

ANALYZING THE CULTURAL CONTENT OF ACTION PACK “12”

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ABSTRACT: *This study aimed at analyzing the cultural content of Action Pack 12. The researchers developed a 12- item cultural checklist based upon previous studies that they had come across. It examined the existence of cultural aspects in Action Pack 12 series in terms of :history and politics, religion & religious rituals, food & drinks, first names, education, ecology, economy, leisure time, music and arts, dress, literature and science, social behaviour (etiquette) in addition to family and male-female relationship. Results of the study showed that Action Pack 12 was heavily loaded with cultural aspects related to Arabic culture and international cultures whereas British culture was given the lowest percentage through the two books of Action Pack 12. Additionally, analysis of the results revealed that Action Pack 12 covered these cultural aspects; literature and science, history and politics, leisure time, music and arts, ecology, first names and finally, food and drinks.*

KEYWORDS: Analyzing, Cultural Content, Action Pack “12”

INTRODUCTION

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

English language is undoubtedly considered the most international lingua franca where there is no common language among the interlocutors to communicate effectively. Mauranen & Ranta (2009) state that “ English has established its position as the global lingua franca beyond any doubt ;along with this status ,it has become one of the symbols of our time ,together with globalization , networking, economic integration and the Internet” (p.1) .

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

Decision makers and stakeholders at the Ministry of Education in Jordan have exerted intensive efforts in improving and developing the educational system. They have enhanced building up teachers' capacities through the Education Reform for Knowledge Economy project (ERfKE). Moreover, the Ministry of Education has launched teaching English language for the first graders at public schools since 1999 to improve the learning outcomes. It is noteworthy that developing curricula to meet students' needs, motivations, desires and cultures has been a main concern of stakeholder at the Ministry of Education.

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

1. Explore and respond creatively to Arabic and world literature as a way of knowing, developing personal values, understanding our cultural heritage and appreciating other cultures in light of the Arab-Islamic culture.
2. Acquire a positive attitude towards English and realize its importance as a means for promoting mutual understanding amongst peoples and countries. (English Language National Team, 2014, p.9).

Teaching culture is a sensitive issue and the way cultural aspects are presented in textbooks may either enhance knowledge and awareness of oneself and others or it may lead to stereotyping and thus creates negative effect. This study aimed at investigating the cultural content of Action Pack 12 and its accessories. This EFL textbook, Action Pack 12, has recently been introduced in 2010/2011 and to the best of the researchers' knowledge, its cultural content has not been evaluated. As a result, this study may fill the gap found in literature. This study could benefit students, EFL teachers, supervisors, curricula planners as well as stakeholders at the Ministry of Education. The results are limited to Action Pack 12 and its accessories. They are also limited to the checklist instrument used in this study. It was conducted in Amman, during the academic year 2014.

LITERATURE

Review of Theoretical Literature

Newmark (1988) defines culture as "the way of life and its manifestations that are peculiar to a community that uses a particular language as its means of expression" (p.94). He also classifies culture into five different categories namely; ecology, material culture, social culture, organizations, customs, activities, procedures, gestures and habits.

Genc & Bada (2005) describe teaching a language apart from its culture as inaccurate and incomplete. They emphasize that teaching a language seems senseless if students know nothing

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

However, some scholars comment on teaching the source, target and international cultures through learning English as a second language. Kramsch (1993) observes that in order to communicate with native speakers of other culture, there should be understanding on the part of the learners who must understand the target culture through learning the target language. He adds that learners should always link the target culture with their own cultures. Cortazzi and Jin (as cited in Mahmood, Asghar and Hussain, 2012) state that imbedding source culture in 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 using English.

Review of Literature Related to Analyzing and Evaluating EFL Textbooks

Daoud & Celce-Murica (1979) recommended obtaining background information on students, course syllabus and getting institutional data before selecting and evaluating a textbook. The researchers suggested three steps for the evaluation technique; survey, analysis and judgment. The first step requires skimming through the introduction, the table of contents, glossary or index to get an idea about the purpose, organization, method of presentation in addition to the kind and range of materials that the textbook includes. The second step involves careful examination of the content of the textbook and the teachers' manual if available. Daoud & Celce-Murica have developed a checklist to analyze the textbook and the teacher's manual; each one has its own criteria. The textbook should be investigated in terms of subject matter (topics, contexts), vocabulary, structures, exercises, illustrations, physical make-up which includes cover, size, binding, paper, printing, type, and layout of the page. Regarding the teacher's manual, the researchers suggested the following four criteria: the general features, type and amount of supplementary exercises for each language skill, methodological\ pedagogical guidance and linguistic background information. The third step ends by selecting a textbook depending on the checklist which contains the above mentioned criteria. However, Dweik (2007) points out that Daoud and Celce-Murcia ignored the cultural dimension of the textbook.

Sheldon (1988) suggests a 17- item checklist for an EFL textbook evaluation. The checklist includes rationale, availability, layout/graphics, physical characteristics, user definition, accessibility, linkage, selection/grading, appropriateness, authenticity, sufficiency, cultural bias, educational validity, stimulus/practice/revision, flexibility, guidance and overall value for money. Sheldon gives a brief description for each item. Chastain (as cited in Dweik 2007) offers the following five criteria for selecting an EFL textbook: (1) Paying attention to vocabulary as well as the content of the reading material dialogue. (2) Taking into account steps involved in language acquisition. (3) Focusing on four language skills beside culture (4) Paying attention to the sequence of developing language skills. (5) Emphasizing homework for the next class meetings and choosing a text which can be personalized to the students' interests.

Lee (as cited in Lee 2009) suggests 16 themes that are required to acquire culture-general knowledge , behavior and attitudes each of which has its own subdivisions. Knowledge has nine themes, just to name a few, cultural learning, culture shock, culture stress and impact of culture on human communication. Behavior comprises five subcategories such as; culture leaning strategies, strategies dealing on intercultural stress. Attitudes consists of two sub themes namely; positive attitudes towards foreign cultures and intercultural attitudes toward cultural differences.

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

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

Local and International Studies Related to Evaluating the Cultural Aspects of EFL Textbooks

Aliakbari (2004) investigated the way of addressing culture in English language learning (ELT) in Iran in general and the place of culture in ELT at high school level of education in particular. The study also aimed at investigating textbooks' contribution to the improvement of students' intercultural competence. To achieve the goals of the study, the researcher analyzed four English textbooks entitled English Book One, English Book Two, English Book Three and English Book Four. The analysis was based upon the amount and kind of presentation given to various target language speaking countries or groups in the textbooks. Findings showed that ELT textbooks used in Iran did not help in developing intercultural competence and cultural understanding since the books distracted the attention from cultural points besides the fact that the cultural content was very limited. The researcher concluded that the textbooks under investigation were inadequate to the task of teaching culture since there was only one reference for English speaking countries, whereas general texts related to science, biographies of scientists and world figure scored the highest frequencies. Additionally, texts whose cultural identities were left out scored high frequency.

Autoom (2005) provided cultural analysis for the content of Action Pack English textbooks taught in public schools in Jordan for the first six primary grades. She explored the cultural dimension associated with learning English through Action Pack textbooks. The researcher utilized two research instruments: a questionnaire and content analysis. The former consisted of nine questions. Each question had three responses to be filled by 88 English language teachers in Jerash Directorate, while the latter was based on quantitative and qualitative instruments. Ten criteria were followed for the qualitative instrument such as the percentage of Islamic names to neutral

ones, the percentage of western countries to eastern ones and age. Additionally, the criteria involved the appearance of characters in terms of inferiority and superiority situations, food , external fashion culture, musical instruments , women ,relationship between males and females. The qualitative one concentrated on the omission of the religious theme which was neglected. The study showed that there were many western cultural aspects involved in Action Pack series which were alien to Islamic culture such as the portrayal of women as liberal and independent. She concluded that the series was almost culturally-loaded .

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

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

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

Shatnawi (2009) evaluated the cultural aspects in Mission “1” and investigated the students’ attitudes of 11th grade at Yarmouk University Model School towards the inclusion of the English culture in Mission “1”. She also examined the existence of any significant differences among students’ perceptions towards the language and culture due to gender. To fulfill the aims of the study, the researcher collected data by means of content analysis and a questionnaire. A sample of 160 male and female students was asked to fill the questionnaire to elicit their attitudes towards English cultural aspects found in Mission “1”. Results revealed that Mission “1” included the following cultural aspects: historical, economic, geographical, literary, political, religious, man-woman relationship and way of living. Results also indicated that the majority of students agreed that it was impossible to separate language from its culture. Additionally, most of the students showed their disagreement towards achieving greater success if learning English language was set

aside from its culture. The researcher also found out that there were no statistical significant differences between males and females responses related to culture and the content of the textbook.

Xiao (2010) analyzed the cultural content of Contemporary College English for Listening “3” (Book 3). This content analysis aimed at defining the categories of cultures that were presented in such a textbook taught at the university level. It also aimed to find the types of culture that were presented in EFL university textbooks. Additionally, this study examined learners’ perceptions and attitudes on the cultural content and culture learning. The researcher collected data through a three-part questionnaire. The first part consisted of 20 items, based on Likert scale, which were designed to investigate students’ attitudes towards learning culture. The second part was concerned with ranking five items that were related to the importance of cultural aspects. The questionnaire ended with three open-ended questions which aimed at revealing students’ expectation on cultural learning in terms of categories of culture. To achieve the goals of her study, the researcher chose 96 second year students from Jiangxi University of Science and Technology in China to fill in the questionnaire in addition to the content analysis of the textbook. The results indicated that (Book 3) target cultural contents related to United Kingdom and United States were significantly focused in the script section and notes section. On the contrary, source culture and international culture scored a very low percentage. Findings of the study proved that (Book 3) was designed with the aim of enhancing the students’ knowledge of English speaking countries’ culture. It also indicated that big “C” was preferred especially aspects related to literature, arts, economy, politics and history whereas little “c” was rarely observed. Moreover, researcher found that students considered target culture very important for their English learning and they showed positive attitudes towards the importance of culture and cultural learning. They also believed that “if cultural knowledge learning could be set as compulsory course, it would facilitate their cultural learning more than the present situation” (p. 84).

Kirkgöz and Ağçam (2011) investigated the cultural elements in 18 locally published English textbooks used for Turkish primary schools. It aimed at finding out the extent to which textbooks contained references to the source (Turkish) culture, the target (British/American) culture and the international target culture. To achieve the goals of the study, the researchers adopted a quantitative analysis of the cultural elements demonstrated in these EFL textbooks. Results revealed that references to the source and target cultures included in textbooks scored high percentages in comparison with international target cultural components. The overall results of the study indicated that locally published EFL textbooks “were designed to foster learners’ familiarity with the source, target and international target culture simultaneously at every stage of the English language learning experience. In this way, a reasonably good balance between these three sources of cultural elements has been maintained”(p.165).

Mahmood, Asghar and Hussain (2012) attempted to shed light on the cultural representation in ESL textbook by means of using Byram et al model. This model consisted of the social identity, beliefs, behaviors, sociopolitical institutes, socialization and life cycle, national history, geography and stereotypes. The researchers chose Step Ahead “1” which was taught for Class six at Beacon House School System in Pakistan. Results proved that this EFL textbook did not present sufficient information about the target culture. It also revealed that the main focus of this textbook was the non-native culture. Moreover, findings revealed that there was inadequate, insufficient inter-

cultural harmony in this textbook and the least percentage was given to the source culture (Pakistani), which was likely to alienate the learners from their own culture. Additionally, results of the content analysis showed that Step Ahead “1” represented the Singaporean culture.

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

METHODOLOGY

Population & Sample

The population of the study consisted of Action Pack series and its accessories in which Action Pack 12 was chosen as a sample for the current study.

Research Instrument

In order to help answering the research question, the researchers developed a cultural checklist. Based upon previous studies that the researchers had come across, a cultural checklist was designed to examine the existence of cultural aspects in Action Pack 12 series and its accessories. A 12-criterion checklist was utilized to analyze the cultural content of Action Pack 12 in terms of the following sub-cultural aspects: history and politics, religion & religious rituals, food & drinks, first names, education, ecology, economy, leisure time, music and arts, dress, literature and science, social behavior (etiquette) in addition to family and male-female relationship. The cultural checklist was based on Shatnawi (2009), Newmark (1988) and Cortazzi and Jin’s (as cited in Mahmoud, Asghar and Hussain, 2012) and some extra cultural categories that are added by the researchers. (See Appendix A)

Criteria of Analyzing the Cultural Aspects of Action Pack 12

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

- **History and politics:** this aspect refers to items related to famous figures, flags, national heroes and heroines, major historical events in the country, leaderships in the country, governments and relations with other countries. For example :
“ In 2003, 140.000 non-British citizens came to live in the UK and 100.000 British people returned to their home country from”. (Haines, 2010:19)
- **Religion & religious rituals:** this aspect refers to items related to religions, places of worship, religious ceremonies and religious holidays.

- **Food & drinks:** this aspect refers to items related to famous dishes, hot and soft drinks, food recipes, eating utensils and eating habits.
- **Education:** this aspect refers to items related to educational systems, kinds of schools, school subjects, university subjects and grading system. For example:
“A: Are you from Egypt? B: No/ Jordan
A: Do you go to school? B: No/ University
A: Are you studying chemistry? B: No/ Physics” (Haines,2010:18).
- **Ecology:** this aspect refers to items related to rivers, lakes, seas, mountains, plants, animals, weather and climate. For example:
“Yangtze is the longest river in China” (Haines,2010:77).
- **Economy:** this aspect refers to items related to names of banks, currency, as well as buying and selling goods. For example:
“Madaba played a major role in trading pottery throughout Europe and the Arab world.....”. (Haines,2010:52)
- **Leisure time, music and arts :** this aspect refers to items related to entertaining activities, popular sports, entertaining programs, touristic and entertaining places , traditional music , famous singers, actors and actresses , famous paintings and painters in addition to artistic productions such as films and plays. For example:
“ We’re really enjoying our holiday in the Gulf of Aqaba. Yesterday we went scuba diving in the Red Sea” (Haines, 2010:31).
- **Dress:** this aspect refers to items related to traditional dress, men’s and women’s dresses, casual clothes, formal clothes and clothes of occasions such as marriages and funerals.
- **Literature and science:** this aspect refers to items related to different fields of literature, famous poets, dramatists and playwrights, scientific fields as well as biographies about famous scientists. For example:
“ Dr Hanania is an incredibly gifted heart surgeon and Jordanian Senator”
(Haines,2010:87).
- **Social behavior (etiquette):** this aspect refers to items related to greeting and parting expressions, exchanging gifts, acceptable and unacceptable behavior.
- **Family and male-female relationship:** this aspect refers to items related to the role of women and men, equality between men and women, family gatherings and family relations.
“May gets up early every morning and walks to the village to buy food” (Haines,2010:51).
- **First names:** this aspect refers to all males and females names or nicknames.
“Alberto and Maria’s son said his parents had a simple way of life” (Haines,2010,51).

RESULTS

What are the cultural aspects that Action Pack 12 contains?

In order to answer the question, the researchers analyzed the cultural content of Action Pack 12. The analysis included the student’s book, the workbook in addition to the teacher’s book which was used only for key answers and listening materials. Frequencies and percentages of the cultural aspects for each module were presented in a tabular form (See Appendixes B & C).

Student's Book Analysis

Table (1) shows the total number of cultural aspects that appear in Action Pack 12 (student's book). These cultural aspects are classified into three categories namely; Arabic culture (source), British culture (target) and international cultures.

Results of Table (1) indicate that *history, politics* and *ecology* have scored the highest percentages,

Table (1) Frequencies & Percentages of Total Cultural Aspects in Action Pack 12 (Student's Book)

Cultural Aspect	Total Percentages of Cultural Aspects						Total	%
	Ar.	%	Br.	%	Int.	%		
1. History and politics	35	40	4	5	49	55	88	34.2
2. Ecology	30	37	30	37	21	26	81	32.4
3. Leisure time, music and arts	15	52	0	0	14	48	29	11.0
4. Names	12	63	2	11	5	26	19	7.54
5. Literature and science	10	63	5	31	1	6	16	6.35
6. Family and male-female relationship	7	64	1	9	3	27	11	4.37
7. Education	2	67	0	0	1	33	3	1.19
8. Food & drinks	1	50	0	0	1	50	2	0.79
9. Religion & religious rituals	1	100	0	0	0	0	1	0.40
10. Economy	0	0	0	0	1	100	1	0.40
11. Dress	1	100	0	0	0	0	1	0.40
12. Social behavior (etiquette)	0	0	0	0	0	0	0	0.00
Total	114	45%	42	17%	96	38%	252	100%

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

34.92 %, 32.14 %, among other cultural aspects, whereas *leisure time, music and arts* have scored 11.50%. Interestingly, *economy, dress* in addition to *religion & religious rituals* have the same low percentages of 0.40%. Another interesting observation is that *social behavior (etiquette)* is completely ignored in this book.

Aspect (1) : History and politics

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

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

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

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

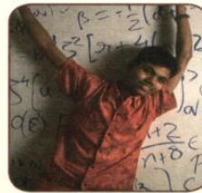
Famous talented people of different cultures such as the Indian, Jordanian and Austrian are not ignored in this textbook. The author has also included them in Module four, Unit 12 , page 83 :

So talented, so young

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

A

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



B

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



C

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



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

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

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

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

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

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



Aspect (2): Ecology

Ecology occupies the second highest percentage of cultural aspects that are embedded in Action Pack 12. The author has succeeded in presenting various ecological aspects related to Arabic, British and international cultures. Each one has a reasonable percentage represented respectively as follows; 37%, 37% and 26%. In Module two, Unit five, page 36, the author has opened the unit by introducing students to a famous geographical place located in the south-west of England as shown in the picture below:

Discuss

1 Read the article on the Eden Project below.

A whole planet under glass


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

5 Some plants grow outside, but many are in specially-built domes, called 'biomes' /'baɪəʊmz/, where the temperature and humidity are carefully controlled. The biomes are like giant greenhouses and one, the Humid Tropics biome, is the largest greenhouse in the world. It is over 55m high and 200m long and contains many thousands of exotic plants

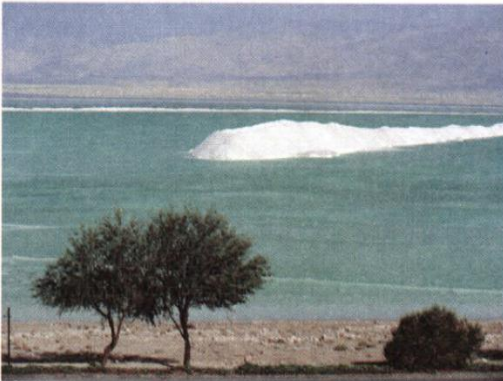
10 not found in England.

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

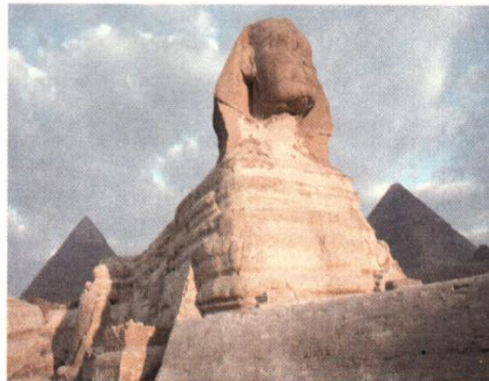
15 educational value with scientific interest and a huge variety of spectacular plant life.



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



The Dead Sea, Jordan



The Sphinx, Egypt

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

Check your understanding

4 (11.1) Listen again and decide whether these statements are True or False according to the speaker.

a The Yangtze is the longest river in China.

b Almost two million people had to leave their homes so that the dam could be built.

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

Aspect (3): Leisure time, music and arts

Table (1) shows that *leisure time, music and arts* have a reasonable percentage of 11.50% in comparison with other aspects. About 48% of these aspects represent international cultures whereas 52% are devoted to Arabic culture leaving the British without any share at all.

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

Read and analyse

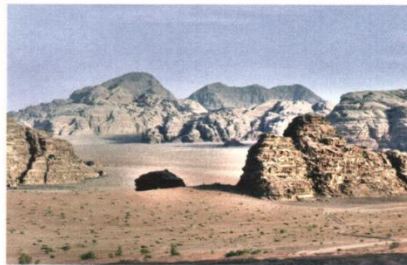
2 As you read this sample account of a visit, make a list of the positive and negative points.

Our Visit to Wadi Rum

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

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

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



Wadi Rum, Jordan

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



Aspect (4): First names

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

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

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

4 Think of an explanation for these situations. Your explanation should include the words in brackets and a verb in the past perfect.

- a James was very nervous when he arrived at the airport. (never fly before)
He'd never flown before.

Aspect (5): Literature and science

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

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

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

Quote "Tradition simply means that we need to end what began well and continue what is worth continuing."
Jose Bergamin Guitierrez

The author has not neglected the Arabic culture in the field of literature and science and this is clearly shown in Module four, Unit 10, page 71 as in the extract below:

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

Aspect (6) : Family and male-female relationship

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

- 43** (7.1) Listen again. Are these statements True or False? Correct sentences where necessary.
- a Alberto and Maria have been married for nearly eighty years.
 - b Since their marriage, Alberto and Maria have spent all their time together.
 - c Alberto and Maria eat soup or corn for every meal.
 - d Sunil works sixteen hours a day in the family shop.
 - e Most of Sunil's customers are friends.
 - f Sunil and his wife were still school students when they were married.
 - g Sunil used to work as a fisherman.
 - h May's husband died twenty years ago.
 - i May gets up early every morning and walks to the village to buy food.

Aspect (7) : Education

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

- 8** Work in pairs. Make conversations based on these prompts.
- a A: Are you from Egypt? B: No / Jordan
 - b A: Do you go to school? B: No / university
 - c A: Are you studying chemistry? B: No / physics
 - d A: Do you like being a student? B: love

9 (2.3) Now listen and repeat the sentences.

18

Aspect (8) : Food and drinks

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



Aspect (9) : Religion and religious rituals

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



Aspect (10): Economy

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

Unit eight, page 47 , the author has presented a piece of information about Spain and how it is well-known for exporting olive oil as illustrated in the extract below.

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

Aspect (11): Dress

Table (1) also indicates that dress has been given a very low percentage among other cultural aspects accounting for 0.4% where the author has shed the light on the Muslims' dress through one picture all over the book. This clearly appears in Module three, Unit seven, page 54 as in the extract below:

Discussion: Read and analyse

1 This article was written for a young person's magazine. Which of the following is the best title for the article?

- ▶ Being punctual at work
- ▶ Making friends with your colleagues
- ▶ So you want to be a good colleague?

Aspect 12: Social behavior (etiquette)

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

Workbook Analysis

Table (2) shows the total number of cultural aspects that appear in Action Pack 12 (work book). These cultural aspects are classified into three categories namely; Arabic culture (source), British culture (target) and international cultures. Results of Table (2) indicate that *history and politics* have scored the highest percentage, 25 % among other cultural aspects, whereas *food and drinks, religion & religious rituals, dress* in addition to *social behavior (etiquette)* have scored the lowest percentage that represents a complete absence of such cultural elements.

Table (2): Frequencies & Percentages of Total Cultural Aspects in Action Pack 12 (Workbook)

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

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

Aspect (1): History and politics

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

- c It has been the site of many ancient settlements until the current city (choose) by King Abdullah I as the capital of His new state in 1921.
- d The city remained quite small until the 1950s. Since then, the city (develop) very rapidly and is now a place which (contain) both ancient ruins and modern skyscrapers.

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

Who are the economic migrants?

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

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

New Zealand / The final challenge

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

Aspect (2): Literature and science

Data of Table (2) reveal that literature and science have scored the second highest percentage (20.8%) in which the British culture is totally ignored. In comparison with Arabic culture which is given 49%, international cultures have gained 51%. The extract below is taken from Module four, Unit 12, page 72. It shows an example of international cultures such as the Indian, German and American.

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

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

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



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

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

Mathematical geniuses

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

**Arithmetic**

5 Musa al-Khwarizmi from Khawarizm, who lived from 780 to 850 CE, was one of the world's greatest mathematicians. He wrote the earliest Islamic works on arithmetic and algebra, which were the main authority on the subject for many years. He made Greek and Hindu mathematical knowledge comprehensible to people of his time and supported the use of Hindu numerals. He is particularly
10 famous for being the author of the oldest Arabic work on arithmetic known as *Kitabul Jama wat Tafriq*.

Another mathematician, Al-Nasawi, wrote *Al-Mughni Fil Hissab Al-Hindi* in which he explained fractions and other complex ideas in a modern way. He also introduced the decimal system in place of the sexagesimal system, which was
15 based on the number sixty, rather than the number ten.

Aspect (3): Ecology

An 18.2% of the cultural aspects is related to ecology. Data show that Arabic cultural aspects gain 37% of the total ecological cultural aspects whereas international cultures are given 58%. Table (2) clearly shows that British culture seems to be marginalized in this textbook with a percentage of 5%. The following extracts exemplify Arabic, British and international cultures respectively. The first text below appears in Module one, Progress Test one, page 19:

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

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

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

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

Aspect (4): First names

In comparison with other cultural aspects, first names have scored 17.8%. It is noticeable that Arabic names have the highest frequencies (42) where neither British names nor other names have place in the activity book. In Module three, Unit seven, page 44, the author has intensively used Arabic names as shown in the extract below.

Grammar Reporting people's words Grammar file page 86

1 Report the questions and answers in these short conversations.

a Badria: What are you doing at the weekend?
Samira: I'm going out with my parents.
Badria asked Samira what she was doing at the weekend. Samira said / replied (that) she was going out with her parents.

b Badria: Where are you going?
Samira: We're going to visit our cousins in the next town.

Aspect (5): Leisure time, music and arts

Leisure time, music and arts seem to have a percentage of 9.7% as shown in Table (2). This cultural aspect covers intensively Arabic culture by a percentage of 70% and international cultures by a percentage of 30%. Seemingly, British culture seems to be neglected regarding this cultural aspect. In Module three, Unit nine, page 55, the author points to a famous Jordanian painter as shown in the extract below.

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

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

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

Dear Mike,

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

Aspect (6): Education
As indicated in Table (2), it is apparent that

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

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

Aspect (7): Family and male-female relationship

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

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

Aspect (8): Economy

This aspect has appeared six times in the workbook with a percentage of 2.5%. Data extracted from Table (2) reveal that Arabic culture has gained a higher percentage than international cultures. On the contrary, British cultural aspects that are related to economy are totally neglected. The author has highlighted this aspect in Module three, Unit nine, page 52 as illustrated in the extract below.

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

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

To sum up, data concluded in Table (3) revealed that Action Pack 12 represents a mixture of Arabic, British and international cultural aspects. Apparently, British cultural aspects seemed to have the lowest percentage of 11% whereas Arabic and international cultures seemed to be nearly similar in percentages as shown in Table (3) below.

Table (3) :Total Cultural Aspects in Action Pack 12 Series

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

DISCUSSION

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

should understand their own cultural heritage and appreciate other cultures in light of Arabic Islamic culture.

Action Pack 12 included the following British cultural aspects ranked as follows; literature and science, history and politics, leisure time, music and arts, ecology, names and finally, food and drinks. Results of analyzing Action Pack 12 revealed that British cultural aspects are not given a high portion (11%) in this textbook. This result is compatible with Mahmoud, Asghar and Hussain (2012) who proved that *Step Ahead "1"* did not provide enough information about the target culture. This means that the results are inconsistent with Genc and Bada (2005) and Dweik (2007) who emphasized that teaching a foreign language cannot be separated from its culture. Consequently, Action Pack 12 is inadequate to the task of teaching culture and such finding is consistent with Aliakbari (2004) who concluded that some EFL textbooks taught in Iran were inadequate to the task of teaching culture since there was only one reference to English speaking countries.

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

The results show that there are variations in the presence of Arabic, British and international cultures. This could be due to the fact that the general guidelines set by the Ministry of Education did not state the percentages allotted to each of the three categorizations of culture. It only stated that students are expected to explore and respond to Arabic and world literature as a way of understanding our cultural heritage and appreciating other cultures in light of the Arabic Islamic culture.

Arabic culture has scored 46% of the cultural aspects. This point was implicitly highlighted by Al-Hishoush (2006) who found out that AMRA textbook, which was chosen by adaptation, had a great emphasis on the local Jordanian and Arabic culture whereas Headway Advanced had overemphasized the native English culture.

The results of the content analysis did not agree with the results of Autoom (2005) who concluded that Action Pack series (1-6) were culturally-loaded and had some western elements which were alien to Islamic culture. Moreover, the results of the present study were not in line with Al-Jadiry, Al-Mdanat and Dweik (2009) who uncovered that Enterprise "4" is rich with objectives revealing the target culture but completely lacking the culture related to Arab learners.

History and politics seemed to have the highest percentages in the students' book. This means that teaching history is very important since it helps learners understand other people and societies. Learning history also helps appreciating different cultures and the different changes and events occurring in a society. Politics is also another important topic that characterizes any culture and distinguishes it from other cultures. Moreover, results revealed that this historical aspect was mainly directed towards international cultures. This might refer to the fact that knowing about

international cultures, which are not restricted to Arabic or British culture, will give students a much more comprehensive picture of more than one country or culture. This aspect was also given a high percentage in Arabic culture since they are always in need to deepen their cultural identity.

While Arabic and international cultural aspects regarding leisure time, music and arts were given a high percentage, English British culture was totally ignored. Again, knowing about various international cultures is wider and much more comprehensive than knowing about one culture. Additionally, this textbook has ignored the British culture regarding this aspect because nearly most students at this age are not qualified enough and do not fully master English language which enables them to listen to English music or even following up British arts.

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

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

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

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

The educational aspect has scored a low percentage in both students' book and workbook. It has appeared seven times with no reference to British culture. Actually, this result may be ascribed to the fact that students at this stage are expected to finish their education at school and leave to the

university life. As a result, they no longer need such topics related to the kinds of schools, school subjects or even the grading system. Such topics were of great importance at earlier stages.

CONCLUSION

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

RECOMMENDATIONS

Based on the analysis of the findings of the current study, the researchers propose the following recommendations:

1. The findings of the study reveal that Action Pack 12 is heavily loaded with cultural aspects related to Arabic and international cultures, whereas English British culture has only 11% . Consequently, curricula planners are advised to increase the English British cultural aspects to have at least a similar percentage to Arabic culture and international cultures.
2. Curricula planners are advised to create a balance between the target culture, Arabic Islamic culture and international cultures in EFL textbooks.
3. Religious aspects should be given a higher percentage in EFL textbooks because religion teaches tolerance and increases understanding of people of different cultural backgrounds in addition to narrowing the gap found among cultures.

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Cultural Dimension	Culture					
	Arabic (Source)		British (Target)		International	
	Fr.	%	Fr.	%	Fr.	%
Leisure time, music and arts :						
Entertaining activities						
Popular sports						
Entertaining programs						
Touristic and entertaining places						

Appendix (A): Cultural Checklist

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

Famous poets , dramatists and playwrights						
Scientific fields						
Biographies about famous scientists						
Dress:						
Traditional dress						
Men's and women's dress						
Casual clothes						
Formal clothes						
Occasions clothes (marriage, funerals)						
Social behavior (etiquette):						
Greeting expressions						
Parting expressions						
Exchanging gifts						
Acceptable behaviors						
Unacceptable behaviors						
Family and male-female relationship :						
Role of women						
Role of men						
Equality between men and women						
Family relations						
Family gatherings						
First names:						
Names of females and males						
Nicknames						
Module Number ()						

Fr: Frequency %: Percentage

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

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

Appendix (C)
Cultural Aspects in Action Pack 12 (Workbook)

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

Ar: Arabic Culture

Br: British Culture

Int: International Cultures