

An Analytical Study of the Cultural Content of English Language Textbooks for Secondary School in the Saudi Arabia in Light of the Challenges of Globalization

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Abstract

The present study aimed at identifying the extent of the inclusion of cultural contents in the English textbook "Flying High "in the light of globalization challenges. Thus, this analytical study intended to answer the following question: to what extent does the English textbook "Flying High" include the cultural contents in the light of globalization challenges? The researcher conducted the descriptive analytical approach to answer the research question. The sample of the study consisted of the English textbook of 1st Secondary Stage "Flying High", level (1) published in Saudi Arabia. A content analysis tool was prepared by the researcher for collecting data depending on theoretical framework. The results of the study can be summarized as follows: 1) Local cultural content" received the lion's share of total cultural contents in (56.8%) for big "C" culture and (63.5 %) for Small "c" culture. 2) Target cultural content received (16,2%) for big "C" culture and (25,4%) for small "c" culture. 3) International cultural content received (27%) for big "C" culture and (11,1%) for small "c" culture. Therefore, the results revealed that there was an extensive use of local cultural references while there was an obvious absence of many other target and international cultural contents. It was also clear that cultural elements were presented in many positions, but in a superficial and narrow way. Based on the findings of the study, several suggestions for enhancing the cultural content of English textbooks have been offered.

Keywords: Cultural Contents, Cultural Identity, Cultural Awareness, Intercultural Communicative Competence

1. Introduction

Nowadays, globalization is an overwhelming phenomenon in the world. That's due to the advancement of communication means, transportations, the quick growth of technology and the rising economic interdependence of countries all over the world. The world has now become more and more like a small global village. Thus, it is getting increasingly common to interrelate with people from many cultures using English as a lingua franca (ELF).

However, the relationship between language and culture is deeply rooted (Ali, 2013). In other words, without taking into account peoples' cultural backgrounds, interaction patterns that are appropriate in their own community may be perceived differently by members of other cultures. Moreover, many communication troubles arise among speakers who do not realize or share the norms of other cultures (Cakir, 2006). Therefore, it is very important to teach a foreign language with its cultural aspects to promote cultural awareness and intercultural communicative competence (ICC) between cultures and to enable learners to communicate more successfully in any cultural context which is different from their own (Byram, 1997). Furthermore, speaking with a native speaker includes an ability to act in real life situations, and is not merely a question of knowing the grammar and lexis. Thus, it is important for the learners to be involved in the target culture which is essential for achieving the ultimate goals of teaching English language (Alptekin, 2002).

Regarding the students' culture, Kilickaya (2004) asserts that intercultural language learning is a new trend which attempts to raise students' awareness of their own culture and help them to interpret and understand it.

On the other hand, McKay (2002) believes that the purpose of an international language is to describe one's own culture and concerns to others. He asserts the importance of local and international cultures beside the target culture. Thus, English language learners cannot be only receivers of other cultures while they are ignorant of their own culture. Integrating local culture helps them to express their own identity in the era of globalization, reduce feeling of inferiority and form a fruitful interaction with other cultures. For example, when an American person is asked about Saudi Arabia, the first impression crosses his/her mind probably is that Saudi Arabia is a merely desert and the people there are living a primitive lifestyle thinking just like other people of many countries. Therefore, learners should have a concrete cultural basis using English to find their voice among other cultures. Regarding the globalization and the local culture,

Tomlinson (2003) considers that globalization actually proliferates rather than destroys identities. In the same line of thinking, Girma (2008) mentions that the inclusion of students' native culture as resource in the English language classroom is an integral part of an overall balanced curriculum.

Moreover, Oxfam (2006) and Palli (2012) think that openness to new cultures and deeper understanding of different cultures and societies are argued to be among the required skills of a competent "global villager". Thus, various cultures in English language teaching (ELT) are important for achieving balanced and intercultural content.

It is also widely known that teaching and learning a foreign language cannot be reduced to the direct teaching of linguistic skills like phonology, morphology, vocabulary and syntax. The contemporary models of communicative competence show that there is much more to learning a language and they include the vital component of cultural knowledge and awareness (Chlopek, 2008).

Twenty years ago, have witnessed many of developments in the field of language learning and teaching. These developments were a very important leading to a basic rethinking of the purposes of language teaching, and have resulted in a more stress and spotlight on cultural issues Atay et all. (2009). Thus, cultural issues are integrated with the communicative approach to enhance the effectiveness of second language acquisition. Later on, the conception of communicative competence has been expanded by Byram (1997) to include intercultural communicative competence (ICC). This change requires attention to language teaching and learning in which the focus is on actual communication between people having different languages and cultures.

Accordingly, there is a requirement for a change in the educational style in general and in English language teaching particularly. This is because of the important role languages have as they arbitrate the understanding and creation of meaning between people Scarino and Crichton (2007). Unfortunately, Saudi researchers have not paid enough attention concerning this issue though it has been the interest in many countries for years ago.

Therefore, nowadays, due to the stress put on the students in what is recognized as the student-centered approach, intercultural capability has become the aim of foreign language teaching. The exclusive dependence on linguistic grammatical capability of the 70s and the concept of 'communicative capability' of the 80s is replaced by a new intercultural wave (Seelye, 1984).

1.1. Background of the Problem

The key reason that most Saudi students are unable to communicate effectively in target language community is that the American culture is not a part of the language learning process and curriculum in Saudi Arabia. Consequently, most Saudi students miss the opportunity to be effective ambassadors for Saudi Arabia and Islam by being unable to change the mistaken impressions until they have learned English well enough to communicate the beauty of the Saudi and Islamic cultures (Bashaikh, 2011).

Moreover, depending on intercultural approaches, there is a need to establish a link between target culture and native culture and to reflect both on target and one's own culture (Byram, 1997 & Kramersch, 1993). That implies the fact that students have to have perceptions of other cultures and their own culture as well using English language.

For many years, the output of teaching English as a second language in Saudi Arabia has become unsatisfactory. There is no doubt that the Kingdom of Saudi Arabia is accelerating day by day in the field of education, but the level of achievement in learning English as a foreign language is far below (Rahman & Alhaisoni, 2013). Therefore, Ministry of Education conducted a project to develop all curricula in general and English curricula in particular. "*Flying High*" series was among the new curricula that need to be investigated to see whether they match the constant universal changes and qualify students for successful intercultural communication. Thus, language learners who are increasingly exposed to the multicultural world need to learn culture within the curriculum to solve the communication problems using the target language appropriately.

Living in today's multicultural world has proved that language learners need to develop not only their linguistic competence but also their intercultural communicative competence (ICC) to overcome both linguistic and cultural barriers they may encounter in interaction with people from other cultures (Ho, 2009). To clarify that idea, Peterson (2004:1) mentioned that "*Even if you never traveled abroad, get ready to mix with other culture, because more immigrants each year come to live in your country*". In fact, the people in Saudi Arabia live in both the shade of multi-cultural and ethnic society. Moreover, thousands of Saudi people travel abroad to many countries every year for education, tourism or for business purposes. The reason behind many students study abroad is that a foreign degree and language learning can make them more employable at home and advance their careers. Corbett (2003) mentions that (ELT) aims to

enable students to get the necessary skills in order to communicate using the target language. Therefore, teaching from an intercultural perspective involves fostering learners' cultural understanding and awareness in the era of globalization as well as the skills and attitudes to interact successfully with people from other cultures, that is, to become culturally as well as linguistically competent. English language teachers, therefore, need to shift from a traditional stance to an intercultural one to develop learners' both linguistic and intercultural competences.

While the idea of including cultural contents in EFL textbooks is important and urgent as recognized by language scholars in the world, in Saudi Arabia, that issue is still an ambiguous problem and has never taken the due attention. In Saudi Arabia, English is taught as a foreign language, so teaching and learning occur depending on materials like textbooks which play an important role in that respect. Furthermore, language educators have been advocating that English curriculum has to be intercultural. Saudi Arabia is one of the countries that include people of diverse cultures. Moreover, Saudi learners have become more exposed to other cultures.

Although many recent technological and methodological creations have helped teachers to teach using new methods and to achieve new aims, the available textbooks in the Saudi schools are still the most usually used source material for most educational situations. As a result, it is important to make a decision according to which, language textbooks become very helpful for learner in such teaching and learning situations. An idea stressed by Hinkel (2005:135), "*A textbook is an effective instrument for educational practices and it can reflect values and senses for individuals and nations.*"

Due to the diversity and constant global changes, it is necessary to analyze textbooks from time to time which can be of high benefits in finding out weaknesses and strengthens to promote the later. The process of analyzing textbooks is one of the most significant activities of the educational process and the most linking one to the educational progress because it is the way enabling us to evaluate the effectiveness of its different elements and features. Moreover, it plays a vital role in providing accurate information to educational leaders on how well the process is as a whole to give them the chance to make their decisions and strategies related to improving, innovating and developing the educational system. Such process can also help both decisions executers and the learners. Accordingly, the problem of the study lies behind an analytical study of secondary stage English textbooks' cultural content in the light of globalization challenges.

1.2. Statement of the Problem

The problem of the study can be stated in the following main question:

* To what extent does the English textbook *Flying High* include the cultural contents in the light of globalization challenges?

1.3. Research Questions

The above-mentioned question encompasses the following sub - questions which this study attempts to answer:

- 1.To what extent does the English textbook *Flying High* include the local cultural content in the light of globalization challenges?
- 2.To what extent does the English textbook *Flying High* include the target cultural content in the light of globalization challenges?
- 3.To what extent does the English textbook *Flying High* include the international cultural content in the light of globalization challenges?
4. Is the English textbook *Flying High* embracing the local culture in an excessive manner that empowers the target and international cultures?

1.4. Purpose of The Study:

The main concern of the present study is to analyze the English textbook "*Flying High*" level (1) in the light of globalization challenges for the purpose of exploring the extent of including the cultural contents. In the light of the results, the researcher offered some academic suggestions and recommendations for improving the cultural contents in English textbooks.

1.5. Significance of the Study

The present study has both theoretical and practical contributions:

1. The present study supports current language education practices regarding teaching of culture.
2. It offers recommendations that are related to the community of the language researchers to analyze other English language books to give it an evaluation in terms of being suitable for students and improving them so that they can go properly with the philosophy of the Education related to foreign languages teaching.
3. It provides guidance to language educators on effective cultural issues.
4. It helps curriculum designers conceptualize culture in the language education context.

5. It suggests ways to assess culture learning within language learning.
6. It helps students to raise their cultural awareness, developing their communication competence and promoting their cultural identity so, they will be proud of their culture and able to interact properly when dealing with other cultures.
7. It tackles a vital issue in syllabus design and curriculum development.

Generally, the study offers insight into the cultural contents of English textbook "Flying High" and culture learning. It is expected to offer some advice and suggestions for culture teaching and learning in the Saudi EFL classrooms.

1.6. Limitations of The Study

The study applied in accordance with the following limitations:

- The study included the English textbook Flying High level (1) published in Saudi Arabia for 1st secondary grade term (1).
- The study conducted within the scholastic year (1434/ 1435), (2013/2014).

1.7. Definitions of Terms

Content: It is the course content which reflects the planners' assumptions about the nature of language, language use, and language learning, what the most necessary elements units of language, and how these can be ordered as a competent basis enemy second language learning (Richards, 2001). This definition suits the present study.

The researcher defines content as all the subjects and activities included in the textbook.

Culture: Brook (1968) identified five meanings of culture: growth, refinement, fine arts, patterns of living, and a total way of life.

The researcher defines culture as aspects of life that distinguish the members of one group or category of people from another.

Globalization: According to **Pieterse (2004:7)**, globalization is like a prism in which major disputes over the collective human condition are now refracted: questions of capitalism, inequality, power, development, ecology, culture, gender, identity, population, all come back in a landscape where "globalization did it ". like a flag word Globalization sparks conflict. Globalization crosses boundaries of government and business, media and social movements, general and academic interest. As a political challenge, it crosses the ideological spectrum and engages social movements and politics at all levels.

It involves a paradigm shift from the era of the nation state and international politics of planetary scope. The present study adopts this definition as it is suitable for the target objectives. The researcher defines globalization as the worldwide movement arising from the spread of technology and the quick growth of economy which leads the world towards economic, financial, trade, and communications integration.

2. Research Methodology

2.1. Introduction

In this chapter, the practical aspect of the study is described. This includes the technique of collecting data through employing the suitable tool to achieve the purpose of the study. This chapter serves as an illustration for the method decided to be used, the tool of the study that involve constructing a content analysis card, examining its validity and reliability and the procedures that were used to conduct this study.

2.2. Purpose of The Analysis

The purpose of this analysis is to identify the extent at which the English textbook "*Flying High*" level (1) includes target culture, source culture and international culture. To make it clearer, the analysis attempts answer the following question:

To what extent does *Flying High* level (1) include the cultural contents in the light of globalization challenges?

The question above raises the following sub-questions:

1. To what extent does the English textbook *Flying High* level (1) include local cultural content in the light of globalization challenges?
2. To what extent does the English textbook *Flying High* level (1) include target cultural content in the light of globalization challenges?
3. To what extent does the English textbook *Flying High* level (1) include international cultural content in the light of globalization challenges?
4. Is the English textbook *Flying High* level (1) embracing the local culture in an excessive manner that empower the target culture?

2.3. Research Method

The researcher follows the descriptive analytical method in this study using the content analysis tool to analyze the content of the English language textbook "*Flying High*" level (1) in the light

of globalization challenges. The book is taught currently in 1st secondary Grade in Saudi Arabia. Frequencies were calculated to transform the content material to quantitative data.

2.4. Sample of the Study

Research materials include one English language textbook of 1st Secondary Grade "Flying High ", First Level which is currently taught during the 1st term of the academic year 1433/1434 H.

Flying High for Saudi Arabia is a series of six-level topic-based course accompanied by six workbooks and six teacher's books for secondary school students written by three native authors from Macmillan Education in Oxford, who develop products for Latin America, Africa, Caribbean, Spain, East Asia, and the Middle East. They were written under the inspection and approval of Ministry of Education in Saudi Arabia. Level (1) is designed for 1st Secondary Grade. Each student's book consists of 8 units and each unit consists of four lessons. The workbook was not included in the research sample because as **Gray (2010:54)** claims, "it is the student's book which sets the tone for the whole course".

Table 2.1: Number of Units and Lessons in Flying High -Level (1)

Students' book	No. of Units	No. of Lessons	Total No. of Lessons
Level (1)	8	8: (4 lessons in each unit)	32

According to the publishing company (Macmillan Education [Ltd], 2009), it puts communication first and last; and a lot in between. It is based on the Triple A approach to language learning: Access, Analysis and Activation

Every lesson contains an effective balance of the three A's, but with a focus on one of them in particular. Within a unit, Lesson 1 focuses on Access, Lessons 2 and 3 on Analysis, and Lesson 4 – 'Saudi Arabia and the World' – provides students with an opportunity to activate the new language in a natural and genuinely communicative everyday context.

The four language skills listening, speaking, reading, writing have been joined with each other and accompanied with pictures in the book for example, reading writing and speaking or listening and reading.

Table 2.2: Triple A Approach in Flying High -Level (1)

Lesson	Triple A Approach
1	Access: Learners are exposed to language in clear, interesting contexts that are relevant to their interests and needs.
2	Analysis: Learners are encouraged to notice the meanings, forms and use of language.
3	Activation: Learners are continuously given opportunities to use language and skills through a wide variety of motivating tasks and text types.

Table 2.3: Units and Topics in Flying High -Level (1)

Book	Unit	Topic
Students' Book Level (1)	1	Life stories
	2	Work and play
	3	Towards the future
	4	A place to live
	5	The world of money
	6	Living culture
	7	Good health
	8	Imagination

2.5. Description of The Research Instrument

The researcher used one main tool: A content analysis card for collecting, describing and analyzing the cultural content in the English textbooks "Flying High" level (1) in the light of globalization challenges.

The Category of culture based on Cortazzi and Jins' (1999) framework regarding cultural content for English materials and textbooks. The categories include: source culture, target culture and international culture. To achieve the purpose of the study, the elements were a modified version based on Chen (2004), Peterson (2004) and Lees' (2009) concept on big "C" and small "c". The elements referring to small "c" culture are 9: customs, cultural values, greeting, lifestyle, clothing style, food, holiday, hobbies, body language, and the elements referring to the big "C" culture are 12: history, politics, religion, economics/business, geography, architecture, education, literature, art, science, festivals and celebrations.

To analyze the book objectively and precisely, the researcher provided definitions for each element as administrated in table (2.6). A survey for all visual images, reading texts and listening tasks of each lesson in the student textbook *Flying High* level (1) was carried out by marking the number of frequencies of visual images, reading texts and listening tasks that match the analysis criteria

Table 2.4: Categories and Elements of Cultural Content in Flying High –Level (1), Big "C" culture

	Analysis Elements	Source culture	Target Culture	International culture
Big "C" Elements	History			
	Politics			
	Religion			
	Economics			
	Geography			
	architecture			
	Literature			
	Arts			
	Education			
	Science			
	Festivals			
	Celebrations			

Table 2.5.: Categories and Elements of Cultural Content in Flying High –Level (1), Small "c" culture

	Analysis Elements	Source culture	Target Culture	International culture
Little "c" Elements	Customs			
	Cultural Values			
	Greeting			
	Lifestyle			

	Clothing Style			
	Food			
	Holiday			
	Hobbies			
	body language			

Table 2.6: Definitions of The Globalization Challenges based on Oxford Advances Learners' Dictionary Sixth Edition

Elements	Definitions	Examples
History	1- All the events that happened in the past 2- the past events concerned in the development of a particular place, subject, etc. 3- The study of past events as a subject at school or university 4- A record of something happening frequently in the past life of a person, family or place; the set of facts that are known about somebody's past life 5- A written or spoken account of past events	- The turning point in human history - The history of Ireland, Saudi Arabia
Politics	1- The activities involved in getting and using power in public life, and being able to influence decisions that affect a country or a society 2- Matters concerned with getting or using power within a particular group or organization 3- A person's political views or beliefs 4- A system of political beliefs; a state of political affairs	- Local politics - a major figure in British politics - the internal politics of the legal profession - sexual politics (= concerning relationships of power between the Sexes -_His politics are extreme

Religion	<p>1- Belief in the existence of a god or gods, and the activities and places, that are connected with the worship of them</p> <p>2- One of the systems of faith that are based on the belief in the existence of a particular god or gods</p>	<p>1- The Jewish religion, Christianity, Islam and other world religions</p> <p>2- The law states that everyone has the right to practice their own religion.</p>
Economics	<p>1- How a society organizes its money, trade and industry</p> <p>2- The way in which money influences, or is organized within an area of business or society</p>	<p>- Currency of a country</p> <p>- Business figures and matters</p>
Geography	<p>1- The earth's surface, physical features, divisions, products, population, etc</p> <p>2- The way in which the physical features of a place are arranged</p> <p>3- The way in which a particular aspect of life or society is influenced by geography or varies according to geography</p>	<p>- The geography of New York City</p> <p>- The geographical distribution of wealth</p> <p>- The importance of the town is due to its geographical location.</p>
Literature	<p>1- Pieces of writing that are valued as works of art, especially novels, plays and poems (in contrast to technical books and newspapers, magazines, etc.)</p> <p>2- Pieces of writing or printed information on a particular subject</p>	<p>English Literature, Shakespeare novels, Famous authors and works, Arabic literature, Italian legends ...etc</p>
Arts	<p>1- The use of the imagination to express ideas or feelings, particularly in painting, drawing or sculpture</p> <p>2- The skill of creating objects such as paintings and drawings, especially when you study it.</p>	<p>- Examples of objects such as paintings, drawings or sculptures</p> <p>- Art gallery/exhibition</p> <p>- A collection of art and antiques</p>

Education	A process of teaching, training and learning, especially in schools or colleges, to improve knowledge and develop skills	<ul style="list-style-type: none"> - Primary/elementary education - Secondary education - Further/higher/post-secondary education/college/university education - The state education system
Architecture	The design or style of a building or buildings	<ul style="list-style-type: none"> - The architecture of the eighteenth century - Modern architecture - Famous buildings in a countries
Science	knowledge about the structure and behavior of the natural and physical world, based on facts that you can prove, for example by experiments	<ul style="list-style-type: none"> - New developments in science and technology - The advance of modern science - Scientists
Festivals	<p>1- A series of performances of music, plays, films/movies, etc, usually organized in the same place once a year; a series of public events connected with a particular activity or idea</p> <p>2- a day or period of the year when people stop working to celebrate a special event, often a religious one</p>	<ul style="list-style-type: none"> - Cannes film festival or Janadriah festival in Saudi Arabia. - Eid Alfeter- Christmas
Celebrations	<p>1- A special event that people organize in order to celebrate something</p> <p>2- The act of celebrating something</p>	<ul style="list-style-type: none"> - Birthday/wedding celebrations - A party in celebration of their fiftieth wedding anniversary
Customs	An accepted way of behaving or of doing things in a society or a community	<ul style="list-style-type: none"> - the custom of giving presents at Christmas or when visiting the others /local customs

		- customs of a country for women to marry young.
Cultural Values	Beliefs about what is right and wrong and what is important in life	- moral values - a return to traditional values in education, such as firm discipline. The young have a completely different set of values and expectations.
Greeting	1- Something that you say or do to greet somebody 2- A message of good wishes for somebody's health, happiness, etc	- Raising hand in greeting. - Christmas/birthday, etc. greetings
Lifestyle	The way in which a person or a group of people lives and works	- A comfortable/healthy/lavish, etc. lifestyle. - It was a big change in lifestyle when we moved to the country.
Clothing Style	Clothes, especially a particular type of clothes	Thobe, Suit...etc
food	1- Things that people or animals eat 2- A particular type of food.	- Meet, ham, hot, cold ...etc - Italian, American or Arabic food
Holiday	1- Time when you are not at work or school 2- A period of time spent travelling or resting away from home	- School / summer holidays - Family holiday
Hobbies	An activity that you do for pleasure when you are not working	Swimming, sports, gardening, cooking, sewing...etc
Body language	The process of communicating what you are feeling or thinking by the way you place and move your body rather than by words	- I could tell from her body language that she was angry

Table 2.7.: Analysis Criteria of the Cultural Content (Big "C" culture)

Category	Analysis Elements	Source/Saudi culture				Target Culture				International culture			
		R	L	V	%	R	L	V	%	R	L	V	%
Big "C" Culture	Does Flying High level (1) reflect history?												
	Does Flying High level (1) reflect politics?												
	Does Flying High level (1) reflect religion?												
	Does Flying High level (1) reflect economics?												
	Does Flying High level (1) reflect geography?												
	Does Flying High level (1) reflect architecture?												
	Does Flying High level (1) reflect education?												
	Does Flying High level (1) reflect literature?												
	Does Flying High level (1) reflect arts?												
	Does Flying High level (1) reflect science?												
	Does Flying High level (1) reflect festivals?												
	Does Flying High level (1) reflect celebrations?												

Table 2.8.: Analysis Criteria of the Cultural Content (small "c" culture)

Category	Analysis Elements	Source/Saudi culture				Target Culture				International culture			
		R	L	V	%	R	L	V	%	R	L	V	%
Small "c" Culture	Does Flying High level (1) reflect customs?												
	Does Flying High level (1) reflect cultural values?												
	Does Flying High level (1) reflect greeting?												
	Does Flying High level (1) reflect lifestyle?												
	Does Flying High level (1) reflect clothing Style?												
	Does Flying High level (1) reflect food?												
	Does Flying High level (1) reflect holiday?												
	Does Flying High level (1) reflect hobbies?												
	Does Flying High level (1) reflect body language?												

Validity:

A content analysis card was validated by a panel of jury who approved its face and content validity. Face validity was approved since the members of jury agreed on the correlation of the elements to the main categories of the cultural contents in *Flying High* and suggested some modifications which are illustrated in the following points:

1. Reconstructing all the questions included in the checklist.
2. Providing definitions for each element to carry out the analysis objectively.
3. Correcting grammatical mistakes.
4. Including listening tasks to be analyzed beside visual images and reading tasks.

To measure the content validity, the first version of the checklist was given to EFL specialists (N= 10) to evaluate it. After receiving the jury's perspectives, the degree of agreement was calculated using Cooper formula as (90%). The checklist proved to be valid for administration.

Reliability:

The reliability of content analysis instrument refers to its stability: either the tendency for coders to consistently re-code the same data in the same way over a period of time "reproducibility" or the tendency for group of coders to classify categories membership in the same way. (Colorado State University, 2011)

In order to certify the reliability of the analysis tool, the researcher analyzed the content of cultural content in Flying High" twice; the first analysis was two months before the second analysis. A high inter-rater reliability of (0.96) was obtained through using the following formula of Holisti.

$$C.R. = \frac{2M}{N1+N2}$$

Where; - C.R.: the correlation coefficient reliability

- M: the items agreed upon by the two analysts
- N1: the number of items analyzed by the first analyst; and
- N2: the number of items analyzed by the second analyst

Moreover, to ensure inter-rater reliability of analysis, another MA researcher of TEFL, analyzed the Cultural Content in Flying High (Big "C" Culture). The inter-rater correlation between the two researchers for the (Big "C" Culture) was calculated using Holisty formula. The inter-rater correlation was (0.97) which indicates a high reliability between the two analyses. The inter-rater correlation between the two researchers for the (small "C" Culture) was calculated using Holisty formula. The inter-rater correlation was (0.95) which indicates a high reliability between the two analyses.

Table 2.9: The Reliability Coefficient among Big "C" Culture

Big "C" Culture	Number of the analyzed items	Points of agreement	Points of disagreement	Reliability coefficient
	108	105	3	0.97

Table 2.10: The Reliability Coefficient among Small "c" Culture

Small "c" Culture	Number of the analyzed items	Points of agreement	Points of disagreement	Reliability coefficient
	81	77	4	0.95

2.6. Procedures:

The following steps are proceeded:

1. Reviewing literature related to the subject of the study.
2. Determining the purpose of the analysis which is to analyze the cultural content of the English textbook in order to investigate the extent of including the cultural contents in the English textbook.
3. Determining the sample of the study which is the English textbook "Flying High", level (1), published in Saudi Arabia for 1st secondary grade ; term 1.
4. Determining the main categories and elements of the analysis depending on the theoretical framework.
5. Determining the units of the analysis
6. Designing a checklist in the light of the globalization challenges in order to investigate the extent of including the cultural contents in "Flying High".
7. Distributing the checklist to a sample of specialists in the field of EFL to give their opinions about the most appropriate cultural elements that must be included in the English language textbooks to approve it's validity.
8. Redesigning the checklist according to the juries' viewpoints to be valid for applying the content analysis.
9. Applying the content analysis checklist with another colleague researcher using the same content analysis card and collecting the frequencies of listening tasks, reading texts and visual images in all lessons.
10. Applying the same content analysis card two months later by the researcher.
11. Calculating the reliability coefficient of the content analysis.
12. Discussing the results, conclusions and recommendations.

3. Results and Discussion

3.1. Introduction:

This chapter introduces the results and discussions of the analysis as they are statistically treated.

In order to answer the main question of the study:

"To what extent the English textbook *Flying High level (1)* includes the cultural contents in the light of globalization challenges?", the following questions are discussed:

(1) To what extent does the English textbook *Flying High* include the local cultural content in the light of globalization challenges?

In order to answer the first question, the researcher calculated the frequencies of the source cultural elements in *Flying High*. Table (3.1) illustrate these frequencies.

Table 3.1: Frequencies of Big "C" Culture and Small "c" Culture in *Flying High* (Local Culture)

Category	Elements	Frequency	Percentage %	Category	Elements	Frequency	Percentage
Big "C" Culture	History	0	0	small "c" Culture	Customs	6	15
	Politics	2	5		Cultural Values	4	10
	Religion	10	24		Greeting	0	0
	Economics	4	10		Lifestyle	5	12.5
	Geography	5	12		Clothing Style	10	25
	Literature	1	2		Food	6	15
	Arts	2	5		Holiday	0	0
	Education	2	5		Hobbies	5	12.5
	Science	2	5		body language	4	10
	Celebration	0	0				
	Festivals	5	11.9				
	architecture/housing	9	22				
Total		42	52%	Total		40	48%

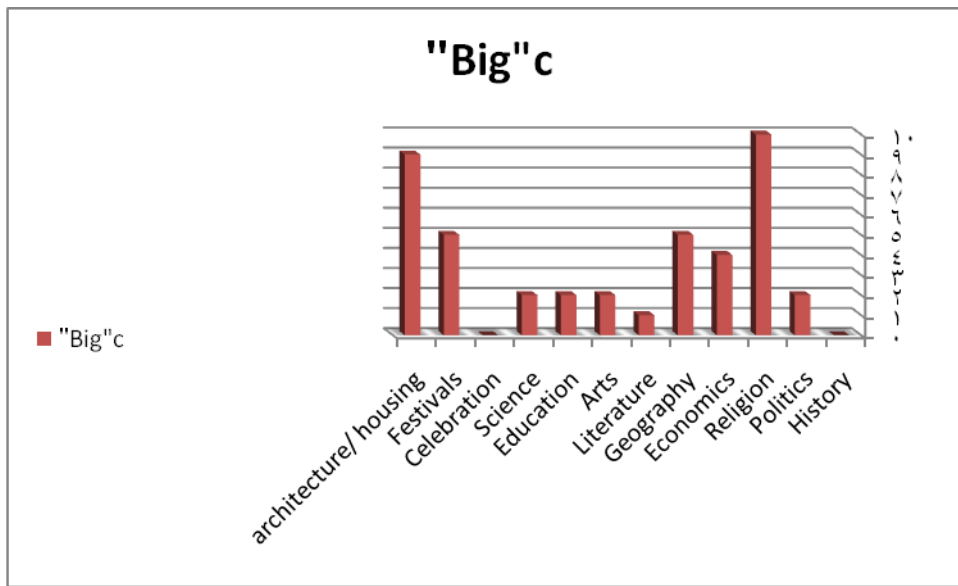


Figure 3.1: Differences Among the Elements of Big "C" in Local Culture

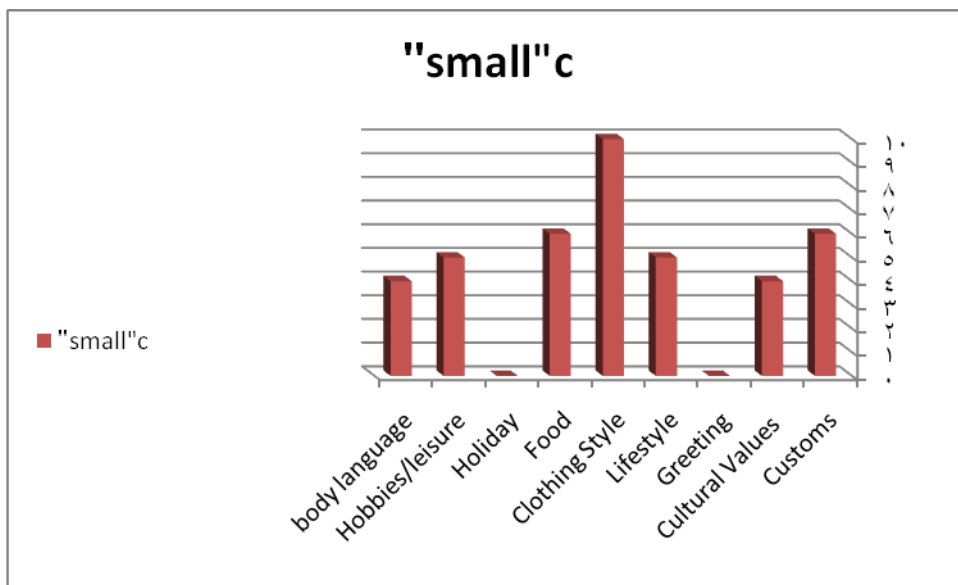


Figure 3.2: Differences Among the Elements of Small "c" in Local Culture

It is clear that there is a considerable attention on cultural contents related to local / Saudi culture by presenting all the cultural elements expect for history and celebrations, greetings and holidays. There is a preference for big "C" culture learning 52 % with special preference to religion 24 %, architecture 22 %. A less percentage of small "c" culture is observed 48 % with clear attention on clothing style 25 %, lifestyle 12,5 % and hobbies 12, 5. It is noticeable that the authors of the English text book Flying High did not pay the due attention to the important role of small "c" culture that plays in ICC.

Similar findings were found in Bataineih (2009), Martina (2012) and Munandar and Ulwiyah (2012). The cultural content of *Flying High* was basically based on the culture of the native language.

However, the issue now is not whether to include but what aspects of culture to include, what role culture should play and more importantly how culture should be taught in the teaching of English as a second language (Rajabi and Ketabi 2012) e.g the authors introduced a good religious idea through the listening task in unit 6 lesson 4 which is "Halal" meet. Hala meet is already known for Saudi community and Muslims but non- Halal meet or non Halal drinks such as beer, pork, ham and their products are not mentioned at all. In addition, Hejab is repeated many times. It is well-known in Saudi Arabia that woman are wearing Hejab while other local religious aspects like prophet Mohammad, ablution, charity, Hajj, is totally neglected though all the mentioned aspects are points of debate in the community of the target and international cultures especially in the age of globalization. In unit 2, lesson 4 " Saudi Arabia and the world ", " after school", the authors tried to introduced education of local culture but references related to education system, times or holidays are not presented. The reading text is not valuable and not related to the title as it is about a bothered teacher.

Moreover, most of the cultural elements are exposed in a shallow, faked and superficial way e.g the lesson of festivals and celebrations contain only festivals while celebrations like weddings is not included. Some of the cultural elements are lacks reality e.g. the picture of the family accompanied the texts of festivals is vague and not real since it is not our way to celebrate Eid eating salad on a table as presented in the book. This result is in agreement with Palli (2012) who considered that ELT content has been criticized for being trivial and isolated from reality. When talking about architecture, it would be better if the authors choose one of the prominent one to talk about rather than taking about number of rooms in each house. However, the authors were great in depicting old and modern Saudi lifestyle. Consequently, this kind of English book can't solve the problem of the cultural chock and can't enhance learners' identity in a way that allows them to show their cultural identity or to share their culture with others.

(2) To what extent does the English textbook *Flying High* include the target cultural content in the light of globalization challenges?

In order to answer the second question, the researcher calculated the frequencies of target cultural content sub-elements in *Flying High* Table (3.2) illustrates these frequencies

Table 3.2: Frequencies of Big "C" Culture and small "c" Culture in Flying High (Target Culture)

Category	Elements	Frequency	Percentage %	Category	Elements	Frequency	Percentage
Big "C" Culture	History	2	17	Small "c" Culture	Customs	8	50
	Politics	0	0		Cultural Values	0	0
	Religion	0	0		Greeting	0	0
	Economics	6	50		Lifestyle	0	0
	Geography	1	8		Clothing Style	2	13
	Literature	1	8		Food	3	19
	Arts	0	0		Holiday	0	0
	Education	0	0		Hobbies/	3	19
	Science	2	17		body language	0	0
	Celebration	0	0				
	Festivals	0	0				
	architecture	0	0				
	Total	12	43%	Total	16	57%	

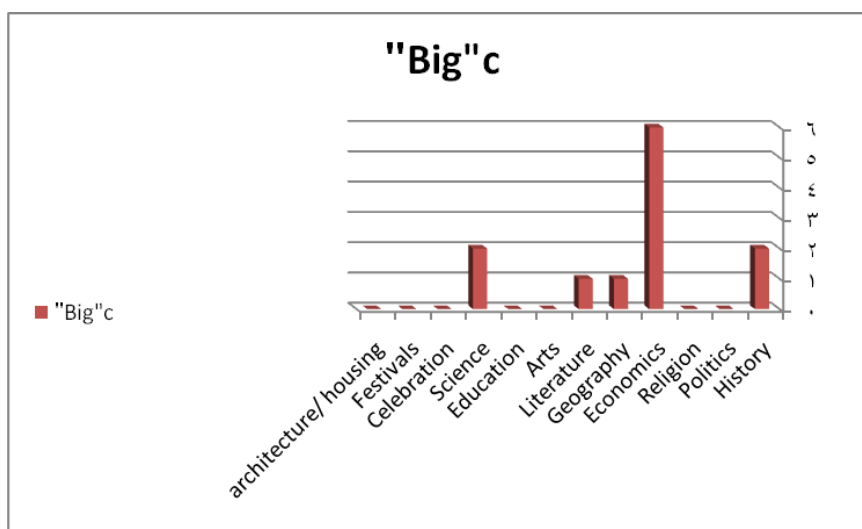


Figure 3.3: Differences Among the Elements of Big "C" in Target Culture

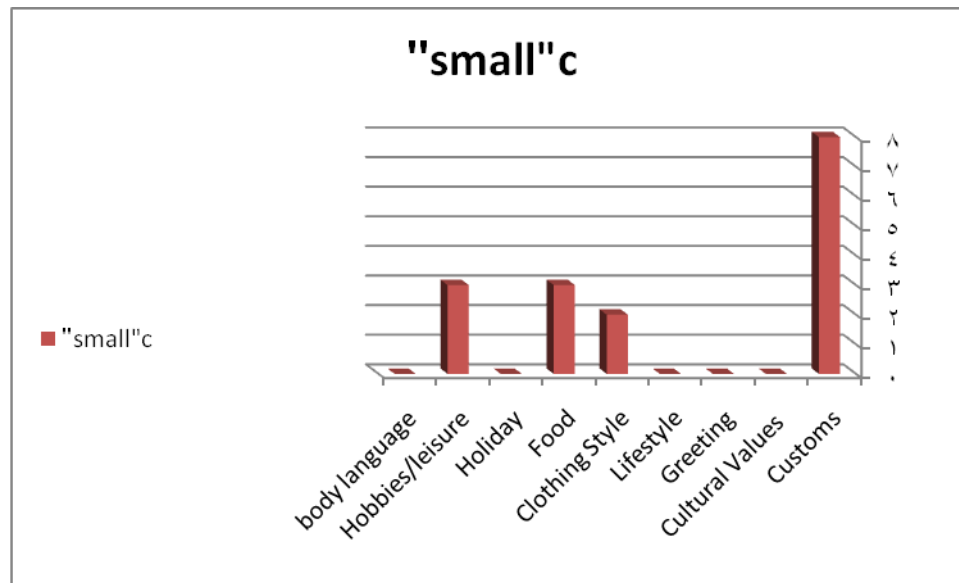


Figure 3.4: Differences Among the Elements of Small "c" in Target Culture

It is clear that there is a little attention on cultural contents related to target culture as 12 out of 21 cultural elements are not available. Unlike the local / Saudi cultural contents, there is a preference for small "C" culture learning 57% with special preference to customs 50% and food 13%. A less percentage of big "c" culture is observed 43% with due attention on economics 50% and science 17 %. It is noticeable that the authors of the English textbook *Flying High* may not pay great attention to the target cultural content though it plays an essential role in improving English learning and ICC.

The above result in line with the study of Martina (2012) who found that the target language culture was rated much lower than the local ones.

Accordingly, the results indicate that the current textbook has not yet made intercultural understanding significantly to learn English language e.g the authors dedicate lesson (4) in each unit for "**Saudi Arabia and the world**". That entails connection and cultural comparison between local /Saudi culture and other cultures, but they never presents this connection through the whole book. This implies a biased perspective of culture. In many situations, the authors also did not put any captions under pictures. That may create meaningless symbols. e.g. Bill Gates is a famous business man, but how can I know him if the authors ask me to match each unknown picture with unknown statements such as in unit 8 lesson 1. However, the authors have attempted to introduced the target culture through the lesson in unit 4 " Visiting a British Home ", but it is still limited to basic sentences about accepting or refusing invitations.

On the other hand, the authors introduced a lesson about cultural differences and cultural shock supported with pictures in a way that helps learners to establish mutual cultural understanding.

(3) To what extent does the English textbook *Flying High* include the international cultural content in the light of globalization challenges?

In order to answer the third question, the researcher calculated the frequencies of international cultural content sub-elements in *Flying High*. Table (3.3) illustrates these frequencies.

Table 3.3: Frequencies of Big "C" Culture and small "c" Culture in *Flying High* (International Culture)

Category	Elements	Frequency	Percentage %	Category	Elements	Frequency	Percentage
Big "C" Culture	History	0	0	Small "c" Culture	Customs	0	0
	Politics	0			Cultural Values	0	0
	Religion	0	0		Greeting	0	0
	Economics	6	30		Lifestyle	0	0
	Geography	1	5		Clothing Style	2	29
	Literature	3	15		Food	5	71
	Arts	0	0		Holiday	0	0
	Education	0	0		Hobbies/leisure	0	0
	Science	8	40		Body language	0	0
	Celebration	0	0				
	Festivals	1	5				
	Architecture	1	5				
Total		20	74%	Total		7	26%

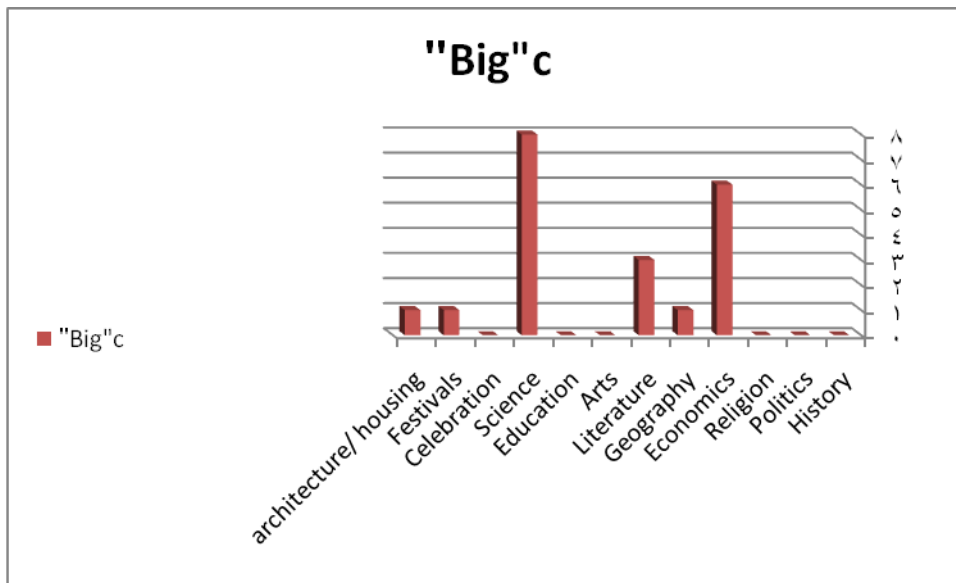


Figure 3.5: Differences Among the Elements of Big "C" in international cultures

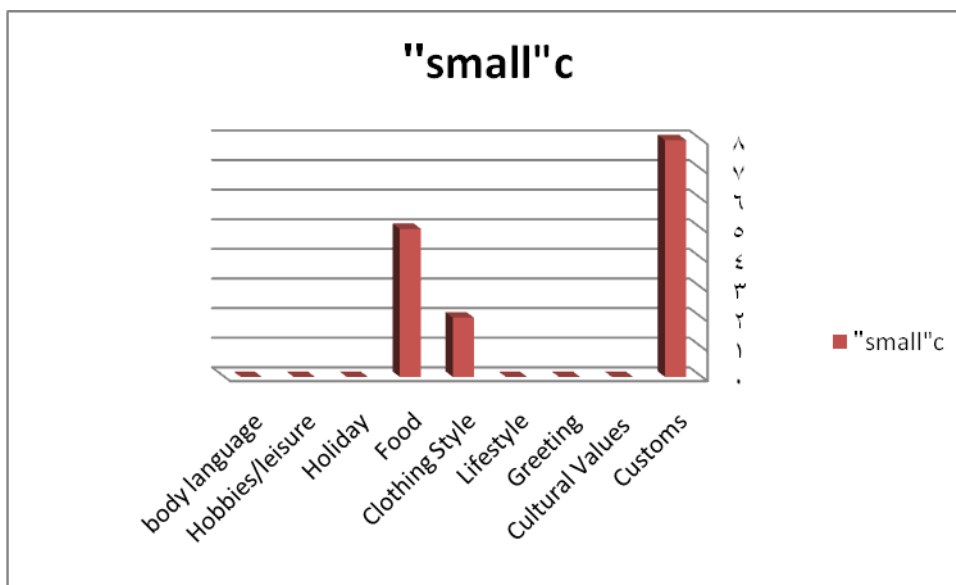


Figure 3.6: Differences Among the Elements of Small "c" in International Cultures

It is evident that there was not enough attention paid on cultural contents related to international cultures as 13 out of 21 cultural elements are not available like the local / Saudi cultural contents, there is a preference for big "C" culture learning 74 % with special preference to science 40% and economics 30 %. A less percentage of small "c" culture is observed 26% with clear attention on food 71% and clothing style 29 %. On other words, there is a major focus on science. It was obvious that the authors of the English textbook *Flying High* paid attention to the international cultural content but not in a way that could allow students to communicate on the global level.

This result is in line with Aliakbari (2001) who concluded that the goal of texts are focused and narrow with a major focus on science without referring to other important fields such as cultural values and customs. Moreover, the clothing styles are limited to the clothing style of Gulf countries such as Emrati thobe which provides no additional cultural knowledge for Saudi students.

On the other hand, the authors have attempted to expose the culture in the English textbook by dedicating a unit "Living Culture". The reading texts in lesson 3 was about Malaysian lifestyle, but that attempt failed to refer to any cultural information expect for mentioning chopsticks. The texts were free of any cultural aspects though the name of the unit "living culture". Therefore, the English textbook is very weak to broaden students' worldview especially when global challenges are considered.

This results opposed McKay (2002) who thought that "the international cultures in learning English is an opportunity to gain a fuller understanding of how English today serves a great variety of global purposes and encourages students to reflect on their own local and global uses of English as an international language."

The idea of including international cultures in the book is justified in the study of Rajabi and Ketabi (2012) that is a fact that English has become an international language therefore it doesn't belong only to native speakers in English-speaking countries. It has truly belonged to the world as the global lingua franca of this century. Second language speakers of English use English to communicate not only with native speakers of English but with other second language or foreign language users of English.

(4) Is the English textbook *Flying High* embracing the local culture in an excessive manner that empowers the target culture?

In order to show the significant differences among the local /Saudi culture and target culture *Flying High*, the chi-square values were used to illustrate such significance as seen beneath.

Table 3.4: The significant Differences among the Local /Saudi Culture and Target Culture Related to Big "c" in Flying High level (1)

Category	Elements	Local /Saudi Culture		Target Culture		Chi-Square	Significance
		F	%	F	%		
	History	0	0	2	100	-	no

Big "C" Culture	Politics	2	100	0	0	-	no
	Religion	10	100	0	0	8.33	0.01
	Economics	4	40	6	60	0.4	no
	Geography	5	83.3	1	16.7	2.66	no
	Literature	1	50	1	50	0.00	no
	Arts	2	3.77	0	0	-	no
	Education	2	3.77	0	0	-	no
	Science	2	50	2	50	0.00	no
	Celebration	0	0	0	0	-	-
	Festivals	5	100	0	0	-	no
	architecture/ housing	9	100	0	0	7.36	0.01
Total	42	77.4%	12	22.6%	15.86	0.01	

It is evident that there are statistically significant differences among the frequencies of the local /Saudi culture and target culture in Flying High (in big "c") at level (0.01) in favor of the local /Saudi culture.

Table 3.5: The significant Differences Among the Local /Saudi Culture and Target Culture Related to Small "c" in Flying High level (1)

Category	Elements	Local /Saudi Culture		Target Culture		Chi-Square	Significance
		F	%	F	%		
small "C" Culture	Customs	6	42.9	8	57.1	0.286	no
	Cultural Values	4	100	0	0	-	-
	Greeting	0	-	0		-	-
	Lifestyle	5	100	0	0	-	-
	Clothing Style	10	83.3	2	16.7	5.33	0.05
	Food	6	66.7	3	33.3	1	no
	Holiday	0	-	0		-	-
	Hobbies/leisure	5	62.5	3	37.5	0.5	no
	Body language	4	100	0	0		
Total	40	71.4	16	28.6	10.28	0.01	

It is obvious that there are statistically significant differences among the frequencies of the local /Saudi culture, and target culture in *Flying High* (in small "c") at level (0.01) in favor of the local /Saudi Culture.

Table 3.6: The significant Differences Among the Local /Saudi Culture and Target Culture in Flying High level 1

Elements	Local /Saudi Culture		Target Culture		Chi-Square	Significance
	F	%	F	%		
Big "c"	42	77.4	12	22.6	15.86	0.01
Small "c"	40	71.4	16	28.6	10.28	0.01
Total	81	74.3	28	25.7	25.77	0.01

It is evident that there are statistically significant differences among the frequencies of cultural content (Big "c", Small "c") at level (0.01) in favor of local /Saudi culture.

Table 3.7: Results of Cultural Content Analysis of Flying High level (1) in the Light of Globalization Challenges

Culture	Big "C" Culture		Small "c" Culture	
	F	%	F	%
Source cultural content	42	56.8%	40	63.5%
Target cultural content	12	16,2%	16	25,4%
International cultural content	20	27%	7	11,1%
Total	74	100%	63	100%

Table (3.7) shows the percentage of the cultural contents in *Flying High level 1*. It is clear that "source cultural content" receives the lion's share of total cultural contents proportion (**56.8%**) for big "C" culture and (**63.5 %**) for Small "c" culture. Target cultural content receives (**16,2%**) for big "C" culture and (**25,4%**) for Small "c" culture. International cultural content receives (**27%**) for big "C" culture and (**11,1%**) for Small "c" culture. This means that the source cultural content "is largely covered in Flying High level (1).

Conclusion:

Figure (3.7), (3, 8) and (3,9) demonstrates the significant chi-square value among the three cultural contents (local /Saudi culture, target culture and international cultures in total frequencies of Flying High in favor of the local /Saudi culture. This means that the local /Saudi cultural content is embodied in the English textbook *Flying High level (1)* more than target and international cultures.

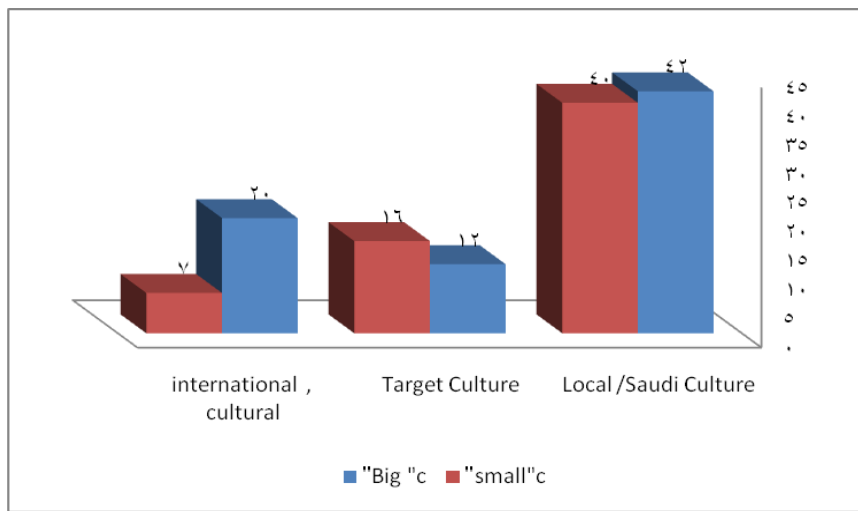


Figure 3.7: Differences Among the Three Cultural Contents in Flying High

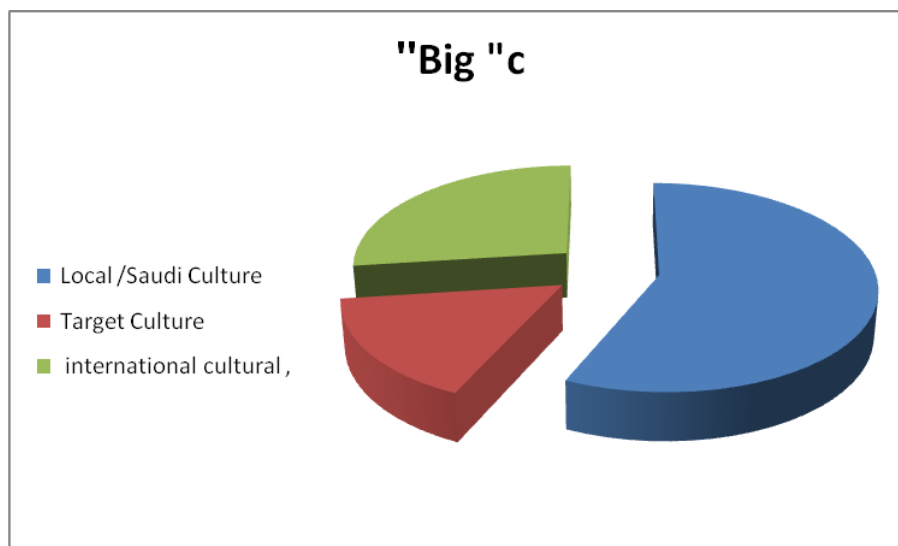


Figure 3.8: Differences Among the Three Cultural Contents Related to Big "C"

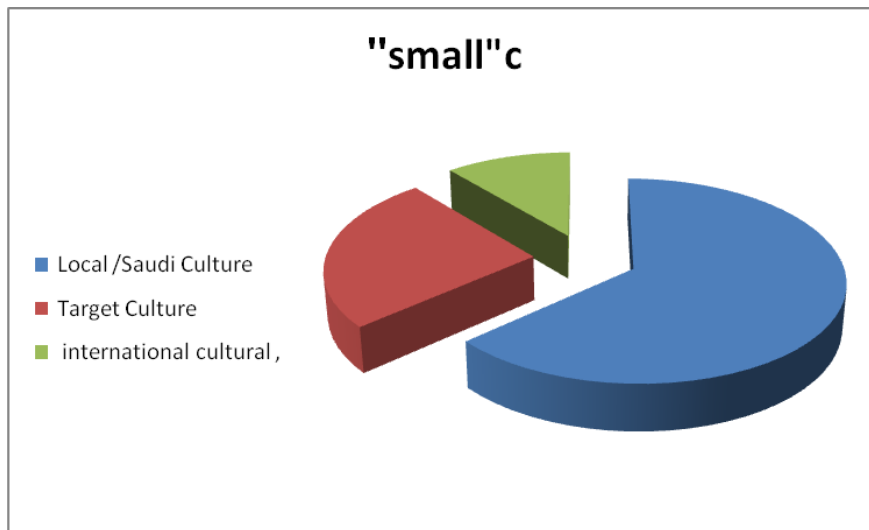


Figure 3.9: Differences Among the Three Cultural Contents Related to Small "c"

4. Conclusions, Recommendations and Suggestions

4.1. Conclusions:

Based on the results of the present study, it can be concluded that:

- 1- The English textbook Flying High level (1) showed that the local / Saudi cultural contents occupied more than half of the total cultural contents in the book and gained significantly frequencies more than target and international cultures.
- 2- Despite the importance of the target culture in English language learning, it was not treated seriously in Flying High .
- 3- Despite the global challenges, the international cultures is not presented in away that allows learners to broaden their cultural knowledge and enhance their ICC.
- 4- The English textbook contains a large amount of the "subjects" related to culture, the materials are not presented objectively for students to make their own discoveries and interpretations and the contents itself are still categorized inadequate. In other words, the cultural elements are presented in a superficial, narrow and faked way as the frequencies showed a high concentration on certain elements and ignoring the others. Therefore, they don't provide sufficient cultural knowledge.
- 5- The above dicussed results revealed a serious imbalance of the presence of the local, target and international contents of culture.

4.2. Recommendations:

1. Ministry of Education is recommended to hold workshops in order to evaluate the cultural content of the newly released *Fling High* series.
2. Since language and culture are so interrelated, Curriculum Development Center is recommended to put cultural corner in each lesson to provide students' motivation and cultural information.
3. Due to the fact that almost all English language teachers in K.S.A are non-native speakers, it is inevitable that those teachers themselves suffer from insufficient cultural knowledge of target culture. Hence, it is recommended to design teacher training programs that will equip teachers with cultural teaching knowledge.
4. Teachers are recommended to present the cultural differences with authentic situations through interactive home assignments or activities using technologies such as the Internet.
5. English language textbooks should be purposefully chosen in such a way that develops the strategic and ethnic competence of the foreign language learners that ultimately develop their communicative performance in that language, since the central contemporary aims of learning English language is to communicate fluently and expressively.

4.3. Suggested future studies:

- 1- Conducting other studies for evaluating the cultural content of English language textbooks "Flying High " level 2, 3,4,5,6 published in K.S.A
- 2- Conducting a study for evaluating local and target cultural contents in the light of (ICC).
- 3- Conducting a study to explore the effect of the cultural contents in English language textbooks on students' performance and motivation in K.S.A or elsewhere.
- 4- Conducting a study to investigate teachers and students' attitudes towards teaching cultural content in EFL classroom.
- 5- Conducting a study to evaluate the authentic "real" cultural elements in the light of communicative approach.

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