The Cultural Dimension in TEFL: A Case Study of the Computerized Connection Series in Jordan

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[**Abstract**] The perse of this ad hoc qualitative research was to investigate the role of culture in the foreign language computerized textbooks through content analysis, and the extent to which culture is represented in the digitized *Connections Series*. The *Connection Series* consisted of three levels: the elementary level, the pre-intermediate level and the intermediate level. Each level consisted of two books: the student book and the workbook. This English textbook was computerized in Al-Balqa' Applied University in 2009 to be implemented in teaching the three English compulsory courses (E099, E101, and E102). Ten cultural aspects were used for the content analysis; they were: (1) Historical, (2) Economical, (3) Geographical, (4) Literary, (5) Political, (6) Religious, (7) Social, (8) Man-Woman relationship, (9) Habits+ Customs+ Traditions, and (10) The way of life. The researcher searched for ten cultural aspects to figure out to what extent these aspects exist in the six books. The ten aspects were presented in tables to be analyzed and evaluated by the researchers.

The findings showed that all the ten cultural aspects do exist in the textbook under investigation. The results of the study further revealed that Social, Habits, Customs, Traditions, and the way of life aspects were the most frequent ones. This indicated that the students' behavior was being targeted. It was also reported that the identity of the instructors and students was threatened by these aspects. Both instructors and students need to be more aware of the effect of the hidden curriculum in the English textbooks on the students' culture. Based on the results of the study, some recommendations were put forth.

[**Keywords**] culture aspects; call; TEFL; Jordan; computerized textbooks; connections series; hidden curriculum

Introduction

A language does not exist in a vacuum. It is embedded in the culture of people and reflects the totality of their religion, history, traditions, customs, identity, beliefs and way of life. Spolsky (1989, p.173) maintained that "in the process of learning another language, students are not only supposed to experience the second language culture and values, but they are also supposed to devalue their experience in learning another culture." According to this view, learning a second language implies, unavoidably, learning a second culture via a hidden curriculum. This implied that it would be downright risky to consider any textbook without taking learners' society and culture into consideration. One way of doing so is by analyzing the content of the textbook. The learners' intellectual, linguistic, and cultural background should determine the level of the textbooks implemented.

Moreover, any textbook constructed to teach English consists of two main facets; the first is the tangible one which contains the reading passages, structure, pictures, vocabulary and exercises. The second one is the hidden facet which consists of the invisible part of the textbook that carry connotations of new culture, values, traditions, beliefs. Consequently, a textbook that may be sufficient for a society may not be sufficient for another. For instance, a textbook that was constructed to be implemented in

Germany may not be suitable for Egypt. This may be due to the fact that these two countries have different history, culture and religion. However, there exists no de facto consensus about the definition of culture. Throughout history, there have been numerous attempts to define culture (see for example; Omaggio Hadley (1993); Kramsch, 1998; Lo Bianco (2003); Kramsch (2004); Baldwin, Faulkner, Hecht & Robins, 2005; Shatnawi, (2005); Lindsley, 2006)). The recent publication by Balwin et al., *Redefining Culture,* presents over 300 definitions of culture from across the disciplines.

Concerning culture teaching, it is obviously not a single-faceted or an easy process for foreign language practitioners. In the course of searching for appropriate approaches, foreign language teachers have been turning to information technology for help in delivering cultural lessons. In many ways, Computer Assisted Language Learning (henceforth CALL) and culture are inherently connected. Some researchers assert that it is impossible to separate cultural issues from devising a CALL program, for CALL is about language and language is a cultural issue par excellence (Cameron, 1998).

Over the years, efforts have been made by CALL experts to explore the capability of computer technology in supporting the teaching of culture. Similar to the change of beliefs in how culture should be taught in the foreign language classroom, the exploration of computer technology for culture teaching has also gone through several phases. In the early stage, much computer-assisted language teaching software was developed with the purpose of teaching not only language but also culture. Unfortunately, commercial CALL software design has produced software that incorporated many cultural inaccuracies and misrepresentations and thus contradicted the goal of providing learners with a culturally authentic CALL experience (Shaughnessy, 2003).

Consequently, most practitioners, sociologists, sociolinguists, methodologists, linguists and psychologists advocate that culture is a sophisticated issue. This may be due to the fact that it is hidden in the textbook. The complexity and variation in our understanding of the culture concept has been echoed in the range of approaches, strategies and techniques that have been advocated for language and culture teaching (e.g., Byram, 1997; Furstenberg, Levet, English & Maillet, 2001; Kramsch & Andersen, 1999; Liddicoat & Crozet, 2000; Lo Bianco & Crozet, 2003; O'Dowd, 2003). These approaches, strategies and techniques have aimed to highlight points of focus for learners and teachers as they engage with a complex topic. They have also included strategies to enable learners to become more objective about their own culture and heritage, more aware of cultural aspects that are "hidden" (Hall, 1966), lists of attributes said to be representative of a particular culture, tasks that are structured to help learners examine stereotypes, and specific techniques and procedures to provide insight and perspective, among others. With the advent of new technologies such as the computer, culture as a concept has been affected because technology, specially the Internet, has made our world a small village. The computer has become a significant teaching tool in the language classroom and simultaneously the teaching of culture is deemed a very important part of language teaching, although how it should be done remains controversial.

Under the circumstances, Al- Balq'a Applied University has launched Al-Balq' Applied University Academy for teaching EFL through the computer in the fall semester of the academic year 2009. This academy is distributed to three Colleges in the north of Jordan: Ajloun, Al Huson and Irbid University colleges. Each college has been provided with three computer labs each of which consists of 50 computers. The textbook was computerized in the center of the university in Al-Salt city in 2008 in order to be implemented the year after. To actualize the implementation of CALL in TEFL and in August 2009, Al-Balq'a Applied University issued a new decision to teach English compulsory courses in the academy computer labs in all colleges of the university. Increasing funds has been spent recently on language labs, computer multimedia equipment, and wireless network on campus to meet administrative and teaching purposes to improve the process of teaching English as a foreign language (TEFL) all throughout the university.

Therefore, the major cause of concern in this study was to analyze the computerized English textbook taught at Al-Balqa' Applied University Academy (AAUA). The study also aimed at finding out if there was "hidden" curriculum within the textbook. The other central focus was to figure out if there were any effects of the computerized textbooks on instructors' and students' traditions, customs, values, identity and religion.

The Problem of the Study

Culture in language teaching is considered indispensable. Practitioners, who are concerned with English language teaching in Jordan and other Arab countries, have a general cautious feeling towards the cultural aspects of English textbooks. This may be due to the fear of acculturation and alienation that can lead to Westernization (Globalization) of the new posterity. Foreign authors of English language textbooks implemented in Arab countries could not forsake their own values and beliefs even if they try to do so. Therefore, the content they selected for these ad hoc textbooks reflected their own culture which might be hidden in multiple ways. The researcher, being aware of this problem, attempted to shed light on the cultural aspects of the English computerized textbook (*Connections Series)* taught at Al-Balq'a Applied University in Jordan. And since the studies conducted to investigate the effect of teaching culture through computerized textbooks were rare especially at the university level, the researcher believes that this study was an attempt to bridge the gap in this respect.

The Purpose and the Questions of the Study

The main cause of concern in this study was to identify and analyze the cultural dimensions in the digitized English textbook (*Connections Series*) utilized at Al-Balq'a Applied University in Jordan. The other purpose in this study was to investigate the influence of the hidden cultural aspects- if they exist- on the students' values, beliefs and identity. The third objective was to provide universities in Jordan with some recommendations on how to select a suitable textbook to be implemented at our higher education institutions. So, this study was an attempt to provide answers for the following considerable questions: 1. What were the cultural aspects that were implied in the digitized (*connections series*) textbooks utilized to teach the English compulsory courses at Al-Balq'a Applied University in Jordan? To what extent do these aspects affect the students' values, culture and identity? 2) What are the necessary steps that must be taken to delimit the negative effect of the aspects that contradict with our religion and culture?

The Significance of the Study

One driving motive behind carrying out this study was to highlight the existing cultural aspects of the computerized English textbook (*Connections Series)*. Another pushing impetus for conducting the present study was the dire need to convince practitioners, stick holders, instructors, parents and students that learning a foreign language did not necessarily imply learning a whole foreign culture. This indicates that we can be selective. In addition, this study was deemed as an attempt to raise the awareness of the negative effects of any ad hoc textbook in order to reduce the effect of acculturation, alienation, cultural colonialism and dislocation from our natural heritage.

The Limitations of the Study

The study will have the following limitations: 1) The material investigated in this study included only the computerized English Textbooks (*Connections Series*) implemented at Al-Balq'a Applied University for teaching the following EFL compulsory courses: English 099, English 101, and English102. 2) The results of the study were limited by the time limit for the period in which the study was conducted as technology and its applications may change dramatically in the near future. 3) The content analysis of the computerized Connection Series was limited to the cultural dimension only.

Review of Related Literature

Many practitioners in the realm of education have emphasized the importance of culture in the TEFL, (see for example, Lado, (1957); Brumfit (1980); Byrne(1980); Patrick (1988); Prodromon (1988); Spolsky (1989); Kramsch (1993); Khuwaileh (2000); Cheung (2001); Holme (2002); Shatnawi (2003); Shatnawi (2005); Tang(2006); and Levy (2007).   Abu-Dalbouh (2005) conducted a study to examine the impact of some cultural aspects on the learning ability of US Peace Core Volunteers who study Arabic language as a foreign language. The findings of the study revealed that there is a strong reciprocal relationship between the Jordanian Arabic culture and the Arabic language. The subjects realize that it is very

important to have host families because their continuous input and assistance to the culture and language learning and volunteers are invaluable. The sample also realized that having expert language and cultural facilitators make them better prepared for dealing with people of the Jordanian culture. The sample also showed positive attitudes towards Arabic culture, customs, traditions and values.

Following the same path, Kreishan (2005) carried out a study to investigate the effects of religious and cultural schemata on Jordanian students' reading comprehension of English texts. The findings of the study revealed that students' performance on reading comprehension tests was significantly affected due to familiar religious and cultural content of the text and the extended time of the test. The researcher recommended that teachers should help their students activate their prior knowledge about the reading topic before reading. He encouraged students to enrich their knowledge through the Internet.

In the same vein, Shatnawi (2005) investigated the role of culture in foreign language textbooks through content analysis and the extent to which culture is represented in the *Cutting Edge* series. The analysis of the *Cutting Edge* textbooks revealed that the textbooks included the following cultural aspects: historical, economical, geographical, literary, political, religious, social, man-woman relationship, habits, customs and traditions, and aspects related to the way of living. It was found that there were no significant differences in the students' responses to the questionnaire due to gender and culture orientation. Also, no significant differences in the instructors' responses were found due to their cultural orientation. Regarding gender, the results reveal a statistically significant difference in favor of females. Based on the findings, the researcher put forth an important recommendation that English textbooks implemented at Jordanian/Arab universities should be evaluated and analyzed thoroughly to make sure that these textbooks do not include any cultural aspects that go against our religion and culture.

Levy (2007) sought to improve approaches to the learning and teaching of culture using new technologies by relating the key qualities and dimensions of the culture concept to elements within a pedagogical framework. This study consisted of two parts; in Part one, five facets of the culture concept are developed: culture as elemental; culture as relative; culture as group membership; culture as contested; and culture as individual (variable and multiple). Each perspective aims to provide a focus for thinking about culture, and thereby to provide a valid and useful point of departure for thinking about the practice of culture learning and teaching with new technologies. In Part two, however, five projects are chosen to represent relevant technologies currently in use for culture learning: e-mail, chat, a discussion forum and a Web-based project. Each project is used to illustrate facets of the culture concept discussed in Part One with a view to identifying key elements within a pedagogical framework that can help us respond effectively to the challenge of culture learning and teaching utilizing new technologies.

Abolghasem (2010) tried to draw attentions towards the importance of culture in English language learning and give culture a new recognition and fame. She also maintained that it is quite obvious that the full potential of integrating computer into the ELT curricula has not yet been reached and their use is still limited. Moreover, she considered the introduction of computer into the culture of language learning was a complex change. She emphasized that when you teach English, you also teach a complex system of cultural customs, values, and ways of thinking, feeling, and acting.

Therefore, the main concern would be the use of culture in classes in a way to help the English learners feel safe and secure and above all gain culture understanding and suggesting that linguistic inquiry cannot be separated from the social reality or culture of the learners. Thus, introducing one's culture and particularly utilizing it in teaching English materials, without embarrassment and fear, was considered essential.

The Design of the Study

The researchers spent a whole week searching for the ten cultural aspects in each unit of the computerized *Connection Series* textbooks (Elementary/Pre- Intermediate/Intermediate). To guarantee the reliability of the results, the researchers selected two instructors from Al-Balq'a Applied University to participate in collecting data in this study. The researchers had a meeting with them to discuss, explain the ten cultural aspects and to answer any question raised by them. The two instructors were asked to do the same task. They have been teaching the compulsory courses in the computer laboratories for three years. After

finishing the process of searching, the researchers had another meeting with the participants to discuss, modify and classify the resulted cultural aspects. Finally, the cultural aspects, which were agreed upon, were presented in tables to be investigated and evaluated by the researchers.

Findings and Discussions

In this section, the findings were presented and discussed according to the main question posed in the study which was" *What were the cultural aspects that were implied in the digitized (connections series) textbooks utilized to teach the English compulsory courses at Al-Balq'a Applied University in Jordan*? . To answer the question, the researchers searched the content of the six textbooks (Students' and Workbook) of the computerized *Connections* series to find out the cultural aspects that existed in each one. The frequency of the cultural aspects in each unit of each level was presented and discussed in tables. The results related to the frequency of the cultural aspects in each unit of the digitized students' book/elementary level were shown in table 1.

Table 1
Frequency of the Cultural Aspects in Each Unit of the Computerized Students' Book/Elementary Level

	Cultural aspects	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Total	Percentage
1	Historical	x	1`	X	X	X	4	5	6	8	X	24	7.16%
2	Economical	8	X	X	7	X	x	x	x	4	12	31	9.25%
3	Geographical	8	21	14	X	1	3	x	x	15	X	62	18.50%
4	Literary	X	X	X	X	5	1	x	10	2	X	18	5.37%
5	Political	1	X	6	X	X	x	1	x	x	6	14	4.18%
6	Religious	1	X	X	X	1	x	1	8	x	X	11	3.28%
7	Social	4	2	X	4	3	9	6	9	7	6	50	14.93%
8	Man-Woman relationship	3	4	X	X	X	x	3	1	x	4	15	4.48%
9	Habits-Customs	5	3	1	11	2	12	17	2	3	X	56	16.72%
10	Way of Living	6	4	5	14	2	4	3	x	5	11	54	16.12%
												335	100%

Table 1 revealed that there were 335 cultural aspects mentioned in the students' book; the most frequent ones were the geographical, habits-customs, the way of living, and social with (18.5%),(16.72%), (16.12%), and (14.93%) respectively. These findings showed that 47.8% of the cultural aspects concentrated on the habits-customs, way of living and social aspects which were all eminently related to human behavior. And since the way human behave gives implications to ones' identity, the identity of the students was being targeted. Table 1 further revealed that the least cultural aspect being mentioned was the religious aspect with (3.28%). This contradicts with Arab-eastern cultures which rely heavily on religion in their life. So, we maintained that the computerized *Connections series* should be modified to suite the Jordanian culture. The cultural aspects in each unit of the Workbook in the computerized *Connections series* in the elementary level were shown in table 2:

Table 2
Frequency of the Cultural Aspects in Each Unit of the Workbook in the Computerized Elementary Level

No	Cultural aspects	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Total	Percentage
1	Historical	1	2`	X	X	3	4	x	6	4	X	20	6.17 %
2	Economical	5	X	X	9	1	x	4	x	x	14	33	10.19 %
3	Geographical	6	17	11	X	x	5	x	x	12	X	51	15.74%
4	Literary	X	1	X	1	3	1	x	11	2	X	19	5.86%
5	Political	2	1	8	X	X	x	x	1	x	3	15	4.63%
6	Religious	x	X	2	X	1	x	2	5	x	X	10	3.09%
7	Social	7	3	x	8	3	x	9	6	8	7	51	15.74%
8	Man-Woman relationship	5	2	X	4	X	x	2	1	x	3	17	5.25%
9	Habits-Customs	4	6	2	18	2	10	11	2	4	X	59	18.21%
10	Way of Living	5	4	5	12	2	x	6	x	3	12	49	15.12%
												324	100%

Table 2 reported that there were 324 cultural aspects stated in the workbook. Similar to table1, table 2 revealed that Habits-Customs, social, geographical, and the way of living cultural aspects have gained (18.21%), (15.74%), (15.74%), and (15.12%) respectively. These results implied that the students' behavior was being targeted. Habits, customs, way of living and social aspects are deemed the most significant components of the human identity and personality. The religious aspect received the least percentage (3.09%). This may be due to the fact that the western societies, unlike the eastern societies, consider religion a minor aspect of human life. The cultural aspects in each unit of the students' book in the *Connection series* of the pre-intermediate level are shown in table 3.

Table 3
Frequency of the Cultural Aspects in Each Unit of the Students' book in the Computerized Pre-Intermediate Level

No.	Cultural aspects	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Total	Percentage
1	Historical	3	1`	7	X	1	7	2	7	6	X	34	8.80 %
2	Economical	2	X	X	4	3	x	6	x	2	11	28	7.14 %
3	Geographical	8	10	4	X	x	3	2	x	10	X	37	9.36%
4	Literary	X	2	X	2	x	1	2	6	5	2	20	5.08%
5	Political	1	x	2	1	X	x	1	x	x	1	6	1.55%
6	Religious	x	X	1	1	3	x	4	1	x	3	13	3.16%
7	Social	9	5	x	6	8	6	11	8	10	9	72	18.65%
8	Man-Woman relationship	2	6	x	7	9	3	9	7	x	5	55	13.12%
9	Habits-Customs	8	9	5	11	1	13	12	5	6	X	70	18.13%
10	Way of Living	6	3	2	14	4	4	8	x	6	11	58	15.01%
												386	100%

Table 3 revealed that there were 386 cultural aspects. It also showed that social, habits-customs, and the way of living aspects have gained the highest percentage with (18.65%), (18.13%), and (15.01%) respectively. The intrusive repetition of these three aspects carried the connotation of social colonialism.

Table 4 showed the frequency of the cultural aspects in each unit of the computerized *Connections series*/pre-intermediate level.

Table 4
Frequency of the Cultural Aspects in Each Unit of the Workbook   in the Digitized Pre-Intermediate Level

#	Cultural aspects	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Total	Percentage
1	Historical	1	x`	3	X	2	6	1	6	5	2	26	6.67 %
2	Economical	3	1	X	3	1	x	5	x	2	5	20	5.12 %
3	Geographical	6	3	7	X	6	5	3	x	5	8	43	11.03%
4	Literary	2	6	1	x	x	1	5	3	7	1	26	6.67%
5	Political	x	x	2	1	1	2	2	x	1	2	11	2.82%
6	Religious	x	1	3	1	x	1	x	1	x	4	11	2.82%
7	Social	11	9	4	9	9	11	4	7	14	5	83	21.29%
8	Man-Woman relationship	6	2	2	8	7	8	6	3	3	4	49	12.56%
9	Habits-Customs	13	12	6	7	3	10	9	2	4	X	66	16.92%
10	Way of Living	8	7	6	5	1	6	7	x	5	10	55	14.1%
												390	100%

From table 4, it is possible to put forward a point of view that the cultural aspects that appear most frequently were social (21.29%), habits-customs (16.92%) and the way of living (14.1%). The total of these three aspects was (52.31%) which meant more than half of the total percentage. Similar to the previous tables, the least cultural aspects are the political (2.82%) and the religious (2.82%). So, in our view, this textbook may be suitable for us in this respect. This may be due to the fact that people in the east prefer to avoid discussing political and religious issues because most of the eastern countries do not practice democracy in their political life and religion is deemed a critical issue. Table 5 showed the frequency of the cultural aspects in each unit of the students' book in the computerized intermediate level.

Table 5
Frequency of the Cultural Aspects in Each Unit of the Students' book   in the Computerized Intermediate Level

#	Cultural aspects	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Total	Percentage
1	Historical	2	x`	3	X	1	6	2	3	3	1	21	8.2%
2	Economical	6	2	X	8	3	x	3	11	1	13	47	18.36 %
3	Geographical	4	1	3	X	3	5	1	x	2	5	24	9.38%
4	Literary	x	2	x	x	4	1	x	1	4	2	14	5.47%
5	Political	1	x	1	x	2	2	x	x	1	1	8	3.13%
6	Religious	x	1	2	1	x	1	3	2	x	3	13	5.08%
7	Social	4	3	2	x	5	11	5	x	3	4	37	14.45%
8	Man-Woman relationship	3	4	x	2	3	1	2	3	2	2	22	8.59%
9	Habits-Customs	3	5	2	5	4	1	4	7	3	X	34	13.28%
10	Way of Living	6	3	8	3	1	6	3	x	2	4	36	14.06%
												256	100%

Table 5 revealed that a new cultural aspect has come into prominence which was the economical aspect (18.36%). We are apt to say that this was due to the fact that the linchpin focus of human life these days is on economy because it is considered the per se of modern civilization. The west believes that there exists an intrinsic relationship between money and power. They also think that money can be earned by making efforts and working for many hours a day. Most of the eastern cultures, on the other hand, believe that

money is a gift from God and is not gained by effort. Consequently, there existed a gap between the two cultures in this respect. So, in our view, this gap should be taken into account when implementing any English textbook in eastern cultures and societies.

Table 5 further revealed that the social aspect has obtained (14.45%), the way of living (14.06%) and the habits-customs (13.28%). The total of these three cultural aspects was (41.79%). To avoid any sort of repetition, these cultural aspects being tackled previously and will not be discussed again. Both the political aspect and the religious aspects have gained the least percentages (3.13%) and (5.08%) respectively. These cultural aspects will not be tackled here because they have been previously discussed. The frequency of the cultural aspects in each unit of the workbook in the intermediate level was shown in table 6.

Table 6
Frequency of the Cultural Aspects in Each Unit of the Workbook in the Computerized Intermediate Level

#	Cultural aspects	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Total	Percentage
1	Historical	1	x`	2	2	3	5	1	x	1	x	15	6.88%
2	Economical	3	4	X	4	1	x	x	6	3	9	30	13.76 %
3	Geographical	1	x	1	X	5	3	3	x	1	2	16	7.34%
4	Literary	2	1	x	4	1	x	3	x	2	1	14	6.42%
5	Political	x	1	x	x	3	1	2	x	1	x	8	3.67%
6	Religious	x	2	3	2	x	x	1	1	2	1	12	5.5%
7	Social	6	4	5	x	3	5	3	x	5	3	34	15.61%
8	Man-Woman relationship	3	3	x	5	6	2	x	3	1	1	24	11.01%
9	Habits-Customs	4	7	3	3	7	4	1	4	4	X	37	16.97%
10	Way of Living	4	3	x	1	4	5	x	3	6	2	28	12.84%
												218	100%

Similarly, table 7 revealed that the highest percentage was scored by the habits-customs aspect with (16.97%), followed by the social aspect with (15.61%), then the economical aspect with (13.76%) and then the way of living with (12.84). The least aspects were the political with (3.67%) and the religious with (5.5%). These results were very close to the previous findings in the other textbooks except for the emergence of the economical aspect. To avoid any sort of repetition, we will not discuss these aspects because they were previously discussed and analyzed.

To tabulate, the results related to the first question, we believe that they echo a view that the students' cultural identity is being threatened. It is no doubt true, however, that we strove to maintain our traditions, customs, values and identity. Therefore, account should be taken of the implementation of English textbooks in our educational institutions. Taking the second question into consideration, the necessary steps that must be taken to delimit the negative effect of the aspects that contradict with our religion and culture were: 1) Review any new English textbooks before implementing them in our universities. 2) Train English language teachers on how to avoid any cultural aspect that contradicts with our culture. 3) Draw the teachers' attention to any invisible cultural aspect that might exist in the textbook.

Conclusion and Recommendations

Al-Balq'a Applied University has given increasing attention to integrating CALL in all its colleges. More specifically, it has designed digitized curricula that have rapidly become an important component of the teaching process. The latest progress in this respect is the computerization of the English textbooks (*Connection series)* to be implemented in the academic year 2009-2010. These textbooks are utilized to teach English compulsory courses (E.099, E.101, and E.102). The present study attempted to investigate the existence of the cultural dimensions in these digitized English textbooks and their effect on the

instructors' and students' culture and identity. The findings revealed that habit-custom, social, and way of living aspects exist mostly in the English computerized textbooks. This indicated that the students' behavior was being targeted. As a result, if the behavior was westernized, then the social values, traditions, customs, personality and identity will eminently be westernized.

Based on the results of this study, the following recommendations were put forth: 1) every new English textbook, and before implementation, should be analyzed, evaluated and modified to suite our society, customs, traditions, and values because such textbooks are usually written by foreigners who belong to other cultures. 2) More training should be provided to English instructors on the use of computer as a tool for culture teaching in TEFL. 3) Researchers were recommended to conduct further studies concerning the relationship between language and culture, and also concerning the cultural aspects in other textbooks used in our Jordanian/Arab/Muslim schools and universities. 4) The findings also revealed that the *Connections Series* contained some irrelevant cultural connotations that should be omitted, because it was Western culture oriented.

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