



Sudan University of sciences and technology

College of Languages



English Language Department

**Investigating Point of Views on the deficiency of
presenting English culture in SPINE SERIES
Textbooks (4, 5, and 6).**

**تقصي وجهات نظر حول غياب عرض الثقافه الانجليزيه في سلسله إسباين
(4,5 و 6)**

**A thesis submitted to fulfillment of the requirements of the degree of
MA in English Language.**

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إستهلال:

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

(اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ (1) خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ (2)
اقْرَأْ وَرَبُّكَ الْأَكْرَمُ (3) الَّذِي عَلَّمَ بِالْقَلَمِ (4) عَلَّمَ الْإِنْسَانَ مَا

لَمْ يَعْلَمْ (5))

صدق الله العظيم

سورة العلق

DEDICATION

I dedicate this to my family and relatives.

Acknowledgements:

I am grateful to all the people who have helped me with the preparation of this study. A large number of teachers, and friends. I am also greatly indebted to D. yuosufAltiraifi, whose comments and suggestions added successfully to the accuracy and clarity of the study.

Also I thank Dr. Omarabi, U. MuntaserFadul, for their help.

Abstract

This study shed light on some cultural perspectives on SPINE Series (4.5.6). The problem which the study investigates is to what extent do SPINE Series (4.5.6) have succeed in familiarizing the learners with the English culture without being biased towards it.

The present study used a questionnaire as a tool for data collection. The questionnaire was designed for teachers of secondary schools to see their cultural perspectives on Spine series (4.5.6). The population chosen for this study are the teachers of secondary schools from all over Omdurman locality. And the samples of this were forty teachers chosen randomly.

The study comes out with the result that there is absence of presenting English culture in Spine series (4.5.6) textbooks, So that it is recommended to do further studies on necessity of inserting English language culture in Spine series.

المستخلص

أعدت هذه الدراسة لتسليط الضوء على بعض وجهات النظر الثقافية على سلسلة كتب اللغة الانجليزية (اسبابن) (4.5.6) التي تستخدم كمادة للغة الانجليزية في التعليم الثانوي. فكانت المشكلة التي تحاول الدراسة التقصي فيها هي: الي اي مدي هذه السلسلة (4.5.6) نجحت في تعريف المتعلمين بالثقافة الإنجليزية دون الانحياز نحوها.

استخدمت هذه الدراسة الاستبيان أداة لجمع البيانات المتعلقة بها وصممت الاستبانه لأساتذة اللغة الانجليزية بالمدارس الثانوية لمعرفة وجهات نظرهم الثقافية المختلفة حول سلسلة اسبابن (4.5.6). وقد شارك في الاستبانه عدد (40) معلما لمادة اللغة الإنجليزية تم اختيارهم عشوائيا من مدارس محلية امدرمان.

وقد أكدت الدراسة بأن هنالك غياب لسرد الثقافه الإنجليزيه في سلسة اسبابن (4.5.6). لذلك أوصت الدراسة بأن تجري دراسات حول ضرورة إدخال ثقافة اللغة الإنجليزية في سلسلة إسبابن.

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CHAPTER ONE

INTRODUCTION

Chapter One

Introduction

1.0 Background:

Language and culture are hardly involved within each other's. In contrast to the trend prevalent in the past where foreign language teaching meant transforming one's own culture, these days there is a tendency towards intercultural communication and open-mindedness for mixture of cultures. On culture as one of its critical aspects, this would entail providing the learners with opportunities to compare and express their views about varied foreign cultures, their customs and practices including their own culture. Textbooks adopting such an approach to culture not only avoid imposing the target language culture but also, as a by-product of such tendency, encourage critical thinking.

Investigation is the act or the process of examining a statement, problem, crime, etc. carefully specially to discover the truth. This study will investigate the statement of cultural perspectives in Spine series (4.5.6) textbooks. And to overview the curriculum from different points of views of teachers at secondary level.

Cultural perspectives refer to the way that individuals are shaped by their environments as well as social and cultural factors, and how the individuals are difference in thinking. Textbooks adopting such an approach to culture not only avoid imposing the target language culture but also, as a by-product of such tendency, encourage critical thinking.

1.1 Statement of The problem:

The problem which the present study attempts to investigate to what extent Spine series (4, 5, 6) have succeeded in familiarizing the learners with the English culture without being biased towards it. This would entail taking varied cultures into account and providing students with chances to think critically about the target culture and their own culture.

1.2 Significance of the study:

This study is significant to the teachers and students as well as syllabus designers to give certain attention to the curriculum from cultural perspectives. This study will help in the case of textbooks development.

1.3 Objectives of the study:

The objectives of the study are to:

- (1) Investigate the cultural content of Spine series (4.5.6) from the teachers' viewpoints; and
- (2) Examine whether there is a significant difference in viewpoints about the cultural perspectives of teachers of English language at secondary levels.
- (3) The study aims to have a culture-based textbook.

1.4 Research questions:

- 1- To what extend do Spine series (4.5.6) are adequately familiarizing students with the target (English) culture?
- 2- To what extend are global cultures presented in Spine series (4.5.6)?
- 3- What are the main contents of English language culture that can be found in Spine series (4.5.6)?

1.5 Research hypotheses:

The study has the following as its hypotheses:

- 1- Spine series are not providing adequate materials to familiarize students with the target (English) culture.
- 2- Absence of presenting and introducing a variety of English language cultures in countries where English is spoken.
- 3- Lack of activities asking learners to discuss the perspectives and practices of foreign cultures.

1.6 Method of the study:

This study follows the descriptive analytic method. The instrument that is used in this study is a questionnaire for the teachers at secondary schools in Khartoum State, Omdurman locality. The selection of the samples were randomly chosen from many schools. The data will be analyzed by SPSS.

1.7 Limits of the study:

This study is limited to Spine series (4.5.6) at Sudanese secondary school curriculum on first, second, and third levels at Omdurman locality.

CHAPTER TWO
LITERATURE REVIEW AND PREVIOUS
STUDIES

Chapter Two

Literature Review and Previous Studies

2-0 Introduction:

Culture has several meanings and uses in higher education research. These variety may seem annoying to a reader who is not familiar with the traditions of cultural studies or qualitative research. The aim of this chapter is to contextualize various perspectives of culture as a social phenomenon and the uses of culture in the textbook of Spine series (4, 5, and 6). This chapter begins with discussion of the various meanings of the concept culture, perspectives, cultural perspectives, and continue by describing briefly textbook and the relationship between these terms in order to give a clear understanding of the terms that used in the present framework. The last part of this chapter concentrate on some of the previous studies that can be related in some way to this study.

2-1Culture:

What we mean by culture? We can understand one definition of culture in a way which covers all the definitions in this study. Following Becher and Trowler (2001, 23) we understand culture as a concept which “refers to sets of taken-for-granted values, attitudes, and ways of behaving, which are articulated through and reinforced by recurrent practices among a group of people in a given context”. Thus, culture is a social phenomenon shared by a group of people in certain time and place in a way which makes their behavior natural for themselves. In addition to being a social phenomenon, culture is also an intellectual device used either to describe or to explain behavior, values and attitudes of groups of people.

We use the term culture to refer to all the ideas and assumptions about the nature of things and people that we learn when we become members of social groups. It can be defined as ‘socially acquired knowledge’. This is the kind of knowledge that, like our first language, we initially acquire without conscious awareness. We develop awareness of our knowledge, and hence of our culture, only after having developed language. The particular language we learn through the process of - cultural transmission provides us, at least initially, with a ready-made system of categorizing the world around us and our experience of it.

2-2 Perspectives:

Perspectives has a Latin root meaning “look through” or “perceive,” and all the meanings of perspective have something to do with looking. Perspective is the way you see something. Or the appearance of viewed objects with regard to their relative position, distance from the viewer. Also perspective can be defined as a particular attitudes towards something or a way of regarding something, that is to say perspective is a point of view. If you think that toys corrupt children's minds, then from your perspective a toy shop is an evil place. And this because of your own knowledge and experience in life. Here in this study, the researcher will give a number of teachers a questionnaire about Spine series (4.5.6) textbook and their answers regarded as their perspectives about it.

2-3 Cultural Perspectives:

In this study Cultural Perspectives refers to different points of views or ideas from cultural side about Spine series (4, 5, and 6) textbook. Many other definitions of cultural perspectives can be shown in this respect; Cultural perspective refers to the way that individuals are shaped by their environments as well as social and cultural factors. Such factors include a person's nationality, race and gender. Dride (2007:87)

described Cultural perspectives as “Cultural perspectives pervades every aspect of human life, from the ordinary to the exotic or foreign. It affects how people relate to one another and their ability to communicate. Individuals with dramatically different cultural perspectives may find that they have an especially hard time understanding why the other behaves a certain way.” To a certain extent, cultural perspective influences the relationships that people have with themselves as well, such as spiritual, mental and emotional well-being or lack thereof. Our spiritual, mental, physical, emotional, physiological being are all influenced by cultural perspective.

2-4Textbook:

To discuss this matter, it is important to understand what a textbook is? Generally, a textbook is considered as the third complementary part in any learning process. The other two parts are the teacher and the learner. The essential fact is that, both teachers and learners rely heavily on textbooks to achieve prescribed goals and objectives of a certain program. In this regard Sheldon (1988:237) mentioned that “a course book represent for both students and teachers the visible heart of any English Language Teaching (ELT) program. It could be argued that, textbook has become the central focus of so many classes. Despite the fact that textbooks are stable of information in most every English as a Second Language (ESL) class.” It doesn’t mean that teacher should be at their mercy. That is to say, teachers has to be aware of the role towards using textbooks. Concerning this role, Cunning Worth (1984:65) make the comment that “... course materials of English should be seen as teacher’s servant and not his master...”overall,

teaching should be seen as a very personal activity and the teacher should use the textbook as a guide to achieve the goal of a course.

Textbooks adopting such an approach to culture not only avoid imposing the target language culture but also, as a by-product of such tendency, encourage critical thinking. This feature make the learners more open-minded and experienced about the whole world to appreciate and the respect another cultures and ideologies. So textbook of a certain language should involve the culture of that language if not completely should be partially without bias towards it.

In the coming paragraphs the researcher is going to investigate the relationship between culture and a textbook and cultural perspectives on textbook from historical studies. In any process of learning language the culture of that language should be taken into consideration without bias towards it. Ndura (2004:32) mentioned that there could be three types of bias: Stereotyping which means representing a group of people with a not-inclusive-enough set of behaviors and beliefs, Invisibility which concerns the omission of information with respect to any of the main variables, and Unreality which results in the omission of some topics from the texts and replacement with some idealistic issues. These types of bias can affect the syllabus design of the language in concern. Thus the process of learning a foreign language has been affected in a way that undesirable.

Many reasons can be behind the bias towards foreign languages, this is because of the culture of the learner or the deceitful background about the other cultures. Al Migdadi (2008) conducted his doctoral studies on the relationship between English teaching and its culture along with the possibility of their reciprocal effects in the academic and educational

environments of Jordan. He employed a triangulation of both a quantitative method, using a quantitative questionnaire, and a qualitative one via interviews with some of the students and also its content analysis. He asserted that inclusion of cultural aspects of English language was indispensable to students' progress in this language and also awareness of its culture. He further maintained that attending to cultural issues was not perceived as a threat to Arabic or Islamic values.

The case of Jordan is similar to Sudan if not the identical, and the results of this studies are appropriate to our case in Sudan. Which prove the fact that the presence of culture in learning its language will be useful to the learner to think and criticized that culture. Being bias towards foreign cultures may influence the learner's ways in treating foreign people unfavorably or having wrong pictures in minds about those cultures.

Language and culture are barely involved, Lappalainen (2011:94) cited "In contrast to the trend prevalent in the past where foreign language teaching meant transforming one's own culture, these days there is a tendency towards intercultural communication and tolerance for diversity of cultures. Therefore, EFL teaching necessitates focusing on culture as one of its critical aspects. This would demand providing the learners with chances to compare and express their views about various foreign cultures, their duties and live out including their own culture." Languages are connected with their cultures in terms of proverbs, habits, myths, traditions, and so on. This category gives the learner of a foreign language opportunity to think and criticized that foreign culture. It is also requires the learners to explore and interpret social, political, literary and historical context of the specific text. In a situation of teaching language within culture teacher can encourage

learners to understand and appreciate different cultures and ideology in relation to their own. Carter and Long (1991:42) pointed out:

“Teaching language within cultural ideals enables students to understand and appreciate cultures and ideologies different from their own in time and space and to come to perceived tradition of thought, feeling, and artistic form within the heritage and the literature of such culture endows.”

This quote underlined the fact that language and culture are associated to each other's successfully, and while they exist in the learning process together the learner will be able to do many things; the learner will be able to think in different ways because of the cultural variation.

It is difficult to teach language without an acknowledgement of the cultural context in which it is used. In order to communicate effectively across cultures, students also need the ability to make use of linguistic and other communicative resources in the negotiation of meaning, roles and relationships in the diverse sociocultural settings of intercultural communication through English. Given the closely intertwined nature of culture and language, it is difficult to teach language without an acknowledgement of the cultural context in which it is used.

Hymes (1972) emphasized the importance of sociocultural knowledge in one's communicative competence in as early as 1972. (Baker, 2012) assumed that, “Intercultural competence has extended the role of culture in successfully preparing language learners for intercultural communication.” Dornyei (1994) also advocated a sociocultural component in the syllabus to raise learners' motivation in the foreign language classroom. Cultural competence refers to the understandings, competencies, attitudes, language proficiencies, participation and identities necessary for successful cross-cultural engagement. As a result, there should be an agreement that teaching any language should be consider its culture with the authentic appearance of that culture without any exclusion or additional. Giving the learner the real picture

of the culture of the language s/he is learning with enlightenment of respectable things of that culture and criticizing the immoral things this will enhance the learner motivation of learning, enrich him with an enormous amount of information, and enable him to communicate effectively with other people.

There is a very bad impression for Spine series as one of the subjects that students must pass in examinations at the end of the year. Unfortunately this is true, as in Whitsed and Wright's (2011:9) study about Japanese Students attitudes toward English Language mentioned that, "many English teachers thought that Japanese students limited English to the context of university entrance examinations and did not see it as a living language with a whole world of culture, life and interaction." And this is the truth that we found in secondary level's students in Sudan, also we can face this at universities whereas English is taught as required subject in a situation of English for Specific Purposes (ESP).

From the quote above which determine the problem of this study which is: to what extent Spine series (4, 5, and 6) has succeeded in familiarizing the learners with the English culture without being biased towards it. This would entail taking varied cultures into account and providing students with chances to think critically about the target culture and their own culture.

This is the main point of this study, and this problem is facing many of Sudanese English language learner's. They limits English to the perspective of university entrance examinations (Sudanese certificate) and did not see it as a living language with a whole world of culture, life and interaction. The researcher think that Spine series (4, 5, and 6) textbook is failed to familiarizing the learners with the English culture without being biased towards it.

So as a result of that it is difficult to teach language without an acknowledgement of the cultural context in which it is used. The

researcher can say that the method which separate language from its culture this will lead to incomplete program of learning language.

Teaching and learning activities and roles of a language without its own culture, the results revealed a number of weak points, for instance, not providing the learners with opportunities to think critically about his culture and the other cultures so as to investigate the difference between these cultures in habits and traditions with no bias towards it, and not to deduce the rules of that language.

Looking at this point carefully; not providing the learners with opportunities to think critically about his culture and the other cultures so as to know the difference between these cultures in habits and traditions with no bias towards it. And how it can affect the critical mind of the learner we will realize the fact that: this is very harmful to the learner.

Textbook is very important for both teachers and students which is the basis of the course. Although it cannot cover everything it remain the major source for the teaching content. Eli Hinkel (2005) stated that "...textbook is the effective instruments for the educational practice and it can reflect values and senses for individuals and nations. ..." so there could be containing of cultures in any textbook of learning a foreign language.

Systematic and comprehensive textbook may facilitate the culture input considerably, while a rigid textbook may leave no room for culture teaching, so the evaluation of textbook are essential in language learning.

Byram (1998) asserted that although cultural learning and teaching has been viewed as an integral part of language education, the great majority of cases were "the more acquisition of information about a foreign

country, without the psychological demands of integrated language learning.”

This point of view was confirmed in Kramsch’s survey that showed in several language classes culture was frequently reduced to “the four Fs” which means Food, Fairs, Folklores and Statistics Facts.

Kramsch (1993) also asserted that the impact of culture on language learning, teaching and using was far more complex than the four “Fs” and language teaching needed to link “the teaching of culture to that culture”.

In other words, both Byram and Kramsch agreed that culture not only functioned as a background or a support for EFL, but also should be valued in its own way and linked to the interpersonal understanding.

A number of scholars agree that textbook selection is one of the key problems of today’s EFL education and at the same time one of the most demanding tasks. It would be naïve to think that there is a course-book which could fulfil one’s overall expectations. Cunningsworth, & Hart’anska (1995), comments on this by saying “... but the aim is to find the best possible fit, together with potential for adapting or supplementing parts of the material where it is inadequate or unsuitable”. Textbook must familiarize the learners with the culture as much as possible.

Learning or teaching language should be govern by the culture of that language in order to catch a successful process of learning. While the learner familiarizing with the culture of the language that he is learning that will enable him to understand every details or information can be mentioned at any source of that language. The learner can understand the jokes, the nonfiction, the ancient arguments, and all the opinions of

that culture. And the learner is successfully reflecting this values and habits in a critical way of thinking.

2-6Previous studies:

In this section of the chapter there will be comments on some of the previous studies, recommendations of this previous studies, which enrich the idea of the study. These previous studies are not identical to my study, but they commended approvals that have something to do with the main points that the researcher want to prove in this study. So the researcher not mentioned all the recommendations of these previous studies, there will be stating of the approvals that are related to the topic.

The first study which is related to this study by Nada Sid Ahmed Eljack is:

Construction of national identity in Sudan a critical discourse analysisstudy of the Arabic language school textbooks at the basic level

General recommendation:

- 1- Take into account cultural diversity of Sudan (ethnic, religious and geography) when using pictures and text.
- 2- Include examples of tolerance and respect to Other's religions in textbook.
- 3- Develop national identity in learner through folklore, music and tradition. So, they have to be sufficiently represented in the school textbook.

N. Eljack (2011) conducted her doctoral studies on Construction of national identity in Sudan a critical discourse analysis study of the Arabic language school textbooks at the basic level. The thesis

acclaimed more than ten recommendations, but what the researcher thought is appropriate to the problem in this study are the three recommendations above.

Considering Arabic language is the language that a learner wishes to learn: the thesis acclaimed that there should be taking into account cultural diversity of Sudan (ethnic, religious and geography) when using pictures and text. That is to say, the culture of Sudan is an Arabic culture. This lay emphasis on culture existence in learning its language.

It is understood from the previous paragraphs that in teaching and learning language within culture, learners will be capable to understand and appreciate different cultures and ideology in relation to their own. As Carter and Long sustained this fact, also Nada recommended this in her thesis by saying that; Include examples of tolerance and respect to Other's religions in textbook. This will let the learners appreciate and respect other cultures and ideology.

Textbook of language is not just a matter of exercises and passing examinations it is bigger than this, there should be cultural and ideological content of the textbook as Nada recommended: Develop national identity in learner through folklore, music and tradition. So, they have to be sufficiently represented in the school textbook.

The second study is by Osama Khalifa Mohammed:

Headway as alternative English language syllabus for non-specialist in English:

General recommendations:

- 1- The English language curriculums which are currently taught at school should be revised and modified in order to meet the learner's perceived needs and familiarize them with the English culture.

O. Mohammed (2005) in his study with the title Headway as alternative English language syllabus for non-specialist in English suggested a very important recommendation that is the syllabus that are taught now should be revised and modified in order to meet the learner's needs and familiarize them with the English culture, these are the most affective developing factors in learning English language. So familiarizing learner with the culture of English language is something cannot be avoided while need to be learn it. And this participation of the foreign culture should be take place without bias towards it.

CHAPTER THREE

DESIGN AND METHODOLOGY OF THE STUDY

Chapter Three

Design and methodology of the study

Introduction:

This chapter explains the methodology of the study. It describes the method and techniques adopted in the instruments, the population, samples and procedures of data analysis.

3.1 The methodology of the study:

This study followed the descriptive analytical method. It attempts to investigate all the aspects of the problem and to shed a light on the area that must be focused on.

3.2 The population:

The population chosen for this study are the teachers of secondary schools from all over Omdurman locality.

3.3 The sample of the study:

They are forty teachers [25 male, 15 female] chosen randomly during the academic year (2015-2016)

They are all Sudanese native speakers of Arabic language; all of them are teachers of English language at secondary schools for more than four years.

3.4 Instruments of data collection:

The data of this study is obtained by using a questionnaire for teachers, the questionnaire contains 10 statements to investigate general cultural perspectives on spine series (4.5.6). Before answering, the subjects were

informed that the questionnaire was mainly conducted for research purposes to collect data about their ideas of cultural perspectives on Spine series (4.5.6). The conductor of the questionnaire made sure that subjects understood what was required by means of some statements explained by the researcher.

3.5 Procedures of data collections:

The data is collected via questionnaire, which is tabulated and treated statistically through statistical package of social science [SPSS] program. The result in the coming tables will show the answers of the relevant questions.

3.6 Reliability:

The questionnaire was developed and designed by the researcher in consultant with some teachers. And it was then presented to the supervisor and other two PhD holders of English language as to be approval.

3.7 Validity:

Validity is the most important notion in questionnaire evaluation. The questionnaire is valid if it measured what it is supposed to measure.

The questionnaire was checked by supervisors who agreed that this questionnaire is valid and quite suitable for its purpose.

3.8 Data:

The source of data involved in this study mainly depends on a questionnaire and statistical analysis. The questionnaire provides data by eliciting viewpoints from subjects to achieve clear interpretation, the available data is presented under ten statements, focusing on the direct thoughts about cultural perspectives on Spine series (4.5.6) of the

teachers. Therefore, based on statistical analysis the obtained data are compared to inform about general cultural perspectives on Spine series (4.5.6). The output succeeds in achieving the assumptions of the study

3.9 Statistical Analysis:

As a means of data analysis, a computer program of statistical package for social science [SPSS] was adopted to gain valuable results. This program awareness and the variation among subjects in more precise way, this was mainly obvious when discussing the results within the components of chapter four as shown in the following chapter.

CHAPTER FOUR

DATA ANALYSIS AND THE DISCUSSION OF THE RESULTS

Chapter Four

Data analysis, Results and Discussions

4.0 Introduction

In this chapter, the questionnaire was conducted for the teachers of secondary school from Omdurman locality. The data collected and will be introduced and analyzed statistically.

4.1 Analysis of the teachers' questionnaire

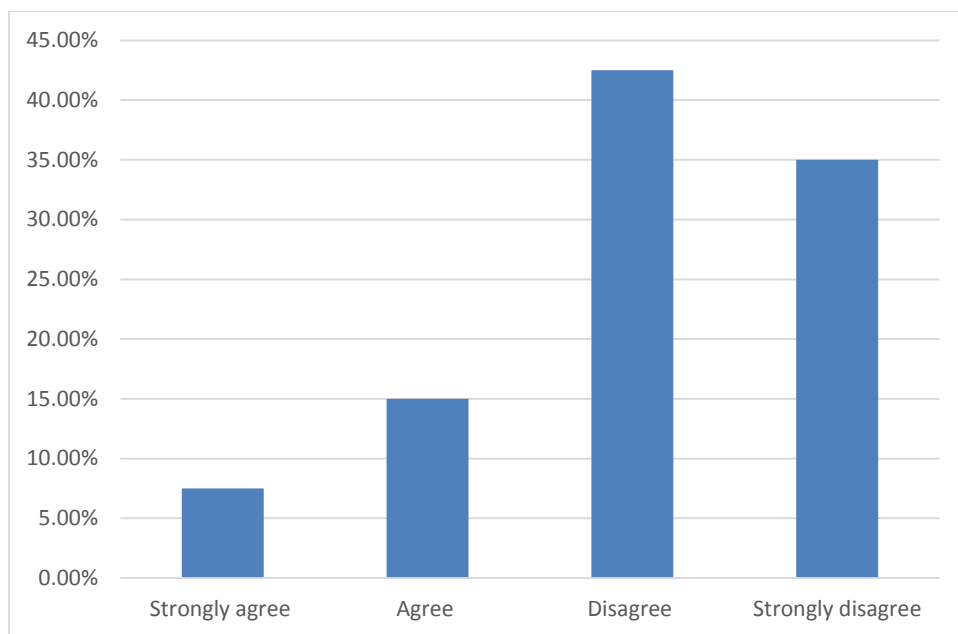
As mentioned in chapter three, the questionnaire was conducted on the teachers of secondary schools, Omdurman Locality. It consisted of ten statements.

1- Spine series (4.5.6) are adequately familiarized students with the target [English] culture.

Table No. (4.1)

Answers	Frequency	Percent
Strongly agree	3	7.5%
Agree	6	15%
Disagree	17	42.5%
Strongly disagree	14	35%
Total	40	100%

In the table (4.1) above 42.5% of the teachers disagree with spine series (4.5.6) are adequately familiarized the students with the target (English) culture, meanwhile 35.0% strongly disagree. While 15.0% of them agree and 7.5% strongly agree as shown in graph (4.1).



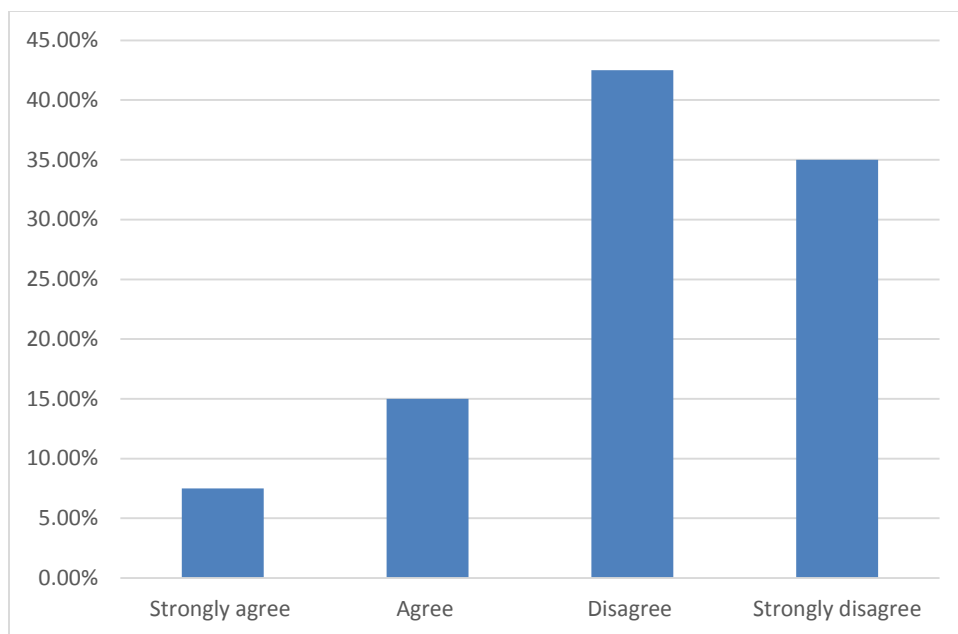
Graph (4.1)

2- English language culture is presented in Spine series (4.5.6).

Table No. (4.2)

Answers	Frequency	Percent
Strongly agree	4	10%
Agree	7	17.5%
Disagree	15	37.5%
Strongly disagree	14	35%
Total	40	100%

37.5% of the respondents disagree on the fact that presenting English language culture in Spine series, and 35.0% of them strongly disagree. Meanwhile 17.5 of them agree and 10% strongly agree.



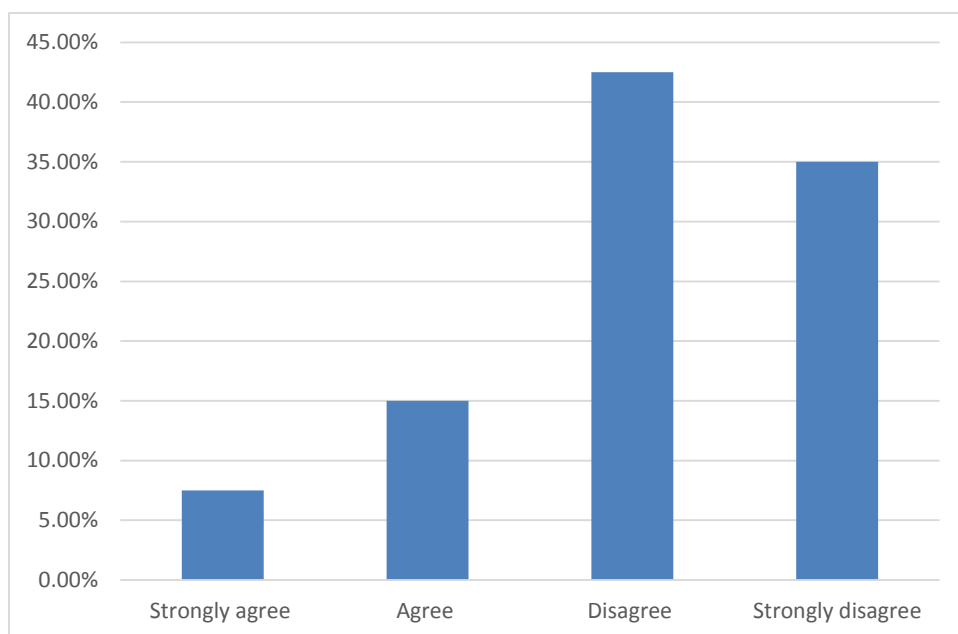
Graph (4.2)

3- Spine series (4.5.6) are suitable to secondary level at Sudan.

Table No. (4.3)

<i>Answers</i>	<i>Frequency</i>	<i>Percent</i>
Strongly agree	12	30%
Agree	7	17.5%
Disagree	15	37.5%
Strongly disagree	6	15%
Total	40	100%

Most of the teachers 37.5% disagree that Spine series (4.5.6) are suitable for secondary school level at Sudan, and 15% of them strongly disagree. While the others 30% of them agree and 17.5% strongly agree as shown in table (4.3).



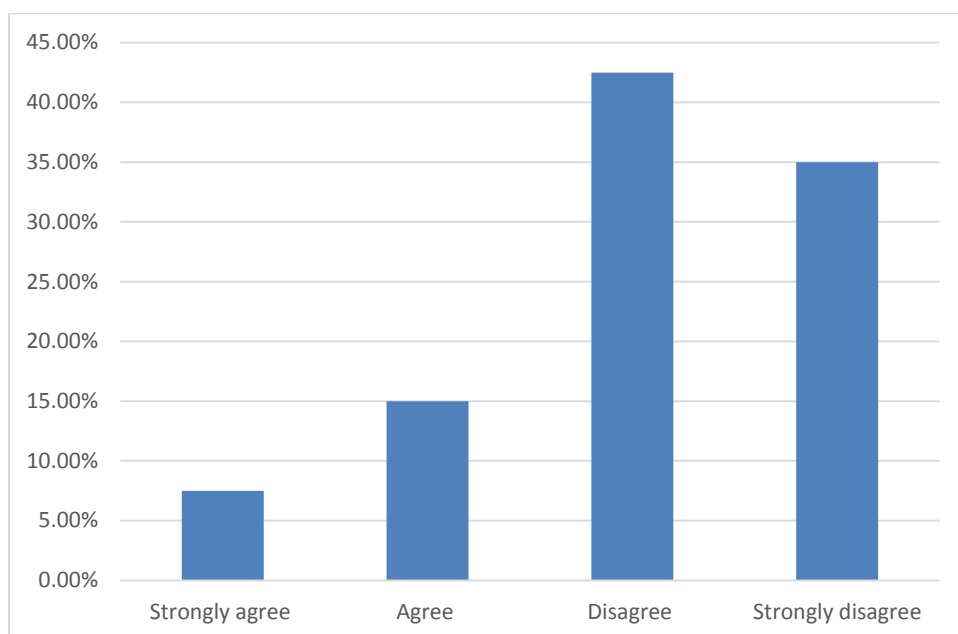
Graph (4.3)

4- Spine series (4.5.6) are designed very well, but they ignores the cultural side of the target [English] culture.

Table No. (4.4)

Answers	Frequency	Percent
Strongly agree	16	40%
Agree	18	45%
Disagree	3	7.5%
Strongly disagree	3	7.5%
Total	40	100%

Large number of teachers 45% agree that Spine series (4.5.6) are designed very well, but they ignore the cultural side of the target [English] culture, 40% strongly agree. Whereas 7.5% disagree and 7.5% of the respondents strongly disagree. Which it can be shown in the graph (4.4) bellow.



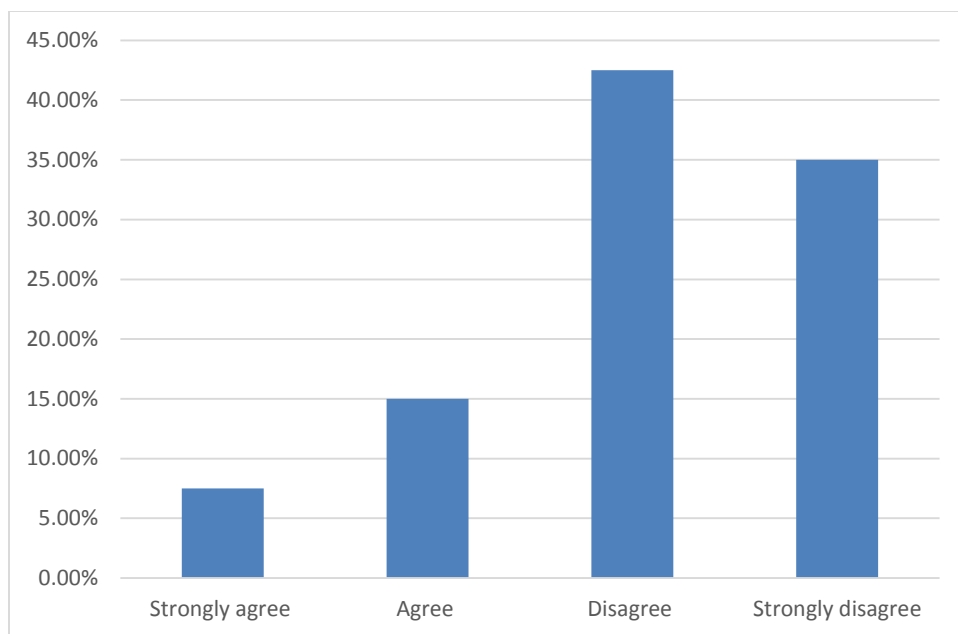
Graph (4.4)

5- Spine series (4.5.6) are adopted varieties cultures into account.

Table No. (4.5)

Answers	Frequency	Percent
Strongly agree	19	47.5%
Agree	17	42.5%
Disagree	3	7.5%
Strongly disagree	1	2.5%
Total	40	100%

In the table above 42.5% of the participant agree that Spine series (4.5.6) are adopted varieties of cultures into account. While 47.5% strongly agree on it. Although 7.5% of them disagree and 2.5% strongly disagree. As presented in the following table (4.5).



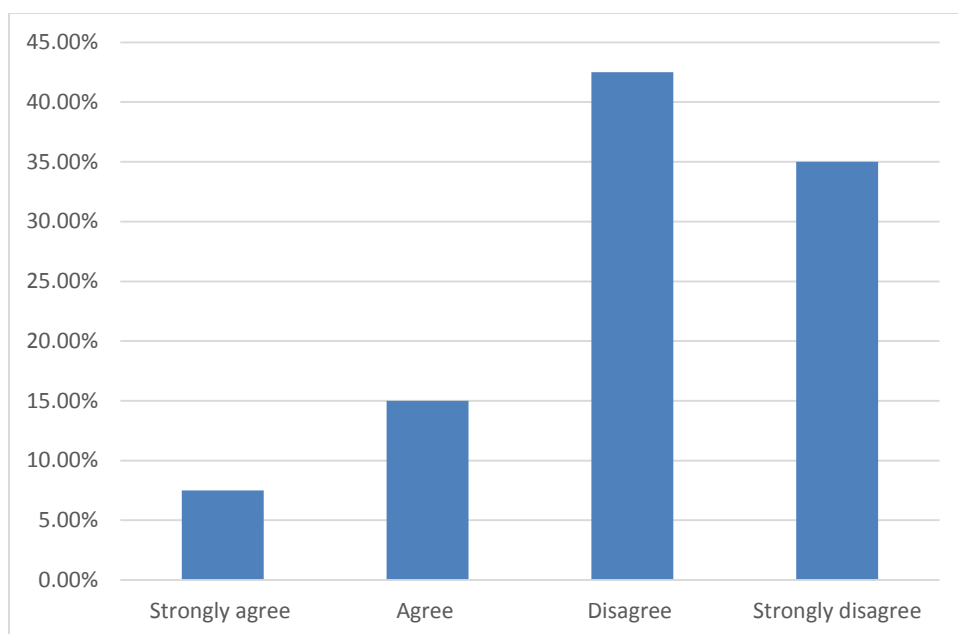
Graph (4.5)

6- Spine series (4.5.6) motivate the students to think critically about the target [English] and their own culture.

Table No. (4.6)

Answers	Frequency	Percent
Strongly agree		
Agree	12	30%
Disagree	7	17.5%
Strongly disagree	21	52.5%
Total	40	100%

In the above table no (4.6) 52.5% of the respondents strongly disagree that Spine series (4.5.6) motivate the students to think critically about the target [English] and their own cultures. In addition to 17.5% of them disagree. However only 30% of the teachers agree with that point.



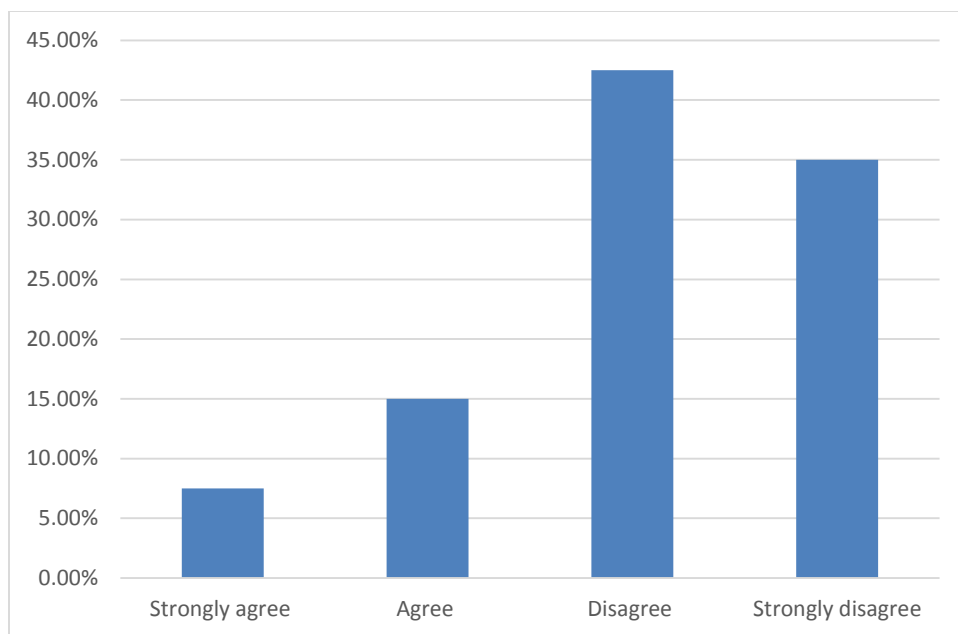
Graph (4.6)

7- Spine series (4.5.6) do not provide cultural aspects to the students.

Table No. (4.7)

Answers	Frequency	Percent
Strongly agree	16	40%
Agree	10	25%
Disagree	13	32.5%
Strongly disagree	1	2.5%
Total	40	100%

40% of the teachers strongly agree that Spine series (4.5.6) do not provide cultural aspects to the students. As well as 25% of the participants agreed. Whereas 32.5% disagree, and 2.5% of them strongly disagree. That's clear in the graph (4.7).



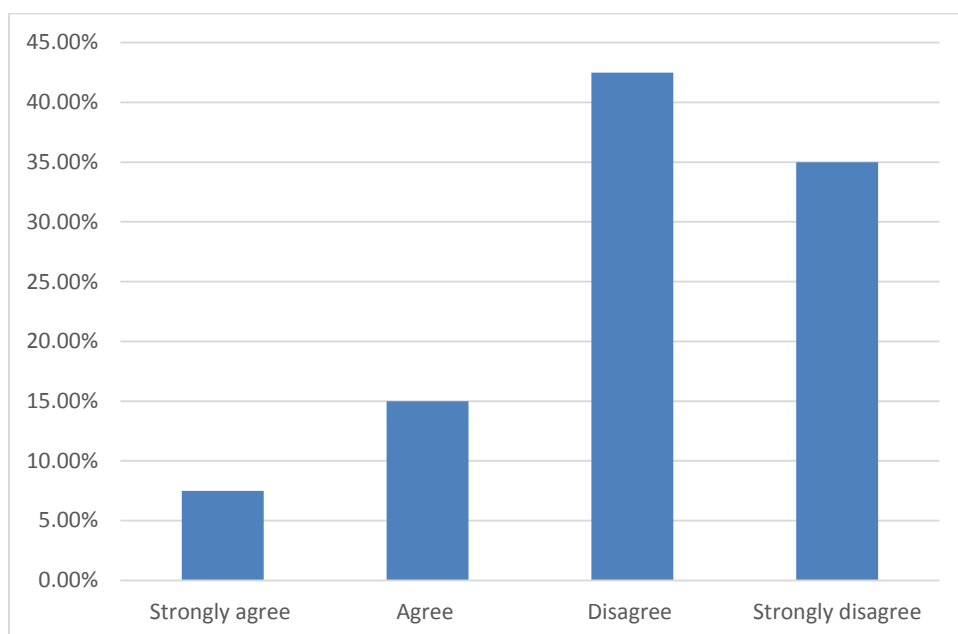
Graph (4.7)

8- The contents of Spine series (4.5.6) achieved their objectives.

Table No. (4.8)

Answers	Frequency	Percent
Strongly agree	10	25%
Agree	10	25%
Disagree	14	35%
Strongly disagree	6	15%
Total	40	100%

The majority of the participants 35% disagree with the statement that the contents of Spine series (4.5.6) achieved their objectives, alongside with 15% of them strongly disagree. But 25% agree, 25% of the teachers strongly agree.



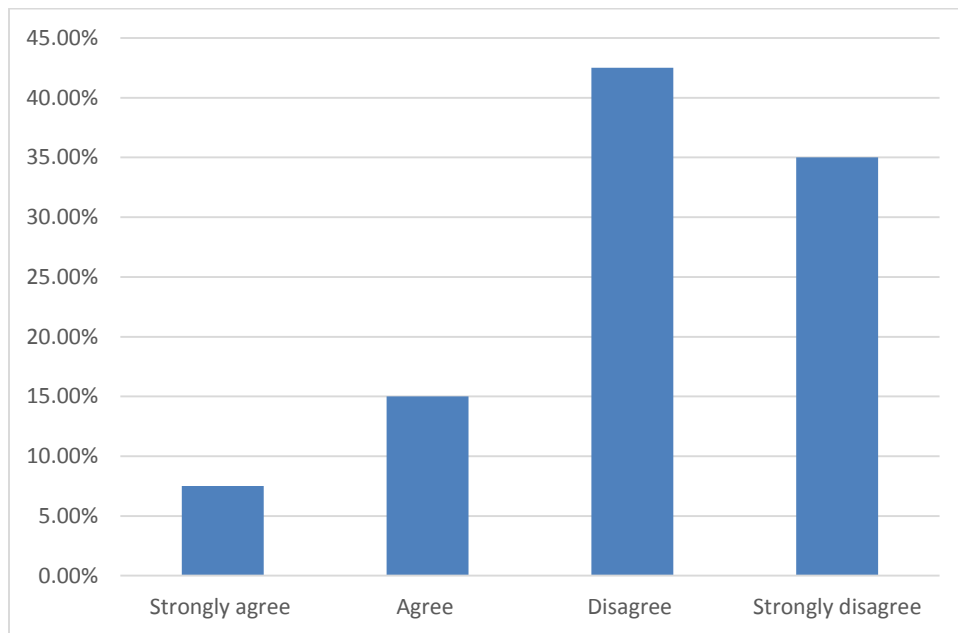
Graph No (4.8)

9- Spine series (4.5.6) are designed to make a combination of the students and the target [English] cultures.

Table No. (4.9)

Answers	Frequency	Percent
Strongly agree	9	22.5%
Agree	11	27.5%
Disagree	15	37.5%
Strongly disagree	5	12.5%
Total	40	100%

In the table no (4.9) above the result is 50% for both sides agree that Spine series (4.5.6) are designed to make a combination of the Sudanese and the target [English] cultures and disagree, but the mainstream is 37.5% disagree, in addition to 12.5% strongly disagree. Where 27.5% of them agree, and 22.5% strongly agree.



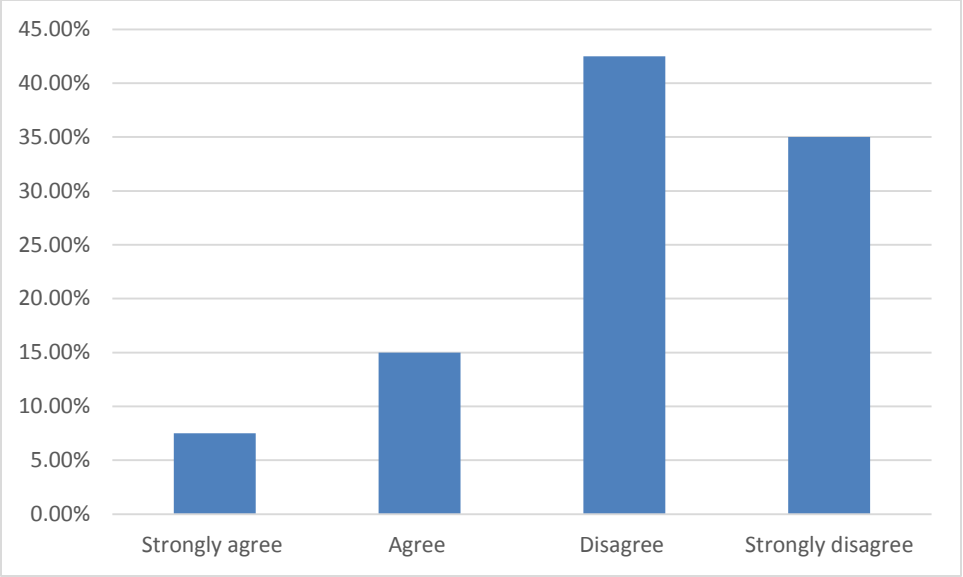
Graph No (4.9)

10- Spine series (4.5.6) are confined to the student's culture.

Table No. (4.10)

Answers	Frequency	Percent
Strongly agree	18	45%
Agree	7	17.5%
Disagree	13	32.5%
Strongly disagree	2	5%
Total	40	100%

Most of the respondents 45% strongly agree that Spine series (4.5.6) are confined to the students' culture. In addition to 17.5% agree with them. While 32.5% of the respondents disagree and 5% strongly disagree.



Graph (4.10)

CHAPTER FIVE

**CONCLUSION, RECOMMENDATIONS AND
SUGGESTION FOR FURTHER STUDIES**

Chapter Five

Conclusions, Recommendations and Suggestion for Further Studies

5.0 Introduction

This chapter provides a summary of the study, conclusions, recommendations and suggestions for further studies.

5.1 Conclusions

The researcher collects the result of the data analysis and comes out with the following findings:

- 4- Spine series do not provide adequate materials to familiarize Sudanese secondary schools students with the target (English) culture.
- 5- There is absence of presenting and introducing a variety of English language cultures in countries (such as USA, UK, Canada, Australia and so on) where English is spoken as a native language.
- 6- There is lack of activities asking learners to discuss the perspectives and practices of foreign cultures.
- 7- There is no contents of English language culture in Spine series (4.5.6)
- 8- Spine series (4.5.6) familiarize Sudanese secondary school students with their own culture, without paying great attention on the culture of the language in consideration.

5.3 Recommendations

Based on the findings of the research, the researcher indorse the following recommendations:

- 1- Necessity of inserting English language culture in Spine series (4.5.6).
- 2- Spine series (4.5.6) should be developed and focused mainly on English language culture.
- 3- In the process of learning English language great attention must be paid to its culture.

5.4 Suggestions for Further Studies

- 1- The role of culture in learning English language in Spine series (4.5.6).
- 2- The appearance of English language culture in Spine series (4.5.6).
- 2- Teachers' attitudes and motivations towards cultural aspects in Spine series.

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Appendix:

Appendix no 1

Questionnaire

This questionnaire is a part of the study for the MA degree in English Language currently conducted at the college of language at Sudan University of Science and Technology. It aims to give a general cultural perspectives on Spine Series (4.5.6).

Since you are a teacher of this syllabus, you are kindly requested to answer honestly the following questions in this paper to the best of your knowledge. The researcher assured you that your responses will be taken as a confidential information and will be used only for research purposes.

Please draw a circle around the best of the following statements about investigating cultural perspectives on Spine series (4.5.6) to show if you {strongly agree, agree, disagree, strongly disagree} on it.

1- Spine series (4.5.6) are adequately familiarized students with the target [English] culture.

a)Strongly agree b)agree d)disagree e)strongly disagree.

2- English language culture is presented in Spine series (4.5.6).

a)Strongly agree b)agree d)disagree e)strongly disagree.

3- Spine series (4.5.6) are suitable to secondary level at Sudan.

a)Strongly agree b)agree d)disagree e)strongly disagree.

4- Spine series (4.5.6) are designed very well, but they ignores the cultural side of the target [English] culture.

a)Strongly agree b)agree d)disagree e)strongly disagree.

5- Spine series (4.5.6) are adopted varieties cultures into account.

a)Strongly agree b)agree d)disagree e)strongly disagree.

6- Spine series (4.5.6) motivate the students to think critically about the target [English] and their own cultures.

a)Strongly agree b)agree d)disagree e)strongly disagree.

7- Spine series (4.5.6) do not provide cultural aspects to the students.

a)Strongly agree b)agree d)disagree e)strongly disagree.

8- The contents of Spine series (4.5.6) achieved their objectives.

a)Strongly agree b)agree d)disagree e)strongly disagree.

9- Spine series (4.5.6) are designed to make a combination of the students and the target [English] cultures.

a)Strongly agree b)agree d)disagree e)strongly disagree.

10- Spine series (4.5.6) are confined to the student's culture.

a)Strongly agree b)agree d)disagree e)strongly disagree.