

Barriers of Culture Integration Into Distance EFL Teaching: Teachers' Perspectives

Naji M. AlQbailat*

Al-Balqa Applied University, Amman, Jordan

Khalid B. Hicham

English Department, University Sultan My Slimane, Beni Mellal, Morocco

Msallam F. Abu Qattam

Department of Basic Sciences, Al-Zaytoonah University of Jordan, Amman, Jordan

Abstract—The present study aims to investigate teachers' attitudes toward the integration of culture within the distance English language education process. With relevant theoretical background, this paper will particularly probe EFL teachers' perceptions of the barriers hindering them from integrating culture into their distance learning (DL) classes. Data was collected from 66 teachers of secondary schools in different cities in Morocco and Jordan following the mixed method research design (questionnaires and interviews). The findings demonstrated that teachers exhibited enough willingness to support the cultural objectives, yet limited is the culture integration in the distance teaching of the English language. Based on the study findings, this study offers some inferences and recommendations for curriculum developers, material designers, teachers, and practitioners who already use or are considering using online tools with regard to culture learning and the teaching process.

Index Terms—culture teaching, barriers, distance learning, attitudes, EFL teaching

I. INTRODUCTION

In this era of information and technology-wide expansion, language educators continuously recognise the importance of culture in 21st-century foreign language learning (Fantini, 1997; Byram & Fleming, 1998; Hinkel, 1999; Lázár, 2007) and broadly accept the incorporation of culture teaching into distance EFL classrooms as a necessity rather than a tendency. Despite recent technological advances and the quality of synchronous communication provided by current online applications, online interaction still fails to mimic the exact face-to-face interaction, as O'Dowd (2000) and AlQbailat (2020) advanced. Accounting for this, many reasons relate to either finance or technicalities, be that access to the internet connection, availability and maintenance of computerized laboratories, staff training, and support may be a hindrance (O'Dowd, 2000). This, in its outcome, necessitates that teachers digest the rules of culture teaching and the DL context within which the EFL classes are performed. Entitled Teachers' Perceptions of Barriers to Culture Integration into Distance EFL Teaching, the current research-based paper aims mainly to explore, through the examination of teachers' attitudes, the barriers that hinder the integration of culture in the distance EFL classroom.

By determining these obstacles, this study should help the stakeholders raise their awareness to think about ways to address these barriers, contributing, therefore, to improving foreign language skills in the Moroccan Jordanian educational systems and fostering distance culture teaching in particular. This study, additionally, provides EFL teachers with ideas on how they can best implement cultural-oriented tasks carried out in a DL context and gives them a chance to voice their views and begin to incorporate more culture in their distance instructions in a way that would assuringly prepare learners to communicate and interact effectively in the 21st-century education.

In harmony with the world's widespread objective, the National Charter for Education and Training and the National Standards in Foreign Language Education Project (1999) made integrating culture into the Moroccan educational system one of its goals. Accordingly, a 'joint agreement' held between the Moroccan Ministry of National Education and the British Council was commissioned to infuse sociocultural dimensions into language programs. The project, held in Rabat on September 17th, 2019, and signed in London on January 22nd, 2020, intends to address the strategy of incorporating the English language with culture. Despite all these efforts, rarely when culture is integrated into distance EFL teaching in Moroccan public schools.

Additionally, Jordan has made several attempts to develop teachers and ensure they are trained and qualified educationally and professionally, especially in Jordanian universities and community colleges. For example, the practical education course at the University of Jordan was previously taught at three credit hours (Zaytoon & Obeidat, 1983).

* Corresponding Author.

The main training courses that are offered to Jordanian teachers to develop education and develop teachers professionally, such as ICDL, the World Links, and Intel, are courses that play an essential role in training teachers in the field of information and communication technology and all of these courses are offered by for-profit companies or supported by political organizations. As an organization (i EARN), which aims to build mutual relations to bridge the cultural gap between the United States and Islamic countries, Jordan is one of the countries in which the roots of these modern methods were established in the Middle East (Abuhmaid, 2008).

Taking into account the objectives illustrated above and seeking the perceptions of EFL teachers in Morocco and Jordan on culture integration in distance teaching of English, this study attempts to answer the following research questions:

1. How frequently do the EFL teachers integrate culture in DL classes?
2. What culture material/equipment is mostly used by the teachers of English?
3. What do EFL teachers perceive as barriers to culture integration in DL classes?

II. LITERATURE REVIEW

Barriers to Culture Integration in Education

Even though research has proved that culture can and does improve language learning, FLE still tends not to fully and effectively integrate culture, treating it “like a second cousin” (Lange & Paige, 2003, p. 16), or its exploitation is done in ad-hoc and non-pedagogical ways. In cases where DL is opted for, barriers such as financial costs and technical problems (Internet connection, availability and maintenance of computer laboratories, staff training, and support) may be a hindrance (O’Dowd, 2000), preventing teachers from integrating culture in the distance EFL classes. In other words, many teachers put forward different reasons for not regularly integrating culture into their distance classes. Below is a review of the literature related to the barriers that inhibit the integration of culture in distance education.

A. *Seldom is Distance Culture Guidance Stated in the Curriculum and Syllabus*

Culture teaching has aroused interest in the EFL curriculum but has remained “insubstantial and sporadic in most language classrooms” (Omaggio, 1993, p. 357). In a troublesome situation, a distant learning environment, customarily, most complications confronting language educators relate to indecision about how to instill culture while teaching alongside a lack of real-world techniques. Regrettably, guidance on distance culture teaching may not be explicitly stated in the second/foreign language-teaching curriculum. This conclusion is confirmed by the findings of Damen (1987). While cultural guidance is seldom part of the curriculum of an English as a second or foreign language classroom or any language classroom,

The researcher noticed that it is frequently part of the hidden agenda, a pervasive but unacknowledged component influencing expectation, perceptions, attitudes, teaching, and learning practices, and is, more often than not, a contributing component in the success or failure of second or foreign language learning and acquisition (p. 4).

The fact that “cultures are fluid and mobile” (Phipps & Gonzalez, 2004, p. 62) gives several definitions and views of culture (Hinkel, 1999), which in return, poses a problem to teachers and curriculum planners regarding how to approach it and which themes or topics to include vis-à-vis DL environment. Additionally, despite the good intention of encouraging tolerance towards the bearers of the objective culture, curriculum designers tend to treat the cultural component separately from language. Teacher guidelines often refer to teaching the four skills, neglecting, therefore, culture in all learning environments. Cortazzi and Jin (1999), similarly, affirm that culture is often ignored in ELT curriculum design and evaluation. Therefore, “current intercultural curricula suggest a more cautious description and critical evaluation.” (Corbett, 2003, p. 19) as it is acknowledged, “fluency alone is not enough to communicate effectively with populace from different cultures” (Lázár et al., 2007, p. 49).

B. *Impractical Teaching Materials*

Teachers generally feel more familiar with the material that reflects their cultural values and practices. Arab culture plays an important role in how Arab teachers interact and communicate with techniques (Alsswey & Al-Samarraie, 2021, p. 116). Hence, textbooks and distance learning tools can serve as one of the pivotal dynamics in culture learning. If well designed, these teaching materials can smooth culture perception. Nevertheless, instead of facilitating teachers’ integration of culture into distance language learning, textbooks, and ICT tools stand as barriers to this end. In the Moroccan and Jordanian frame of reference and before the COVID-19 pandemic, no amendment affected the distance learning process of English as a foreign language. Notably, the cultural content and activities presented in the Moroccan English textbooks (*Gateway to English*, *Ticket 2 English*, and *Insights into English*) and Jordanian English textbook (*Action Pack*) were not included in a way that serves distance learning/teaching. In the main, these cultural content and activities presented in textbooks fail to support distance culture learning/teaching. They would need to fully and adequately reflect the background cultures of the target countries.

Investigating the challenges EFL teachers face in DL in Morocco, El Mouhtarim (2021) has reported in a survey study that the “Internet connection problems, owning the basics of DL, no equal opportunities in accessing knowledge, and less interaction and feedback” was common among the impractical teaching tools that are criticized for prohibiting teachers, in many cases, from being creative, interpretive, and critical approach users in the distance EFL teaching.

In sum, textbooks and ICT tools can serve as barriers to culture integration. Firstly, culture in these textbooks is introduced according to an approach that does not support distance learning/teaching. Secondly, these ICT tools predominantly stand as an obstacle while interaction and feedback are limited.

C. Teachers' Efficiency as DL Cultural Guides

The lack of teachers' DL technicality and cultural familiarity is among the several different variables that might influence the success or failure of culture integration in distance language classes. Damen (1987) postulated that there are reasons for the limitations of teachers' efficiency as cultural guides. This is because few textbooks on methodologies have been available to assist teachers in the direction of culture learning; teachers do not know what and how to teach culture. This is supported by Lafayette (1988), who reports that culture remains the weakest aspect "due to its uneven treatment in textbooks and to the lack of familiarity, among teachers, with the culture itself and with the techniques needed to teach it" (p. 47). Although Hanna and de Nooy (2009) reasoned that online public discussion in a foreign language allows learners to experience cultural differences unfettered by physical location, it also offers a venue for language learners and teachers to focus on language as intercultural communication. Learners using online collaborative tools may experience the "psychological distance" effect (O'Dowd, 2000, p. 116), which pertains to users having difficulty interacting naturally with technology. This indicates, it is a serious mistake in the assumption that language teachers are able to communicate effectively and can naturally teach culture distantly. Furthermore, without proper training in educational technology, teachers are unlikely to be able to teach culture as successfully as they should. According to Hampel and Stickler (2005), teaching language online requires skills that are different from those used to teach language in a face-to-face context, such as online socialization.

D. English Testing and Teaching Are Extremely Exam-Centered and Certificate-Oriented

Assessing and evaluating students' cultural backgrounds is technically tricky and raises ethical issues for teachers and educators who implement cultural and intercultural learning in their DL classrooms and programs. It forces questions on the appropriateness of assessing attitudes (Byram & Zarate, 1997) and the quantification of tolerance (Byram, 2000). It implies that teachers, via DL tools, have to examine learners to detect behavioral and attitudinal changes, which questions their efficacy in judging learners' "degree of social responsibility" (Byram, 1997, p. 10). As a result, approaches to culture teaching and testing have primarily focused on elements of culture that are easily identified, quantified, and displayed (Kramsch, 1991; Valette, 1986), such as "artistic traditions, geography, history, and institutions" (Hughes, 1986, p. 29) but not "attitudes and awareness" (Fantini, 2009, p. 74).

Accordingly, criteria for culture assessment in DL are not clear-cut, mainly because values and attitudes are involved. Further developments in FLE are needed (Little & Simpson, 2003) before appropriate DL tools for culture assessment are offered. When designing a DL culture development syllabus, if FL teachers opt for assessment, they need to elaborate their model, which should be based on explicit criteria and measurable student performance. The predicament goes further into complication by the great significance involved in the process of grading/scoring most language proficiency tests (ex, TOFEL, IELTS, CET, TEM) held by educational authorities worldwide. Such tests are regularly designed either for learners wishing to study abroad or else want a certificate that offers them more opportunities to obtain a good job, and this usually is monitored through examining measurable skills in sitting for tests, therefore, leaving the students' cultural background the least well-developed dimension of distance EFL assessment. Such a situation is correct with EFL teaching in the Moroccan and Jordanian Educational systems, represented via a big passion for getting diplomas and certificates (ex, VD, BA, or MA).

III. METHODOLOGY

A mixed approach methodology is adopted to investigate the research questions raised in this paper, combining both quantitative and qualitative approaches. The current study looked into the problem focusing on the perspective of Moroccan and Jordanian EFL teachers in secondary public schools. The sample on which this study is conducted is composed of 66 teachers (45 Moroccans and 21 Jordanians) working in different academies, all with different genders, ages, and levels of teaching experience. Besides, this research used a questionnaire as the main adopted research instrument. The questionnaire includes questions that seek to obtain statistics related to teachers' perceptions of the barriers faced while integrating culture in their distance teaching classes. Additionally, to increase the reliability of the findings of this research, interviews were conducted, besides items included in the questionnaire, focusing mainly on exploring the teachers' justifications qualitatively for these obstacles and what are the elicited strategies resorted to to overcome the obstacles they face in their distance teaching instructions. The questionnaire is prepared on Google forms for data analysis. After the respondents finished filling in the questionnaire, it was downloaded into an Excel file. The data on the Excel file is then codified and set manually. The 'content analysis' procedure is used to examine teachers' qualitative answers.

IV. RESULTS

A. Frequency of Culture Integration by the EFL Teachers in DL Classes

The first question that is targeted by the questionnaire is related to the frequency of culture integration in distance learning context by the teachers of EFL. The respondents provided different answers. Surprisingly, the overwhelming majority of EFL teachers report their distance culture integration fluctuates greatly between 'Not likely', 'Very unlikely' and 'Never'. The following graph (graph 1) shows that 43.9% of the respondents report that they 'Very unlikely' integrate culture in distance classes. Besides, 24.2% of the EFL teachers have 'Never' integrated culture lessons. 18.18% have reported 'Not likely' to teach culture lessons to DL EFL students. Ultimately, only 9% and 4.5% of the teachers say that their integration of culture is 'Likely' and 'Very likely'.

Moreover, *all* of the interviewees have reported that they rarely integrate culture: once a month or even less, a result that is harmonious with what has been found in the graph below.

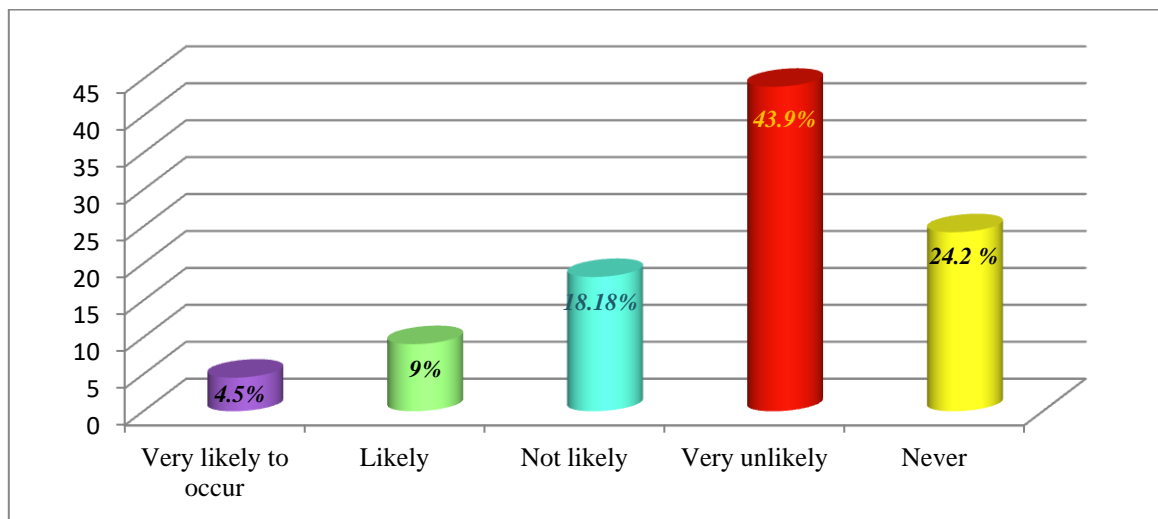


Figure 1. Interviewees' Results

It can be concluded from the results above that the EFL teachers in Moroccan and Jordanian secondary public schools rarely integrate culture into their DL classes.

TABLE 1
THE FREQUENCIES AND PERCENTAGES OF CULTURE INTEGRATION IN JORDAN DISTANCE EFL CLASSES

	Frequency	Percentage
Very likely to occur	1	4,76%
Likely	2	9,52%
Not likely	4	19,04%
Very unlikely	9	42,85%
Never	5	23,80%

TABLE 2
THE FREQUENCIES AND PERCENTAGES OF CULTURE INTEGRATION IN MOROCCAN DISTANCE EFL CLASSES

	Frequency	Percentage
Very likely to occur	2	4,44%
Likely	4	8,88%
Not likely	8	17,77%
Very unlikely	20	44,44%
Never	11	24,44%

In the same vein, and looking at the tables above, it can be noticed that the distance-teaching context (Morocco-Jordan) and the frequency in which the teachers integrate culture are not dependent. Accordingly, both Jordan's results (Table 1) and Moroccan (Table 2) indicate no dependence between Moroccan or Jordanian distance culture teaching secondary schools and the frequency in which the teachers integrate culture. In other words, teachers integrate culture to the same frequency regardless of whether it is taught in Morocco or Jordan. This is illustrated by the diagrams (graphs 2 and 3), which show that *most* teachers in both contexts (Morocco and Jordan secondary schools) integrate culture to the same frequency which is *very unlikely* or *never*.

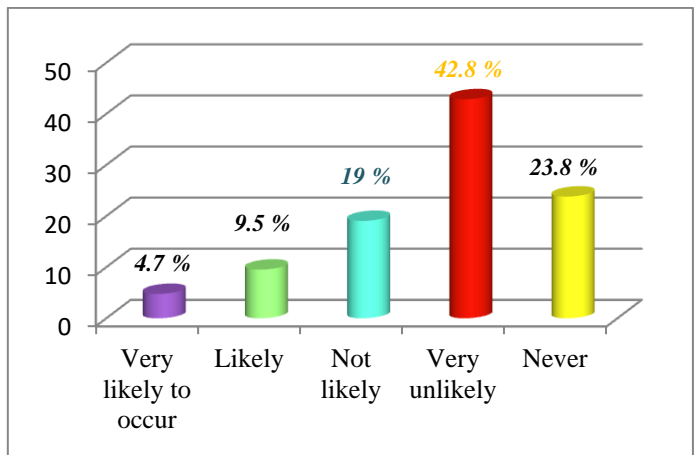


Figure 2. The Percentages of Teachers' Integration of Culture in Jordanian Distance

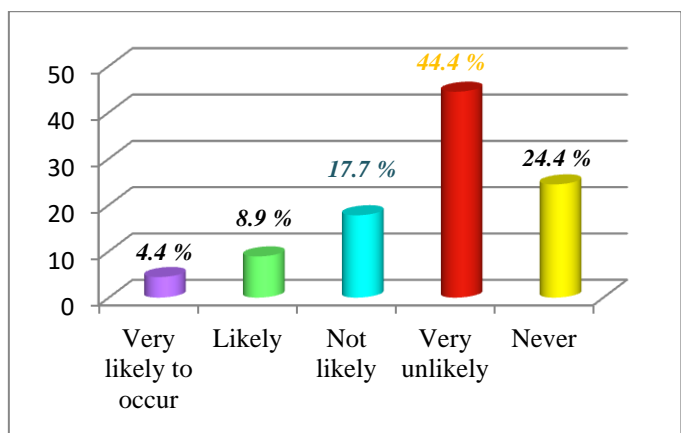


Figure 3. The Percentages of Teachers' Integration of Culture in Moroccan Distance

B. Culture Material/Equipment Mostly Used in DL Classes

By investigating the type of material EFL teachers use in their DL classes, the purpose is to have an insight into the pedagogical uses of culture items by the teachers of English in Morocco and Jordan. The results indicate that various materials and equipment through which EFL teachers integrate culture in DL classes are provided. All the respondents and interviewed teachers have reported that, in Moroccan and Jordanian secondary schools, the definite available teaching material is the textbook and some ICT equipment/tools (connected and unconnected computers, a video projector, and the ICT bag). Surprisingly, the graphs below (Graphs 3 and 4) show that the overwhelming majority of teachers rely mostly on their personal material and tools when integrating culture in DL classes; somehow, *all* of them reported that they use their laptops, smartphones and personal prepared culture items when teaching culture-related courses in DL classes.

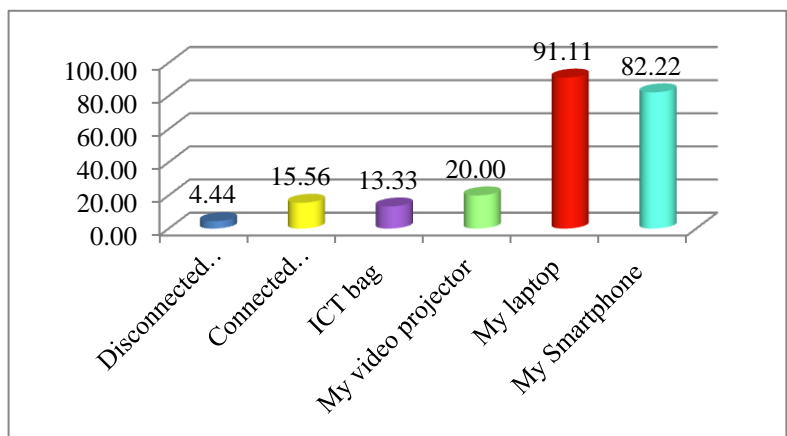


Figure 4. Available and Used ICT Equipment/Tools

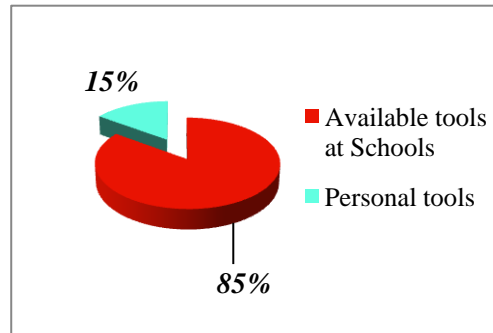


Figure 5. Frequency of Personal and Available ICT Equipment/Tools

The exploitation of the interviewees' responses that are obtained for this question has yielded results similar to those obtained in the questionnaire concerning the equipment that teachers use. All the teachers report that the textbook and ICT equipment are the only material and equipment that are available in schools. The interviewees, additionally, explain that they rely mostly on their personal material and tools when integrating culture in DL environment. 8 out of 10 teachers (80%) say that they use their own laptops and personal prepared culture items; a result that is congruent with the result obtained from the questionnaire (85%).

C. Teachers' Perception of Culture Integration Barriers in DL Classes

Investigating the teachers' perception of barriers to culture integration is a central question of this study. The responses to the question have yielded the results in the table (3). It can be noticed that barriers such as 'seldom distance culture guidance is stated in the curriculum and impractical teaching syllabus' (59%) and 'difficulty to assess students' culture background' (56%) are the most frequently cited barriers hindering the integration of culture in the distance teaching of EFL. The 'unreliable textbooks and ICT tools' (53% each) and 'English testing and teaching is extremely exam-centered and certificate oriented' (50%) are all significantly reported by the teachers. Yet 'teachers' efficacy as DL cultural guides' (30%) and 'teachers' lack familiarity of distance technical basic skills' (24%) are the least frequently cited barriers.

TABLE 3
THE FREQUENCIES AND PERCENTAGES OF BARRIERS TO THE INTEGRATION OF CULTURE

Category of barrier	The respondents' barriers to culture integration	Frequencies	
		Nbre	Percent
Material Reliance	Unreliable Textbooks	35	16%
	Unreliable ICT Tools	35	16%
Teacher	Teachers' Efficiency as DL Cultural Guides	20	9%
	lack of DL familiarity/Teachers lack distance basic skills'	16	7%
Administration	Seldom distance Culture Guidance is Stated in the Curriculum and impractical teaching syllabus	39	18%
	Difficulty to Assess Students' Cultural Background	37	17%
	English Teaching and Testing is Extremely Exam-Centered and Certificate-Oriented	33	15%

For the ease of analyzing the findings on the obstacles that are reported by teachers, they are classified into three distinct categories: barriers related to 'material reliance', 'administration', and 'the teacher themselves' as shown in (table1). It can be noticed from the graphic representation below (Graph 5) that most teachers (50.7%) of the whole respondents to the question on barriers to culture integration say that the barriers they frequently face are related to 'the administration.' 32.5% of the respondents mention that unreliable material/equipment impedes distance culture integration. A less significant number of teachers (16.7%) assume 'teacher-related' obstacles hinder culture integration in DL classes.

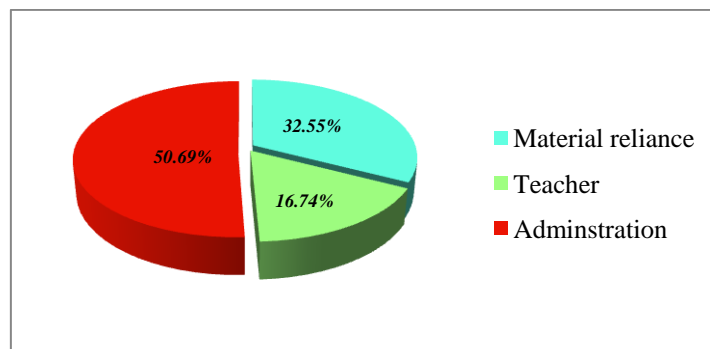


Figure 6. Barriers to Culture Integration Sorted Into Sets with the Percent of the Respondents to Each Set

All the interviewed teachers believe that there are obstacles, which hinder the integration of culture in their DL EFL classes. Similar to the results that are obtained through the questionnaire, the interviewees refer to the existence of a wide range of obstacles. Most of the respondents claim that the available textbooks and the ICT materials are not reliable. An answer that is frequent in the responses that are obtained from the questionnaire. One of the teachers says ‘the integration of culture in DL EFL classroom necessitates too much time, which we don’t have because we have to finish the overloaded syllabus’. Teachers maintain that assessing students’ cultural background is difficult, only surface and not modified elements of culture that are visible can be tested easily. English teaching is extremely exam-centered and certificate oriented is a problem that is mentioned by all teachers.

Teachers have also referred to ‘integrating culture is optional’ as not increasing their appetite to integrate culture so frequently. This is also related to the fact that they have an over-loaded syllabus, which they have to finish as the learners are tested on its content by the end of the year. One teacher explains that the main obstacle that prevents her from integrating culture is mostly related to ‘students’ misbehavior’.

V. DISCUSSION

Although Moroccan and Jordanian EFL teachers in secondary public schools are highly confident about their culture background and positive about the role of culture, this study has demonstrated that culture is rarely integrated into distance EFL teaching. The frequency of distance culture teaching reveals that various obstacles hamper teachers and prevent them from consistently and regularly integrating culture when teaching distance EFL classes.

No effort of culture integration will ever be fruitful if the teachers are doomed to using material that does not support the integration of culture in distance language learning. It is shown that both textbooks and ICT tools have, by no means, contributed to the improvement of the learners’ EFL cultural and intercultural skills. They are causing more hindrance than ease regarding culture integration in the DL environment. The content of the textbooks, particularly Moroccan, dating back to 2007 and to which no attempt to re-innovate has been made so far, discourages teachers from integrating culture accurately and smoothly. The interviewed teachers in both countries have reported that many culture items in the prescribed textbooks need to be updated and authenticated in the distance-learning context. They have also reported that well-designed culture-based items disseminated in the textbook on how to use the appropriate distance methods and techniques is needed. In addition to the textbooks and the barriers directly linked to ‘materials,’ ‘lack of access to and/or unreliable ICT tools’ is reported in this study to be an issue that prohibits the integration of culture in distance EFL classes. Many teachers maintain that students struggle to owning the basics of DL. The lesser interaction and feedback, while teaching culture, is due to many factors. This means that even in places where Internet connection is accessible, EFL students cannot have equal opportunities to access knowledge. If textbooks and teaching materials fail in providing practical methods for teaching culture in distance learning environment, teachers should consequently, have alternatives for resources and activities, which can support culture learning.

Additionally, teachers cannot be expected to have a clear strategy of culture teaching if the ministry pours pedagogies into schools, through circulars, without any clear national distance culture integration guidelines of how and for what teaching purposes should be integrated. Teachers have reported that the ministry must have both short-term and long-term culture integration strategy that does not simply deal with issues related to tools and techniques but also with curricular areas that specify the national goals of integrating culture in distance education.

The present study, coupled with the previous finding, has demonstrated that not only absence of a clear pedagogic vision on assessing students’ culture background in the DL environment might lead to a feeling of insecurity and, further, renounce the integration of culture, or the focus while integrating culture will be mainly on “the knowledge individuals bring to an interaction with someone from another country” and not on “procedural knowledge of how to act in specific circumstances” (Byram, 1997, p. 35) but also insufficient culture-oriented realia and materials, and impracticable teaching curriculum discards ‘awareness’, ‘attitude’, and ‘skills’ dimensions in most tests. Consequently, knowledge about how to accurately and reasonably assess culture in distance language classroom is a well demanded skill in the 21st century language teaching skills.

'Teachers lack distance basic skills' is reported in this study to be a problem to culture integration. Teachers have reported their need for more pedagogical and technical knowledge in order to advocate culture as a necessary component for EFL learning. It is a big mistake to assume that language teachers can eventually teach culture in a DL context. Certainly, teachers of Moroccan and Jordanian secondary schools should be trained and equipped with the necessary distance technical tools and pedagogical skills in order for all dimensions of culture to be implemented in the distance classroom. It is recommended, therefore, that teachers go beyond the mere use of mechanical and traditional methods of integrating culture and use culture-based materials in an innovative way to involving students in real communications that allow them to cope with the intercultural speakers that characterize the 21st century EFL learners.

VI. CONCLUSION

To conclude, this paper shows that although teachers are very positive about integrating culture, they still do not systematically espouse it with their distance teaching practices. Particularly, the study was set out to investigate the barriers that hinder EFL teachers from the integration of culture in the distance teaching classes, on regular basis, as its main research question. It is found that 'English testing and teaching is extremely exam-centered and certificate oriented', 'impractical teaching curriculum and syllabus', and 'unreliable textbooks and ICT tools' are among the most frequently cited barriers. The study demonstrated that in order to successfully integrate and teach culture to second and foreign language students in DL environment, conspicuous efforts have to be made in three areas: curriculum design, DL material development, and teacher training. It is recommended that if textbooks and distance teaching materials fail in providing practical methods, teacher should work not only their cultural knowledge in DL context but also his/her technical and performative skills to have clear guidelines which serve as a road map in their distance EFL classes. The variety of the stakeholders that are involved in the educational process shows that the integration of culture cannot succeed without the full commitment of all the concerned parties.

REFERENCES

- [1] Abuhmaid, A. (2008). *ICT integration across education systems*. The experience of Jordan in education reform. VDM Dr. Muller: Saarbrücken, Germany.
- [2] AIQbailat, N.M.I. (2020). *Internet linguistics: A conversational analysis of online synchronous chat & face-to-face conversations of EFL undergraduate students in Jordan* (PhD Dissertation). Universidad Carlos III de Madrid, Spain.
- [3] Alsswey, A., & Al-Samarraie, H. (2021). The role of Hofstede's cultural dimensions in the design of user interface: the case of Arabic. *AI EDAM*, 35(1), 116-127.
- [4] Byram, M. (1997). *Teaching and Assessing Intercultural Communicative Competence*. Clevedon, UK: Multilingual Matters.
- [5] Byram, M. (2000). *Assessing Intercultural Competence in Language Learning*. Sprogforum.
- [6] Byram, M., & Fleming, M. (1998). *Language Learning in Intercultural Perspective: Approaches Through Grammar and Ethnography*. Cambridge: Cambridge University Press.
- [7] Corbett, J. (2003). *An Intercultural Approach to English Language Teaching*. Clevedon, UK: Multilingual Matters.
- [8] Cortazzi, M., & Jin, L. (1999). Cultural Mirrors: Materials and Methods in the EFL Classroom. In Hinkel, *Culture in Second Language Teaching and Learning* (pp. 196-218). Cambridge: Cambridge University Press.
- [9] Damen, L. (2002). *Culture Learning: The Fifth Dimension in the Language Classroom*. Addison-Wesley.
- [10] Elmouhtarim, S. (2021). Exploring the Attitudes of Students to Distance Learning during Covid-19 in Morocco: The Case of Students of English Studies at Faculty of Letters in Beni-Mellal. *Journal of English as a Foreign Language Teaching and Research*, 1(2), 11-19.
- [11] Fantini, A. E. (1997). New Ways in Teaching Culture. In J. C. Richards, & R. Schmidt, *Longman Dictionary of Language Teaching and Applied Linguistics*. London: Pearson Educational Limited.
- [12] Fantini, A. E. (2009). *Exploring Intercultural Competence: Developing, Measuring and Monitoring*. SIT Graduate Institute.
- [13] GENIE Division and the General Inspectorate for Educational Affairs. (2013). *A National Internal Evaluation of the Use of ICT in Educational Practices*. Morocco: The Ministry of National Education.
- [14] Hampel, R. & Stickler, U. (2005). New skills for new Classrooms: Training Tutors to Innovation in Language Learning and Teaching. *Journal of Computer Assisted Learning*, 1(1), pp. 261-270.
- [15] Hanna, B. E. and de Nooy, J. (2009). *Learning language and culture via public internet discussion forums*, London: Palgrave Macmillan.
- [16] Hinkel, E. (1999). *Culture in Second Language Teaching and Learning*. Cambridge: Cambridge University Press.
- [17] Kramsch, C. (1991). Culture in language Learning: A review from the United States. In K. De Bot, R. Ginsberg, & C. Kramsch, *Foreign Language Research in a Cross-Cultural Perspectives* (pp. 217-240). Amsterdam: John Benjamins.
- [18] Lafayette, R. C. (1988). Integrating the Teaching of Culture into the Foreign Language Classroom. In A. J. Singerman, *Toward a New Integration of Language and Culture* (pp. 47-62). Middlebury: Northset Conference on the Teaching of Foreign Languages.
- [19] Lange, D., & Paige, M. (2003). *Culture as the Core: Perspectives on Culture in Second Language Learning*. Greenwich: Information Age Publishing.
- [20] Lazar et al. (2007). *Developing and Assessing Intercultural Communicative Competence: A guide for language teacher and teacher educators*. Council of Europe.
- [21] Little, D., & Simpson, B. (2003). *European Language Portfolio: The Intercultural Component and Learning How to Learn*. Strasbourg: Council of Europe.

- [22] National Standards in Foreign Language Education Project. (1999). *Standards for Foreign Language Learning in the 21st Century*. Yonkers: Allen Press.
- [23] O'Dowd, R. (2000). 'Intercultural learning via videoconferencing: A pilot exchange project', *ReCALL*, 12(1), 49-61.
- [24] Omaggio-Hadley, A. (1993). *Teaching Language in Context*. Boston, MA: Heinle & Heinle Publishers.
- [25] Phipps, A., & Guilheme, M. (2004). *Critical Pedagogy: Political Approaches to Language and Intercultural Education*. Clevedon: Multilingual Matters.
- [26] Zaytoon, Ayesha, and Obeidat, Suleiman. (1983). An analytical and evaluative study of the practical education program at the University of Jordan. *Social and Educational Sciences Studies*, 11(6), pp. 157-175.



Naji M. AlQbailat holds a PhD in Computational Linguistics from UC3M, Spain, 2020. He is a language expert with over 24 years of experience in teaching, managing and developing language programs. He is currently serving as the director of Language Center at Al-Balqa Applied University in Jordan, where he had already been given the same position twice.

He has held various positions in his career including a coordinator of Teletandem Arabic and English exchange program at Georgetown University, Lecturer of Arabic for Speakers of Other Languages at Middlebury College, and Assistant Dean for Practicum and Development at Princess Alia University College.

Throughout his career, he has shown a commitment to improving language education and has made significant contributions to the field. He is also a Social Media Interaction Analyst and has extensive experience in using technology in language teaching and learning.



Khalid Hicham, born in Beni Mellal city, Morocco. Third year PhD student. Applied linguistics, Sultan my Slimane University, Beni Mellal, Morocco. Currently 3rd year PhD 2022/2023.

A member in the Gendarmerie Royal corps. Got diplomat of English instructor in the Royal Armed Forces School of Languages. Taught English subjects to social workers and kindergarten trainees. Currently teaching End of Studies Projects subject to 6th semester BA student.



Msallam Fuad Abu Qattam is currently an Assistant Professor at the Department of Basic Sciences, Faculty of Arts, Al-Zaytoonah University of Jordan. He completed his degree in English Language and Literature, in 2001 at Zarqa Private University, Jordan. He did his MA and Ph.D. in Methods of Teaching English, in 2008 at Jordan University.

He has teaching Experience of more than 23 years in the areas of English Language, Methods of teaching English, Language skills, and Linguistics.

He has held various positions in his career including Head of the Department of Basic Sciences and Head of the Department of Night Studies at the Faculty of Arts at Al-Zaytoonah University of Jordan.

He published a number of papers in preferred Journals. He also presented various academic as well as research-based papers at several national and international conferences including the First International Conference on Linguistics, Literature, and Translation held at Al-Zaytoonah University of Jordan on 26-27 October 2011.