave an indication to the importance of providing teachers with training courses and workshops to help them in handling the cultural issues.

Izadpanah (2011) investigated teachers' opinions and beliefs on the place of target cultural information in English language teaching, as well as their related practices and applications in EFL classrooms in higher education context. Particularly, the researcher tried to explore three research questions: (1) how do teachers of English define culture? (2) what are the EFL teachers' attitudes towards incorporating cultural information into their teaching? and (3) what role do they allocate to the culture of the target language in their classrooms? The study showed that teachers mostly define culture in the sociological sense, such as values and beliefs. Their definitions of culture in the framework of ELT (English Language Teaching) slightly shifted towards more visible culture, such as food and clothing. The study also revealed teachers' positive attitudes towards incorporating cultural information in their instruction.

Karabinar (2012) described the attitudes of language teachers at Turkish universities towards teaching culture. The attitude was determined in terms of content and learner levels that were addressed, the amount of cultural information, and the materials and strategies implemented in language classes in

teaching about culture. Furthermore, the study investigated the effects of teacher-related variables such as being a native English speaking teacher or non-native English speaking teacher, working at a state or private university, participation in professional development activities on their perceptions of culture teaching. The data were gathered via survey method. A questionnaire was administered to (155) ELT instructors working in language preparatory schools of 17 universities in Turkey. The results revealed that there was no significant difference between native and non-native English-speaking teachers, and between the teachers working at a state or private universities in terms of an overall attitude towards teaching culture. On the other hand, the higher participation rate in 'training courses on teaching culture' and 'professional development activities' led to a more positive attitude towards the integration of culture.

Bo (2012) investigated Chinese teachers' understanding of culture teaching in ELT. Teaching of culture was stipulated to be very important at the government level in the form of a curriculum in china. Although the teachers seemed to be fully aware of the significance of culture teaching, there were misunderstandings about it. The teachers did not seem to understand the objectives of ELT (English Language Teaching) stipulated in the curriculums. The researcher claimed that they needed training and clarification to reduce the gap between what was expected and performed. Bo used interviews and

questionnaires together to make up the survey method. The researcher intended to find out in practice, how teachers understood and performed the teaching of culture. Questionnaires were handed out to the teachers from eight different universities. The importance of culture in language teaching in China has been first mentioned in the 1999 curriculum, and at the same time, communication was regarded as the final purpose of English teaching. Although intercultural communication was finally made important in the 2004 and 2007 curriculum, and intercultural communicative competence (ICC) was considered one of the final goals of ELT in China, the survey among the teachers showed that misunderstandings about it still existed. Therefore, requirements in the curriculum about culture teaching needed to be specified, and teachers should be trained to carry out the requirements of the government, to end this misunderstanding.

Akasha's (2013) study aimed to uncover challenges facing Arabic-speaking ESL students as well as teachers in the middle school classroom. Two Arabic-speaking ESL students and eight teachers in a public middle school located in Washington State participated in this exploratory study. Research questions focused on the needs of the Arabic-speaking ESL students, the factors that influence their learning, and the problems the teachers face in supporting these students. Data sources included teacher and student interviews, classroom

observations, and a parent survey. Data showed that the students face challenges to learn the English language, the culture, and curricular content using their limited English. The study concluded that several important challenges for teachers and students exist, including time, language support, and culture knowledge. Based on the study results, the researcher presented some recommendations such as teachers and students have to pay attention to cultural awareness because gaining awareness can help teachers give their students authentic tasks, and hence, to support them based on their background, and it can also help students participate more easily. Akasha thought that if teachers become more aware of their students' cultures, and students were given a chance to share their own culture and knowledge with parents support, students might be able to make learning gains more effectively. The researcher also mentioned that, teacher education was important because when teachers lack knowledge about their students' culture and language, they could face challenges in supporting their students. It is clear from the study results that challenges can face both students and teachers.

Kafi, Ashraf and Motallebzadeh (2013) examined the relationship between English Textbooks and the cultural attitudes of Iranian EFL learners whose English proficiency was intermediate and above. To this end, Top Notch and Interchange series were selected as two of the widely used English textbooks in

Iran as EFL contexts. The aforementioned textbooks were analyzed to extract all the possible cultural issues embedded within the units. The questionnaire which was employed in this study was a test of cultural attitudes. This test was validated by two experts in the field, also its reliability was estimated using Cronbach Alpha. The questionnaire was administered to (210) EFL learners of English. Afterwards the relation between these learners' English proficiency and the extent to which their cultural attitudes had changed was also investigated. For measuring the probable relation, Chi Square test as well as cross tabulation was run for analysis of the obtained data. The results exhibited a significant relation between English textbooks and the cultural attitudes of Iranian EFL learners.

2.3 Objectives of Teaching English in Jordan

The Jordanian Ministry of Education (MOE) works on planning, upgrading, implementing, and evaluating all educational components for students, teachers, and staff, including curricula, educational materials, facilities, and other related issues. Concerning the objectives of teaching English language culture as set by the Jordanian Ministry of Education, there are multiple goals and outcomes that lay behind teaching English to Jordanian pupils. First, the Ministry indicates that "the EFL curriculum should help the students to internalize the Islamic and Arabic culture, which should be used as aspiring

board to understand, appreciate, and interact with people of different identity". English Language Curriculum (Ministry of Education,2006,p. 9). Moreover, students need English if they to have a career in the future. In addition, they need English to develop confidence and self-reliance to meet the demands of school requirements and further education. Furthermore, English will allow students to have access to electronic and ordinary libraries when doing their projects, reports and research papers, and they will be able to express themselves in English.

The MOE (2006) put down a list of guidelines that stress the integral role of foreign language education in developing Jordanian students in the four language skills (listening, speaking, reading and writing) and other domains. The (2006) guideline asserts the following:

1. An emphasis of knowledge economy competencies.

2. Integration of information and communication technologies.

3. New role for students by giving students opportunities to define their own ways of reaching outcomes.

4. New role of teachers to help students to learn and communicate effectively by giving greater consideration to the individual learning needs.

5. A variety of instructional strategies to ensure that all students achieve learning goals.

6. New way of assessment strategies and tools (Ministry of education 2006)

Moreover, MOE set a group of goals that must be achieved for each grade through the English language curriculum. Notably, the goals relating to the secondary curriculum, aim to prepare the students to be able to:

1. Communicate ideas, information, and feelings effectively for a variety of purposes in written, spoken, and visual forms to interact and cooperate with others to achieve goals.

2. Utilize critical thinking to make a value judgment on texts, contexts a social norms in light of Islamic and Arab culture and values.

3. Acquire a positive attitude towards English and realize its importance as a means for promoting mutual understanding among peoples and countries.

4. Apply the skills and strategies that are necessary for the positive utilization of electronic technology in lifelong learning contexts and in real life situations to gather and produce new ideas. (Ministry of education, 2006, p. 9).

In addition MOE had set some general outcomes for the secondary stage, and expects the students to:

1. Develop advanced listening strategies in academic and authentic contexts.

2. Demonstrate understanding of directions, presentations and performances in authentic contexts.

3. Use reading strategies to understand some authentic informational and literacy texts.

4. Demonstrate understanding of some authentic informational and literacy texts.

5. Make connection between prior knowledge and experiences some authentic informational and literacy texts.

6. Gather information and ideas from print and electronic sources to organize and write in some advanced authentic contexts.

7. Write 3-4 paragraphs for some specific advanced authentic purposes and for specific audiences.

8. Use appropriate organizational patterns to create advanced authentic written work.

9. Apply knowledge of the conventions of language.

10. Revise written work for accuracy, clarity, correctness and coherence with the assistance of peers and teachers.

In 1999 teaching of English was supported by a royal decree in all Jordanian public and private schools (MOE, 1999), His Majesty, King Abdullah ∏, has provided a vision of Jordan development.

"The Hashemite Kingdom of Jordan has quality competitive human resource systems that provide all people with lifelong learning experiences relevant to their current and future needs in order to respond to and stimulate sustained economic development through an educated population and a skilled workforce" *(Ministry of Education, 2002:6).*

Through what has been presented in the previous studies, it is clear that teaching any foreign language, in isolation from culture, affects the students' acquisition of that language. The previous studies were conducted in different countries around the world, and focused on the importance of teaching culture. The researcher got a clear vision and benefited from the review in preparing the current study. This study investigated the causes and the probable solutions to the problems of teaching cultural issues in EFL classes specifically in the Jordanian public school/ secondary stage.

Chapter three

Method and Procedures

Through this chapter, the researcher presents the method and procedures of the study, the sample meets, the study instrument, its validity and reliability.

3.1 Method of the Study

A Quantitative method is used in collecting and analyzing data for this study.

3.2 Population and sample of the study

The population of the study included all students and teachers in public schools in Amman Second Directorate of Education. The researcher selected the sample of the study based on statistics from the Ministry of Education for the academic year 2013/2014, and it has shown that the number of students at the secondary level affiliated to the Amman Second Directorate of Education has reached (5256) students: (2220) males and (3036) females. It is clear that the percentage of females is higher than that of males. The ratio of the males at the secondary school level reached 42%, and the proportion of females was 58%.

The students sample consisted of (400) students: (169) males, and (231) females from the secondary stage, in Amman Second Directorate of Education.

According to statistics, the English teachers affiliated to Amman Second Directorate was (88) teachers: (23) males and (65) females, which means the proportions of male and female teachers are (26%) and (74%) respectively.

The sample of English teachers consisted of (50): (13) males, and (34) females, selected purposefully to serve as the sample of the study.

Table (1) and (2) show the details of the two samples of the study: the students' sample and the teachers' sample.

Table (1)

The Students' Sample

No./ Gender		Total for both Male & Female
Male	169	400
Female	231	

Table (2)

The Teachers' Sample

No./ Gender		Total for both Male & Female
Male	13	50
Female	37	

3.3 Instrument of the Study

The researcher used two questionnaires developed specifically to collect data for the current study. Fowler (2002) stated that "Questionnaires are a quick and straightforward quantitative method of obtaining facts and demographic information".

The researcher designed two questionnaires: A student's questionnaire and a teacher's questionnaire) to achieve the objectives of the study.

3.3.1 The Students' Questionnaire (Appendix "A")

The students' questionnaire was divided into two main parts. The first part included a background of the participants' demographic data; gender and their level in English. The second part focused on the diversity of cultural topics in the English Language curriculum, detecting if these topics are accepted or rejected by the students, and if they were compatible with students' beliefes and their society.

This part consisted of (19) statements related to the foreign language culture, and the students had to choose from multiple answers to each statement in the questionnaire and according to Likert Scale, and each answer has its own score. Table (3) illustrates the choices.

Table (3)

Scores of the students' questionnaire answers

Answers	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Score	1	2	3	4	5

The students' questionnaire was measured according to the quantitative method, the measurements of the degree were (high, medium, and low) according to the following criteria:

1. Low: if the mean of the responses is around (2.33 or less)

2. Medium: if the mean of the responses between (2.34- 3.66)

3. High: if the mean of the responses between (3.67 or above)

3.3.2 The Teachers' Questionnaire (Appendix 'B')

The teachers' questionnaire was divided into two main parts: the first part included information about the teachers' demographic data; gender, age, years of experience, and qualifications, and the second part consisted of four domains as follows: textbook and teaching process, the teacher, the student, and suggestions. Table (4) illustrates the components of the teachers' questionnaire.

Table (4)

Teachers' questionnaire components and domains

Questionnaire components	No. of statements
Demographic data (gender, educational degree, Years of experience).	3
First domains: teaching and the textbook	14
Second domain: the teacher	10
Third domain: the student	8
Fourth domain: the suggestions	7
Essay questions related to the teachers suggestions toward the teachers training course, the students, and the textbook	3
Total	45

The teachers' had to choose from multiple answers to each statement in the questionnaire, and each answer had its own score. Scoring is illustrated in table (5).

Table (5)

Scores of the teachers' questionnaire answers

Answers	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Score	1	2	3	4	5

The teachers' questionnaire was measured according to the quantitative method, the measurements of the degree were (high, medium, and low) according to the follows:

1. Low: if the mean of the responses is around (2.33 or less)

2. Medium: if the mean of the responses between (2.34- 3.66)

3. High: if the mean of the responses between (3.67 or above)

3.4 Validity of the Instruments

The researcher asked a panel of experts (see Appendix 'C') to evaluate the questionnaires, and find out if the questions measure what they were supposed to measure. They recommended to delete, edit, and add some statements to the questionnaires, and according to the comments of the panel, the questionnaires were modified.

3.5 Reliability of the Instruments

The researcher used a test-retest technique to measure the reliability of the instruments. In this part, the researcher asked some respondents who are not part of the sample to answer the questionnaire before submitting it to the study subjects. Twenty's students and five teachers were asked to answer the

questionnaires. Moreover, each questionnaire was repeated after two weeks to find out if the instrument is reliable. Cronbakh Alpha analysis revealed the reliability of the instruments. Table (6) illustrates the result.

Table (6)

The reliability level for study variables

	Domains	Alpha
teacher questionnaire	Teaching and the textbook	0.72
	The teacher	0.78
	The student	0.75
	suggested solutions	0.73
	overall	0.81
student questionnaire		0.78

The value of Cronbach Alpha is above 0.60, which means that the reliability levels are acceptable for all the study variables.

3.6 Data analysis:

Data was analyzed via using the SPSS program, statistical analysis were means, standard deviation, and the problem level.

3.7 Procedure of the Study

The researcher followed these procedures in order to conduct the study:

1. She reviewed the related literature, both theoretical and empirical studies related to teaching culture for foreign language learners.

2. Identified the research objectives, sample and questions which utilize readings from previous studies, and thus the elements of the study were established.

3. Two questionnaires were developed and presented to professors and EFL experts.

4. The reliability of the questionnaire was insured by retesting participants not part of the sample.

5. The researcher obtained a letter of permission from Middle East University to facilitate her tasks. (Appendix 'D')

6. The questionnaires were distributed in the second semester of the academic year 2013/2014.

7. After one week the questionnaires were collected.

8. The data was collected and analyzed by using simple tables followed by a commentary on the items of the questionnaire along with logical explanations for them.

9. Finally the researcher drew the main findings, conclusions of the study and recommendations for further studies.

Chapter Four

Results of the study

This chapter presents and discusses the analysis and the results obtained from the teachers' and the students' questionnaire, in order to answer the questions of the study.

The questions of the study were as follows:

1. What are the problems that Jordanian public school teachers face in teaching cultural issues of English in the secondary stage?

2. What are the problems that Jordanian public school students of the secondary stage face in learning cultural issues of English?

3. What are the suggested solutions to overcome the problems of teaching the English language culture by Jordanian secondary stage teachers?

4.1 Data Analysis

Data was calculated depending on the level of the proportion of the arithmetic means, and measuring the size of the problem of each (questionnaire statements) separately, and the measure was as follows:

- If the Mean for the responses is around (2.33 or less) the result is (low).

- If the Mean for the responses is between (2.34- 3.66)   the result is (medium).

- If the Mean for the responses is between (3.67 or above) the result is

  (high).

4.2 Results Related to Question One

What are the problems that Jordanian public school teachers face in teaching cultural issues of English in the secondary stage?

Table (7) illustrates the means and the standard deviations of the problems that Jordanian public school teachers face in teaching cultural issues of English in secondary stage, after analyzing related data.

Table (7)

Means and standard deviations of the problems that Jordanian public school teachers face in teaching cultural issues

order	Domains	Means	Standard deviations	Level
1	Teaching and the textbook	3.15	1.26	Medium
2	The teacher	3.04	1.35	Medium
3	The student	3.51	1.19	Medium
Overall means		3.23	1.26	Medium

Table (7) also shows that the means ranged from (3.04-3.51), the highest were of "the student domain" with a mean of (3.51) and standard deviations of (1.19), while the lowest was for "teacher domain" with a mean of (3.04) and Standard deviations of (1.35). The overall mean showed (3.23) and a standard deviation of (1.26). All the domains were in the medium level. The detailed results for each domain of the questionnaire are illustrated in Tables (8,9,10).

Table (8)

Means and standard deviations of the problems that Jordanian public school teachers face in teaching cultural issues related to the domain of (teaching and the textbook).

No	Statement	Means	Standard deviations	Level
1	The English textbook is in congruous with the Arab and Islamic culture.	3.80	1.16	High
2	English textbook features suitable cultural diversity.	3.28	1.29	Medium
3	English textbook gives a comprehensive overview of the foreign culture.	2.96	1.29	Medium
4	English textbook displays the foreign cultures without any distracting to the student thoughts.	2.92	1.19	Medium
5	Cultural themes in the English textbook are selected in suitable way to the student's age and cultural level.	3.40	1.18	Medium
6	English textbook merges between Arabic culture and the foreign culture.	3.38	1.24	Medium
7	The merger between Arab and the foreign cultures affects positively the process of teaching English.	3.06	1.15	Medium
8	English textbook presents the foreign culture in an interesting way.	3.14	1.25	Medium
9	Foreign culture in the English textbook at the secondary stage is shocking for the student.	3.02	1.32	Medium
10	English book displays the cultural aspects related to the foreign look to women's rights	2.92	1.48	Medium
11	English textbook displays the cultural aspects related to the relationship between foreign family members.	3.24	1.19	Medium
12	English textbook displays the cultural aspects related to the foreign celebrations and festivals.	2.88	1.32	Medium
13	English textbook displays the cultural aspects related to the foreign habits & daily routine, such as food, drink and clothing.	3.02	1.24	Medium
14	English textbook achieves the objectives of the Ministry of Education in the teaching of foreign culture.	3.06	1.32	Medium
Overall means		3.14	1.25	Medium

From table (8) it is clear that the means ranged between (2.88-3.80), the highest was for "The English textbook is in congruous with the Arab and Islamic culture", with a mean of (3.80) and standard deviation of (1.16), while the lowest was for "English textbook displays the cultural aspects related to the foreign celebrations and festivals" with a mean of (2.88) and standard deviation of (1.32).

Table (8) also shows the means and standard deviations of the first domain in the teachers questionnaire (Teaching and the textbook), and it is clear that the mean ranged between (2.88-3.80) and the highest mean in this domain was for the statement "The English textbook is in congruous with the Arab and Islamic culture" with a mean of (3.80), and standard deviation (1.16), which means that the majority of teachers are non- supporter for this statement.

The second highest mean was for" Cultural themes in the English textbook are selected in a suitable way to the student's age and cultural level" with a mean of (3.40) and standard deviation of (1.18). In other words, this statement showed the existence of a problem in teaching English culture to a lesser degree than the previous one, and

that the English textbook is not suitable for the student's age and their cultural level.

Thus, the mean started decreasing gradually to reach (2.88) and a standard deviation of (1.32) for the statement "English textbook displays the cultural aspects related to the foreign celebrations and festivals", which means that the least appearance of the problem was for this statement.

Table (9) illustrates results related to the domain of (the teacher).

Table (9)

Means and standard deviations of the problems that Jordanian public school teachers face in teaching cultural issues in the domain related to (the teacher).

No	Statement	Means	Standard deviations	Level
15	I have a complete idea about the foreign culture that enables me to teach it.	3.68	1.17	High
16	I understand that the differences between foreign culture and Arabic culture are easy to teach.	3.64	1.41	Medium
17	I know the differences between foreign culture and Arab culture are significance.	3.58	1.39	Medium
18	I got training courses in the teaching foreign culture.	2.46	1.34	Medium
19	I have enough knowledge about the foreign culture.	3.20	1.25	Medium
20	I lived abroad and have friends.	2.90	1.40	Medium
21	I have problems in teaching foreign culture.	2.60	1.32	Medium
22	Teaching foreign culture is unnecessary.	2.52	1.42	Medium
23	I see that the student does not interact with the foreign culture.	3.42	1.37	Medium
24	I find it difficult to differentiate between Arabic and the foreign culture.	2.38	1.41	Medium
Overall		3.03	1.34	Medium

As shown in Table (9), the means ranged between (2.38-3.68) the highest mean was for "I have a complete idea about the foreign culture that enables me to teach it", with a mean of (3.68) and a standard deviation of (1.17), while the lowest mean was for "I find it difficult to differentiate

between Arabic and the foreign culture", with a mean of (2.38) and a standard deviation of (1.41), which means that the majority of teachers' do not have a complete idea about the foreign culture.

Table (10) shows results related to the domain of (the student).

Table (10)

Means and standard deviations of the problems that Jordanian public school teachers face in teaching cultural issues related to the domain of (the student).

No	Statement	Means	Standard deviations	Level
25	The presence of members with foreign culture in the student's family helps him understand the culture.	4.02	1.06	High
26	Students have a positive feelings toward foreign culture.	3.10	1.49	Medium
27	Students feel embarrassed if they don't know the foreign culture	3.64	1.19	High
28	Students are not really aware about Arabic culture.	3.56	1.16	Medium
29	Students do not accept foreign culture easily.	3.66	1.17	High
30	Students find it difficult to differentiate between Arabic culture and foreign culture.	3.46	1.11	Medium
31	The student find it difficult to understand foreign culture.	3.46	1.11	Medium
32	The student has many question about the foreign culture.	3.16	1.22	Medium
Overall		3.50	1.18	Medium

From Table (10) the means ranged between (3.10-4.02), the highest mean was for "The presence of members with foreign culture in the student's family helps him understand the culture", with a mean of (4.02) and a standard deviation of (1.06), while the lowest mean was for "Students have a positive feelings toward foreign culture", with a mean of (3.10) and a standard deviation of (1.49).

This means that the majority of students were facing problems related to the absence of members with foreign culture in the students' family. The lowest problem students suffer from was for the statement "Students are not really aware of Arabic culture", with a mean of (3.56), and a standard deviation of (1.16).

Thus, the means decreased gradually to a mean of (3.10) and a standard deviation of (1.49) for the statement "Students have a positive feeling toward foreign culture", which means that the least appearance of the problem was for this statement.

The answer to the first question:

The researcher obtained the answer to this question after analyzing the teachers' questionnaire, as follows:

The teachers face problems related to their knowledge of the foreign culture, curriculum and teaching methods, and the ability of the student in teaching a foreign culture in a medium level respectively.

All the problems levels ranged between high and medium level, but it looks like the student domain got the higher problems which is (3.50) and this clarifies that the student domain is the closer to the higher problems level.

4.3 Results Related to Question Two

What are the problems that Jordanian public school students of the secondary stage face in learning cultural issues of English?

Data analysis of the students' questionnaire revealed results illustrated in table (11). The students' means, standard deviations, and the level of the problems which face students in learning cultural issues.

Table (11)

Means and standard deviations of problems that Jordanian public school students face in learning cultural issues

No	Statement	Means	Standard deviations	Level
9	I feel the desire and motivation to learn English, master, and work to develop its skills.	4.31	1.07	High
14	Knowing of foreign culture helps me in travel.	4.15	0.97	High
18	I love the Arabic culture more than the foreign culture	3.92	1.29	High
5	My knowledge of the different foreign cultures improve my English learning.	3.91	0.94	High
6	The textbook presents the foreign celebrations and festivals that differ from the celebrations of our society.	3.91	0.99	High
7	The book shows some foreign community tradition which related to food.	3.82	0.92	High
10	The diversity of cultural subjects increases my desire to know more about it.	3.77	1.01	Medium
13	Knowledge of foreign culture helps me in communicating with friends.	3.77	1.13	Medium
12	Knowledge of foreign culture helps me to study.	3.74	1.08	Medium
8	The textbook shows some foreign tradition related to some famous places.	3.61	1.01	Medium
1	Diversity of the cultural topics in the English language book encourages me to learn more.	3.59	1.04	Medium
11	Cultural themes in the English language book are presented in an easy assimilation.	3.51	1.02	Medium
15	I know foreign culture because of the presence of who speaks English at home.	3.51	1.17	Medium
2	English textbook explains different ways about the nature of the relationship between our family members and foreign Family	3.38	1.10	Medium
4	English textbook shows some incomprehensible habits.	3.22	1.19	Medium
16	Teaching methods used by the teacher are sufficient to deliver cultural information.	3.22	1.30	Medium
17	English language teacher is my reference to know what is unknown to me about foreign culture.	3.22	1.46	Medium

3	English textbook reflects foreign customs and tradition that does not fit with the values of our society and our religion.	2.94	1.24	Medium
19	I hate the foreign culture because it is inconsistent with our culture	2.76	1.32	Medium
Overall		3.59	1.11	Medium

Table (11) shows that the means range between (2.76- 4.31) giving the highest mean for statement that says "I feel the desire and motivation to learn English, master, and work to develop its skills" with a mean of (4.31) and a standard deviation of (1.07), while the lowest mean was for the statement that says "I hate the foreign culture because it is inconsistent with our culture" with a mean of (2.76) and a standard deviation of (1.32).

It seems clear from the results in Table (11) that the problems level in the students' questionnaire is very high in comparison with the teachers' questionnaire. The mean of the teachers' questionnaire has reached (3.23), and a standard deviation of (1.26), while the students' questionnaire mean has reached (3.59), and a standard deviation of (1.11).

Statements are arranged in a sequential order from the highest to the lowest according to the means in Table (11). (I feel the desire and motivation to learn English, master, and work to develop its skills), with a mean of (4.31), (Knowing of foreign culture helps me in travel), with a mean of (4.15), (I love the Arabic culture more than the foreign culture), with a mean of (3.92), (My

knowledge of the different foreign cultures improve my English learning), with a mean of (3.91), (The textbook presents the foreign celebrations and festivals that differ from the celebrations of our society), with a mean of (3.91), (The book shows some foreign community traditions which are related to food), with a mean of (3.82), and the rest of the statements were of a medium level.

The answer of the second question of the study is as follows:

The problems faced by students in learning a foreign culture are arranged in a descendent order: students do not feel the desire to learn English, knowing a foreign culture will not help them in travel or to improve English learning, students do not love the Arabic culture more than the foreign culture, the textbook does not present the foreign celebrations, festivals, and food that differ from our society, the cultural diversity does not increase the students desire to know more about, and knowledge of culture does not help students in communicate or in study.

,
4.4 Results Related to Question Three

What are the suggested solutions to overcome the problems of teaching the English language culture by Jordanian secondary stage teachers?

Table (12) illustrates the means and the standard deviations of the suggested

solutions to overcome the problems of teaching English language culture in

Jordanian public schools, in the teachers' point of view

Table (12)

Means and standard deviations for suggested solutions to overcome the

problems of teaching English language culture by Jordanian secondary stage

teachers.

No	Statement	Means	Standard deviations	Level
33	Teachers need to be trained in the teaching of a foreign culture.	4.14	1.07	High
34	Curriculum need to modify the content of foreign cultural aspects.	4.14	1.01	High
35	Teaching methods need to change and develop.	4.22	0.91	High
36	English lessons need to increase the definition of a foreign culture	3.58	1.13	Medium
37	Motivate students to know foreign friends.	3.82	1.21	High
38	The need to promote the concept of integrating culture with language in order to teach English language teachers (non-local) of foreign nationals to reflect the concept of culture they have.	3.38	1.38	Medium
39	Arrange trips to tourist sites, and allow the student to meets foreign tourists.	3.98	1.19	High
Overall		3.89	1.12	High

From Table (12) the means ranged between (3.38- 4.22). The highest

mean was for "Teaching methods need to change and develop" with a mean of

(4.22), and a standard deviation of (0.91). The lowest mean was for "The need to promote the concept of integrating culture with language in order to teach English language teachers (non-local) of foreign nationals to reflect the concept of culture they have" with a mean of (3.38) and a standard deviation of (1.38).

The answer to the third question is as follows:

The teachers' suggestions to overcome the problems of teaching the English language culture were arranged in a descending order:

- **Teachers need to be trained on the teaching of foreign culture aspects.**

- **Curriculum needs to modify the content of a foreign cultural.**

- **Teaching methods need to change and develop.**

- **Arrange trips to tourist sites, and allow the students to meet foreign tourists.**

- **Motivate students to know foreign friends.**

- **English lessons need to increase the definition of a foreign culture.**

- **The need to promote the concept of integrating culture with language in order to teach English language teachers (non-local) of foreign nationals to reflect the concept of culture they have.**

Chapter Five

Discussion

This chapter presents the discussion and recommendations that the researcher reached through data analysis. In addition, in this chapter the researcher suggests some solutions to overcome the problems of teaching the English language culture to Jordanian secondary stage students. The present study detected the different problems faced in teaching and learning the English language culture at the secondary level in Jordan. Results of the study asserted that both teachers and students have their own perspectives and views about teaching and learning a foreign culture through learning English as a foreign language.

Data analysis revealed some important results, mainly results related to the students. The students' related problems scored higher compared to the teachers' problems. The levels of students' problems ranged between the high and medium level.

It was found that the students are not much motivated to learn English in general, for they do not feel the desire to learn it. Students have negative attitudes towards the foreign culture, as they feel knowing it has nothing to do with learning English. They also think that the foreign culture threatens their

own culture, and will not help them to improve their language skills. Besides, they love Arabic culture more than the foreign culture. This result contradicts with the results of Al-Migdadi (2008).

The shortcomings in the textbooks include insufficient and inappropriate material about the culture, and the way it is presented. Although the (MOE) develops English curricula on a regular basis in about every decade, it neglects the role of the cultural issues. Teachers feel that current curricula give great focus to subjects related to language grammar more than other elements of language such as skills. Cultural issues seem to have less importance in the curricula. They also agreed that they have not been given enough training to teach foreign culture while teaching English, thus not having the opportunity to develop their skills in using different methods and techniques of teaching. The shortcomings in the textbooks, as seen by the teachers, affects awareness among students who need to learn the English language and its culture, which leads to a decline in their ability in the acquisition of language.

The results of the present study go in agreement with some previous studies that have been reviewed in chapter two, especially those problems that have to do with the teachers' understanding of the concept of culture and how to teach it, and teachers' attitudes toward teaching culture.

Through the first question, the researcher found that the problems that Jordanian public school teachers face in teaching cultural issues of English in the secondary stage were: problems related to the teachers' knowledge of the foreign culture, curriculum and teaching methods, and the ability of the students to learn foreign culture, in a medium level. This result means that these problems have rather a high influence on the process of teaching and learning the foreign language. All the problems levels ranged between high and medium, but it looks like the student domain got the higher problems level.

Findings of this study were in agreement with those of Al-Ja'bari (2010) study. Moreover, the findings of the study were almost similar, Al-Ja'bari found that teachers agreed that the cultural elements in the textbooks were invisible, and the teacher found it difficult to recognize them in the textbooks. The study gave an indication to the importance of providing teachers with training courses and workshops to help them in handling the culture issues.

Kafi, Ashraf and Motallebzadeh's (2013) study results also match the results of the current study. The relationship between English textbooks and the cultural attitudes of Iranian EFL learners, English proficiency was intermediate and above. The results exhibited a significant relation between English textbooks and the cultural attitudes of Iranian EFL learners.

The third question of the study set the suggested solutions to overcome these problems by the teachers. The suggested solutions called for more training to be given to teachers of English language in the issues of culture, modify the content of foreign cultural aspects,   and develop the methods of teaching.

Other suggestions were directed to encourage students to learn the foreign language and it's culture, change their attitudes towards learning English by arranging trips to tourist sites, enable them to meet native speakers of English and be exposed to their culture. This seems to be a technique that might affect the feelings of the students, and be less hostile to the foreign culture. Motivating students to have foreign friends and direct contact with them might help develop their awareness and encourage them to accept the language.

The teachers mentioned the need to increase the definition of foreign language culture, and promote the concept of integrating culture with language. Goode, Sockalingam, brown, and jones (2000) agreed upon the importance of integrating language teaching with culture in foreign language teaching.

These findings were also similar to those of Wiriyachitra (2002) and Al-Migdadi (2008), who believed that teachers need to be trained in teaching foreign culture by offering training programs, and that curriculum needs to modify the content of foreign culture in textbooks.

5.1 Recommendations

The researcher presents some recommendations to overcome the problems of teaching English language culture, as follows:

1. Conduct studies about the cultural topics, which focus on the importance of integrating the teaching of foreign culture along with the language.

2. Modernize and develop the English language curriculum in line with the concept of linking cultural aspects with English language teaching, focusing on cultural topics as well as other English language skills.

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Appendixes of the study

Appendix (A) the students' questionnaire (in English):

Students' questionnaire

Dear students':

The researcher conducted a study entitled (Problems of Teaching English Language Culture in Jordanian Public Schools) to complete the requirements for obtaining a master's degree in English language and literature.

I would like to assure that your answers will be treated as highly confidential and for the purposes of scientific research only.

Thank you for your cooperation

Researcher's name:

Fadia Mousa Al-Zyat

Middle East University

2014

Students' Questionnaire

●Put a sign (x) on the box which appropriate with your answer.

Gender :   □ Male   □ Female

Last estimate you got it in the English language article:
□ Acceptance   □ good   □ excellent

No	Statement	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1	I feel the desire and motivation to learn English, master, and work to develop its skills.					
2	Knowing of foreign culture helps me in travel.					
3	I love the Arabic culture more than the foreign culture					
4	My knowledge of the different foreign cultures improve my English learning.					
5	The textbook presents the foreign celebrations and festivals that differ from the celebrations of our society.					
6	The book shows some foreign community tradition which					

	related to food.					
7	The diversity of cultural subjects increases my desire to know more about it.					
8	Knowledge of foreign culture helps me in communicating with friends.					
9	Knowledge of foreign culture helps me to study.					
10	The textbook shows some foreign tradition related to some famous places.					
11	Diversity of the cultural topics in the English language book encourages me to learn more.					
12	Cultural themes in the English language book are presented in an easy assimilation.					
13	I know foreign culture because of the presence of who speaks English at home.					
14	English textbook explains different ways about the nature of the relationship between our family members					

	and foreign Family					
15	English textbook shows some incomprehensible habits.					
16	Teaching methods used by the teacher are sufficient to deliver cultural information.					
17	English language teacher is my reference to know what is unknown to me about foreign culture.					
18	English textbook reflects foreign customs and tradition that does not fit with the values of our society and our religion.					
19	I hate the foreign culture because it is inconsistent with our culture					

استبانة الطلبة

أخي الطالب / أختي الطالبة....

تحية طيبة وبعد،،،،،،

تقـوم الباحثـة بـاجراء دراسـة بعنـوان "مـشكلات تعلـيم ثقافـة اللغـة الانجليزيـة فـي المـدارس الحكوميـة الأردنيـة" اسـتكمالاً لمتطلبـات الحـصول علـى درجـة الماجـستير في تخصص" اللغة الانجليزية وآدابها".

ونـود أن نؤكـد لكـم أن إجابـاتكم سـوف تعامـل علـى أنهـا "سـرية للغايـة" ولغايـات البحث العلمي.

شاكرة لكم حسن تعاونكم،،

الباحثة

فادية موسى الزيات

جامعة الشرق الأوسط

2014

استبانة الطلبة

● ضع اشارة (×) في الخانة التي تتناسب مع اجابتك.

الجنس: □ ذكر   □ أنثى

آخر تقدير حصلت عليه في مادة اللغة الانجليزية:

□ مقبول   □ جيد   □ ممتاز

معارض بشدة	معارض	محايد	موافق	موافق بشدة	العبارات	الرقم
					تنـــوع الموضـــوعات الثقافيـــة فـي كتاب اللغة الانجليزية.	1
					يوضـــح كتـــاب اللغـــة الانجليزيـــة طـرق مختلفـة حـول طبيعـة العلاقـة مــا بـين أفـراد الاسـرة الغربيـة عـن حياتنا الاسرية.	2
					يعكـس كتـاب اللغـة الانجليزيـة العـادات والتقاليـد الغربيـة التـي لا تتناسب مع قيم مجتمعنا وديننا.	3
					يعـرض كتـاب اللغـة الانجليزيـة بعض العادات غير المفهومة.	4
					معرفتـــي للثقافـــات الغربيـــة المختلفـــة ينمـــي تعلـــم اللغـــة الانجليزية.	5
					يتنـــاول كتـــاب اللغـــة الانجليزيـــة الاحتفـــالات والمهرجانـــات الغربيـــة المختلفة عن احتفالات مجتمعنا.	6
					يعـرض كتـاب اللغـة الانجليزيـة بعـض العـادات المجتمعيـة الغربيـة الخاصة بالطعام.	7
					يعـرض كتـاب اللغـة الانجليزيـة بعـض العـادات الغربيـة الخاصـة بأسماء الاماكن.	8
					اشـعر برغبـة ودافـع لـتعلم اللغـة الانجليزيـة واتقانهـا والعمـل علـى	9

					تطوير مهاراتها.	
					يزيـــد تنــوع الموضــوعات الثقافيـــة فــي اللغــة الانجليزيــة مــن اهتمــامي بالمادة.	10
					تتميـــز الموضـــوعات الثقافيـــة فــي كتـــاب اللغـــة الانجليزيـــة بـــسهولة الاستيعاب والتقبل.	11
					معرفـــة الثقافـــة الغربيـــة يفيــدني فــي الدراسة.	12
					معرفـــة الثقافـــة الغربيـــة يفيــدني فــي تكوين اصدقاء.	13
					معرفـــة الثقافـــة الغربيـــة يفيــدني فــي السفر.	14
					اعــرف الثقافـــة الغربيـــة لوجـــود مـن يتكلم الانجليزية في المنزل.	15
					طـــرق التـــدريس كافيـــة لايـــصال المعلومات الثقافية.	16
					معلـم اللغـة الانجليزيـة مرجعـي فـي معرفـــة مـــا أجهلـــه عـــن الثقافـــة الغربية.	17
					أحب الثقافة العربية.	18
					أكـره الثقافـة الغربيـة لانهـا تتنـاقض مع ثقافتنا العربية.	19

Appendix (B) Teachers' Questionnaire (in English):

Teachers' questionnaire

Dear teachers:

The researcher conducted a study entitled (Problems of Teaching English Language Culture in Jordanian Public Schools) to complete the requirements for obtaining a master's degree in English language and literature.

I would like to assure that your answers will be treated as highly confidential and for the purposes of scientific research only.

Thank you for your cooperation

Researcher's name:

Fadia Mousa Al-Zyat

Middle East University

2014

Teachers' questionnaire

The participant information:

Gender: □ Male   □ Female

Educational degree: □ Bachelor   □ High Diploma   □ Master

Years of experience in teaching English language for the secondary stage:

□ 3 years and less   □ 4-7 years   □ 8 years and more

First Domain: teaching and the textbook

No	Statement	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1	The English textbook is in congruous with the Arab and Islamic culture.					
2	English textbook features suitable cultural diversity.					
3	English textbook gives a comprehensive overview of the foreign culture.					
4	English textbook displays the foreign cultures without any distracting to the student thoughts.					
5	Cultural themes in the English textbook are selected in suitable way to the student's age and cultural level.					
6	English textbook merges between Arabic culture and the foreign culture.					
7	The merger between Arab and the foreign cultures affects					

No	Statement	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
	positively the process of teaching English.					
8	English textbook presents the foreign culture in an interesting way.					
9	Foreign culture in the English textbook at the secondary stage is shocking for the student.					
10	English book displays the cultural aspects related to the foreign look to women's rights					
11	English textbook displays the cultural aspects related to the relationship between foreign family members.					
12	English textbook displays the cultural aspects related to the foreign celebrations and festivals.					
13	English textbook displays the cultural aspects related to the foreign habits & daily routine, such as food, drink and clothing.					
14	English textbook achieves the objectives of the Ministry of Education in the teaching of foreign culture.					

Second domain: the teacher

No	Statement	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
15	I have a complete idea about the					

	foreign culture that enables me to teach it.					
16	I understand that the differences between foreign culture and Arabic culture are easy to teach.					
17	I know the differences between foreign culture and Arab culture are significance.					
18	I got training courses in the teaching foreign culture.					
19	I have enough knowledge about the foreign culture.					
20	I lived abroad and have friends.					
21	I have problems in teaching foreign culture.					
22	Teaching foreign culture is unnecessary.					
23	I see that the student does not interact with the foreign culture.					
24	I find it difficult to differentiate between Arabic and the foreign culture.					

Third domain: the student

No	Statement	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
25	The presence of members with foreign culture in the student's family helps him understand the culture.					

No	Statement					
26	Students have a positive feelings toward foreign culture.					
27	Students feel embarrassed if they don't know the foreign culture					
28	Students are not really aware about Arabic culture.					
29	Students do not accept foreign culture easily.					
30	Students find it difficult to differentiate between Arabic culture and foreign culture.					
31	The student find it difficult to understand foreign culture.					
32	The student has many question about the foreign culture.					

Fourth domain: the suggestions

No	Statement	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
33	Teachers need to be trained on the teaching of Foreign culture.					
34	Curriculum need to modify the content of Foreign cultural.					
35	Teaching methods need to change and develop.					
36	English lessons need to increase the definition of Foreign culture					
37	Motivate students to know foreign friends.					
38	The need to promote the concept of integrating culture with					

	language in order to teaches English language teachers (non-local) of foreign nationals to reflect the concept of culture they have.					
39	Arrange trips to tourist sites, and allow the student to meets foreign tourists.					

Please kindly give suggestions on overcoming the teaching of foreign culture:

1. <u>Regarding training course of teacher and prepare them</u>

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2. <u>Regarding textbooks</u>

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3. <u>Regarding students</u>

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استبانة المعلمين

أخي الفاضل / أختي الفاضلة.....

تحية طيبة وبعد،،،،،،

تقــوم الباحثــة بــاجراء دراســة بعنــوان "مــشكلات تعلــيم ثقافــة اللغــة الانجليزيــة فــي المــدارس الحكوميــة الأردنيــة" اســتكمالاً لمتطلبــات الحــصول علــى درجــة الماجــستير في تخصص" اللغة الانجليزية وآدابها".

ونــود أن نؤكــد لكــم أن إجابـاتكم سـوف تعامــل علــى أنهــا "سـرية للغايـة" ولغايـات البحث العلمي.

شاكرة لكم حسن تعاونكم،،

الباحثة

فادية موسى الزيات

جامعة الشرق الاوسط

2014

استبانة المعلمين

<u>معلومات المعلم المشارك:</u>

الجنس : □ ذكر   □ أنثى

المؤهل العلمي: □ بكالوريوس   □ دبلوم عالي   □ ماجستير

عدد سنوات الخبرة في تدريس اللغة الانجليزية للمرحلة الثانوية:

□ 3 سنوات فأقل □ 4-7 سنوات   □ 8 سنوات فأكثر

<u>أولاً : الكتاب المدرسي والتدريس:</u>

معارض بشدة	معارض	محايد	موافق	موافق بشدة	العبارة	الرقم
					يتناسـب كتــاب اللغــة الانجليزيــة للمرحلـة الثانويــة مـع الثقافـة العربية والاسلامية.	1
					يتميـز كتــاب اللغـة الاتجليزيـة بأنـه متنوع ثقافياً.	2
					يعطـي كتــاب اللغـة الانجليزيـة فكرة شاملة عن الثقافة الغربية.	3
					يعـرض كتــاب اللغـة الانجليزيـة الثقافـات الغربيـة دون اي تـشتيت لافكار الطالب.	4
					المحـاور الثقافيـة الموجـودة فـي كتــاب اللغـة الانجليزيـة منتقـاة ثقافياً بمـا يتناسـب مـع عمـر الطالب ومستواه الثقافي.	5
					يـدمج كتــاب اللغـة الانجليزيـة مـا بـين الثقافة العربيـة والثقافـة الغربية.	6
					عمليـة الـدمج بـين الثقـافتين العربيـة والغربيـة يـؤثر ايجابـاً علـى عمليـة تعليم اللغة الانجليزية.	7
					يقـدم كتــاب اللغـة الانجليزيـة الثقافـة الغربية بطريقة مشوقة.	8

					العبارة	الرقم
					الثقافــة الغربيــة فــي كتــاب اللغــة الانجليزيــة للمرحلــة الثانويــة صادمة للطالب.	9
					يعــرض كتــاب اللغــة الانجليزيــة المحـاور الثقافيــة الخاصــة بنظــرة الغرب الى المرأة وحقوقها.	10
					يعــرض كتــاب اللغــة الانجليزيــة المحـاور الثقافيــة الخاصــة بعلاقــة أفراد الاسرة الغربية ببعضهم.	11
					يعــرض كتــاب اللغــة الانجليزيــة المحـاور الثقافيــة الخاصــة بالاحتفـالات والمهرجانـات الغربية.	12
					يعــرض كتــاب اللغــة الانجليزيــة المحـاور الثقافيــة الخاصــة بالعــادات اليوميــة الروتينيــة للغــرب مثــل الطعام والشراب والملبس.	13
					يحقــق كتــاب اللغــة الانجليزيــة أهــداف وزارة التربيــة والتعلــيم فــي تدريس الثقافة الغربية.	14

ثانياً : المعلم

معارض بشدة	معارض	محايد	موافق	موافق بشدة	العبارة	الرقم
					لــدي فكـرة كاملــة عـن الثقافــة الغربيـة وأستطيع ان اتواصل مع الطلبة.	15
					أفهــم الفـروق بـين الثقافــة الغربيــة و الثقافة العربية.	16
					أعــرف أوجــه الاخــتلاف بـين الثقافــة الغربية والثقافة العربية.	17
					حــصلت علــى دورات تدريبيــة فــي تدريس الثقافة الغربية.	18
					اطلعـت علــى الثقافـة الغربيــة بـشكل كاف.	19
					عــشت بالخــارج ولــدي أصــدقاء أعرف كيفية التعامل معهم.	20

					العبارة	الرقم
					اواجـــــــه مـــــشكلة فـــي توصـــيل المعلومات.	21
					تـــدريس الثقافـــة الغربيـــة غيـــر ضروري.	22
					أرى أن الطالـــــب لا يتفاعـــــل مـــــع الثقافة الغربية.	23
					أجـد صـــعوبة فــي التفريــق بــين الثقافـة الغربيـة والعربية.	24

ثالثاً : الطالب

معارض بشدة	معارض	محايد	موافق	موافق بشدة	العبارة	الرقم
					وجـــود أشـــخاص مـــن الثقافـــة الغربيـــة فــي أســرة الطالــب يــساعده علــى فهــم الثقافة.	25
					شـــعور الطالــب ايجــابي تجــاه الثقافــة الغربية.	26
					احـــراج الطالـــب لأنـــه لا يعـــرف الثقافة الغربية.	27
					تعصب الطالب للثقافة العربية .	28
					لا يقبـــل الطالــب الثقافــة الغربيــة بسهولة.	29
					يجد الطالب صعوبة في التفريق بين الثقافة العربية والثقافة الغربية.	30
					يجد الطالب صعوبة في فهم الثقافة الغربية.	31
					لدى الطالب اسئلة كثيرة عن الثقافة الغربية.	32

رابعاً : المقترحات

معارض بشدة	معارض	محايد	موافق	موافق بشدة	العبارة	الرقم
					المعلمــون بحاجــة الــى تــدريب علــى تدريس الثقافة الغربية.	33
					المنهــــاج بحاجـــة الــــى تعـــديل المحتوى الثقافي الغربي.	34
					أســـاليب التـــدريس بحاجـــة الــــى تغيير وتطوير.	35
					حـصص اللغــة الانجليزيــة بحاجــة الــى زيـــادة للتعريـــف بالثقافـــة الغربية.	36
					تحفيـــز الطلبـــة للتعـــرف علــى أصدقاء أجانب.	37
					ضــرورة ترسـيخ مفهـوم دمــج الثقافــة باللغــة كــي يُـدرس مـادة اللغــة الانجليزيــة معلمــين (غيــر محليــين) مــن جنـسيات أجنبيـة لتعكس مفهوم الثقافة لديهم.	38
					ترتيـب رحـلات الـى مواقـع سـياحية يلتقــي بهـا الطالـب مـع الـسياح الأجانب.	39

أرجو التفضل باعطاء مقترحاتك حول التغلب على تدريس الثقافة الغربية:

<u>1 . فيما يتعلق بتدريب المعلمين وإعدادهم</u>

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<u>2. فيما يتعلق بالكتب المدرسية</u>

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<u>3 . فيما يتعلق بالطلبة</u>

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<u>Appendix (C) Experts of Panels:</u>

Experts of Panels who evaluated the questionnaires of the study from Middle

East University

Appendix (C)

1.	Prof . Jawdat Sa'adeh
2.	Prof. Ghazi Khalifa
3.	Prof. Abbas Al-Sharifi

Appendix (D) Letter of permission (MEU):

MEU جامعة الشرق الأوسط
MIDDLE EAST UNIVERSITY

كلية الآداب والعلوم
Faculty of Arts & Sciences

الرقم: ك أ ع/ خ/ 71/1
التاريخ: 2014/4/22

إلى من يهمه الأمر

تحية طيبة وبعد،

أرجو التكرم بالعمل على تسهيل مهمة الطالبة فادية موسى الزيات/ ماجستير لغة انجليزية
وآدابها والتي تشرف عليها الدكتورة فاطمة جعفر ، لتطبيق الأداة المعدة للبحث الذي سيتم تطبيقه
على طلبة المدارس للمرحلة الثانوية في اللغة الانجليزية بالمدارس الحكومية في مديرية عمان
الثانية بعنوان (مشكلات تدريس ثقافة اللغة الانجليزية لطلبة المرحلة الثانوية في مديرية عمان
الثانية) .

وتفضلوا بقبول فائق الاحترام والتقدير

عميد كلية الآداب والعلوم

أ.د. وليد عوجان

Appendix (E) Letter of permission (MOE):

بسم الله الرحمن الرحيم

وزارة التربيـــة و التعليـــم

مديرية التربية والتعليم للواء الجامعة / محافظة العاصمة

الرقـــم : ....
التاريخ : ....
الموافق : ....

مديري المدارس الثانوية (الحكومية) و مديراتها

الموضوع: تسهيل مهمة

السلام عليكم و رحمة الله و بركاته ،

إشـــــارة لكتاب جامعة الشرق الأوسط رقم ك أ ع / خ / ٧١/١ تاريخ ٢٠١٤/٤/٢٢م
أرجو تسهيل مهمة الطالبة / **فادية موسى الزيات** / ماجستير لغة إنجليزية و آدابها ، لتطبيق الأداة المعدة
للبحث الذي سيتم تطبيقه على طلبة مدارسكم في اللغة الإنجليزية بعنوان :
(مشكلات تدريس ثقافة اللغة الإنجليزية لطلبة المرحلة الثانوية) .
راجيا تقديم المساعدة الممكنة لها ، على أن لا يؤثر ذلك على مصلحة الطلبة و سير الدراسة .

و اقبلوا فائق الاحترام،،

مدير التربية والتعليم

مدير الشؤون التعليمية والفنية

- نسخة / مدير الشؤون التعليمية و الفنية
- نسخة / رئيس قسم التدريب و التأهيل و الإشراف التربوي
- نسخة / عضو قسم الإشراف
- نسخة الديوان

د.ع ٤/٢٣