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Highlighting the Cultural Dimensions of *"English World 8"* and Investigating Teachers' and Supervisors' Beliefs about the Importance of Teaching English Culture in Jordanian Private Schools.

إبراز الأبعاد الثقافية في كتاب *انجلش وورلد "8"* وتقصي آراء المعلمين والمشرفين نحو أهمية تدريس الثقافة الإنجليزية في المدارس الأردنية الخاصة

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Authorization

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my success to her and thank Allah for her presence in my life, may Allah bless

her.

Dedication

I dedicate my work to all my family members from my father Ali Kawar, may his soul rest in peace. Because of him I learned to pursue my dreams. Also I dedicate my work to my Mum, the reason of my success, for her endless love. My brothers Mohammed, Muhannad, Dr. Hussam, Essam. My sisters Hanadi and Hanan, I am proud to be part of my family.

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Abstract

This study aimed at highlighting the cultural dimensions embedded in English World "8" textbook in addition to investigating teachers' and supervisors' beliefs about the importance of teaching English culture in Jordanian private classes.

To achieve the goals of the study, the researcher collected data by means of two instruments; a cultural checklist and open ended interview questions. A cultural checklist based on nineteen-criteria was designed to examine the cultural dimensions in *English World 8* pupils' book. The checklist was utilized to analyze the cultural content of *English World 8* pupils' book in terms of the following sub-cultural dimensions: Personal Names, Places and Countries, Entertaining, Ecology, Customs, Technology, Social behavior,

Education, History, Family, Politics, Man & Woman Relationship, Communication, Transportation, Nutrition, Science, Economy, Literature and Religion. Ten teachers of English as a foreign language (EFL), who teach 8th graders, were interviewed with their supervisors to elicit their beliefs about exposing English culture in EFL classes. English World "8" textbook was also chosen as a sample to be analyzed and examined through the cultural checklist.

Results of the current study showed that *English World "8"* textbook was heavily loaded with cultural dimensions related to British culture and World culture, but lacked the presentation of the Arabic culture. Additionally, analysis of the results revealed that *English World "8"* textbook included several cultural dimensions like Personal Names, Places and Countries, Social Behavior, Transportation … etc. The findings indicated that most of EFL teachers and supervisors had positive beliefs towards teaching / learning the English culture in EFL. The findings also highlighted the benefits of teaching the English language along with its culture and supported the positive effects of teaching the English culture in EFL classes. Finally, the study highlighted the importance of including Arabic culture along with English culture in English textbooks.

إبراز الأبعاد الثقافية في كتاب *انجلش وورلد "8"* وتقصي آراء المعلمين والمشرفين نحو أهمية تدريس الثقافة الإنجليزية في المدارس الأردنية الخاصة

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الملخص

هدفت هذه الدراسة إلى ابراز الابعاد الثقافية لكتاب "انجلش وورلد"8"بالاضافة الى تقصي آراء المعلمين والمشرفين حول أهمية تدريس الثقافة الانجليزية في المدارس الاردنية الخاصة. وبُغيَةَ تحقيق أهداف الدارسة قامت الباحثة بجمع المعلومات باستخدام أداتين مكونتين من قائمة شطب خاصة بالجوانب الثقافية بالاضافة الى المقابلات غير المقننة التي أجرتها الباحثة مع المعلمين والمشرفين. احتوت قائمة الشطب على 19 معيارا صمّمت لدراسة الأبعاد الثقافية في الكتاب "انجلش وورلد 8". استخدمت هذه القائمة لتحليل المحتوى الثقافي للكتاب بحسب الأبعاد الثقافية الفرعية التالية: الأسماء الشخصية، الأماكن والبلدان، المتعة والتسلية، البيئة، العادات والتقاليد، التكنولوجيا، السلوك الاجتماعي، التعليم، التاريخ، العائلة، السياسة، وعلاقة الرجل بالمرأة، التواصل، وسائل النقل، التغذية، العلوم، الاقتصاد، الأدب والدين. تمّ مقابلة عشرة من المعلمين الذين يدرسون طلبة الصف الثامن مع مشرفيهم لتوضيح

آرائهم حول عرض الثقافة الانجليزية أثناء حصص اللغة الانجليزية . تمّ اختيار كتاب "انجلش وورلد 8" كعينة للتحليل والدراسة من خلال قائمة شطب خاصة بالجوانب الثقافية.

أشارت نتائج هذه الدراسة إلى احتواء كتاب "انجلش وورلد 8" على عناصر ثقافية ذات علاقة بالثقافة البريطانية وثقافات عالمية أخرى وافتقارها الى الثقافة العربية. وقد أظهرت نتائج التحليل أن كتاب "انجلش وورلد 8" تضمن عناصر ثقافية كالأسماء الشخصية والأماكن والبلدان والعلاقات الاجتماعية ووسائل المواصلات وغيرها.

كما بينت نتائج هذه الدراسة أن معظم آراء معلمي ومشرفي اللغة الانجليزية وتوجهاتهم نحو تدريس وتعلم الثقافة الانجليزية في حصص اللغة الإنجليزية كانت ايجابية. اذ سلطت النتائج الضوء على فوائد تدريس اللغة الانجليزية وثقافتها ودعمت النتائج فكرة عرض الثقافة الانجليزية وأثارها الايجابية في تعلم اللغة الإنجليزية. وأخيرا بينت نتائج هذه الدراسة أهمية تضمين الثقافة العربية والانجليزية في كتب تعلم الانجليزية.

Chapter One

Introduction

1.0 Introduction

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

2.0 Background of the Study

Jordan is considered one of the most developed countries regarding its educational system. It deals with English language teaching as one of its main basic concerns. In Jordan, teaching English as a foreign language (EFL) in this system is placed as an essential tool for communication both the national and international levels for creating productive and competent English speaking individuals. Therefore, for improving and developing the educational system in Jordan in general and EFL learning in particular, the Ministry of Education has launched teaching English language for the first graders at public schools since 1999 to improve the learning outcomes. Moreover, developing curricula to meet students' needs, motivations, desires and culture has been a main

concern of stakeholder and decision makers at the Ministry of Education in Jordan, who have exerted intensive efforts and have enhanced building up teachers' capacities through the Education Reform for Knowledge Economy project (ERfKE) which is a sector-wide strategy for upgrading and transforming the way Jordan's children learn. It represents a massive commitment to Jordan's future. (King Abdullah, 2015)

The Jordanian educational system is equipped with various components by which teaching English language is promoted. These equipments include providing technical aids, teacher's guidance book, up to date textbooks, and modern teaching methods. Textbooks are essential instruments in EFL classrooms. Therefore, a good textbook is one of the basic elements which enhance the process and quality of teaching and learning. It provides both teachers and students with the necessary skills that widen their knowledge and fulfill their needs in the classroom and in their practical life. Experts, textbook designers, researchers and even teachers in the educational systems believe that mental, social, cultural and scientific growth of every learner depends on a balanced and appropriate curriculum which covers aspects of their lives and their surroundings. The content of the textbooks being chosen in a certain

curricula should contain the most essential executive policy for achieving the targets of every educational system.

Hutchinson and Torres (1994) state that "the textbook is an almost universal element of English language teaching … No teaching-learning situation, it seems, is complete until it has its relevant textbook" (p.315). Dweik (2007) affirms that the inappropriate choice of an EFL textbook may lead to a negative impact on both students' and teachers' performance. Additionally, it decreases the motivation and wastes time and money. Dweik also stresses the importance of evaluating textbooks by experts before starting the teaching process. In Jordan, the educational policies stipulate that all public schools have to teach a unified EFL curriculum starting from the 1st grade and ending with 12th grade (Ministry of Education, 1999).On the other hand, some private schools have decided to adopt *English World 8* textbook for teaching English as a second language. The purpose of this new textbook is to improve the quality of teaching and develop the student's skills at a level that enables them to use the English language and express themselves independently. *English World 8* consists of the following components; a student's book, a workbook, a grammar practice book, a teacher's guide, two stories, a dictionary, an audio CD, a DVD –Rom, flash cards and posters.

English World 8 is published by Macmillan Education 2012. (Bowen, Hocking & Wren, 2012

1.2 Statement of the Problem

Some private schools adopt English *World 8* textbook for teaching the English language, while others adopted different English textbooks. To the best knowledge of the researcher, the cultural dimensions in this textbook have not been analyzed or investigated yet. Therefore, it is necessary to highlight the cultural dimensions of *English World 8* pupils' book in order to point out the book's strong points as well as areas of weaknesses.

1.3 Objectives of the Study

The study aims at:

1. Highlighting the cultural dimensions of *English World "8"* as they appear in the pupil's book.
2. Investigating the teachers' and supervisors' beliefs about the benefits that learners of the English language can get from being exposed to the English culture in EFL classes.
3. Exploring the possible negative effects that teaching the English culture may have on EFL Jordanian students.

1.4 Questions of the Study

To achieve the above-mentioned objectives, the study tried to answer the following questions:

1. What cultural dimensions are presented in *English World "8"* pupil's book?
2. According to teachers' and supervisors' view points, what benefits can learners of the English language get from being exposed to the English culture in EFL classes?
3. What negative effects may teaching the English culture have on EFL Jordanian students?

1.5 Significance of the Study

Some private schools are trying to improve the outcomes of their educational system by adopting foreign textbooks for teaching English Language. Due to the fact that not all private schools in Jordan teach *English World 8* Pupils' book into their curriculum and to the best knowledge of the researcher, its cultural content has been rarely investigated. This study may hopefully fills a gap in the literature and may beneficial to EFL learners, teachers, supervisors, curricula planners as well as stakeholders at the Ministry of Education. Also, the hybrid methodology, which includes qualitative and quantitative analyses,

used in the study adds more significance to it. Furthermore, this study sheds light on the effects of integrating culture into the language teaching. Finally, this study may have practical implications for emphasizing the merits and avoiding the drawbacks of the current textbook.

1.6 Limitations of the Study

The findings of the study are limited to the 2014/2015 *English World "8"* pupil's book which is adopted in some private schools in Amman. They are also limited to the instruments which are implemented in the study, namely, a checklist and teachers' and supervisors' interviews. Additionally, the findings of this study are limited to its sample and cannot be generalized beyond the sample of the study.

1.7 Limits of the Study

This study is conducted in Amman during the second semester of the academic year 2014/2015.

1.8 Definition of Terms:

The following terms will have the following meanings:

English World 8: This textbook series includes a pupil's book, a workbook, a teacher's guide; two stories, a dictionary, a DVD-Rom and an audio. This

series is written by Mary Bowen, Liz Hocking and Wendy Wren and published by Macmillan Education 2012.

Cultural Dimensions: Theoretically, culture has been defined by Newmark (1988 p. 302) as "the way of life and its manifestations that are peculiar to a community that uses a particular language as its means of expression". However, operationally it refers to the cultural elements, i.e. food, dressing and how people spend their leisure time, marriage, customs, behavior, ceremonies, music and arts, history, politics, literature, science, etc.

Teachers' and Supervisors' beliefs: Theoretically, teacher's beliefs have been defined by Koballa and Crawely (1985 P.223) as "information that a person accepts to be true". However, operationally it refers to the teacher's ideas about the advantages and disadvantages of teaching English and Arabic cultures that are included in *English World 8*.

Chapter Two

Review of Literature

2.0 Introduction

This chapter aims at reviewing the related theoretical and empirical literature. The theoretical literature discusses studies that have tackled the definitions of culture, the role of culture in teaching language as well as advantages and disadvantages of teaching culture. As for empirical studies, the researcher reviews both regional and international studies related to evaluating and analyzing the cultural dimensions of EFL textbooks in addition to studies related to beliefs about the advantages and disadvantages of teaching culture.

2.1 Theoretical Literature

2.1.1 Definitions of Culture

According to Brown (1963) "Culture is what binds people together". (p. 46). Kluckhohn (1962), defines culture as a way of thinking, feeling, and believing. "It is the knowledge stored up in humans' memories, books, and objects. It is the facet of human life learned by people as a result of belonging to some particular group; it is that part of learned behavior shared with others". (p. 19).

While culture is viewed by Newmark (1988), as "the way of life and its manifestations that are peculiar to a community that uses a particular language as its means of expression".(p. 94). Robenson (1988), sees culture as a dynamic system of symbols and meanings reflecting the dynamic nature of culture which is constantly changing. Similarly, Chastain (1976), defines culture as "the way people live" (p. 302).

According to Browers (1992) culture is a collection of common knowledge, perceptions, values and traditions that are familiar among members of any group is in focus in a particular context.

Similarly, Tomalin and Stempleski (1993) assume that culture can be expressed and transmitted through literature, folklore, art, music, beliefs, and values, behaviors such as customs, habits, dress, food, and leisure.

Baldwin, Longhurst, Smith, Bagnall, Crawford, Ogborn, and McCracken (1999), state that "culture is found in your local street in your own city and country, as well as, on the other side of the world. Small children, teenagers, adults and other people all they have own culture, but they may also share culture" (p.63).

Zimmermann (2015), defines culture as "the characteristics of a particular group of people, defined by everything from language, religion, cuisine, social habits, music and arts".

Dweik (2000) believes that culture is about what people share and about their differences with others. These differences can be referred to many factors such as age, race, gender, social class, generation, life experiences, and communicational styles. Such differences may hinder communication unless people try to find some sort of understanding. Furthermore, Kramsch (1998) noted that these understandings and practices are loosely bounded, constantly changing and subjectively experienced. Both Kramsch (1998) and Phillips (2003), assert that culture is the understanding and practices that are shared within groups of people.

2.1.2 Literature Related to the Role of Culture in Teaching the English language

Language plays a significant role in the life of nations. It is the means of communication and expression of feelings, needs and thoughts. According to Ormrod (1995), language is the verbal, physical, biological innate, and a basic form of communication. He maintains that it is a learned behavior involving a stimulus and response.

As a matter of fact, English language is the most learned language all over the world; it gains a lingua franca status. (Alptekin, 2002). Mauranen & Ranta (2009), state that English has established its position as the global lingua franca beyond any doubt ;along with this status, "it has become one of the symbols of our time ,together with globalization , networking, economic integration and the Internet" (p.1) .

Alptekin (2002), states that "The aim of English language should be the development of the learners' intercultural communicative competence in the English language to enable them, to cope with issues that are related to the wider use of English in local and international contexts within the 'global village'". (p. 234).

According to Pulverness (2003), it is clear that language and cultures have an intimate relationship and that one cannot learn a language without learning culture. Similarly, According to Seelye (1993), "The study of language cannot be divorced from the study of culture, and vice versa". (p. 22).

In the same direction, Brown (1994) stresses that language is a part of a culture and culture is part of language; the two are intricately interwoven and

cannot be separated. Similarly, to Clouston (1997) says that it is almost impossible to teach a language without teaching its culture.

Tang (1999) also emphasizes that language and culture are inextricably linked. He propounds the view that culture is language and language is culture. Likewise, Brown (1986) confirms that the process of learning a second language means learning a second culture.

Dweik (1986) sheds light on the relationship between a language and its culture and he recommends that teachers should be aware of this close relationship.

> the students cannot go far into target language without facing differences in cultural meanings. One cannot understand a language fully without understanding at least some of the distinct cultural meanings expressed through it. (p. 96)

Similar to Dweik (1986), Brown (as cited in Saniei, 2012) stipulates that there is a link between language and culture. He mentions that in learning any language and understanding its syntax, phonology and lexis, the awareness and the knowledge of certain features and characteristics of the culture of the target language will lead to a real – life language setting and the educational success.

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

Al-Mutawa and Kailani (1989), point out that individuals usually acquire their culture from the people around them, such as their family and their social interactions in which language helps acquiring the culture. Language and culture are closely interrelated, by language. People communicate about what they think and what they believe which is simply a product of culture.

Considering the inseparable interface of culture and language, learning any foreign language can be enhanced by learning about the culture of the people who speak this language. Teaching foreign language without dealing with its culture will be difficult (Mutawa and Kailani, 1989).

Furthermore, Buttjes (1990) stresses the relation between culture and language and gives reasons why they are inseparably connected: (p. 55).

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 exchanges of language in particular social situations.

3. Every society orchestrates the ways in which children particular situations, and this, in turn, 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 socio cultural knowledge.

5. The native learner, in addition to language, acquires also the paralinguistic patterns and kinesis of his or her culture (p.55).

According to Brown (1994), language reflects and shapes culture. It is the symbolic representation of people's historical background, perception to life and their ways of living and thinking. Without culture language would be dead and without language culture would have no shape. Therefore, language and culture are closely connected and separating one from the other would cause a loose of their significance.

Byram, Taylor and Allat (1991) explain that teaching foreign language involves presenting cultural aspects that prepare learners for better and

increased understanding and tolerance among cultures. Also learners may be able to use the language in its original setting.

Cortazzi and Jin (as cited in Mahmood, Asghar and Hussain, 2012) demonstrate that imbedding source culture in the process of English language teaching can help learners to learn language in their own social context and enabling them to explain their own culture in English.

2.1.3Advantages of Teaching Culture

Teachers are deemed a corner stone in the change of the educational process. According to Woods (1996) all teachers have their own culture of teaching which consists of their background, beliefs, assumptions and knowledge. Chastain (1976), believes that teachers of other languages should not only teach the language activities in isolation from real life situations, but also make students aware of cultural differences, and not pass value judgments on them. Chastain emphasizes that students should understand that this awareness of the target culture does not mean that they should abandon their own culture. In fact, he stresses the importance of introducing cultural issues including its effects starting with students' home cultural behaviors, moving to the target culture. Due to the fact that teaching culture can affect positively the learning process of a foreign language, Chastain gives reasons justifying the positive

effect of teaching the cultural component along with the foreign language. These reasons are: (1) to nurture the ability to interact with speakers of the language; this interaction depends not only on language skills but also on comprehending cultural habits (2) to enhance intercultural understanding which leads to tolerance and cooperation.

According to Bada (2000) "the need for cultural literacy in ELT arises mainly from the fact that most language learners, not exposed to cultural elements of the society in question, seem to encounter significant hardship in communicating meaningfully to native speakers". (p.101).

Regarding the benefits of learning about culture, Kitao (2000) gave reference to several authors and listed some of these benefits as follows:

1. Studying culture is the reason that makes students study the target language as well as rendering the study of L2 meaningfully (Steiner, 1971).

2. From the perspective of learners, one of the major problems in language teaching is conceiving the native speakers of the target language as real persons. Although grammar books give what is so called genuine examples from real life, without background knowledge those real situations may be considered fictive by the learners. In addition, providing access into

cultural aspects of language abstract sounds and forms of a language to real people and places (Chastain, 1971).

3. Learning culture motivates learners who usually like culturally based activities such as singing, dancing, role playing, learning about countries and peoples. Therefore, in studying of culture, the curiosity and motivation about target countries would be increased. (Gardner and Lambert, 1972).

4. Studying culture gives learners a liking for the native speakers of the target language. Also, studying culture plays a useful role in general education; studying culture means learning about the geography, history, beliefs, values, society, traditions and costumes, etc. of the target culture. (Cooke, 1970).

5. Since culture influences the process of the language teaching and the choice of the language materials, it is important to consider the cultural content of the language materials and the cultural basis of the teaching methodology. For example, while some textbooks provide examples from the target culture, some others use source culture materials(Mckay, 2003)

6. Learning culture enables learners to observe similarities and differences among various cultural groups. It helps learners to understand the other people, and ultimately helps in narrowing the gap between two cultures

and overcome ethnocentric views due being culture bound. Being culture bound means rejecting or ignoring the new culture. (Kramsch, 2001)

7. Lack of cultural components in the target language would surely lead to transfer from the native language to the target language. Consequently, learners would express inappropriate utterances even though the grammatical structures may be appropriate.(Lado, 1957; Dweik, 2000).

8. Learning culture is considered the foundation of better communication because culture not only dictates who talks to whom, about what , and how the communication proceeds, it also helps 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. (Samovar, Porter and Jain 1981).

9. Learning culture helps in understanding non verbal communication. i.e. kinesics and proximics. Each language employ's gestures, and body movements which convey meaning. This employment of the elements of non verbal communication in the target culture, would facilitate communication and improve mutual understanding among inter lectures. (Dunnett et al as cited in Valdes, 1986).

2.2 Empirical Studies

2.2.1 Regional Studies Related to Evaluating and Analyzing the Cultural Dimensions of EFL Textbooks

Abu-Dalbouh (2005) examined the effect of some cultural aspects on the learning capacity of US Peace Corps Volunteers who study Arabic language as a foreign language. The study revealed that there was a complementary relationship between the Jordanian Arabic Culture and the Arabic language. The results showed that it was critical to have host families in light of the fact that their non-stop communication helped the respondents understand the way of life of Jordanians. The results also revealed that having expert language and cultural facilitators prepared the respondents for dealing with the individuals of the Jordanian culture. Finally, respondents expressed positive attitudes towards Arabic culture, customs, traditions and values.

Shatnawi(2005) investigated students' and teachers' demeanor towards English culture and their disposition towards the incorporation of Arab-Islamic culture in EFL course books. The study consisted of300 male and female undergraduate students and 20 teachers from Yarmouk University. The researcher used two surveys as a part of request to accomplish the aforementioned objectives. The study concluded that, *Cutting Edge*, the

textbook under investigation incorporated the following social perspectives: financial, political, religious, social, man-woman relationship, traditions and customs, and viewpoints identified with the method for living. The study also showed that there were a couple of trends regarding the inclusion of culture in teaching English as a foreign language (TEFL). The first trend supported the inclusion of western culture and the other rejected the inclusion of western culture in TEFL. The study revealed that there were no significant differences in students' responses due to their gender or cultural orientation.

Jafar (2006) investigated the foreign cultural dimensions compared to the Arabic dimensions in English textbooks taught at public schools in Jordan. The researcher adopted the Action Pack series from 1-6 and analyzed its cultural content. The results revealed that the foreign dimensions had scored 76%, while the Arabic dimensions had scored 24%. As a result the researcher recommended that there should be a balance between the Arabic culture and the foreign culture to enable students to relate English to real life.

Furthermore, Ababneh (2007) examined the content of Jordan *Opportunities* series and explored teachers' and supervisors' opinions concerning them. He built up an eighty-seven-item questionnaire to be filled out by the chosen sample which comprised eighty EFL teachers and eight

supervisors in Irbid's first, second and third education directorates. The researcher inferred that the consideration of culture was clear in comparing cultures, quotes and unquote and culture corner dimensions. All citations in quote and unquote section were taken from well-known persons of the foreign culture, though in comparing cultures section, there was a concentration on Arab and Islamic culture like contrasting Ramadan in Morocco and Jordan. Culture corner section was dedicated to foreign cultures, i.e, Scotland and Britain. An alternate finding of the study was that every module included another new topic which was efficiently organized.

Abu Nuwar (2007) evaluated the cultural content of *Action Pack 5* and its resources materials, which is a series taught in public schools for grade five in Jordan. The resources included the Students' Book, the Activity Book, and the Handwriting Book. The textbook and its resource materials were evaluated by a special cultural checklist designed by the researcher. Descriptive analysis was used in analyzing data. The results of the study revealed that *Action Pack 5* and its resource materials did not meet the objectives in including culture in the EFL textbook. The textbook did not promote students' awareness of their home culture and did not enhance their intellectual communication.

Shatnawi (2009) assessed the cultural aspects in *Mission "1"* and examined the students' attitudes of the eleventh grade at Yarmouk University Model School towards the inclusion of the English culture in *Mission "1"*. Also, the researcher examined the presence of any significant contrasts among students' observations towards the language and culture due to gender. To fulfill the objectives of the study, the researcher gathered information by means of content analysis and a questionnaire. A sample of 160 male and female students was asked to fill out the questionnaire to elicit their attitudes towards English cultural aspects found in *Mission "1"*. Results revealed that *Mission "1"* included the following cultural aspects: historical, economic, geographical, literary, political, religious, man-woman relationship and way of living. Results also indicated that the majority of students agreed that it was impossible to separate language from its culture.

Al-Jadiry , Al Madanat & Dweik (2009) investigated the extent to which the cultural dimensions were included in the *Enterprise* series textbook "4" and whether they matched the learner's objectives. To achieve the study purpose, the *Enterprise* "4" series textbooks were chosen as a sample for the study and researchers developed nine-question checklist covering the objective domain as a research instrument bearing in mind international

,regional   and national evaluative criteria. The results showed that the textbooks were heavily loaded with dimensions of the target cultures but lacking completely the dimensions of the Arabic learner's culture.

Dweik and Al-Sayyed (2015) investigated the cultural aspects in Action Pack 12 and explored the students, teachers and supervisors' attitudes towards learning and teaching British culture. The sample consisted of 156 EFL Jordanian students and 30 teachers of public and private schools in Amman. To achieve the objectives of the study the researchers developed the following instruments: a cultural checklist, teachers' and students' questionnaire and open ended interviews. The study revealed that Action pack 12 was heavily loaded with cultural aspects related to Arabic and international cultures followed by British culture. Also the interviews showed that both teachers and students have positive attitudes towards teaching /learning about including English British culture during EFL classes.

2.2.2 International Studies Related to Evaluating and Analyzing the Cultural Dimensions of EFL Textbooks

Paige,   Jorstad,   Paulson,   Klein,   and Colby (2003), propose a conceptual model of learning culture. They pointed out the distinction between 'culture-specific domain' and 'culture-general domain'. The former refers to acquiring

the knowledge, behavior and attitudes of the target culture whereas the latter refers to the knowledge, behaviors and attitudes that are much more generalisable as well as transferrable among other cultures. Knowledge of culture-general domain covers six areas namely; cultural adjustment stages, culture shock, intercultural development, culture learning, cultural identity and cultural marginality. Knowledge of culture-specific involves acquiring knowledge about little 'c' and big 'C' target culture.

Moreover, Aliakbari (2004) conducted a study to investigate the place of culture in ELT at high school level and the way of addressing the culture in ELT in Iran. The study also investigated textbooks' contribution to the improvement of students' intercultural competence. The researcher analyzed four English textbooks entitled English Book One, English Book Two, English Book Three and English Book Four. The analysis was based upon the amount and kind of presentation given to various target language speaking countries or groups in the textbooks. Findings revealed that the cultural content in the ELT textbooks used in Iran was very limited the thing that did not help in developing cultural understanding and intercultural competence. Findings also showed that the investigated textbooks were inadequate to the task of teaching culture since there was only one reference for English

speaking countries, whereas general texts related to science, biographies of scientists and world figure scored the highest frequencies.

Lee (2009) examined the included cultural dimensions in eleven EFL conversation textbooks used in Korea. In his study, the researcher used content analysis technique based upon models conceptualized by Paige et al and Lee who all encouraged integrating language and culture teaching/learning. The results showed that the investigated textbooks revealed a strong tendency to include big "C" target-culture learning such as of facts and statistics in the fields of arts, history and customs related to USA without any further explication of the small "c" domain of a target culture.

Kirkgöz and Ağçam (2011) conducted a study that aimed to investigate the cultural elements in 18 locally published English textbooks used for Turkish primary schools. It also aimed to find out to what extent textbooks contained references to the target (British/American) culture and the international target, culture source Turkish culture. The researchers adopted a quantitative analysis technique of the cultural elements demonstrated in these EFL textbooks. Findings indicated that locally published EFL textbooks "were designed to foster learners' familiarity with the source, target and international target culture simultaneously at every stage of the English language learning

experience. In this way, a reasonably good balance between these three sources of cultural elements has been maintained"(p.165). Therefore, the overall findings of the study revealed that references to the source and target cultures included in textbooks scored high percentages in comparison with international target cultural components.

2.2.3 International Empirical Studies Related to Beliefs about the Advantages and Disadvantages of Teaching Culture

Herron, Carol, Corrie, Cole, Steven, Duprieit and Sepastien (1999) examined students' achievement and perception of foreign culture at the beginner level of French course (Fr. 102). The researcher used the audio-visual method in teaching the French culture in second language learning program. To measure the effectiveness of teaching culture through video, a pre-test was administered. A questionnaire analyzed students' perceptions of the new culture. The study revealed significant gains in overall cultural knowledge. Results also showed that using video as an audio-visual method of teaching culture was beneficial.

Onalan (2005) investigated the EFL teachers' beliefs towards incorporating cultural information into their teaching process. The sample of the study consisted of 196 instructors at four universities in Ankara. Data were

collected through a questionnaire and interviews. Interviews were used to gain verbal insight into ELT teachers' attitudes towards the place of culture in their own practices. Eight interviews were done by phone and twenty four interviews were conducted face-to-face. Findings proved that teachers had positive attitudes towards incorporating cultural information in their instruction.

Genc and Bada (2005) conducted a study that aimed to find out the perception of students of Çukurova University in Turkey concerning the effects of the culture classes they attended in 2003-2004 academic year in terms of cultural awareness, language skills and changing the attitudes towards native and target societies. A five-item questionnaire was developed aiming to assess the following themes: 1) language skills 2) native and target cultural awareness 3) attitudes towards the target culture 4) contribution of culture class to the participants' prospective teaching profession (open-ended question). The sample consisted of 38 students both male and female who were looking to be teachers after graduation. The study revealed that students' views were consistent with the theoretical benefits of a culture class as argued by experts in the field of teaching culture in EFL classes. The study also showed how arguments of EFL experts who were in favor of a culture class in

language learning and teaching were justified by evidence provided by participants.

Bayyurt (2006) investigated the importance of raising non-native English language teachers' awareness of different dimensions of culture in the teaching of English as an international language, and how they defined culture in relation to their teaching practices. The study was conducted upon twelve of non-native English speaking teachers with 5-12 teaching years of experience. The sample consisted of two male teachers and 10 female teachers. A semi structured interview was designed to elicit the views of the participant teachers on the concept of culture, the content of the cultural information in the EFL classroom, and the strength and weaknesses of non-native English speaking teachers. The study revealed that there was emphasis in international culture with emphasis on English speaking cultures as well as the learners' home culture which was considered an advantage as far as cultural and linguistic issues were concerned.

Saricoban and Caliskan (2011) explored the influence of target culture on language learners and the students' tendencies towards learning cultural information in their language classrooms. The study was conducted upon 95 intermediate students at Cankaya University in Ankara. Data was collected

through a quantitative and qualitative questionnaire which included thirteen multiple choice questions. The study revealed the positive attitudes of students towards learning cultural elements in the language learning process. Results also showed that the more students were exposed to English culture, the more knowledgeable they would be about the target culture.

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

Rafieyan, Eng, and Mohamed (2011) investigated the attitudes of Iranian language learners towards the incorporating of cultural components of the target language community into their classroom instructions from affective, cognitive and behavioral viewpoints. The data were collected

through the completion of a 12-item likert scale attitude questionnaire by 47 Iranian intermediate-level learners of English as a foreign language at a language institution in Iran. The finding suggested that Iranian language learners have overall positive attitudes towards learning about the target language culture and this positive attitude is evident with in affective, behavioral and cognitive domains.

In conclusion, the chapter reviewed theoretical and empirical literature related to the importance of culture and discussed the positive and the negative beliefs of teachers and supervisors towards including culture in the learning process of the language. It also elaborated the role of culture in teaching EFL and the value of analyzing EFL textbooks. This review has helped the researcher in writing chapter three.

Chapter Three

Methods and Procedures

3.0 Introduction

This chapter presents the method and procedures followed in this study. The methodology starts with the population and sample, research instruments, validity and reliability of the instruments. It also elaborates on data analysis and procedures used in this study.

3.1 Research Design

This research adopts quantitative and qualitative approaches in which the frequencies and percentages are used in the analysis and estimating the degree

of availability of cultural items in the textbook. The teachers' and supervisors' comments on the advantages and disadvantages of teaching culture are presented qualitatively.

3.2 Population and Sample of the Study

The population of the current study consists of the following:

1. *English World* pupils' book for 8th grade.

2. All male and female EFL teachers who teach "*English World 8*" series for 8th grades of private schools.

Regarding the sample of the teachers, the researcher has chosen a purposive sample that consisted of (10) male and female teachers who teach *English World 8* pupils' book, three of them were supervisors. The sample was selected from the Directorate of Private Education to respond to the questionnaire.

Table (1) below shows the demographic characteristics of the teachers' and supervisors' in terms of gender, age range, educational background, years of experience, kind of school, nationality, religious background and cultural orientation. It is worth mentioning that the sample of teachers and supervisors is not that big because each school has two or three teachers who teach *English World 8* and not all private schools teach the same textbook. Additionally, a qualitative approach does not need a large number of respondents. Therefore, the sample involves all teachers and supervisors who welcomed the idea of being interviewed. The sample was from four private schools namely; Al Omareya School, Proficiency Academy School, Modern Arab Academy School, Al Majd National Academy School.

Table (1) Teachers' and Supervisors' Demographic Characteristics

Gender	Males	6	10
	Females	4	
Age	22-27	2	10
	28-33	3	
	34-39	1	
	40-45	3	
	Above 46	1	
Educational Background	B.A	2	10
	Higher Diploma	-	
	M.A	8	
	Ph.D	-	
Years of Experience	1-10	5	10
	11-20	2	
	21-30	3	
Kind of School	Muslim Private	10	10
	Christian Private	-	
Nationality	Jordanian	3	10
	Palestinian	7	
	Other	-	
Religious Background	Islam	10	10
	Christianity	-	
Cultural Orientation	Conservative	10	10
	Secular	-	
	Westerner	-	
	Others	-	

3.3 Research Instruments

To achieve the purposes of the study, the researcher used the following two instruments: a cultural checklist as well as teachers' and supervisors' open-ended interviews.

3.3.1 A Cultural Checklist

A cultural checklist based on 19-criteria was designed to examine the cultural dimensions in *English World 8* pupils' book. The checklist was utilized to analyze the cultural content of *English World 8* pupils' book in terms of the following sub-cultural dimensions: *Personal Names, Places and Countries, Entertaining, Ecology, Customs, Technology, Social Behavior, Education, History, Family, Politics, Man & Woman Relationship, Communication, Transportation, Nutrition, Science, Economy, Literature* in addition to *Religion.* The cultural checklist was prepared in the English language. It was based on previous works, i.e, those of Dweik and Al- Sayyed (2015), Shatanawi (2005 and 2009), Newmark (1988) with some extra cultural categories that are added by the researcher.

3.3.2 Criteria of Analyzing the Cultural Dimensions of English World "8"

The researcher adopted the following criteria in analyzing the cultural content of the *English World 8* pupils' book;

Personal Names: This dimension refers to male and female first names or nicknames.

"Laura: I heard you whispering to Sergei. You seemed pretty excited."

(Mary Bowen, Liz Hocking and Wendy Wren, 2012, p.23)

Entertaining: It is concerned with entertaining activities, popular sports, entertaining programs, touristic and entertaining places, traditional music, famous singers, actors and actresses, famous paintings and painters in addition to artistic productions such as films and plays.

"Jack remembers when he was 13 years old was picked as a member of swimming team for the swimming trophy".

(Mary Bowen, Liz Hocking and Wendy Wren, 2012, p. 65)

Costumes: This dimension is related to traditional dresses, men's and women's dresses, casual clothes, formal clothes and costumes of occasions such as marriages and funerals.

"We enjoyed finding out about the lives of First Nation people. We have traditional clothing in Kenya. I'm sending you a photo of my aunt wearing traditional beadwork".

(Mary Bowen, Liz Hocking and Wendy Wren, 2012, p. 99)

Social Behavior: This dimension refers to items related to greetings and partings' expressions, acceptable and unacceptable behavior.

Prof B: "Hello, everyone. Come in, sit down and take one of the leaflets. Tell me, have you enjoyed your week in New York"?

Holly: "Yes we have".

(Mary Bowen, Liz Hocking and Wendy Wren, 2012, p. 13)

Technology: This dimension refers to items related to website usage, emails, smart devices such as cell phones, laptops.

"Welcome to the Global link website. We hope you enjoy looking at everything on the site and reading the pages".

(Mary Bowen, Liz Hocking and Wendy Wren, 2012, p. 118)

"Laura opened her laptop and typed in the web address. Immediately, the Global Youth Link home page filled the screen".

(Mary Bowen, Liz Hocking and Wendy Wren, 2012, p. 122)

Education: It refers to items related to educational systems, kinds of schools, school subjects, university subjects and grading system.

"I'm having a terrible weekend. At school on Monday morning I've got to give a presentation. I'll be standing at the front of the class."

(Mary Bowen, Liz Hocking and Wendy Wren, 2012, p. 112)

"Many children in Africa cannot go to school. Either their parents are too poor to pay or there is no school for them to go".

(Mary Bowen, Liz Hocking and Wendy Wren, 2012, p.119)

History: This dimension refers to items related to major historical events in the country with reference to the past or the present time.

"The Grand Palace was built by king Rama in 1782". (Mary Bowen, Liz Hocking and Wendy Wren, 2012, p.38)

Family: It refers to family gatherings, parties and celebrations and family relations. *Ross: "What's the matter, Laura? You look really fed up". Laura: "I've had a terrible row with Mum and Dad. They want me to stop working on the project".*
(Mary Bowen, Liz Hocking and Wendy Wren, 2012, p.63)

Politics: It includes items that give information about political system of governments in the past or the present, leaderships in the country, flags, governments and relations with other countries.
"Luke Terry has flown to visit his father through the airport's immigration control, his passport was taken away, a security officer asked him to open his suitcase.

(Mary Bowen, Liz Hocking and Wendy Wren, 2012, p. 68)

Man-Woman Relationship: It refers to the role of woman and man and equality between man and woman.

"They met Dr Nasser, the international coordinator, from Egypt and Georgi Dollidze, a young website designer from Georgia.

(Mary Bowen, Liz Hocking and Wendy Wren, 2012, p. 4)

Communication: It refers to kinds of formal, informal, written and oral communication through cell phones, meetings, email..

"Laura: Hang on a sec. That's my phone. I've got a text".

(Mary Bowen, Liz Hocking and Wendy Wren, 2012, p.43)

"One teacher wondered if text messaging was having a bad effect on her pupil's spelling. One person said that it was not just a teenage craze. He wondered how business people had ever managed without it."

(Mary Bowen, Liz Hocking and Wendy Wren, 2012, p.82)

Transportation: It refers to public transportations such as taxis, buses, trains..

"When does the train leave tomorrow? "It leaves at nine o'clock".

(Mary Bowen, Liz Hocking and Wendy Wren, 2012, p.43)

Nutrition: This includes items that are related to famous dishes, hot and soft drinks, food recipes and eating habits.

"Holly always eats a good breakfast".

"At school Jack has a sandwich and a chocolate bar for lunch"

(Mary Bowen, Liz Hocking and Wendy Wren, 2012, p. 69)

Science: Items that are related to different fields of science, famous scientists, scholars, inventors and explorers, as well as biographies.

"Do stories about space make science more interesting"?

(Mary Bowen, Liz Hocking and Wendy Wren, 2012, p.47)

"Seven tenth of the Earth is water".

(Mary Bowen, Liz Hocking and Wendy Wren, 2012, p.50)

" Mars is also known as the red planet. Remotely controlled machines called rovers have landed on Mars".

(Mary Bowen, Liz Hocking and Wendy Wren, 2012, p. 133)

Economy: Items related to names of banks, currency, as well as buying and selling goods.

Literature: Items that are related to different fields of literature, famous poets, dramatists and playwrights.

"A group of visitors is enjoying a tour of the globe theatre in London."

"In Shakespeare's days rich people stood to watch the plays".

 (Mary Bowen, Liz Hocking and Wendy Wren, 2012, p. 56)

Religion: It refers to religious practices, ceremonies, holidays, places of worship and rituals.

3.3.3 Teachers' and Supervisors' Open-ended Interviews

The researcher used this instrument to collect qualitative data about the positive and negative effects of teaching English culture in EFL Jordanian classes. The researcher conducted the interviews by making appointments with the interviewees. She started by asking questions to collect demographic data about the participants. Then she interviewed ten teachers and supervisors informally. Furthermore, two "open- ended questions" were raised to form a clear idea about the importance of teaching English culture in Jordanian classes. All the appointments were set in advance and conducted at schools. The researcher introduced herself and clarified the interview questions to the participants to make them more comfortable while they were responding. Each interview was translated to facilitate analyzing the response.

The interview questions were as follows:

1. *In your opinion, what benefits can learners of English get from being exposed to the English culture in EFL classes?*

2. *In your opinion, what negative effects may teaching English culture have on Jordanian students learning of EFL?*

3.4 Validity and Reliability

3.4.1 Validity of the Instruments

The validity of the instrument was achieved by asking a jury of three university professors to provide their comments and suggestions on the checklist. Moreover, the same experts judged the interview questions and format and their valuable comments and notes were taken into consideration. (See Appendix E p.116).

3.4.2 Reliability of the Checklist

To ensure reliability of the content analysis, the researcher used the interrater reliability for two times, using the sentence as the unit of analysis (Al-Jadiry, Al-Mdanat and Dweik, 2009), done by the researcher and another colleague who follows the same instructions about how to rate and ensure that the generated results between the two researchers meet the accepted criteria.

3.5 Procedures of the study

1. The researcher reviewed the theoretical literature and empirical studies related to analyzing the cultural content of EFL textbooks and the importance of teaching culture in EFL as well as positive and negative effects of teaching culture.

2. Based on the objectives and the questions of the study, the researcher developed two instruments: the checklist and interviews and submitted them to a jury of university professors to achieve their validity.

3. The researcher considered the jury's comments and implemented them.

4. The researcher identified the population and the sample of the study.

5. To achieve a high degree of reliability, the researcher adopted the interrater analysis for the checklist.

6. The researcher conducted the interviews with the selected teachers and supervisors.

7. The researcher presented the results of the checklist and the interviews.

8. Findings were presented in tables and the results were discussed by referring to the studies mentioned in literature review.

9. The researcher drew conclusions, provided recommendations and suggestions for further studies.

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

To sum up, this chapter covered the methodology used in this study. It presented data about the population, sample and how the participants were selected. Also, it gave a thorough description for the two instruments used in this study in addition to the procedures followed by the researcher.

Chapter Four

Results of the Study

4.0 Introduction

This chapter provides answers to the questions of the study which aimed at highlighting the cultural dimensions of *English World 8* and investigating teachers' and supervisors' beliefs about the importance of teaching English culture in Jordanian English language classes. The study answered the following three questions:

1. *What cultural dimensions are presented in English World 8 pupil's book?*

2. *What benefits can learners of the English language get from being exposed to the English culture in EFL classes?*

3. *What negative effects may teaching the English culture have on Jordanian students learning EFL?*

4.1 Results of Question One

What cultural dimensions are presented in the pupil's book of *English World "8"?*

In order to answer this question, the researcher has highlighted the cultural dimensions in *English World 8,* Pupil's book. Percentages of the cultural dimensions for each module are presented in Table (2) which shows the total number of these cultural dimensions which are classified into three categories namely; British culture (target), World culture and Arabic culture (source).

4.1.1 Pupils' Book Analysis

Table (2): Total Percentages of Cultural Dimensions in *English World "8"*

(Pupil's Book)

Cultural Dimensions	Total Percentages of Cultural Dimensions			Total Percentages of Cultural Dimensions
	British	World	Arabic	
	%	%	%	
Personal Names	63.4	26.8	9.9	13.81
Places & Countries	27.3	68.2	4.5	12.84
Entertaining	37.9	53.4	3.4	11.28
Ecology	21.8	70.9	5.5	10.7
Costumes	79.5	15.9	2.3	8.56
Technology	91.2	8.8	0	6.61
Social Behavior	100	0	0	5.64
Education	96.2	3.8	0	5.06
History	8.3	83.3	8.3	4.67
Family	83.3	16.7	0	3.5
Politics	43.8	50	6.3	3.11
Man & Woman Relationships	75	25	0	3.11
Communication	93.8	6.3	0	3.11
Transportation	57.1	35.7	0	2.72
Nutrition	72.7	27.3	0	2.14
Science	100	0	0	1.75
Economy	100	0	0	0.78
Literature	100	0	0	0.58
Religion	0	0	0	0
Total	58.37	36.77	3.7	100

Results of Table (2) indicate that Personal *Names, Places and Countries* have scored the highest percentages, 13.81 %, 12.84 %, among other cultural dimensions. Clearly, *Entertaining* and *Ecology* have also scored 11.28% & 10.7% respectively. Interestingly, *Politics, Man and Woman Relationship* and *Communication* share the same percentages of 3.11%. *Science*, *Economy* and *Literature* have scored low percentages of 1.75%, 0.78% and 0.58% among the other cultural dimensions. It is observed that *Religion* is completely ignored in this book.

Dimension (1): Personal Names

A variety of first names representing different cultures has appeared throughout the whole textbook. *Personal Names* score about 13.81% among other cultural dimensions, which is the highest percentage. It is noticeable that British names have lion's share 63.4% followed by 26.8% to the World cultures and 9.9% to the Arabic culture. The extract below in unit one, page 4 shows how the author has used Arabic names.

In Unit Twelve, page 118, the author presented the Arabic culture through mentioning the name of Dr. Nasser from Egypt as it is shown in the following extract.

Dr Naseer   **Georgi Dolidze**
They also met the international co-ordinator,
Dr Naseer, from Egypt, and Georgi Dolidze,
a young website designer from Georgia, who
had helped to judge the *Portrait* project.
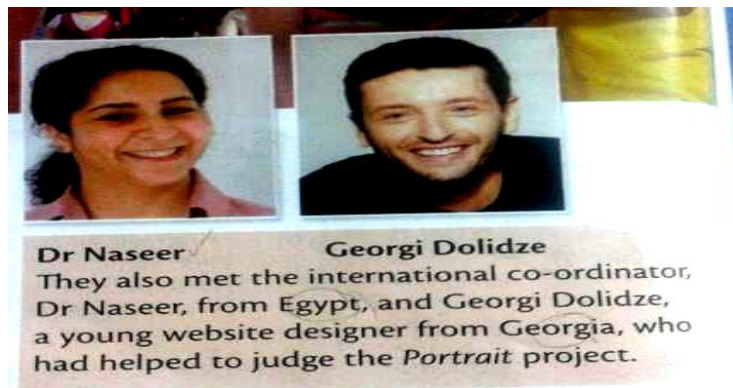
While in Unit Ten, page 99 the author has presented names of World cultures by mentioning *Chego* and *Robert* through a letter sent by Robert from Kenya, Africa to Mrs. Chego replying to her letter and thanking her as it is shown in the following.

Dear Mrs. Chego,

> **Thank you very much for the beautiful quill box that you made and Carly sent to us. We have porcupines in Africa but we didn't know their quills could be used to decorate objects.**
>
> (unit 10, page 99)

Dimension (2): Places and Countries

This dimension occupies the second highest percentage of cultural dimensions that are embedded in *English World 8* (pupil's book). The author has succeeded in presenting various places and countries related to the British, the World, and the Arabic cultures. Each one has a reasonable percentage represented respectively as follows; 27.3%, 68.2% and 4.5%.

In Units Four and Nine, on pages 37, 89 and 98, the author has opened the units by introducing students to famous places and countries located in the USA, UK and Canada, as shown in the pictures below:

The author has presented World cultures by mentioning The Grand Palace as it is shown in the following extract.

> **A group of tourists was on a tour of the Grand Palace in Bangkok. An elderly American tourist said he would take some photos of the statue.**(unit 4, page 42)

In the following extract in Unit Nine, page 88 the author mentioned the wonders of the United Kingdom to represent the British culture.

> **The Wonders of the United Kingdom were chosen in a competition that was organized by a national newspaper. People were invited to vote online for some of the most popular places that include natural, historical and cultural treasures such as Hampton Court, Stonehenge, Ben Nevis, Castel Howard, Wastwater and The Giant Causeway.**
>
> (unit 9, page 88)

In Unit Ten, page 98 the author presented the World cultures through a letter written to Dr, Paul Davis to thank him for the information he sent about the Museum of Civilization of Quebec in Canada as it is shown in the following.

> **Dear Dr Davis,**
>
> **I am writing to thank you for sending us the information about your archaeological excavations in north east Canada. We have read your blog on the website. Thank you, for sending us the email address of the school students who joined your team on the dig.**
>
> **We would be grateful if you could let us know when you are starting your next dig.**
>
> **Your sincerely,**
> **Robert Githiga**

Dimension (3): Entertainment

Entertaining has a reasonable percentage of 11.28% when compared with other dimensions. This cultural dimension covers intensively World cultures by a percentage of 53.4% and the British culture by 37.9%. Seemingly, the

Arabic culture, which occupies 3.4%, seems to be the least mentioned regarding this cultural dimension.

In Unit Three, page 35, the author has given a short account of a visit to the Pyramids of (Egypt) as a touristic attractive place as in the picture below.

Leisure time, music and arts that represent World cultures have clearly appeared in Unit Five, pages 47and 56. The extracts show going to cinema and traditional dances:

Speaking	**Activity Class**
Tell the class about a visit you made to a theatre or the cinema.	*Listening to Laura and Ross's dialogue about the performing arts.
(page 47)	* List three different kinds of performance.
	(page 47)

Dimension (4): Ecology

Ecology is represented by a percentage of 10.70%. Data show that World cultural dimensions gain 70.9% of the total ecological cultural dimensions, whereas the British culture is given 21.8%. Table (1) clearly shows that the Arabic culture seems to be marginalized in this textbook with a percentage of 5.5%.

Unit Three, on page 35, the author presented the World cultures which are exemplified through a picture of Niagara Falls in Canada and a picture of Ayer's Rock in Australia.

Niagara Falls (Canada)

Uluru [Ayer's Rock] (Australia)
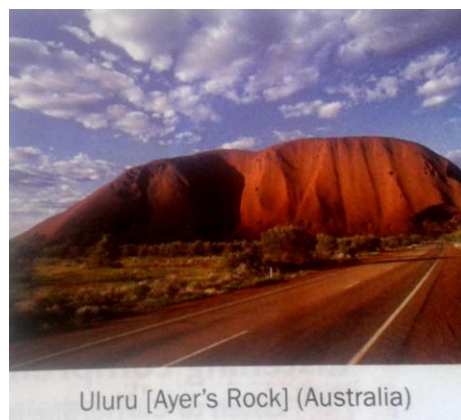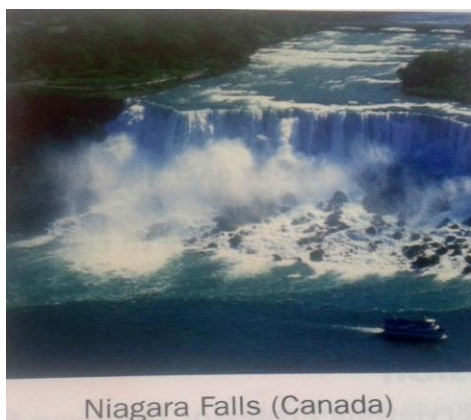
The Arabic culture seems to have a presence on the same page as a historical place, i.e. the Pyramids of Egypt which is considered one of the symbols of the Egyptian culture.

Pyramids (Egypt)
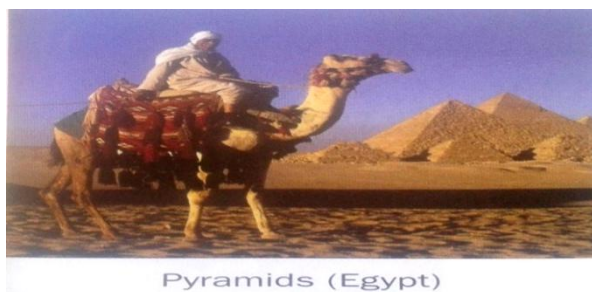
Writing

*Write a story about a travel in your own country, expressing cultural features.

*What aspects in your own culture might be different to the culture of other countries in the world?

(unit three, page27)

The author sheds light on one of the ecological elements in the British culture. Wastwater as the deepest lake in England was given enough space in unit 9 page 89 as seen in the two extracts below.

Wastwater

Situated in the Lake District National Park, Wastwater holds many national records. It is 4.6km long and 600m wide. At 79m, it is the deepest lake in England. It is encircled by mountains including England's highest peak, Scafell Pike showing scree. For this reason, it is a very popular place for climbers.
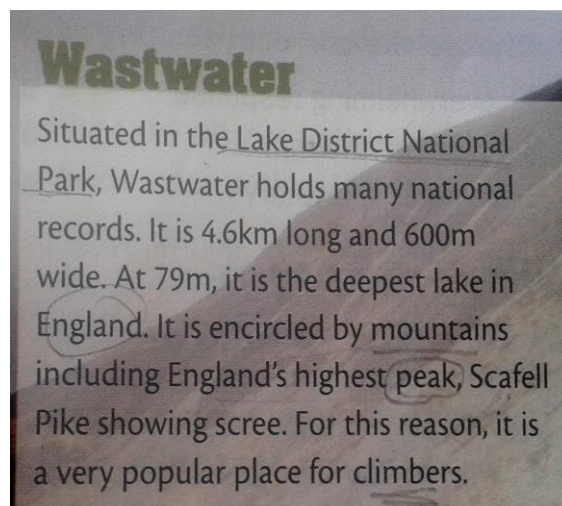
Dimension (5): Costumes

Costumes have been given a reasonable percentage among other cultural dimensions accounting for 8.56% where the author has shed the light on the casual and formal clothes all over the book. The British culture has registered the highest percentage of 79.5% followed by 15.9% for the World Cultures and a very low percentage of 2.3% for the Arabic culture.

This clearly appears in Unit Six, page 58where the author presented *Al Sari* as the traditional dress of the Indian women.

While in Unit Ten, on page 99, the author has embodied the World cultures through presenting a picture of a woman wearing traditional beadwork in Africa.
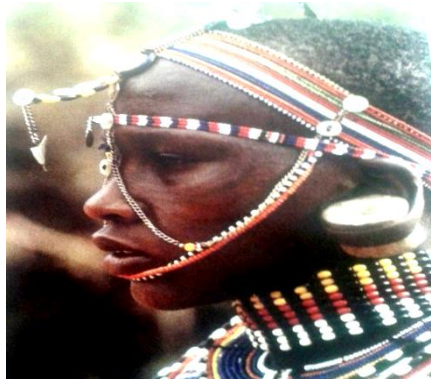
The author has presented the British culture clearly as casual and formal. The boys and girls who were wearing casual clothes were talking about their daily activities and a formal dress of a lady making a presentation for her students in unit eleven, page 107.

On page 134, the author has also presented the Arabic culture as it is shown in the following picture with a boy and his father camping in the desert and looking for help.
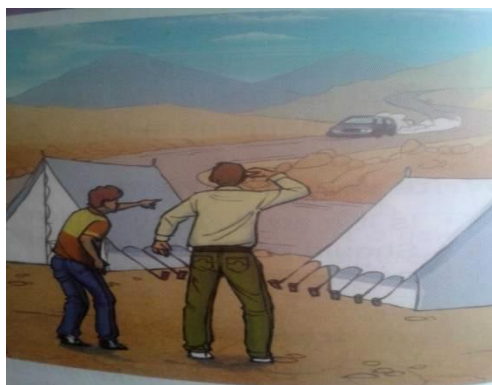
Dimension (6): Technology

Technology has scored a percentage of 6.61% which is reasonable in comparison with other cultural dimensions. Obviously, this cultural dimension has highly covered the British culture by a percentage of 91.2% followed by a percentage of 8.8% for World cultures. Surprisingly, Arabic culture seems to be totally ignored in the field of technology. In Unit Eight page 83 the author has presented successfully the British culture in the field of *technology*. He/ She used cell phones and a computer device as shown in the following picture

where a girl was phoning her friend and telling her about the problem she was

facing while doing her computer project and asking for help.

Holly: Ross? Is that you?
Ross: What's the matter?
Holly: I've lost it. I've lost the project. It was all in the memory stick and now it's gone.
Ross: Don't worry. Everything will be ok. Because there's someone who I'm sure can help. Laura! She's our computer expert.

(unit 8, page 83)

In the same field of *Technology*, the author has presented World culture

in Unit Twelve, page 118, through Internet surfing and visiting websites such

as "*www. Global youth link .com*", as shown clearly in the following pictures.

What websites do you use?

What do you use them for?

Have you ever sent anything for inclusion on a website?

List four additional reasons for visiting websites.

Reading
www.globalyouthlink.org

GLOBAL
YOUTH LINK

Global Youth Link is launched!
A message from the website creators…

Welcome to the Global Youth Link website. We hope you enjoy looking at everything on the site and reading the pages.

It seems a long time since we all met in New York to start the project off. Back then, we didn't know each other and we didn't always know much about each other's countries, either. That's all changed!

Over the last year we've been constantly in touch by all possible means – from one-word texts to video conferences and from online social media to snail mail. Our task has been to find out young people's experiences in the fields of art, education, environment and science, their views about them and their hopes and expectations of them for the future.

In the process of assembling these, we've contacted hundreds of other young people. We've ... and joined in blogs. We've set up online discussions and we've received

Dimension (7): Social Behavior:

 Social Behavior seems to appear in a percentage of 5.64% which is also

limited to the British culture. The British culture seems to have the lion's

share in presenting the social behavior. In Unit Four, page 42, the author points out to an acceptable behavior between a teacher and her students in the class and a guide with his group of tourists in his tour.

> ***"Please, sit down! Said the teacher.**
> ***"Please notice the remarkable murals, everyone" said the guide.**
> ***"I'll help you" Jack told Laura.**
>
> **(unit 4, page 42)**

Also in Unit Four, page 39 the author has presented World cultures by mentioning acceptable behavior in wearing suitable clothes while visiting touristic places such as The Grand Palace in Bangkok through the following extract.

> **Wear the right clothes**
> "Shorts and sleeveless tops are not allowed. If you don't have the right clothes, there is a place where you can hire them for your visit but it's better to have your own."

> **Ignore the tricksters**
>
> "They wait around four tourists and try to take them to some other place. They want your money! Walk on and don't stop".

Dimension (8): Education

Education is covered by a percentage of 5.06% and this cultural dimension is mostly given to British culture by 96.2%. World cultures decrease to a percentage of 3.8%. Arabic educational system seems to have no presence in

this textbook. The following extract from Unit 12, page 121 refers to the educational school system in Brazil such as "*Santa Maria High school"* The author highlights the number of students and the grades starting from 7 to 11 in the school as a comparative practice that must be done in the class. Also, this unit highlights a campaign done in Canada focusing on a new school called *"Canadian First Nation Students for new school"*. Furthermore, the unit elaborates on how Thai students learn Geography from a helicopter through a reading passage which the students read in the class as shown in the following pictures.

Santa Maria High School, Brazil City. Number of students 2000 Grades 7–11

Canadian First Nation students campaign for a new school
Read more >>

Thai students learn Geography from a helicopter
Read more>>
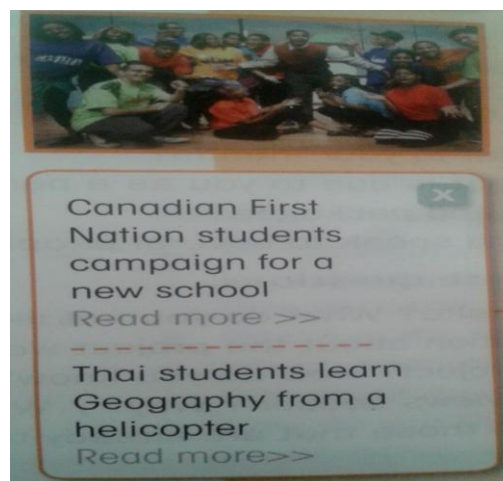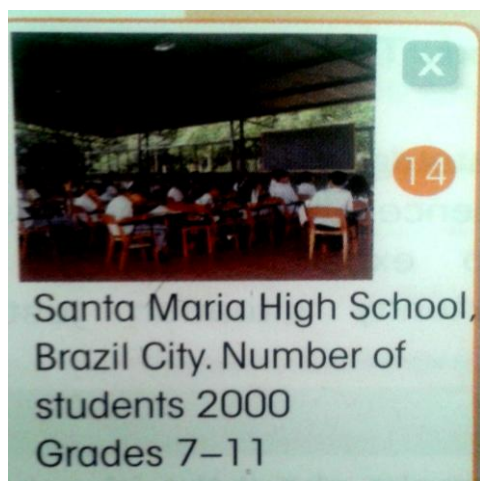
Similarly, Unit 12, page 118 represents the British educational system with subjects that are taught such as art, science, sports, etc… beside the student's uniform at schools as it is shown in the following pictures.

Dimension (9): History

This dimension occupies a percentage of 4.67% among other cultural dimensions. About 83.3% of the cultural dimensions are given to World cultures followed by British and Arabic cultures which have a percentage of 8.3%.

In Unit Four, page 38, the author presents historical places in Thailand such as *The Grand Palace.* The author has introduced it through a reading passage that involves facts and information supported by dates about the palace followed by pictures as shown in the extract below:

The Grand Palace

Visitors from all around the world are truly amazed by the beauty and magnificence of the richly decorated buildings of the Grand Palace. "Stunning", "Dazzling", "Like a dream", "It's a must!" Comments like these appear repeatedly in online reviews written by visitors from every continent. The palace is one of the sights in Bangkok that every tourist should see. If you only have a little time in the city, make it your first destination.

Facts about the palace

The Grand Palace stands majestically on the east bank of the Chao Phraya river. It is a complex of many buildings and the whole site measures more than 218,400sq m. It is surrounded by a protective wall which is 1,900m long. There are three parts to the palace complex: the Outer Court, the Central Court and the Inner Court.

History

The Grand Palace was built by King Rama I in 1782. At first it was a group of traditional wooden buildings which the king used for his residence and his administration offices. More buildings have been added gradually over the centuries. The Grand Palace is no longer the permanent home of the kings of Thailand but many buildings are used for government offices, or for important occasions and ceremonies. The palace remains uniquely important to the people of Thailand.

This building was a royal residence for nearly fifty years and foreign guests were received here. Now it is a great hall for state occasions.
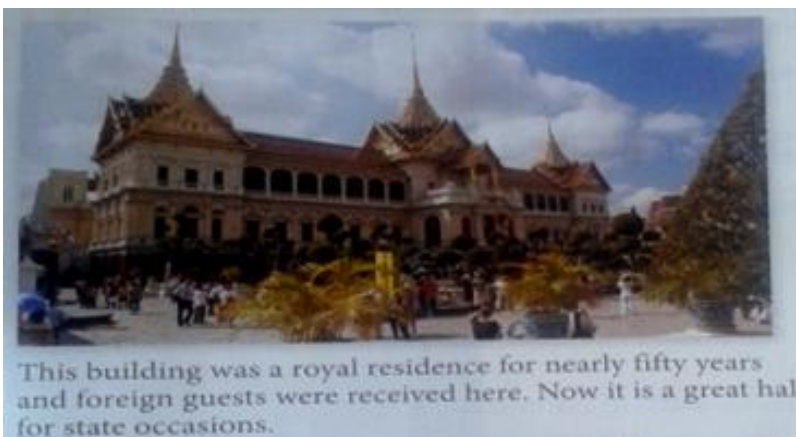
Another indication for *history* dimension referring to World cultures are presented in Unit two, page 17 with the following extract about visiting New York followed by a picture of *The Statue of Liberty* in the United States on page 26. It is presented in the unit as a historical place and expresses the Americans' identity. The author has given information about this statue as a gift to the United States from the people of France.

What sort of city do you think New York is?
What things do you think you can do there?
Would you like to go there? Why? / Why not?
List three things you would like to do in New York.

The Castel Howard is presented in Unit Nine, page 89 as one of the United Kingdome's wonders. It is selected by over twenty million people who have voted in the competition to be one of historical places. The extracts below describe and show the castle.

This building is considered one of the grandest private houses in the United Kingdom. Construction began in 1699 and was completed in 1712 for the Earl of Carlisle. It was designed by John Vanburgh.

The castle has 145 rooms, 1,000 acres of gardens and a lake. Since it opened to the public in 1999, it is popular not only for tourists but also a popular setting for films and TV programs.

(unit nine, page 89)

History is also presented in Unit Nine, page 95. The author mentions Arabic culture and sheds light on Alexandria (*The Lighthouse of Alexandria)* as a historical place.
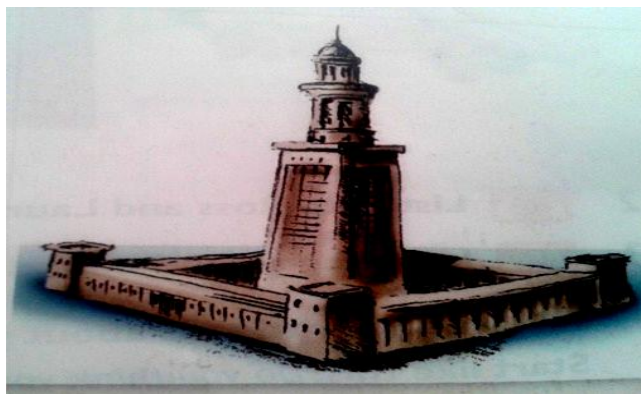
Dimension (10): Family

This cultural dimension has scored about 3.50% in which the author sheds light on both the British culture with the percentage of 83.3% and World cultures with 16.7%. However, Arabic culture seems to be completely absent regarding this dimension.

In Unit Six, page 57, British culture seems to be embodied through family relationship, the role of father, mother and children. This picture is followed by an exercise given to students encouraging them to talk about their family members.

.

British culture has also been presented in the same unit, page 63, where the author sheds light on family issues between (parents and their children) as it is shown in the following extract.

Ross: What's the matter, Laura? You look really fed up.
Laura: I've had a terrible row with Mum and Dad. They want me to stop working on the project.   **Holly:** No way! They say I'm spending too much time on the project and neglecting my school work.
Jack: And are you?
Laura: I don't think so. My marks have been ok this term.
Holly: This is a disaster we need you, Laura!.**Laura:** I tried to persuade them but I couldn't.

In Unit Three, page 32.The author has presented Martine, a girl whose parents have died, and she had to travel from England to live with her grandmother in Africa. The author has presented the gifts on birthdays representing the warm relationship between daughters and mums.

She puts her silver necklace. Her mother had given her on her birthday.
(unit three, page 32)

World culture has been presented in Unit Six, page 62. The extract below represents the role of an Indian mother delivering food and looking after her daughter while studying and doing her homework.

Dimension (11): Politics

Politics has scored a percentage of 3.11% when compared with other cultural dimensions. Fifty percent of this dimension is given to the World cultures followed by the British culture, 43.8%, and Arabic culture, 6.3%. The author has successfully presented the British culture through shedding light on the British flag and presenting Laura as a team leader from Hampton, UK.

Along with the British culture, the World culture has also its own shares through pictures of different flags such as Canada, India and Thailand. Moreover, the flags are followed by names of the countries and names of people.

Additionally, the author has also highlighted the Arabic culture as shown in the picture below by presenting the Jordanian flag with the name of the boy under the flag Ali, a team leader from Amman, Jordan.

Dimension (12): Man and Woman Relationship

Man and Woman Relationships have scored about 3.11% the same as the *Political* dimension. Obviously, Arabic culture does not appear and is totally neglected. The British culture clearly appears in a percentage of 75% which is higher than the World cultures that scored a percentage of 25.0%. In Unit Two, page 26, the author has presented this relationship in the British culture through a conversation between Laura who came back home to Hampton in the UK with her parents; She talks about her visit to New York which is a

prize given to her team who has won a competition entitled "A portrait of our town".

Also on page 4, the author has presented the role of man in the character of Professor Brown as the organizer of the project "A portrait of our town" and travelled with his students and helped them in their trip to New York.

Dimension (13): Communication

Communication has scored about 3.11%. It is mostly allotted to British culture by 93.8% when compared to World cultures, 6.3%. The author has presented different kinds of communication, i.e formal, written and oral. Unit Three, page 33, has presented British culture through a picture that illustrates a kind of communication in friends gathering.

Holly: Oh, look! We've got an email from Carrie.

Jack: There are a couple of attachments, too.

Laura: You're in the way, Jack! Move, so we can all see the screen.

(unit 3, page 33)
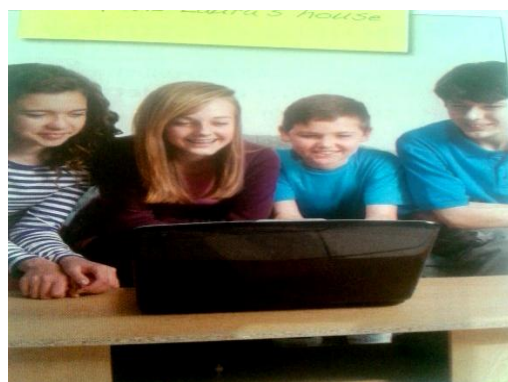
Give me your number so I can phone you.

(page 33)

Dimension (14): Transportation

A variety of *Transportation* means, representing different cultures, has appeared throughout the whole textbook. *Transportation* scores about 2.72% among other cultural dimensions. It is noticeable that the British culture is in the forefront with a percentage of 57.1% followed by 35.7% to World cultures. Arabic culture does not appear in this dimension. Examples are shown in Unit Four, page 43. The following pictures show the transportation means which are used such as the black taxi, the plane and the train.
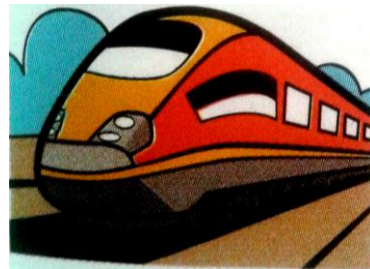
In Unit Two, pages 17, 20 and 22, the yellow taxi is presented as a public transportation used in New York.

Dimension (15): Nutrition

The cultural dimension related to *Nutrition* (food and drinks) is found to have a low percentage estimated by 2.14%. While the British culture is given a percentage of 72.7%, and the World cultures are represented by 27.3%. The following extract represents a picture of students having their lunch in their break on page 46, unit four.

Again, in Unit Nine, page 96,the author sheds light on eating habits in the British culture by presenting kinds of food that people like to eat such as healthy food (fruits and vegetables), sea food, sweet things such as (cakes, chocolate) and snacks such as burger:

The author also has mentioned food of World Cultures. In Unit Six, page 58 the author presents (Indian food) such as almond balls cool, milky pudding with pistachios and cardamom.

As soon as I got home from school, hot and sweaty from cycling, my mother would produce cold phirini from the refrigerator. This was a very light, cardamom scented pudding made with coarsely ground rice that my mother set shallow terracotta bowls. I would slide the spoon in and begin eating pistachios with earthy aroma of terracotta, went down smoothly
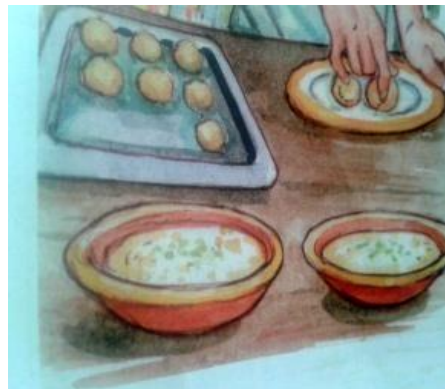
Dimension (16): Science

This dimension seems to have a very low percentage of 1.75%. The *Scientific* dimension has beencovered100% by the British culture. The author neither mentions the Arabic culture nor the World Cultures. They are totally absent in this textbook.

In Unit Four, page 46, the author has presented an exercise explaining the scientific system in the UK. The picture below exemplifies students doing an experiment in the school laboratory.

Dimension (17): Economy

Economy has scored 0.78% among other cultural dimensions, which is a very low percentage. Surprisingly, this dimension has the same presence as *science*. They only shed light on the British culture with a percentage of 100%. Arabic and World cultures seem to have no share in this dimension. *Economy* is mentioned briefly in Unit Eight page 86 where British culture is presented through a picture of British currency.

Dimension (18): Literature

This dimension has gained only 0.58 %. While the British culture has scored the highest percentage of 100.0%, Arabic and World cultures have no presence.

In Unit Five, page 56, the author has shed light on *Art* by introducing main parts of different fields of literature (theatres, actors /actresses and famous writers). The following pictures represent the Globe theatre in London. Also, the author has introduced Shakespeare character as a well known English poet and playwright.
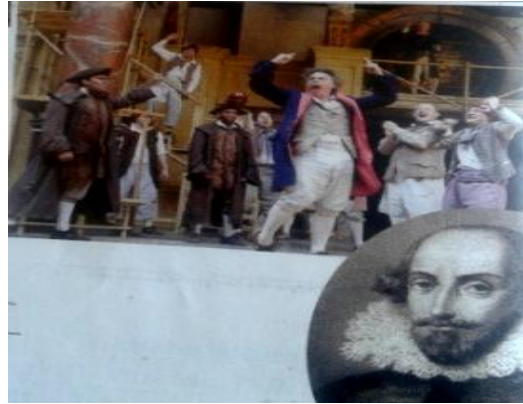
In Unit Six, page 58, the author has given a brief account about writers from World cultures such as Madhur Jaffrey as an Indian writer.

Climbing the Mango Trees is the autobiography of Madhur Jaffrey, a well-known writer who was born and brought up in India. The autobiography tells of the author's childhood in Delhi, the capital city. This episode recounts the preparation for exams and a visit from a memorable salesman who came to the house one day during the study period.

Dimension (19): Religion

Religion seems to be totally neglected by the author. That is to say none of the three cultures have been mentioned in this religious field.

4.2 Results of the Interviews

A sample of ten male and female teachers and supervisors who teach *English World 8* have responded to the interview questions.

4.2.1 Results of Question one

In your opinion, what benefits can learners of English get from being exposed to the English culture in EFL classes?

The first interviewee, Mr. Mohammed Al Ramahi; has a 25-year experience in teaching the English language and holds a B.A degree in English language and methodology. In his answer, he highlighted the importance of teaching English culture. Mr. Al Ramahi said that "*Teaching English Culture is very important because it consists of many fields of life*". He also stated that "*teaching a foreign culture will help learners to recognize what is going on in the other world*". He believed that teaching English culture in Jordanian classes served as a chain that would enhance the awareness in their own culture. He gave examples of some Arabic and British cultural dimensions that appear in *English World 8* such as; a visit to the Pyramids in Egypt as presented in unit (3) and presenting the Jordanian flag as presented in unit (1). He concluded that it was preferable to include English culture in Jordanian EFL classes, yet, there should be more emphasis on what

is suitable and is related to the learner's own culture. He added that "*Our students should use what they have learned from the English culture to find new ways of learning English*". He emphasized that "*exposing the students to the culture will help them build their personality and comprehend the world effectively*". He continued saying that the influence of teaching a foreign culture is obvious on the students who learn the language. It makes the process of teaching more interesting and helps learners to have a clear vision of any new concepts.

The second interviewee was Mrs Abeer Al Akhras who has 28 years of experience as a teacher and in supervising English Language teaching. She holds an M.A degree in English language. In her response to the first question, she reported that "*teaching foreign cultures is a double edged sword*". She also commented that "It *is good since it opens the minds of students and broaden their knowledge*". Furthermore, Mrs Al Akhras said that the learners would feel much more interested when exposed to a new culture beside their own culture and the learning process would be improved. Moreover, in her response to the question, she mentioned that "*traditions, customs and technology can also be main parts of teaching English culture*".

The third interviewee was conducted with Mr. Nidal Al Nusairat. He has 36 years of experience as a teacher and a supervisor of English language.

He holds an M.A degree in English language and Literature and is specialized in teaching methods. Mr. Al Nusairat said that "*It is important to include culture in teaching EFL in Jordanian classes, because it improves the students' knowledge about other cultures*". He added that "*teaching culture motivates our students to learn English in appropriate way and interesting way, which may affect positively their way of life*". He also believed that students should have knowledge in their own culture as well as the foreign cultures. Eventually, this would raise their awareness in their own culture, and help them to interpret and understand other cultures. Mr. Al Nusairat added that "*exposing the learners to a foreign culture widens their knowledge about their society, and give them the ability to compare it with their own*". He also reported that "*teaching foreign culture during EFL classes in Jordan is good since Jordan now is considered open to different cultures. It helps them widening their knowledge and interacting easily with others and motivates them to build their personalities and communicate their values to other communities with different cultures*".

The fourth Interview was conducted with Mr. Mohammed Aswad. He has 9 years of experience in teaching and 2 years of experience in supervising English language teaching. He holds an M.A degree in English language. Mr. Aswad commented that "*teaching language along with its culture is very*

important" and he emphasized that *"through the process of teaching it enriches their language and raise their awareness in both cultures".* He pointed that *"being exposed to the culture of the language makes it logical for the learners and reasonable to be studied* since *teaching culture is totally linked with language". "The learners cannot use the language which they learn until they are encouraged to practice it in real situations; this method of learning increases their motivation to learn more and it enables them to know what is right and what is wrong".* He believed that exposing the English culture to the learners affected their learning process positively. He added that *"culture builds the learners' motivations to learn more and enhanced their knowledge and their ability to adapt easily to different cultures beside their own culture".* He concluded *"I totally agree that teaching EFL must be supported by cultural presentations. This combination helps learners form positive attitudes towards target language and culture".*

The fifth Interviewee was Mr. Anas Shakir. He has six years of experience in teaching English language. He holds an M.A degree in English Literature. He highlighted the importance of teaching English culture. He said that *"EFL learners should be aware of English culture; this would facilitate their ways of learning".* Moreover, he maintained that *"Culture along with language stand as a great background to the learners, and provide students*

with a wide varieties of correct usage of the English Language". He also reported that "*learners would be more confident when they understand the culture of the language they are learning; they would take on what they have learnt to facilitate their ways of communication*". He added that teaching culture through language is essential and cannot be separated; thus, it is necessary to teach language as a product of culture. Furthermore; he affirmed that "*learners should also be exposed to other cultures but not at the expense of their own cultures*". He commented that *English World 8* pupil's book*,* presented the English culture gradually to the learners from the first unit to the last one in a way that keeps the learners feel comfortable in grasping this new culture. He maintained that "*this way would help learners to preserve their own culture and have awareness in foreign cultures"*. He reiterated that *"the learners' characters would be enriched and their minds would be open to the English culture and this would encourage them to speak as much as they can"*. He also added that *"it depends on the teacher who is responsible for widening the learner' knowledge by allowing them to express their feelings and practice in the class which would affect the learners' attitudes towards the English culture"*.

The sixth interviewee was Mr. Mohammed Al Nabtiti, who has 10 years of experience in teaching English language. He holds a B.A degree in

English Literature. Mr. Al Nabtiti expressed his understanding of culture and its nature; he reported that "*culture is the way of life, thoughts, and all life. We should use culture when we teach language*". He said that "*learners must know that culture is important for tourism and if our students are exposed to the English culture, they would be able to use the correct usage of the language*". Furthermore, he added that "*they would have the ability to express their culture and communicate with other cultures and share their feelings willingly*". He concluded his answer by stressing the positive effect of teaching English culture. He said that "teaching *culture is one of the significant ways of teaching EFL in classes*". He believed that "*culture and language are important in the teaching process in EFL classes*". He also explained that "*teaching foreign language cannot be isolated from its culture, because language is a way to enhance the learners' skills and the culture is the way to support these skills*"

The seventh interviewee was Miss Wejdan Nimer. She is an English language teacher and a coordinator for 9 years. She holds an M.A degree in English Language. She said that "*in any English class there must be a combination of language and culture*". She added that "if *the culture is exposed correctly in the learning process in a way that does not create any*

cultural shock to the learners, this will enrich and enhance the learners'
ability to use the language correctly". She maintained that *"culture is a*
means of communication and EFL classes must include culture for the
purpose of communication. It is good to learn good things from other
cultures". In her response to the question; Miss Nimer argued that *"openness*
to cultures will facilitate the learners' contact with the outside world and will
help them to understand many features to learn proper". She said that *"I*
believe my role in teaching is not only teaching students to sit for exams, but
also teaching them what will help them in their life and their future jobs". She
believed that "*the teachers' role is to prepare students for life by connecting*
them with the real world". She added "*I always introduce culture according to*
the topic in the book and according to what is right to the learners' society"
She said "*I allow my students who had experience in different parts of the*
world to describe situations to their colleagues and give the learners the
chance to compare with their own culture which makes the class more
enjoyable and beneficial".

Miss Lina Mohesn, **the eighth interviewee**, is a teacher with four years
of experience in teaching English language. In her response, she said that
"*teaching culture is not important without teaching language and vice versa".*
She added that: *"Also what is important to our students is the structure as a*

strategy that helps them using the language in a professional manner, beside the culture itself" She maintained that *"if learners should be exposed to other cultures in their EFL classes, it should not be at the expense of the learner's own culture.* She believes *that "if learners master all language skills, they will be able to express their own culture".*

The ninth interview was conducted with Mr Ahmed Owainat, who has five years of experience in teaching English language. He holds an M.A degree in English Language. He said that *"Teaching English culture in Jordanian EFL classes is a major issue"*. He believed that *"students are not supposed to know general backgrounds about the culture of a foreign language because English contexts are prepared to give the learners the needed material to communicate"*. Furthermore, Mr Owainat added that knowing the language is a base for understanding the culture itself, because the language enables the learners to express their own culture and motivates them to enhance their ability to speak correctly. He reported that *"if I had to use culture to teach language, I would choose certain cultural information that would help my students to learn better but I would omit certain cultural information if it would affect the learning process negatively in my class"*. MR Ahmed supported his idea of the marginal significance of teaching foreign culture during EFL classes in Jordan by saying that "the *benefits of being*

exposed to the English culture in EFL classes are limited and not worth mentioning".

The tenth interviewee was Mrs. Samar Al Hindawee, who has been teaching and supervising English language for 15 years. She holds an M.A in English Language. She said that "*teaching culture in EFL classes is as important as teaching the language itself, because they complete each other*". Yet, she added that "teachers *need to make sure that in presenting culture they should avoid what might clash with the learners' own culture and identity*". She maintained that "*Language and culture cannot be separated and teaching language in separation of its culture is not going to be complete.*" She added that "*to help learners achieve balance in the process of learning a foreign language, careful decisions in presenting the culture should be made*". She said that "teaching EFL culture gave *the opportunities to communicate with people from different cultures since the world was getting smaller, culture was important to be taught*". Furthermore, she believed that culture bridges gaps between people from all over the world. Finally, she concluded that "*including foreign cultures in EFL classes would increase the learners' apprehension of their own and other cultures*"

4.3Results of Question Two

In your opinion, what negative effects may teaching the English culture have on Jordanian students learning of EFL?

Mr. Al Ramahi said that "*each culture may not affect negatively the learning process but it may affect the learners' behavior, so the teacher will have a big role in teaching the culture correctly*". He added that sometimes the learners might get affected easily when they mixed between their own culture and other cultures and could not differentiate between what was wrong and what was right especially about their Islamic values and social traditions which lead them to cultural shock and confusion.

Mrs. Al Akhras replied that *"learners may get cultural shock by being exposed to different culture. In this case they may get amazed by the new culture and as a result, they won't respect and keep their own values".* She also maintained that *"the learners may get influenced by the traditions and new conducts that are taken through language which lead them to ignore their own values".*

Mr. Al Nusairat in his answer to the second question stressed the differences between cultures and said that *"the Jordanian culture is totally different from any other foreign culture and in teaching; the teacher should*

avoid some issues that can create confusion to the learners such as religious and political issues". He added that *"the learners would follow some behaviors which are not allowed in their society and may put their understanding of the English culture into a risk and the result would not be accepted or easily tolerated".*

Furthermore, Mr. Aswad reported that "*when the students are exposed to the culture of the target language, they may learn things which are weird and not accepted in their own society. They may have problems with some situations which are not permitted in their own society".*

Mr. Shaker believed that *"if the information of the English culture is chosen and exposed carefully and gradually to the learners through examined textbooks and the teacher guides his students step by step, there will be no negative effects".* Also he said that *"the teacher can avoid any negative results by omitting some cultural information that may put his students into a problem of understanding and coping with the new culture such as religion".*

Also Mr. Al Nabtiti mentioned some negative effects of teaching the English culture in Jordanian classes especially if the learners were young, he believed that *"the thoughts, ideas and beliefs of the learners may be affected if the culture is taught without supervision".* He also said *"I strongly believe*

that all students are capable of learning about any foreign culture and can adopt what is good for them and avoid what is bad". He maintained that *"the teachers' role is to enrich their students' cultural information that will enhance their knowledge and motivate them to express their thoughts and beliefs willingly and let them be able and responsible to know what is positive and what is negative to their own culture".*

Miss Nimer's response was that *"students are attracted to everything new and teaching a new culture is one of these attractions. The teacher plays a very important role in exposing this culture clearly to the students in the class. This role depends on the teachers' competence in choosing appropriate information that will enhance the students' knowledge and avoid any negative results in their teaching process".* She also added *"as we know; culture is very important, but teachers should keep in their minds that they should preserve their traditions and their values".*

Moreover, Miss Mohsen reported that *"due to the huge negative aspects, foreign culture is treated wrongly and unprofessionally by some teachers.* She believed that *"teachers must use the appropriate method of teaching cultural information in order to raise the students' awareness, and widen their knowledge positively and to help them improve their*

communication skills and present their identity correctly and without confusion". Moreover, she continued saying that *"in teaching a foreign culture for domestic students, teachers should expect getting both negative and positive outcomes. If culture is exposed in a wrong way it may cause negative effects on the students' beliefs, thoughts, attitudes and behaviors. Teachers must be well trained and competent when it comes to teaching different cultures".*

Mr. Owainat Added *"I believe in the student's ability to grasp anything for they always tend to be interested in everything new and different. The role of teachers is to enhance this ability by using the best methods and strategies in teaching in a way that will raise the students' awareness and enthusiasm to the new material, and preserve their own values at the same time".* He emphasized that *"in terms of similarities and differences, once the students can differentiate between what is wrong and what is right, they have the ability to adopt what fits their traditions and values and can use language efficiently".*

Mrs. Al Hindawe stressed that *"there is no harm in adopting the foreign culture but as said too much of anything is never good. The enthusiasm to learn things of other nations is not wrong but if it is done at the expense of our*

traditions and cultures it will affect learners negatively" She added point that *"if the culture is presented to the learners correctly and positively by professional teachers, it may not affect the learners negatively".*

Chapter Five

Discussions, Conclusions and Recommendations

5.0 Introduction

In light of the results reported in chapter four and reviewed literature, the researcher in this chapter presents a brief discussion of the study questions and explains the results. The chapter ends with conclusions, recommendations and suggestions.

5.1 Discussions Related to the Findings of Question One (Cultural Analysis of English World "8"

The analysis of *English World "8"* showed that this textbook has included the following cultural dimensions: *Personal Names, Places and Countries, Entertaining, Ecology, Customs, Technology, Social behavior, Education, History, Family, Politics, Man & Woman Relationship, Communication, Transportation, Nutrition, Science, Economy,* in addition to *Literature.*

Results of analyzing *English World 8* have revealed three cultural dimensions embedded in this textbook starting with British culture, World cultures and ending by Arabic culture. The analysis uncovered the percentages of each cultural dimension as follows; the British cultural dimension has scored

(58.37), the World cultures (36.77) followed by the Arabic culture (3.7), which shows that this textbook has been heavily loaded with the British culture while the presence of Arabic culture seemed to have nothing to be mentioned.

Arabic culture has scored 3.7% of the cultural dimensions in this textbook. This actually supported the findings of Jafar (2006) who investigated the foreign cultural dimensions in *Action Pack* series from (1 to 6) and found that foreign cultural dimensions had scored 76%, while the Arabic dimensions had scored 24%. As a result, the researcher recommended that there should be a balance between the Arabic culture and the foreign culture to enable students to relate English to real life. This means that this textbook was not carried out to be exposed to Arabian societies. Therefore, it is worth mentioning that this textbook needed to be evaluated and its cultural contents needed to be analyzed before being exposed to learners.

The analysis also revealed that there is a close link between language and culture. This result supported those of Dweik (1986) who sheds light on this relationship and he recommended that teachers should be aware of this close relationship. The results also were compatible with Pulverness (2003), Genc and Bada (2005) who noted that language and culture have an intimate relationship and that one cannot learn a language without learning its culture.

Likewise, it is in line with Seelye (1993), Brown (1994), and Clouston (1997) who confirm that both language and culture cannot be separated and it is almost impossible to teach language without teaching its culture.

It is noticed that the results regarding the percentage given to British culture agree with the results of Lee (2009) who pointed out that these textbooks have yielded a high percentage to the target culture with some variations and differences to the percentages given to the source and world cultures.

Meanwhile the findings of this study were not in agreement with Ababneh (2007) who inferred that the inclusion of British culture, Arabic culture and foreign culture were clearly shown in Jordan *Opportunities* series. The findings of the current study supported the results of Al-Jadiry, Al Madanat & Dweik (2009) who revealed that *Enterprise* textbook "4" was heavily loaded with dimensions of the target cultures but lacking completely the dimensions of the Arabic learner's culture.

First names in this textbook seemed to have the highest percentage of British culture (63.4%) followed by World culture (26.8%) and then Arabic culture (9.9%). Arabic names beside World names were highly spread. That is to say, if students are exposed to Arabic names, they will face no difficulty in distinguishing names of males or females. On the contrary, if non-Arabic

names are presented, students will face a problem in differentiating between feminine and masculine nouns which is a waste of time in their learning process.

Obviously, World and British cultures that indicate *Entertainment, Places & Countries* seemed to have a high percentage in the textbook. This means that teaching these dimensions is very important because it helps students to learn about countries and places and enables them to appreciate different cultures. Furthermore, results indicated that the historical dimension was mainly directed towards World cultures which seemed to have the highest percentage compared with the British and the Arabic cultures. This might refer to the fact that knowing about World cultures will give students a much more comprehensive picture of more than one country or culture.

Man and *Woman Relationship, Transportation,* and *Nutrition* have scored a high percentage of British culture followed by World cultures. It is worth mentioning that Arabic culture was ignored. Again, knowing about various World cultures is much more comprehensive than knowing about one culture. On the other hand, *Economy, Science,* and *Literature* dimensions scored a low percentage in this textbook. This shows the textbook concentrated to give general information to the learners without interfering the learners' values or their way of thinking.

The findings in the current study revealed that *Social Behavior* has scored a high percentage in British culture, but it seemed to fail in orienting students about World and Arabic cultures. This dimension is considered a very important for students' life since it helps in understanding how people should behave with others and will help them avoid cultural shock. What might be considered an acceptable behavior in certain cultures might not be acceptable in Arabic culture and vice versa. Unfortunately, results regarding *Social behavior* did not agree with Tomalin and Stemleski (1993) who believe that culture can be expressed and transmitted through literature, folklore, art, music, beliefs, values, behaviors, customs, habits, dress, food and leisure. It also contradicts those of Ormrod (1995) who noted that language is learned through learning behavior involving a stimulus and response. Therefore, it is possible that the cultural gap found between Arabic culture and all other cultures has led to ignoring such a cultural dimension.

Results also proved that this textbook has ignored the religious dimension because it is a sensitive issue.

5.2 Interviews

5.2.1 Discussion Related to the Findings of Question One in the Interviews

The second question of the study is concerned with the teachers' and supervisors' beliefs towards exposing culture during EFL classes and how learners can be affected positively. The interviews revealed that the majority of the participating teachers and supervisors strongly agreed about the benefits of teaching English culture in EFL classes in Jordan. Due to the different growing communities in the world and the need for communication, people are aware enough of their need to communicate with others in order to cope with this globe. All the participant teachers and supervisors believed that learners are considered effective elements in these communities and need to be able to communicate easily without any difficulties. This result showed that teachers were aware of the benefits of exposing culture upon their students and believed positively in the inclusion of cultural information in the textbook.

In the same context, the results revealed that teachers and supervisors supported the idea of including culture in the teaching process during EFL classes in Jordan. These results are in complete agreement with the results of Onalan (2005) who proved that teachers had positive attitudes towards incorporating cultural information in their instruction.

Furthermore, the interviewed teachers and supervisors showed a tendency in their responses towards exposing culture in a way that would positively raise positively the learners' motivation for learning and widen their knowledge, help them to build up their personalities, and facilitate effective communication. The results in the current study supported the findings of Gadner & Lambert (1972) who pointed out that learners who study culture would be more motivated about learning the target culture. Also the results of the study were compatible with the results of Saricoban and Caliskan (2011) who revealed that the more students were exposed to English culture; the more knowledgeable they would be about the target culture.

Moreover, the results of the current study agreed with Cortazzi and Jin (as cited in Mahmoud Asghar and Hussain, 2012),who stated that including culture in the English language teaching had an advantage in helping learners in learning language in their own social context and enabling them to explain their own culture by using English. Also, the results were compatible with Shatnawi (2009) who found that the majority of the learners have positive attitudes arguing that it is impossible to achieve greater success if learning the English language was set aside from its culture.

Additionally,, results showed how both teachers and supervisors expressed their full understanding of the connection between language and culture in the learning process. The results revealed that teachers' beliefs about the success of learning a language cannot be achieved in isolation of its culture. Most of the participant teachers and supervisors went for the learners' need to have the opportunity to express their identities by communicating with other cultures and sharing their feelings willingly through the link language can provide to intercultural communication. This means that the results were similar to the findings of Brown (1986), Al-Mutawa and Kailani (1989), Seelye (1993), Clouston (1997), Tang (1999) , Pulverness (2003), Genc and Bada (2005) , and Dweik (2007) who all supported the idea of the interwoven relationship between teaching a language and its culture.

As a matter of fact, all teachers and supervisors stated that they should teach culture to their students along with the language during EFL classes. This shows how much they are concerned about how comfortable they want their students to feel during EFL classes. They try to remove any obstacles their students may encounter while being exposed to the new culture. They also want to present culture to their students in a way that is suitable to their age, society and values. These results supported the finding of   Kramsch (2001) who highlighted that learning culture enabled learners to observe

similarities and differences among various cultural groups, and helped learners to understand the other people.

5.2.2 Discussion Related to the Negative Effects of Teaching Culture

Regarding the negative effects of exposing students to the English culture in EFL classes in Jordan, the results in this study indicated that all the interviewed teachers and supervisors agreed that the learners in learning a new culture would mix between their own culture and the new cultures, and they will not be able to differentiate between what is wrong and what is right and their behavior may negatively be affected especially regarding their own values and traditions which would lead them to cultural confusion. The results disagreed with the results of Rafieyan, Eng, and Mohamed (2011) who revealed that the attitudes of Iranian language learners have overall positive attitudes towards learning the target language culture.

Also, the results revealed that most of the interviewed teachers and supervisors highly stressed that exposing EFL learners in Jordan to a new culture without any awareness to the negative effects may lead to a great misunderstanding of the new culture and neglecting their own culture. These results supported the findings of Lado (1957), and Dweik (2000) who noted that one of the negative effects of the lack of cultural components in the target

language would lead the learners to use inappropriate utterances even though the grammatical structures may be appropriate.

As for the teachers' and supervisors' responses to this question, they saw that the enthusiasm to learn about other nations is not wrong. The participants' answers revealed that learners are attracted to everything new and teaching the English culture is one of their attractions, but, if it is done at the expense of the learners' traditions and culture, it will affect them negatively. Therefore, they believed that it is the teachers' responsibility to enrich the learners' knowledge by choosing appropriate cultural information that would suit the learners' beliefs, thoughts, attitudes and behavior for a successful teaching process and a fruitful learning performance. These results highly agreed with the findings of Dweik (2007) who affirms that the inappropriate choice of an English textbook may lead to a negative impact on both students' and teachers' performance.

5.3 Conclusions

An analysis of the overall results of the study illustrated that *English World 8* is heavily loaded with cultural dimensions related to the British culture and the World cultures. These cultures have highlighted the following dimensions: Personal names, places and countries, entertainment, ecology, customs, technology, social behavior, education, history, family, politics, man & woman relationship, communication, transportation, nutrition, science, economy, literature in addition to religion. The analysis of the cultural dimensions included in the textbook indicated that a scanty information has related to the Arabic culture.

The supervisors and teachers, who are considered as effective elements of the teaching process, have expressed their positive attitudes towards using the English culture in EFL classes. They also believed that it is useful to teach the English language along with its culture.

5.4 Recommendations

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

1. Supervisors and teachers are advised to teach language and its culture. They are also advised to create a balance between the foreign cultures and the Arabic culture in EFL textbooks.

2. *Religion, Names, Communication* dimensions should be given a higher percentage in EFL textbooks because communication enhances learners' awareness of new cultures and increases their motivations to learn new things willingly. Religion also teaches tolerance and increases understanding among people of different cultural backgrounds in addition to narrowing the gap found among cultures.

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Appendix (A)

Interviewees' Data

Name	Educational Background	Years of Experience	Specialization	Place of Work	Position
Mohammed Al Ramahe	B.A	25	English Language and Methodology	Modern Arab Academy School	• English Teacher
NidalNuserat	M.A	36	English Language and Literature	Modern Arab Academy School	• EFL Supervisor
Mohammed Aswad	M.A	11	English Language	Proficiency Academy School	• EFL Supervisor
Anas Shaker	M.A	6	English Literature	Al Omareya Schools	• English Teacher
Mohammed Nabtiti	B.A	10	English Literature	Proficiency Academy School	• English Teacher
Ahmed Owainat	M.A	5	English Language	Al Omareya Schools	• English Teacher
Abeer Al Akhras	M.A	28	English Language	Al Omareya Schools	• EFL Supervisor

WejdanNemer	M.A	9	English Language	Proficiency Academy School	• English Teacher
Lina Mohsen	M.A	4	English Literature	Al Majd National Academy School	• English Teacher
Samar Al Hindawe	M.A	15	English Language	Proficiency Academy School	• EFL Supervisor

Appendix B

Cultural Checklist (English Version)

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

Cultural Dimension	Culture					
	Arabic		British		International	
	Fr.	%	Fr.	%	Fr.	%
Entertainment :						
Entertaining activities						
Popular sports						
Entertaining programs						
Touristic and entertaining places						
Traditional music						
Famous singers , actors and actresses						
Famous painters and paintings						
Artistic productions (films , plays, series)						
Literature						
Fields of literature						
Famous poets , dramatists and playwrights						
Science:						
Scientific fields						
Biographies about famous scientists						
Costumes:						
Traditional dress						
Men's and women's dress						
Casual clothes						
Formal clothes						
Occasions clothes (marriage, funerals)						
Social behavior :						
Greeting expressions						
Parting expressions						
Exchanging gifts						
Acceptable behaviors						
Unacceptable behaviors						
Family:						
Family relations						
Family gatherings						
Man & Woman Relationship:						
Role of man						
Role of woman						
Equality between man & woman						
Names:						
Names of females and males						
Nicknames						
Technology:						
Computer sets						
Computer accessories						
Smart devices						
Internet						

Places and Countries:						
Shops						
Countries						
Transportation:						
Public transportation						
Private transportation						
Communication:						
Formal meetings (written texts or oral)						
Informal meetings (written texts or oral)						

Fr: Frequency   %: Percentage

Appendix C

Cultural Checklist (Arabic Version)

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

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

						التكنولوجيا
						ادوات الكمبيوتر
						معدات الكمبيوتر
						الاجهزة الذكية
						الانترنت
						أماكن وبلدان
						محلات
						بلدان
						وسائل النقل
						وسائل النقل العامة
						وسائل النقل الخاصة
						التواصل
						تواصل رسمي (نصي / صوتي)
						تواصل غير رسمي (نصي / صوتي)
						الوحدة رقم ( )

Appendix (D)

Open - Ended Interview Questions-for Supervisors and Teachers

Dear participants,

The following represents open-ended questions that are addressed to all male and female teachers and supervisors of EFL who teach *English World "8"* textbook during the interview.

Researcher: Linda Kawar

Open-ended questions

3. In your opinion, what benefits can learners of the English language get from being exposed to the English culture in EFL classes?

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   ----

4. In your opinion, what negative effects may teaching the English culture have on Jordanian students learning of EFL?

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   --- --

Appendix E

Validation Committee

Name	Rank	Place of Work
Norma Nawaf Alzayed	Assistant Professor	MEU
Majed Abd Alatif	Doctor	MEU
Sulieman Alabbas	Assistant Professor	Arab Open University

Appendix F

Thesis Committee

جامعة الشرق الأوسط
MEU MIDDLE EAST UNIVERSITY
عمادة الدراسات العليا والبحث العلمي
Deanship of Graduate Studies & Scientific Research

الرقم:ع دع /د/362/4/
التاريخ: 2015 / 12/19
(قرار معدل حسب الكتاب المرفق)

قرار رقم(362/05/2016-2015)
تشكيل لجنة وتحديد موعد مناقشة رسالة ماجستير

الاســـــم: ليندا علي قعوار
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الكليـــــة: الآداب والعلوم

البرنامـــج: ماجستير
التخصص: اللغة الإنجليزية وآدابها

عنوان الرسالة:

The Cultural Dimensions of "English World 8" and Investigating Teachers and Supervisors' Beliefs about the Importance of Teaching English Culture in Jordanian Private Schools

الأبعاد الثقافية في كتاب "English World 8" وتقصي آراء المعلمين والمشرفين
نحو أهمية تدريس الثقافة الإنجليزية في المدارس الأردنية الخاصة

بناء على تنسيب لجان الدراسات العليا في كلية الآداب والعلوم يوافق مجلس الدراسات العليا على تشكيل

لجنة مناقشة رسالة الطالبة على النحو الآتي:

موعد المناقشة: السبت
مكان المناقشة:(B331)
أعضاء لجنة المناقشة:

تاريخ المناقشة: 2016/01/02
زمن المناقشة: الساعة (01:00) ظهراً

أ.د.بدر الدويك	مشرفاً	
د.ماجد عبداللطيف	رئيساً	
أ.د.لطفي أحمد أبوالهيجاء	عضواً من خارج الجامعة- جامعة اليرموك	

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عميد الدراسات العليا والبحث العلمي

الأستاذ الدكتورغازي خليفة

ملاحظة: أرجو تعبئة الاستمارة المرفقة
وتسليمها لعمادة الدراسات العليا عند موعد المناقشة.

نسخة:
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- دائرة القبول والتسجيل
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