A Content Analysis of Themes and Illustrations in Action Pack Eight Which Include Cross-Cultural, Intercultural, Arabic- Islamic Cultural and National Cultural Aspects

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Introduction

As English has become a world language, there have been considerable attempts to integrate culture in teaching English as a foreign language (EFL), emphasizing the social functions of the target language and making learners interculturally sensitive (Sercu, 2006). Communicative competence is no longer the only objective of EFL teaching. It broadens its definition and accepts Intercultural Communicative Competence (ICC) which is related to one's awareness on others' cultures as well as his/her own culture.

Teachers are required to help learners acquire Intercultural Communicative Competence (ICC). They need to be equipped with the necessary skills, knowledge and attitudes and change their views about the objectives of Foreign Language Teaching (FLT) (Sercu, 2006). Moreover, cultural information is required to take place in teaching materials.

Culture and its teaching should be integrated into the foreign language textbooks and classroom practices. If successful integration takes place, the foreign language learners of English or any other language will be able to act flexibly and sensibly along

the lines of the cultural norms that they encounter within the target language culture. Students in foreign English classrooms live in a monolingual and monocultural environment, they are "culture-bound". This fact places a heavy pedagogical responsibility on EFL curricula developers. They need to be careful in their decisions on the selection of the cultural content for English language textbooks (Chow, 2008).

Purpose and Questions of the Study

This study aims at analyzing themes and illustrations in Action Pack Eight to determine to what extent teaching materials used in English foreign language (EFL) setting include cross-cultural, intercultural, Arabic cultural, Islamic cultural and national cultural aspects.

In light of the purpose of the study the researcher attempts to answer the following questions:

1. To what extent do themes in Action Pack 8 include cross-cultural, intercultural, Arabic, national and Islamic cultural aspects?
2. To what extend do illustrations in Action Pack 8 include Cross-cultural, intercultural, Arabic, national and Islamic cultural aspects?
3. To what extent do themes and illustrations in Action pack 8 reflect the Arab- Islamic culture which helps students to appreciate the English speaking countries' cultures?

The Criteria of the Study

The criteria of the analysis are the inclusion of Cross-Cultural, intercultural, Arabic cultural, national cultural and Islamic

cultural aspects in the themes and illustrations in Action Pack Eight; the criteria are based on the outcomes which are part of the "General Guidelines and General and specific outcomes for the English language" Grade Eight. The following outcomes are related to the purpose of this study:

- Students should be able to utilize critical thinking skills to make Value judgments on texts, contexts and Social norms in light of Arab-Islamic culture and Values.
- Students should be able to explore and respond creatively to Arabic and world literature as away of knowing, developing personal values, understanding in light of the Arab-Islamic culture.
- Students should be able to show understanding of information in an oral presentation.
- Students should be able to make inferences and judgments that show an understanding of a presentation.
- Students should be able to use appropriate intonation for different kinds of moods.
- Students should be able to use knowledge of themes parts foreign origins, and simple derivations to understand the meaning of new themes.
- Students should be able to relate new ideas to previous beliefs, values and experiences while reading. (Ministry of Education, 2006: 10,43,44,45, and 46).

The Categories of the study

The categories are the cross-Culture, interculture, Arabic culture, national culture, and Islamic culture which are included in the themes and illustrations in Action Pack Eight

The Unit of the analysis

The unit of analysis is the theme and illustration of Action Pack Eight.

Definitions of terms

Interculture:	Interculture is the awareness of others' cultures especially the English Speaking Countries like England, USA, Canada, Ireland, Australia and Scotland.
Cross-Culture:	Cross-Culture is the awareness of other's culture from countries around the world, such as China, India, Mexico, Egypt, Iraq, Jordan and …etc.
Islamic Culture	Islamic culture means any reference to a character, symbol, place which represents Islam such as the scarf (Hijab) or the Mosque.
Theme:	The theme is any group of words that provide the reader/learner with information or description about a specific country, characters, place such as information about the life in China, or description of the ceremony in Canada or description of the Italian food.
Illustrations:	The illustration is any photo, map, diagram, or chart of character, place or/and subject, which provide the reader/ learner with information about a specific things such as a photo of camel carrying goods. Such photos inform the reader that the Camels are the way of transportation in the past.

National Culture: National culture means any aspect, name, place that refers to Jordan, such as the Dead Sea, Petra… etc

Limitation of the Study

The content analysis is limited to Action Pack for the Eighth grade students which is being taught in public schools in Jordan in the academic year 2009/2010.

The Population and the Sample of the Study

The researcher analyzed all the themes and illustrations in Action Pack 8 student's book.

Reliability of Content Analysis

The researcher follows the following steps to ensure reliability of content analysis:

1) The researcher analyzed the themes and the illustrations which are presented in the students' book.
2) The researcher repeated the analysis after three days from the first analysis using the same Units and categories of analysis. It was found that the consistency was (0.95) which indicate a high coincidence between the two analyses.
3) The researcher asked one of his colleagues who studies the course with him. She (the colleague) used the same Units and categories of analysis. It was found that the consistency was (0.95) which is considered acceptable.

Background of the Study

In Jordan, English is an international language and fundamental to learning and communicating in all cultures. For Jordanian Students the EFL curriculum should help the learners to internalize the Islamic and Arabic culture which should be used as a spring board to understand, appreciate, and interact with people of different countries, as well as Jordanian identity (Ministry of Education, 2006).

The Action Pack Eighth Grade

Action Pack is a twelve-level courses for Jordanian Students, leading them from the Basic to the Secondary stage. It is based on the most modern methods of teaching language, combining a topic-based approach with functional language practice, careful attention to grammar and vocabulary and a comprehensive skills syllabus (Keddle and Hobbs, 2006).

The Ministry of Education assumed that after learning English at school students will have deepened their values and heritage; at the same time they can cope with emerging issues analytically and critically (Ministry of Education, 2006).

Review of the Related Literature

Since English is the first world language and since it is the first foreign language in Jordan, great emphasis is given to the cultural contents of English language curricula used in Jordan. The effect of such content on the individual's personality and consequently the structure of the society are extremely important (Corbett, 2003).

There has been considerable research investigating teachers' intercultural understanding, such as to be familiar with the foreign cultures, to make their students tolerant of other cultures, accepting teaching intercultural competence as an objective of foreign language teaching. It is revealed that there are some similarities as well as some striking differences in teachers' perceptions across countries (Baumgart & Hales, 2000; Sercu, 2002). The differences signal a lack of intercultural understanding and the findings indicate the need for increasing shared programs, exchanges and other opportunities for reciprocal relations that foster genuine dialogue, partnership and intercultural understanding between countries (Baumgart & Halse, 2000).

Accepting the obvious importance of language as a means of communication, supporters of an intercultural approach also emphasize its social functions. For example, the ways in which language is used by speakers and writers to understand the attitudes and the behaviours of the target community. Integrating culture into foreign language teaching means broadening its scope from a focus on acquiring the "four skills" of reading, writing, listening and speaking, and providing learners necessary help to acquire cultural skills, such as "the ability to acquire new knowledge and to operate knowledge, attitudes and skills under the constraints of real-time communication and interaction" (Byram, 2002). As the ultimate goal of an intercultural approach to language education is no longer acquiring "native speaker competence" but rather than an Intercultural Communicative Competence (Guilherme, 2002), foreign language teachers require to have Intercultural Communicative Competence so that they can help learners involve in the interculturalisation process.

Ababneh (2007) investigated the teachers' and supervisors' opinions concerning "Jordan Opportunities" textbook. The population of the study consisted of (80) teachers and (8) supervisors in Irbid First, Second and Third Directorates of Education. The researcher analyzed the students' book, activity book, and the teachers' book then presented how the outcomes, language skills, linguistic components, communication activities and cultural aspects are stated, distributed and balanced in "Jordan Opportunities" for grade ten. A five point Likert-questionnaire of (73) items was developed and a structured interview was also used to investigate the teachers' and the supervisors' opinions of "Jordan Opportunities" the findings of the study showed that the vocabulary and the outcomes were not fairly distributed in the modules. The cultural aspects were found suitable to the Jordanian setting, except the aspect related to man-woman relationship. Grammar and reading activities had the highest frequency and percentage. In addition to that, it was found that the teachers' book was of great help to teachers. Teachers and supervisors showed their agreement on the suitability of "Jordan Opportunities" and the findings of the interviews supported the agreement. The researcher recommended that other studies should be conducted on "Jordan Opportunities".

Jafar (2006) investigated the foreign cultural aspects compared to the Arabic aspects in English textbooks for the basic stage in Jordan. The study followed textbook content analysis for cultural aspect at the level of theme and picture for names, Pets, women, celebrations and social events, addressing people, social concepts and values. The data analysis of Action Pack Series, accredited for grades 1- 6 at public schools showed that the ratio of foreign aspects was 76% compared to the Arabic aspects 24%. This meant that the basic stage pupil is exposed more to the foreign culture that might cause cultural bias.

Sercu (2006) conducted a study, and concluded that foreign language teachers should be aware of the culture of the target language and should have frequent contact with the foreign culture they teach. They should have sufficient knowledge of both their own culture and the foreign cultures in order to be able to show similarities and differences between them and their learners. They should know learners' attitudes towards foreign cultures and choose appropriate teaching materials to promote intercultural competence. With respect to skills, Sercu (2006, p. 63) stated, "Teachers should be able to employ teaching techniques that promote the acquisition of 'savoirs', 'savoir-apprendre', 'savoir-comprendre', 'savoir-faire' and 'savoir-être'". Teachers should be able to select teaching materials that enable learners to compare cultures and be sensitive to foreign cultures. With respect to attitudes, teachers should be open to the idea of integration of ICC teaching into foreign language education and their objectives should involve the acquisition of ICC.

Wandel (2002) indicated from the findings of his study that rather than providing information, it is important to apply an approach supporting the affective level of learning, to select teaching material that contains and reflects the experience of the students' peer-group. Wandel (2002, p. 73) also stated that "Textbooks should contain material that allows and provokes opinions and discussions on cultural stereotyping. Students should be given communicative and pragmatic tools to 'negotiate meaning', to develop interactive and meta-linguistic skills, to be able to tolerate an endure ambiguity".

Dweik (2000) explored ways in which the Chechen language and culture are preserved in Jordan. In addition it aimed at exploring the relationship between language and non linguistic variables that affect the outcome of the language situation. Chechens social and

cultural isolation from Jordanian life contributed in the maintenance of the Chechen language and culture. The paper showed that the third generation Chechen Jordanians has used a diglots Arabic, the language of the majority of Jordanians and Chechen.

Al-Barakat (1996) evaluated English language Curriculum textbooks for the basic stage in Jordan, Petra Series. It was a descriptive analytical and evaluative study which used two instruments for the quantitative and qualitative analysis. The instrument included the following criteria:

1) title names versus untitled names
2) references to characters and places from different parts of the world.
3) Superiority in contacts
4) Omission
5) Distortion
6) Universalization of western values.
7) And stereotyping.

Content analysis was the technique used in the study. The results showed that a racial and cultural bias were clear in the six books of PETRA Series. He added that English language status quo be revised in light of new theories and concepts about the new role of English in the world so as to achieve the goals of development without running the risk of acculturation.

Findings

Table 1 presents the frequencies and percentages of Cross-Culture, Interculture, Arab culture, National Culture and Islamic culture aspects in Action Pack 8 at the level of themes.

Table 1

Frequencies and Percentages of Cross-Culture, Interculture, Arab-Islamic Culture, and National Culture in Action Pack 8 at the Level of Theme

Units	Cross-Culture		Interculture		Arab-Culture		National Culture	
	*F	*P	*F	*P	*F	*P	*F	*P
One	4	80	0	0	0	0	1	20
Two	4	50	0	0	3	0	1	21
Three	1	33,33	0	0	1	33.33	1	33.33
Four	3	27,27	2	18,18	4	36.36	2	18,18
Five	1	50	1	50	0	0	0	0
Six	0	0	0	0	0	0	0	0
Seven	0	0	0	0	0	0	0	0
Eight	2	40	3	40	1	20	0	0
Nine	2	66,66	1	33,33	0	0	0	0
Ten	1	100	0	0	1	100	1	100
Eleven	0	0	1	100	0	0	0	0
Twelve	1	100	1	100	0	0	1	100
Total	19		9		10		6	
Percentages	44.20		18.00		23.25		13.95	

* F = Frequencies * P= Percentages

Table 1 shows that the frequencies range between 6 and 19 with percentages ranging between 13,95% and 44,20%. At the level of themes, the cross-culture element has the highest frequency and

percentage 19 and 44.20%. On the other hand, the national aspects has the lowest frequency and percentage 6 and 13,.95%.

Table 2 presents the frequencies and percentages of Cross-Culture, Interculture, Arab culture, Islamic Culture and National Culture in Action Pack 8 at the level of illustrations.

Table 2

Frequencies and Percentages of Cross-Culture, Interculture, Arab cultural, Islamic Culture, and National Culture in Action Pack 8 at the Level of Illustrations

Units	Cross-Culture		Interculture		Arab-Culture		Islamic Culture		National Culture	
	*F	*P	*F	*P	*F	*P	*F	*P	*F	*P
One	0	0	0	0	0	0	0	0	0	0
Two	1	100	0	0	0	0	0	0	0	0
Three	1	100	0	0	0	0	0	0	0	0
Four	2	25	1	12.5	3	37.5	0	0	2	25
Five	1	100	1	100	1	100	0	0	0	0
Six	0	0	0	0	0	0	1	100	0	0
Seven	0	0	0	0	0	0	0	0	0	0
Eight	0	0	0	0	0	0	2	100	0	0
Nine	1	100	1	100	0	0	0	0	0	0
Ten	0	0	0	0	2	66.66	1	33.33	0	0
Eleven	0	0	1	100	0	0	0	0	0	0
Twelve	1	0	1	0	1	0	0	0	0	0
Total	6		5		7		3		2	
Percentages	26.10		21.73		30.43		13.05		8.69	

* F = Frequencies * P= Percentages

Table 2 shows that the frequencies range between "2" and "7" with percentages ranging between 8.69 and 30.43%. At the level of illustrations, the Arab-Culture element has the highest frequency and percentage "7" and "30.43%". On the other hand, the National aspects have the lowest frequency and percentage 2 and 8.69%.

Discussion

The analysis of Action Pack 8 showed that it included the following cultural elements: Cross-Culture, interculture, Arabic culture, Islamic culture, and National culture. This means that Action Pack 8 included different cultural aspects.

Although the general guidelines and outcomes of Jordanian curricula insist on teaching culture in the Jordanian context to explore the target culture in the light of the Arabic-Islamic culture, Action Pack 8 does not give any attention to the Islamic culture, since nothing is mentioned about it, except five pictures that reflect Islamic symbols in pages 15, 20, 43 and 55 where a women wear scarf (hijab).

The Cross-Culture has the highest frequency and percentage. This means that the student's book of Action Pack 8 gives prominent importance to the Eastern-western cultures, this may be due to the fact that the authors are foreigners and not Arabs, so it is not surprising to find that they focus on Eastern-western cultures, specially the European's Culture. This indicates that the students are intensively exposed to the foreign culture that might help them to learn English better when they understand other cultures. Moreover, it is noticed that none of the themes in this textbook has ever mentioned an Islamic culture such as values, festivals, food, games or clothes except the five photos of woman who wear hijab.

Findings related to the first question of the study

Cross-Cultural aspects are used most frequencies in Action 8. The results of Table 1 show that Cross-Cultural aspects are used 19 times in Action Pack 8. All the Units contain themes about Cross-Culture elements except Units 6, 7 and 11. Good examples on this are in Units 1, 2, 3, 4, 5, 8, 10 and 12.

Examples of Cross-Cultural aspects in Unit 1 at the level of themes

- Information about names of sports (Aerobic activity, Resistance training, stretching).
- Information about the Greece Pierre de Coubertin who started the Olympic Games in 19th century.
- Information about china who won 32 gold medals.

Examples of Cross-Cultural aspects in Unit 2 at the level of themes

- Information about Phoenician letters.
- Information about the history of Egypt.
- Information about players from Morocco, Switzerland, and Russia.

Examples of Cross-Cultural aspects in Unit 3 at the level of themes

- A photo presents the city of Tyre and full description about the city and its people.

Examples of Cross-Cultural aspects in Unit 4 at the level of themes

- Information about India, Tokyo, Bangladesh, Sahara Desert, Iran, Luxembourg , Italy, Russia.
- Mexico: the mask of Pacal.

- China: The terracotta army and horses, Xian.

Examples of Cross-Cultural aspects in Unit 5 at the level of themes

- Information about China, Mozambique, and South Africa.

Examples of Cross-Cultural aspects in Unit 6 at the level of themes

- Information about Phoenicians.

Examples of Cross-Cultural aspects in Unit 8 at the level of themes

- Information about Greek, Persia, China.
- Information about Japan.

Examples of Cross-Cultural aspects in Unit 9 at the level of themes

- Information about Madagascar.

Examples of Cross-Cultural aspects in Unit 10 at the level of themes

- Information about Mexico.

Examples of Cross-Cultural aspects in Unit 12 at the level of themes

- Information about the famous inventors: Wihelm Conrad Rontgen (German Physicist).

To answer the second Part of the First question, the following are examples of intercultural aspects in Unit 2 at the level of themes:

- Information about Australian.

Examples of intercultural aspects in Unit 3 at the level of themes:

- Information about Australian red kangaroo.

Examples of intercultural aspects in Unit 4 at the level of themes:

- Information about Ireland, Canada, USA.

Examples of intercultural aspects in Unit 5 at the level of themes:

- Information about the American Cities.

Examples of intercultural aspects in Unit 8 at the level of themes:

- Information about American Culture (Using five to send and received messages).
- Information about England.

Examples of intercultural aspects in Unit 11 at the level of themes:

- Information about the inventors: Thomas Edison and Nikola Tesla.

Examples of intercultural aspects in Unit 12 at the level of themes:

- Alexander Fleming (Scottish Scientist).

To answer the third part of the first question, the following are the examples of Arabic-cultural aspects in Unit 2 at the level of themes:

- Information about the ancient city of Byblos.
- Information about Mediterranean coast (Lebanon, Syria, Jordan and Palestine).

Examples of Arabic-cultural aspects in Unit 3 at the level of themes:

- Information about Arabian desert.

Examples of Arabic-cultural aspects in Unit 4 at the level of themes:

- Information about (Nile) Egypt, Libya and Kuwait.
- Egypt: Mask of king Tutankhamen.
- Palestine: The Telle El-Ajjul Hoard.
- Information about Al-Arab Hotel, in the UAE.

Examples of Arabic-cultural aspects in Unit 8 at the level of themes:

- Information about Baghdad.
- **Examples of Arabic-cultural aspects in Unit 10 at the level of themes:**
- Information about Oman.

Examples of Arabic-cultural elements in Unit 12 at the level of themes:

- Abu Ali Al-Hassan Ibn Al-Haythem (The greatest Arabian Physiest).

To answer the third part of the first question, the following examples are the national cultural aspects in Unit 1 at the level of themes:

- The following question is presented:
    - What does your national flag represent?
    - What colors does it share with the Olympic flag?

Examples of National cultural aspects in Unit 2 at the level of themes:

- Information about Amman, Aqaba, king's Higway, Madaba, Mount Nebo, and Red Sea.

Examples of National cultural aspects in Unit 4 at the level of themes:

- The following question is presented
    - What does your national flag represent?
    - What colors does it share with the Olympic flag?

Examples of National cultural aspects in Unit 10 at the level of themes:

- Information about Jordan.

Findings related to the second question of the study Action Pack 8

The analysis showed that it included the following cultural elements: Cross-cultural, intercultural, Arabic-cultural, Islamic-cultural, and National cultural aspects. This means that Action pack 8 includes different cultural aspects.

Although the general guidelines and outcomes of Jordanian curricula insist on teaching culture in Jordanian context to explore the target culture in the light of the Arabic-Islamic Culture; but Action pack 8 does not give any attention to the Islamic culture since nothing is mentioned about them explicitly except the five photos of woman who wear hijab. The researcher believes that this reflects the cultural bias of the authors. Here are some examples: a photo belonged to a woman appears in Unit 2, as a mother of an Islamic family under ahead title 'The boy from the past' which appears also in Unite 2, 3, 6, 7, 10 and 11.

There are four more photos also for women wearing hijab, a good example on this is on pages 15, a photo for a woman with her daughter looking at a fish shop, and also there is a photo of two families. In the photos appear two women each of them wear hijab, and there is also a young girl wears hijab. On page 43, there is a photo of a young girl wears hijab without any reference to the Islam or the Arabic culture. Finally, there are two photos on page 55 for girls using computer, they are wearing hijab without any reference to Islam or Arab culture. It is obvious that the appearance of the five photos has been replaced by the evaluation and adaptation committee instead of photos for women from western countries; this could be due to the fact that the authors are from foreign countries. It is obvious that the evaluation and adaptation committee has just replaced the mentioned photos without any attention to the theme of the photos, because their appearances do not serve any Islamic or even Arabic values.

Action Pack 8 included different cultural elements that belong to a variety of cultures such as: Egyptian ancient culture, French American, Iraqi ancient culture. For example on page 16, there are photos about the Egyptian pharaoh Tutankhamen and a photo of Phoenicians ports. There is also a photo which shows the population of Tokyo, the photo reveals the real fact about the high population of Japan.

The researcher finds only 6 photos in Unite 2, 3, 4, 5, 9 and 12 related to (Cross-culture) with frequency and percentage 6 and 26.10%.

It is noticed that the frequencies of intercultural and Islamic culture are the same but if we look in depth it is obvious that the Islamic illustrations are included without giving any meaning, while the intercultural illustrations reflect meaning and their present are not haphazard. Good examples are in unites 4, 5 and 9. On Unit 4

there is a photo of Canadians lakes. There is also a photo of North America the snow is covering all the area. This reflects the real weather in that area. While all the Islamic illustrations are the same, they represent a girl weaning hijab without any link between the theme and the photo. Good examples on this are in Units 2, 6, 8 and 10. All Units have the same picture of a woman wearing hijab.

Examples of cross-culture elements in units 2, 3, 4, 5, 9 and 12 at the level of illustration

- Photo of Pharaoh Tutankhamen Tomb, Phoenicians' letters (Cross-Culture).
- Photos of Eive Tower, Italian food, and Indian food (Cross-Culture).
- Photo from Mexico.
- Photo of the runner Jamel Bahli from France.
- Photo from China.
- Map of East Africa.

Examples of Interculture elements in units 4, 5, 9, 11 and 12 at the level of illustrations

- Photos and names of Australian people (interculture).
- Photo from Ireland.
- Photo from New York.
- Photo of the inventor Thomas Edison.
- Photo of the inventor Nikola Tesla.
- Map of America.
- Map of Canada.

Examples of Arabic culture elements in units 4,5,10 and 12 at the level of illustrations

- Photos of Abu Dhabi city (Arabic-Culture).
- Two photos of girls wearing scarf while using the computer.
- Photo from Palestine.
- Photo from Palestine
- Photo from Egypt.
- Photo of Al-Arab Hotel.

Examples of Islamic culture elements in units 2, 6, 8 and 10 at the level of illustrations

-Photo of a girl wearing a scarf (hijab) (Islamic-Culture).

Examples of National culture elements in units 4 at the level of illustrations

- Photos from Jordan (Petra).

Findings related to the third question of the study

The researcher found that there is a hidden curriculum behind presenting the Cross-cultural and intercultural aspects. If we look at the frequencies and percentages only without analyzing what each number hide behind it, we can not get the picture. For example, there is a differentiation between Arabic culture and Islamic culture. This matter obliged the researcher to separate the Arabic-Islamic culture to Arabic culture on hand and Islamic culture on the other hand.

This separation is existed purposefully by the authors in order to make the themes lost their Islamic values. Such hidden curriculum is not obvious clearly in the themes or illustrations. Even in the illustrations, there are cultural biases. For example, Unit 12 presents two foreingers inventors. The first one is Thomas Edison and the other is Nikola Tesla. There are two photos of the inventors,

while there is only one theme and one photo of the Ibn Al-Haytham, the Arabian scientist. Action pack 8 is full of such bias and as following:

Unite 1 page 8, contains sports' photos. None of them belong to the Arabic culture. In Unite 3 page 22, there are photos of animals do not live in Arab country and some of them represent a political aspect such as the kangaroo which to Australia, and giraffe which represent Africa, and the bear which is the national slogan of Germany. The authors present the intercultural aspects successfully, although they did not have high scores but they have great influence on the learners.

While the other cultural aspects gather high scores but their effects are not big like the intercultural aspects. Good examples on this are when the authors mention Cross-culture or Arabic culture, they give example from past events, but when they give example about the intercultural elements they mention the present or the near past. For instance, in unit 2 there is information about the Phoenician (Cross-Cultural aspects), and example from the Arabic culture, the authors give information about Mediterranean coast which consisted of (Lebanon, Syria, Jordan, and Palestine), while when they refer to the intercultural elements they give examples about the Australian players which are more close to the students' life, they use an authentic example.

Inferences

After the analysis of the findings, the researcher finds that Action Pack 8 gives prominent importance to the foreign culture aspects. The researcher infers that (not explicitly mentioned) cultures of English speaking countries are used more. The examples

of the English speaking countries are more useful and more interesting from other countries' examples.

The researcher infers that although themes are references to national and Islamic culture in photos and themes but they are not references to the national neither cultural nor Islamic cultural aspects. This may be due to the fact that it is not surprising to find that they focus on their own culture. The researcher infers that the evaluation and adaptation committee of Action Pack 8 did not analyze the textbook, and they gave their Judgment that it is appropriate to the Jordanian students depending on the surface structure of the themes without analyzing the deep structure, and this is obvious from the names of persons which are included in the texts and the photos. It is obvious that the committee replaces a foreign name with an Arabic name, and replaces a photo belongs to a foreign woman with a photo of a woman wearing hijab in order to be suitable to the Jordanian context.

The researcher believes that language learning cannot be detached from the cultural content. The best way to teach English language is by exposing students to intercultural aspects. The curriculum designers have to design text books that include different Arab-Islamic culture and foreign cultural aspects to increase students' awareness of their own culture.

The researcher infers that the themes and the illustrations in Action Pack 8 concerning Arab-Islamic cultural aspects contradict the General Guidelines outcomes.

Recommendation

- Action pack 8 needs to be analyzed by the evaluation and adaptation committee or adopts all the recommendations of the researchers which have been analyzed the Action Pack series.
- There should be integration between the Arab-Islamic cultural aspects and intercultural aspects.
- There should be activities which enable the students to relate English speaking countries culture to the Arab-Islamic culture to prevent them from adopting the foreign culture unconsiously.

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