Integration of Target, Local, and International Cultures in Action Pack Textbooks in Jordan: An Analytical Study

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Abstract

This study aimed to investigate the inclusion of target, local and international cultural terms and pictures in the 11th grade EFL Action Pack textbook in Jordan. A content analysis of the 11th grade English textbook in Jordan was conducted. The terms and the pictures were units of analysis. The target culture was the culture English speakers, while the local culture was considered the Jordanian culture, and the international culture referred to other cultures of the world. The entire body of terms was (27546) cultural terms. The number of pictures was calculated and it was (192). The body of terms and pictures was analyzed using Cortazzi and Jin's (1999) dimensions in addition to Byram's (1993) checklist. These dimensions were target, local, and international culture. Results revealed 46% reflected international terms, 42.2% local, and 11.8% target terms. The results also revealed that the cultural pictures depicting international culture was 33.3%, while the local culture was depicted by 50%, and the target culture was depicted by 16.7%. Based on these results, the study recommended that textbook designers in Jordan need to add additional target culture terms and pictures in Action Pack textbooks due to its importance to foreign language

Key words: Cultural Content, Action Pack Textbooks, Local Culture, Target Culture, International Culture, Jordan.

تضمين الثقافة المستهدفة والمحلية والعالمية في كتب اكشن باك في الاردن: دراسة تحليلية

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ملخص

هدفت هذه الدراسة إلى الكشف عن تضمين كتاب اللغة الإنجليزية للصف الحادي عشر "أكشن باك" في الأردن كلمات أو صور تدل على الثقافة المستهدفة، والثقافة المحلية، والثقافة العالمية. حيث تم إجراء تحليل محتوى لكتاب اللغة الإنجليزي للصف الحادي عشر. وقد استخدمت الكلمة والصورة, وحدتين للتحليل. واعتبرت الثقافة المستهدفة هي ثقافة متحدثي الإنجليزية، بينما الثقافة المحلية هي الثقافة الأردنية. أما الثقافة العالمية هي ثقافات العالم الأخرى. وقد احتوى الكتاب على (27546) كلمة، كما احتوى الكتاب على (192) صورة. وقد تم تحليل الكلمات حسب أبعاد(Cortazzi and Jin, 1999) بالإضافة إلى قائمة Byram 1993 وهذه الأبعاد هي: الثقافة المستهدفة، والثقافة المحليةK والثقافة العالمية. وأظهرت النتائج وجود ما نسبته 46% من الكلمات تدل على الثقافة العالمية، وما نسبته 42.2% تدل على كلمات محلية، و 11.8% من الكلمات تدل على الثقافة المستهدفة. كما أظهرت الدراسة أن الصور التي مثلت الثقافة العالمية تمثلت ب 33.3% ، بينما تمثلت الثقافة المحلية ب50% من الصور، و16.7% عكست الثقافة المستهدفة. وبناء على هذه النتائج أوصت الدراسة بأنه يتوجب على مصممي المناهج في الأردن تضمين الثقافة المستهدفة من خلال الكلمات والصور بشكل أكبر؛ لما لذلك من أهمية في تعلم اللغة الانجليزية كلغة أجنبية.

الكلمات المفتاحية: المحتوى الثقافي، كتب اللغة الانجليزية، الثقافة المحلية، الثقافة المستهدفة.

Introduction:

Language and culture are two sides to one coin. One cannot view either of them without viewing the other. Culture is viewed as a mirror of language (Williams, 2010). Also, language reflects thought, and thought reflects culture; therefore, it is necessary to learn the culture as well as the language to fully communicate in a target language (Kramsch, 1993). Research has shown that there is a great interrelationship between culture, thought, and language (Imai et al., 2016). Imai et al. (2016) also argued that the language a person speaks influences his mental faculties, such as knowledge, memorization, and higher order semantic processing. Because of this close connection between language and culture, it became very important to teach culture alongside language in the foreign language classroom. Learning a foreign language cannot be complete without learning its culture; at the same time when learning a foreign language, the local culture may interfere in the process of learning. There are many ways to include culture in the EFL textbook, including social customs, beliefs, arts and knowledge (Delaney, 2017).

Mahmood et al. (2012) argued that the rise of globalization and cultural interconnectedness made it necessary to focus on intercultural competencies. They believe that introducing culture in the EFL classroom makes the content more meaningful and allows more for class learning and discussions. This, in turn, leads learners to be more intercultural communicators. Byram et al. (2002) emphasize that language needs to be introduced by the representation of the foreign culture, while other researchers, such as Kachru (1992), believe that the local culture is also necessary in the EFL textbook. Hermawan and Noerkhasanah (2012) argue that the English language textbook need not be dominated by the target language culture, but that the local culture should also be represented as well; especially some researchers such as Cummins (1994) argue that learners would learn better if the material is familiar to them. Students would be able to use English to talk about their own culture which they have great knowledge about. Hence, the literature about this topic has arguments for integrating the target culture in the EFL classroom and arguments for not neglecting the local culture in the Action Pack textbooks.

A number of studies have looked into the inclusion of culture (target, local, and international) in the EFL textbook. Kim and Paek (2015) argue that the more cultural content included in the textbooks, the easier it becomes for the learner to develop intercultural communicative competence. They also add that integrating target culture increases students' enthusiasm

and behavior towards learning. For Corbett (2003), to achieve high proficiency in a language, the learner needs to be familiar with the culture of that language. One needs to know the culture of the target language in order to be able to communicate fully in that language and use the language appropriately (Santosa, 2015). Al-Harbi (2017) suggests that it is the EFL textbook that guides and shapes the image of English language and culture. Cultural integration develops students' cultural awareness, as mentioned in research in the field (Faris, 2014; Silvia, 2015).

In Jordan, English is taught to students starting from KG1 to 12th grade in schools. The EFL textbooks in Jordan are Action Pack series designed to teach the four language skills in addition to grammar to students. There are many different topics included in the textbooks that teachers discuss with their students. In general, students, especially in the secondary stage, find it difficult to use English to express themselves or to talk about topics in the books.

Statement of the Problem and Research Questions

Culture in Action Pack textbooks is considered a controversial issue, since arguments vary with respect to the degree cultural aspects/ themes/ words pictures, etc. that should be included in these textbooks whether they are target, local, or international. According to some researchers (Corbett, 2003; Kim & Paek, 2015; Santosa, 2015), the inclusion of the target culture, which is the culture of Anglophones (The United States and Great Britain), is necessary, while other researchers (Kachru, 1992; Cummins, 1994) believe that the local culture may facilitate learning English as a foreign language. The argument is to represent target culture in the Action Pack textbooks more than local culture, which might help students create integrative motivation to learn the target language. At the same time, including the source or local culture might be more beneficial since students have some idea about the topics and they only need sufficient language knowledge to talk about and discuss them. Therefore, the idea for this study emerged, which is to analyze 11th grade English textbooks in Jordan, in an attempt to examine the culture that is depicted in the textbook through terms and pictures, by calculating the occurrences of terms and pictures that relate to the target, local, or international culture. Hence, the study attempts to answer the following research questions:

1. To what extent are target, local, and international cultures catered for through terms in the 11th grade Action Pack English textbooks in Jordan?
2. To what extent are target, local and international cultures catered for through pictures in the 11th grade Action Pack English textbooks in Jordan?

Significance of the Study

As the research is on the importance of including culture in the EFL Textbooks, the significance of this study arises. In addition, based on research that showed that the type of culture included in textbooks influences students' learning, book designers would have to reconsider the inclusion of these terms in future versions of the textbook, if they are found to be limited in the current version of the textbook. Teachers and book designers would also benefit from knowing that culture is closely related to language. The inclusion of the target culture in textbooks, moreover, would help raise students' integrative motivation for learning, which leads to higher achievement and better learning in general. Moreover, by including the local cultures students would benefit by allowing them to talk about and discuss issues they already have knowledge about.

Study Limitations

The study is limited to terms and pictures in the 11th grade Action Pack English textbook in Jordan for the academic year 2023-2024. It is also limited to using Cortazzi and Jin's (1999) dimensions of target, local, and international cultures for data analysis as well as using Byram's (1993) checklist for cultural integration in textbooks.

Definition of Terms

Culture: According to Richards et al. (1992), "culture is the total set of beliefs, attitudes, customs, behaviors, social habits, etc. of the members of a particular society" (p.94). In this study, culture is any reference to beliefs, attitudes, customs, behaviors, social habits, etc. of the members of a certain community.

Textbook: Textbook would be any book that is written and published for educational purposes or that is used as a teaching aid in the classroom (Lappalainen, 2011). In the current research, 'textbook' refers to the 11th grade English textbook (Action Pack) taught in Jordan.

Target culture: It refers to the beliefs, attitudes, customs, and behaviors of the people who speak the target language; in this study, it is the American and British cultures.

Local Culture: It involves the beliefs, attitudes, customs, and behavior of the people who speak the native language; in this study, it is the Jordanian culture.

International culture: It is the beliefs, attitudes, customs, and behavior of the different nations of the world other than the local or target cultures referred to in this study.

Neutral terms: They are the terms that do not depict a specific culture, whether local, target, or international.

Neutral pictures: They are the pictures that do not reflect any specific culture, whether local, target, or international.

Literature Review

Theoretical Background

To learn a foreign language, one needs to know and understand the values of the people who speak it. Culture and language are considered to be inseparable, especially that language is a means of communication rather than an object to be analyzed (Kramsch, 1993; Williams, 2010). In addition, Brown (2001) argues that learners who can use the language appropriately in context are those who are exposed to the culture associated with that language. To the foreign language learners, it is through the textbook that teachers can introduce the language along with the culture of the people who speak it as a native language (Hatoss, 2004). The integration of foreign language teaching and culture has many benefits (Crozet and Liddicoat, 1997). One benefit is that students may develop a positive attitude towards other cultures and become more tolerant of others in the community.

Brown (2000) stated that "a language is part of a culture, and a culture is a part of a language; the two are intricately interwoven so that one cannot separate the two without losing the significance of either language or culture" (p.177). The idea of connecting language to culture is not only for the target culture. Cortazzi and Jin (1999) provided a look at the source of culture in EFL textbooks. They showed that culture reflected in EFL textbooks can be of the target culture, the source culture, or international culture. Mckay (2000) argued that, when introducing the source or local culture, students have a chance to learn about topics that are related to their

own background in English, which allows them to use English to talk about these topics. Mckay (2000) also argued that the third source of culture, which is the international culture, holds benefits for language learners as well. One benefit is that when non-native English speakers communicate with target culture, they have the ability to use their own notions of what is appropriate. Hence, the culture associated with EFL textbooks may be target, local or international. In the current study, the researcher decided to use Cortazzi and Jin's (1999) dimensions to investigate Action Pack textbooks in Jordan.

There are several studies that needed to be included in this section. These studies include the following: Al-shenqeeti (2019) analyzed the cultural representation of target, local and international cultures in EFL textbooks in public universities in Saudi Arabia. The method Al-shenqeeti used was content analysis. He found that the cultural representation balance was not maintained, since the skew was towards representation of target culture. His analysis included a survey of (120) participants who maintained the source culture was the least depicted in the EFL textbooks. He recommended the need for thoroughness in developing frameworks for EFL textbooks' cultural integration.

Another study by Gunantar (2017) investigated Indonesian EFL textbooks for junior high school; Gunantar followed Byram's (1993) checklist of analysis of culture in textbooks. The result was that the culture conveyed in the textbook was mainly the local culture rather than the target culture. The idea is to use the target culture to talk about and discuss local culture, which was found in her textbook analysis.

Riadini and Cahyono (2021) conducted a study using Cortazzi and Jin's (1999) dimensions to analyze cultural-related content of tenth-grade (senior high school English textbook). Then, they used Byram's (1993) categories for the target, local and international culture. They found that EFL textbooks reflect all three cultures (local, target and international), but that the local culture was presented the most among the three cultures. While the international culture was depicted the least among the three cultures. They concluded that the materials related to culture in the English textbook are well represented and integrated in the learning teaching process.

Sorongan et al. (2014) analyzed English textbooks for senior high school called "English Zone" and "Interlanguage"; they followed Cortazzi and Jin's (1999) dimensions of target, local and international cultures. Then, each of these cultures was subcategorized with the aid of Byram's (1993) checklist. They used the paragraph and the picture as units for analysis. The

results showed the integration of local culture in "English Zone" was (31.23%) and (9.6%) in "Interlanguage", yet the integration of target culture was (10.02%) in "English Zone" and (11.02%) in "Interlanguage". For the picture analysis, local culture was integrated (6.43%) in "English Zone" and (18.2%) in "Interlanguage", while target culture was integrated (12.41%) in "English Zone" and (20%) in "Interlanguage". The local culture in paragraph form was depicted more in "English Zone", while in picture form the target culture was depicted more in the "Interlanguage" textbooks.

Wahyuni et al. (2019) conducted a content analysis of English textbooks for junior high school students entitled "Experiencing English". The researchers used Byram's (1994) framework for analyzing the data. The results of their study showed target culture stereotypes and national identity were integrated the most in the textbooks. Their overall conclusion was that target culture was integrated in "Experiencing English" textbooks, and some of the local culture values were also found in the textbooks.

Al-Sayyed (2014) conducted a study examining the cultural content in Action Pack 12 and its activity book in Jordan. The study also examined the students', teachers' and some Jordanian educationalists' attitudes towards including culture in Action pack 12 textbooks. The researcher collected the data using a cultural checklist, a students' questionnaire, a teachers' questionnaire, and instructed interviews. The sample consisted of 156 students, 30 teachers, and two EFL supervisors, and two curricula planners participated in the study. Action Pack 12 was also analyzed for cultural content. Results showed that the textbook was heavily loaded with cultural aspects related to Arabic cultures and international culture, while the British culture (target culture) was the lowest portrayed in both the main textbook and the activity book. Results also showed that students and teachers both had positive attitudes towards including target culture in the EFL classroom and textbooks. The results supported the idea of including both Arabic and Islamic culture alongside the British culture in EFL textbooks in Jordan.

AbuShalha (2022) conducted a study analyzing the cultural content of Action Pack textbooks in Jordan. The sample consisted of six textbooks of Action Pack for Grades 6, 10 and 12 during the academic year 2021-2022. A checklist of nine main categories was derived and used. They were derived from Tuna Razi's (2016) classification. These categories included intellectual values, lifestyle behaviors, media, artistic values, family, minor values, major values, and formal values. Results revealed that the cultural content arranged from the highest value as follows: major values in first

place, family and intellectual values in second place, lifestyle in the third place, behavior in the fourth, minor values in the fifth place, and, finally, aesthetic values. Results also revealed that the formal values and media were not integrated in the texts.

Methods and Procedures

Units of analysis

The method used in this study is content analysis of the 11th grade English textbook in Jordan. The units of analysis were the word and the picture. The book was reviewed by the researcher for all the terms and pictures included in it. Whenever a culturally relevant unit was found, it was recorded to take percentage in the count, and it was categorized according to Cortazzi and Jin's (1999) dimensions of target culture, local culture and international culture. Researchers such as Faris (2014) and Rashidi and Meihami (2016) had also relied on Cortazzi and Jin (1999) for their research. Other researchers such as Aliakbari and Jamalvandi (2012) and Rashid and Ibrahim (2018) used Byram's (1993) checklist as their approach for content analysis or Hall (1990), which includes social, personal, religious, arts, and the humanities categorization as the base for their analysis.

Categories

The current study focuses on target culture, local culture and international culture employed by Cortazzi and Jin (1999). After the units (words and pictures) were distributed into Cortazzi and Jin's (1999) dimensions, they were categorized into subcategories such as names, places or geographical areas, nationality, famous people, food, and miscellaneous, following Byram's (1993) checklist.

Validity and Reliability

Validity and reliability for using Cortazzi and Jin's dimensions and for using Byram's 1993 checklist were verified. The validity was verified by reference to literature in the field that used these two categorizational frames for content analysis. In addition, face validity was verified by distributing these two frames to experts in the field, who verified that they were acceptable for the purpose they were set for.

As for reliability, the researcher used the Holisti's formula. Reliability through time was conducted, where the researcher selected module one of the 11th grade EFL textbook and conducted a content analysis of the terms referring to culture. Then, after two weeks, the researcher conducted a

second analysis of the same module. The number of cultural terms agreed upon in the first analysis and the second analysis was 21, and the number of terms that were not agreed upon were 4. According to Holisti, reliability formula= the number of agreement divided by the overall number of terms, where R=21/24, which is .87, is considered reliable. A Holisti formula check was also conducted for picture analysis. The researcher analyzed the first two modules of the 11th grade EFL textbook (i.e starting out and celebrations). The first analysis was conducted two weeks prior to the second analysis. The value of agreement for the cultural pictures was 11 out of the overall cultural pictures in the two modules, which was 13. Therefore, the reliability = agreement divided by the overall number, which is 11/13 = .85, so it is considered reliable.

Procedures

An electronic copy of the 11th grade EFL textbook was obtained. Then, the text was converted into word documents which enabled the researcher to use the word count application to obtain an accurate number of words. The word count was (27546). The researcher read and color-coded all the words in the textbook. The words were categorized into cultural and neutral terms at stage one of the analysis. In stage two, the cultural terms were subdivided into target, local and international terms following Cortazzi and Jin's dimensions. In stage three, the terms in each category were categorized further into names, places, nationality, food, famous people, literature, religious terms, traditions, language and miscellaneous, following Byram's (1993) checklist. All terms (terms) were counted and put into percentage form and into tables. As for pictures, the pictures were first counted as a whole, resulting in (192) pictures, which were then analyzed as cultural and neutral pictures, resulting in having (48) pictures reflecting culture. At another stage, the (48) pictures were analyzed as target, local and international pictures. The researcher decided on the picture to be specific to a certain culture if it included in it any image or illustration referring to any of the three cultures. For example, a picture on page 13 and 14 of the students' book included a picture in the Roman Theater in Jerash, Jordan; this type of picture was categorized as local (Jordanian) culture. A picture of the black Iris flower reflected Jordanian culture since the Iris is Jordan's national flower. After the pictures were divided into target, local and international pictures, the cultural pictures were further classified into further subdivisions when possible, taken from Byram's checklist, such as

food, geographical place, and costumes, which were then presented in the results section of this paper.

Results

In this section the results to the two research questions are presented.

Results pertaining to cultural terms:

The first research question was as follows: To what extent are target, local, and international cultures catered for through terms in the 11th grade Action Pack English textbook in Jordan?

To answer the first research question, all the terms in the 11th grade EFL textbook were counted and divided into cultural and neutral terms at stage one of the analysis, as shown in table (1)

Table (1): overall findings of cultural terms in the 11th grade Action Pack textbook

	Total terms	Cultural terms	Neutral terms
Number of terms	27546	578	26968
Percentages	100%	2.10%	97.90%

The results in table (1) show that the overall number of terms in the 11th grade EFL textbook in Jordan were (27546) out of this total number (578) terms, which were categorized as cultural terms comprising (2.10%) of the total population. This leaves the neutral term to be (26968) terms comprising of (97.90%) of the total number of terms in the textbook. It is clear that in answering the first question of the study, only (2.10%) of the total number of terms represent cultural terms. Language and culture are strongly associated with each other; therefore, one should not ignore the cultural part of the teaching language. In stage two of the analysis, the (578) cultural terms were subdivided into target, Local and international terms, as shown in table (2):

Table (2): Findings related to the percentage of target, Local and international cultural terms found in 11th grade Action Pack textbook

	Target culture	Local culture	International culture	Total
Actual numbers	68	244	266	578
Percentages	11.8%	42.2%	46%	100%

The findings in table (2), based on Cortazzi and Jin's (1999) dimensions, showed that the number of target culture terms, namely the United States and Britain, were (68) terms, reflecting (11.8 %) of the total number of culture related terms. Target culture terms were the least depicted culture in the textbook, while the local culture, namely the Jordanian culture, was depicted in (244) terms comprising of (42.2%) of the total cultural terms in the textbook. The results also revealed that international terms (terms related to other cultures of the world whether Western, Asian or Middle-Eastern), included (266) terms comprising of (46%) of the total number of cultural terms found in the textbook. Both target and local cultures comprised (54%) of the total number of terms. But when comparing target culture (11.8%) to local culture (42.2%), evidently the local culture was depicted in a percentage much higher than that of the target culture.

For further analysis of each category, some of Byram's (1993) checklist items were adopted. These subcategories were geographical places, names of people, food, nationalities, literature, famous people, traditions, religious terms, languages, and miscellaneous. Table (3) presents the overall number and percentage of cultural terms for each subcategory in the 11th grade textbooks.

Table (3): Overall and detailed inclusion of cultural terms for each subcategory in the 11th grade EFL textbook.

	Actual number	Percentages	Major categories	Actual number	percentage
Geographical places	197	34.08%	Target	29	14.7%
			Local	106	53.8%
			International	62	31.5%
			Total	197	100%
Names of people	120	20.8%	Target	31	25.8%
			Local	74	61.7%
			International	15	12.5%
			Total	120	100%
Food	43	7.4%	Target	NA	------
			Local	13	30.2%
			International	30	69.8%
			Total	43	100%
Nationalities	35	6.05%	Target	3	8.6%
			Local	20	57.1%
			International	12	34.3%
			Total	35	100%

Literature	45	7.8%	Target	45	100%
			Local	NA	------
			International	NA	------
			Total	45	100%
Famous people	6	1.03%	Target	1	16.7%
			Local	1	16.7%
			International	4	66.6%
			Total	6	100%
Traditions	9	1.6%	Target	NA	-----
			Local	NA	-----
			International	9	100%
			Total	9	100%
Religion	2	.34%	Target	NA	----
			Local	2	100%
			International	NA	------
			Total	2	100%
Languages	18	3.1%	Target	4	22.2%
			Local	14	77.8%
			International	NA	----
			Total	18	100%
Miscellaneous	103	17.8%	Target	NA	----
			Local	14	13.6%
			International	89	86.4%
			Total	103	100%
Total	578	100%			

Table (3) revealed the results of the subcategories of the cultural terms. The geographical places included (197) terms with a percentage of (34.08%). The next highest percentage were names of people category, which included (120) terms with a percentage of (20.8%). The third in line was the miscellaneous category that included (103) terms holding the percentage of (17.8%). The least cultural terms were the religious terms including (2) reference to religion comprising of (.34%). Next least terms were the famous people, which included (6) terms (the whole name was considered as one unit), consuming (1.03%) of the total number of terms. Table (3) also shows the distribution of the terms over the three major categories target, local and international. In viewing the results in table (3), the highest number of terms were found local culture in the category of geographical places with (106) terms, comprising (53.8%) of that category. Examples of local geographical places include Ajloun, Jordan, Petra, Naqab, Yarmouk, and Amman. The most frequent of these was the term 'Jordan'. In this same category, the international subcategory included (62) terms comprising of (31.5%) of the category of geographical places. Such

international places include Italy, Sweden, Brazil, Greece, India, Russia, France, China, Japan, Argentina, Asia, and many more.

As for target culture, in geographical places only (29) terms were found with a percentage of (14.7%). These terms include London, England, Great Britain, USA, New Jersey, and Florida. Within the food subcategory which comprised (7.4%) of the total number of cultural terms (578), "International food" terms comprised the highest percentage of (69.8%) of the total food terms. Such international terms included pizza, durian, Ceivichi, stew, dates and taboula. Dates and taboula were considered international because they are not specific to Jordanian culture. No "target culture food terms" were found. The local culture food terms were (13) comprising (30.2 %) of the total food term, which was (43). Examples of local food terms include the Mansaf, the makmura, and the Kunafa. As for Nationality terms, (57.1%) was the Jordanian nationality, which is a local culture term. (34.3%) reflected the international culture terms under the subcategory of nationality. Such international nationalities include Chinese, German, Italian and Roman. As for target nationalities only British was mentioned three times.

Target culture was found abundantly in literature. There is a section in the book about "Charles Dickens" and his works. Also Ernest Hemingway and his works, besides Shakespeare were included as well. The target culture literature consisted of (45) terms, comprising of (100%) of the subcategory of literature since neither the local nor the international cultures were depicted in the "literature" category. The international culture, however, was not depicted in any terms in the subcategories of "Religion" and "Language". In the "Language" subcategory only "Arabic" and "English" were found, but no other international language. Most of the international culture terms were found under Miscellaneous, comprising of (89) terms making up (86.4%) of the subcategory.

Results Pertaining to Pictures

The second research question was this: To what extent are target, local and international cultures catered for through pictures in the 11th grade Action Pack English textbook in Jordan?

To answer the second research question, the pictures and illustrations (192) were subdivided into target, local and international subcategories, as shown in table (4).

Table (4): Findings of the overall cultural pictures integrated in 11ᵗʰ grade EFL textbook

	Cultural	Neutral	total
Actual numbers	48	144	192
Percentages	25%	75%	100%

The results showed that (48) pictures depicting cultural content were found in the textbook reflecting (25%) of the total number of pictures. The rest of the pictures (144) depicted neutral content that is not related to any specific culture. These pictures comprised of (75%) of the total number of pictures. In the second round of analysis, the cultural pictures were analyzed further to be subcategorized into target, local and international cultures. Table (5) presents these results:

Table (5): Findings related to target, Local and international cultural pictures found in 11ᵗʰ grade EFL textbook

	Target culture	Local culture	International culture	total
Actual numbers	8	24	16	48
Percentages	16.7%	50%	33.3%	100%

Findings in table (5) reveal that target culture depicted in pictures was (8) reflecting (16.7%) of the total number of cultural terms found in the textbook. Such pictures were mainly literary pictures depicting target culture, authors, and literary works by these authors. Pictures counted under this subcategory were Charles Dickens' photo, and pictures of the works of Robinson Crusoe, where the character of Robinson is bending over some rocks on the shore looking old and tired with hand on his face looking anxiously towards the sea, perhaps hoping some ship will pass by to save him. Other pictures in cartoon form of Oliver Twist, A Tale of Two Cities, and "Domby and Son" were also reflected in these pictures.

As for local culture, depicted in pictures, it was found that (24) pictures were marked as local culture pertaining mainly to the Jordanian culture. This reflects (50%) of the cultural pictures. Such pictures include the Roman Theater in Jerash consisting of chairs, microphones, and speakers for the band to play on. This reflects Jordan's annual Jerash festival. Another example is of school girls wearing the Jordanian flag as their dress and dancing in a school celebration. Another is a picture of the Jordanian national flower, the black Iris. Other pictures were of Jordanian women wearing Jordanian modern traditional dresses and making food. Another

local picture is of King Talal's Dam. Other national pictures are of Petra and the Treasury in Petra.

The final subcategory of cultural terms is the international cultures depicted in (16) pictures, comprising of (33.3%) of the total number of cultural pictures found in the textbook. These pictures were Chinese and Asian chopsticks depicted for eating food. Another is the Italian pizza and its margarita cheese.

These findings about target, local and international pictures were further categorized according to Byram's (1993) checklist, as shown in table (6) below.

Table (6): Overall and detailed inclusion of cultural pictures for each subcategory in the 11ᵗʰ grade EFL textbook

	Actual number	Percentages	Major categories	Actual number	percentage
Geographical places	14	29.17%	Target	NA	----
			Local	11	78.57%
			International	3	21.43%
			Total	14	100%
Food	10	20.83%	Target	NA	----
			Local	4	40%
			International	6	60%
			total	10	100%
Persons	8	16.67%	Target	NA	----
			Local	5	62.5%
			International	3	37.5%
			total	8	100%
Literature	5	10.41%	Target	5	100%
			Local	NA	----
			International	NA	----
			total	5	100%
Famous people	3	6.25%	Target	2	66.67%
			Local	1	33.33%
			International	NA	----
			total	3	100%
Traditions	8	16.67%	Target	1	12.5%
			Local	3	37.5%
			International	4	50%
			total	8	100%
Total	48	100%			

Table (6) shows that the cultural pictures are subdivided into geographical places, food, persons, literature, famous people and traditions. The geographical category consisted of (14) pictures making (29.17%) of the total number of cultural pictures in the textbook. Out of the geographical pictures, the target culture was not reflected in this category, while the Jordanian culture was reflected by (11) pictures making (78.57%) of this category. Such pictures included pictures of Jerash, King Talal Dam, the Roman Theater, and Petra. The international culture in geographical places invoved (3) pictures making (21.43%) of the total cultural pictures, such as Hawaii, and the Himalayas. As for "food", it was depicted by (10) pictures making (20.83%) divided into (4) local pictures and (6) international pictures reflecting (40% and 60%), respectively. As for persons, they were reflected in (8) pictures, comprising (16.67%) divided into (5) (62.5%) local and (3) (37.5%) international pictures. As for literature, five pictures reflected literature, making (10.41%) of all the five literature pictures which were target culture pictures for Robinson Crusoe, a Tale of Two Cities, Dombey and Son, and Oliver Twist. Famous people had (3) pictures (6.25%)- two target (66.67%) and one local (33.33%). Such pictures included Charles Dickens, Charlotte Dujardin, and Dana Haidar. Finally, eight pictures (16.67%) reflected cultural traditions. One was target culture reflecting (12.5%), three were local pictures reflecting (37.5%), and four were international cultures making (50%) of the total number of traditions in cultural pictures. Examples of the local traditions include shaving a baby's hair when born. Examples of target traditions include throwing graduation hats in the air, making a wish and blowing out the birthday candles, and an example of international traditions include Chinese eating through chopsticks.

Discussion

In this section the researcher presents the findings of the study. Results showed that the international culture was depicted the most in the textbook. While the local and target cultures were depicted the least. It was discussed by researchers such as Byram et al. (2002), Faris (2014), (Kachru, 2012), and Silvia (2015) that language textbooks need to depict the target culture the most since language and culture are related. To these researchers, since the book is about the English language, then it should reflect the culture of its speakers. It is also argued by Hermawan and Noerkhasanah (2012) that the local culture (Jordanian culture in the current study) should also be reflected in the textbooks to allow the students to discuss certain topics based on the knowledge that they possess about these topics. The results for the current research showed that the international culture was reflected 46%

of the cultural terms that were found in the textbook. For example, the category of Nationality terms for international "nationality" included terms such as "Chinese, German, Italian, Roman", which are all international. terms for the category of "food", which also included international foods such as "Ceivichi and Durian." As mentioned in the results section, even terms such as taboula and Pizza were considered international because they are not local nor are they target. It was recorded that most international terms were in the category of places, which include the following: "Rome, Italy, Brazil, Greece, Bahrain, UAE, India, China, Paris, France, Thailand, South Africa, and Peru". In the category of Miscellaneous, terms which were not classified as local or target were categorized as international.

Thye results also showed that the target terms in the 11th grade EFL textbook were represented in 8.11% of the overall cultural terms, while the local cultural terms which reflected 42.2%. of the examples of the target terms in the category of "Nationality" include "British". In the category of "places", the terms "London, England, Great Britain, USA, United Kingdom, Florida, Portsmouth" were reported. It is evident from the figures presented in this paper that the local culture represented more than the target. This finding is welcomed since it allows students to discuss the subject matter of the topics in the book since they have prior knowledge about them. This finding alligns with that of Gunantar (2017), who found the skew is geared more towards local culture rather than target culture. And this conclusion is unlike that of Al-shenqeeti (2019), who found the imbalance of the three cultures (target, local, and international) in Saudi Arabia textbooks to be geared towards the target culture. No other research, to the researcher's knowledge, found the international culture to be the most reflected in textbooks as was the case in the current study. The inclusion of local cultural terms in the 11th grade EFL textbook in Jordan reflects the Ministry of Education loyalty to Jordanian culture. This sends a message to the students that although the book is in a foreign language and about that foreign language, the Jordanian culture is still the center of the books attention. In summary, the integration of cultural terms in the 11th grade EFL textbook in Jordan reflected the international culture by (48%), the local culture by (42.2%), and the target culture by (8.11%).

As for the integration of culture within the pictures or illustrations of the textbook, it was found that local culture (i.e. Jordanian culture) was depicted (50%) through pictures. This percentage is half of all the pictures depicting culture found in the textbooks. Therefore, the conclusion in this

research is that local culture was depicted the most through pictures when compared to the depiction of target or international pictures, which were reflected (16.7% and 33.3%), respectively.

Conclusions and Recommendations

It is concluded that Action Pack textbooks in Jordanian schools are not depicting enough cultural terms. The majority of terms were neutral, comprising of (97.90%), and only (2.10%) of the terms were cultural. Within the cultural terms in the textbooks, an imbalance was found between the three cultures. If the imbalance was to exist, it should be skewed towards the target culture as discussed earlier due to the strong relationship between language and the culture of the people who speak it. It is recommended, based on the findings of this research, that book designers in Jordan need to include more of target culture in the 11th grade textbooks, to allow learners to associate more with the target culture and link the language with the culture of its speakers. As for local culture in the EFL textbook, its reflection should not exceed that of target culture. The inclusion of local and international culture need not exceed a very small portion of cultural term used in the book. With respect to the second part of the research that pertain to pictures and illustrations, target culture was not depicted enough in the illustrations and pictures. Again, it is necessary for book designers in Jordan to reconsider including more target culture pictures and illustrations due to the strong relationship between language and the culture of its people.

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