

The Effectiveness of an Instructional Program Based on Sociolinguistic Principles in Improving Jordanian Tenth Grade EFL Female Students' Attitudes Towards Acquiring English Culture

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Abstract

The current study aimed at investigating the effectiveness of an instructional program based on sociolinguistic principles in improving tenth-grade EFL female students' attitudes towards acquiring English culture in Jordan during the academic year 2021-2022. The study followed the quasi-experimental approach. Fifty tenth-grade female students participated in this study distributed into two sections. The two sections were randomly chosen; one section (n=25) was assigned to represent the experimental group, while the other section (n=25) was assigned to represent the control group. A four-item Likert attitudes scale, that covered three dimensions regarding the students' attitudes towards acquiring English culture, was also developed to be presented before and after the treatment to both the experimental and control groups. Data were analyzed using (SPSS) package (i.e., means and standard deviations, ANCOVA and MANCOVA). The results showed that the instructional program based on sociolinguistic principles was significantly more effective than the conventional method in developing Jordanian tenth-grade EFL female students' attitudes towards acquiring English culture. The study recommended that EFL curricula planners may emphasize the sociolinguistic principles in developing teachers' manuals and students' teaching materials to promote EFL students' attitudes towards acquiring English culture in Jordan.

Keywords: instructional program, sociolinguistic principles, culture, attitudes, Jordan

1. Introduction

The status of English as an international language has been consolidated in the present era. Simultaneously, English language education has become a significant condition for success in personal and professional matters. People are interested in mastering the English language to achieve different purposes. For instance, they want to communicate with native speakers, access multiple cultures or get good opportunities in international corporations. However, learning a language needs great effort. It exceeds learning all skills (i.e., speaking, writing, reading, and listening) and sub-skills (i.e., vocabulary, grammar, pronunciation), to learning the cultural aspects of that language.

Second language acquisition is a socio-psychological phenomenon that is affected by the learner's attitudes towards the target language (Gardner, 1985; Norton, 1995; and Schumann, 1978). Baker (1992) and Amin (2020) also highlighted the importance of considering three types of attitudes in language acquisition. These include cognitive attitudes (thoughts and beliefs), affective attitudes (feelings, likes and dislikes) and conative attitudes (the readiness for action toward a specific language).

On the other hand, Schumann (1978) and Vygotsky (1978) emphasized intercultural competence that implies the learners' attitudes towards the target culture. In this respect, Paige, Jorstad, Siaya, Klein & Colby (2003) defined culture in terms of negative or positive attitudes. In other words, culture can be defined as how people respond, positively or negatively, to the values and behaviours of a community. It is worth mentioning that culture involves four different senses: pragmatic (sociolinguistic) sense (i.e., social skills, background knowledge and paralinguistic skills), sociological sense (i.e., home life, family, work and leisure, material conditions, customs and institutions), semantic sense (i.e., food, clothes and institutions), and the aesthetic sense (i.e., music, literature, media and cinema)

(Tajeddin & Bahrebar, 2017).

Furthermore, Brown (2007) argued that language and culture interact interchangeably. Both of them have a communicative role; they carry meanings and transfer semantics and pragmatics for communicators and speakers (Brooks, 2000). Therefore, English learners need to improve their English cultural awareness to get a complete understanding of a language (Hesar & Zarfsaz, 2012). Thus, EFL learners need to figure out why some people speak and interact in a specific way, and under particular circumstances. In addition, they need to identify cultural differences, human ethics and ideas (Bagherzadeh & Tajeddin, 2021).

Moreover, Bayyurt (2013) asserted that sociolinguistics is considered the science that highlights the role of culture in language acquisition and identifies the goals and functions of language in society. Therefore, it is essential to consider language registers, pragmatic universals, context, varieties and modes of interaction. Thus, people can communicate in various contexts taking into their account the appropriateness of language use.

In this regard, McKay (2003) states that culture has a significant influence on language teaching in terms of two aspects: linguistic and pedagogical. The former is that culture affects the semantic, discourse and pragmatic levels of language, and the latter aspect is that culture affects the content of the materials and teaching methods used in language instruction. Furthermore, Genc & Bada (2005) argued that success in learning the target language is affected by having positive attitudes towards its culture which plays a motivating effect on language learners and the language learning process.

Additionally, it is essential to rely on specific theories which can effectively accommodate the educational purposes regarding teaching culture. Thus, the significance of developing familiarity with and awareness of the cultural features of the target language society in fostering foreign language learning has been emphasized by a large body of scholars in the area of sociolinguistics in the past three decades (Rafieyan, Eng, & Mohamed, 2013). The status and importance of sociolinguistics in EFL education are created from exploring learners' attitudes towards learning a foreign language and the effect of integrating culture on EFL students' learning.

As far as the Jordanian context is concerned, the reviewing committees of EFL curricula have emphasized the need of working in a way that helps students cope with the knowledge explosion and the age of communication and be introduced to authentic learning situations (Al-Ghazo & MSmadi, 2013). However, the result of the studies which analyzed Action Pack implied that the majority of the learning activities in textbooks need to be more congruent with the ILOs of Action Pack textbooks. For example, Dweik (2014) analyzed Action Pack textbooks which showed that those textbooks were overloaded with cultural aspects related to Arabic culture, they lightly catered for British culture.

Moreover, the sociolinguistic principles and their implications are not well-emphasized in Action pack 10. For instance, the functions that are presented to the students in action Pack 10 are limited to giving information, expressing opinions, making suggestions, making predictions, explaining reasons, comparing and contrasting scientific facts and so on. Yet, the consideration of social variables which maintain sociolinguistic competence isn't well-addressed in Action Pack 10. Furthermore, linguistics variations aren't shown explicitly in action Pack 10. For example, the differences between the British accent and the American accent aren't utilized sufficiently in the activities of Action Pack 10.

Therefore, the researchers assumed that a developed instructional program based on sociolinguistic principles might enhance tenth graders' attitudes towards acquiring English culture.

1.1 Statement of the Problem

Language learning is a sociocultural phenomenon since there is an association between language use and social and cultural values (Vygotsky, 1978). There has been a shift in focus from linguistic competence, or even communicative competence, to sociolinguistic competence (Larzén-Östermark, 2008). Despite the recommendations that teaching a foreign language involves teaching its culture implicitly or explicitly (AbdAlgane, 2020, Genc & Bada, 2005, McKay, 2003 and Wright, 1999), research on EFL teachers' and students' perceptions, beliefs and attitudes and analysis of textbooks has demonstrated that cultural dimension has been a neglected aspect in the language teaching process (Çalışkan, 2009).

EFL Curricula planners and textbook authors are expected to care about integrating more cultural aspects that help students develop intercultural awareness. This is also compatible with the new trends in language instruction whereas culture teaching has been listed as one of the five goals in foreign language teaching and learning by the Standards for Foreign Language Learning (Yang & Chen, 2016).

Unfortunately, sociolinguistic principles are not sufficiently addressed in the EFL curriculum in Jordan (Shdefat, 2022). Consequently, it is essential to integrate sociolinguistic principles and emphasize the cultural communicative basis in EFL curricula in Jordan (Abushihab, 2016). Moreover, being instructors of EFL in Jordan, the researchers have realized that elementary-stage students are reluctant to use socially or culturally appropriate structures for communicating in authentic situations. Therefore, using a program based on sociolinguistic principles is expected to develop EFL students' attitudes towards acquiring English culture.

1.2 Purpose and Study Question

This study aims at investigating the effectiveness of an instructional program based on sociolinguistic principles in improving the attitudes of tenth-grade EFL female students in Jordan towards acquiring English culture. Therefore, this study is intended to answer the following question:

Are there any significant differences ($\alpha = 0.05$) between the mean scores of tenth-grade female students in Jordan regarding their attitudes towards acquiring English culture, which can be attributed to the instructional program based on sociolinguistic principles compared to the conventional method?

1.3 Significance of the Study

According to Goffman (1967), Gumperz, 1982, Labov (1972), Lakoff (1977), Norton (1995) Schumann (1978) and Vygotsky (1978), learning English language skills should embed the social function of communication in accordance with the group's values, beliefs, customs, attitudes and identities. To this end, the present study's findings are expected to bridge the gap between theory and practice by developing an instructional program in which sociolinguistic principles are applied to EFL classrooms as recommended by many scholars (Aldawood & Almeshari, 2019 and Qaisi, 2021). Moreover, the results of this study may give EFL curricula developers more insights into how to incorporate the principles, techniques, assessment tools and activities in the EFL curriculum. Applying a program based on sociolinguistic principles is also expected to improve the attitudes of EFL students toward the target culture (English). In addition, it might guide teachers to follow a systematic procedure to enhance their pedagogies in instructing culture. Furthermore, the significance of this study seems to fill the relevant gap in the literature because few experimental studies have investigated the effect of incorporating sociolinguistic principles on EFL students' attitudes towards acquiring English culture.

1.4 Limitations of the Study

The study was conducted on two tenth-grade sections (25 students in each) at Maymoona Om Al- Mu'mineen School for Girls in Marka Directorate of Education during the second semester of the academic year 2021-2022. The research instrument was also limited to the attitudes scale that was developed by the two researchers. Therefore, the generalizability of the results of this study is limited to similar contexts, the research instrument and research variables.

2. Literature Review

2.1 Theoretical Background

Sociolinguistics is a developing branch of linguistics and sociology which investigates the relationship between language and society, language variation and attitudes about language. It also examines the link between language use and the social basis for such use (Lawson & Sayers, 2017). Trudgill (2000) asserted that sociolinguistics is the study of the effect of any aspects of society, including cultural norms, expectations and context on the way language is used.

There are many principles which are derived from the foundational approaches of sociolinguistics regarding language acquisition including culture. The Sociocultural Theory of Vygotsky (SCT) is one of the best-known social approaches to language learning. What makes this a social theory is how cognitive processes and language are viewed as human thinking or mental activity, which are affected by external or social origin. Language is also viewed as a tool that is used for social purposes (Geeslin, & Long, 2014). Many principles are emphasized in this theory such as the Zone of Proximal Development (ZPD); individuals are interdependent and social agents, and they have essential roles in developing all aspects of language (Shabani, 2016). Scaffolding, self-regulation, autonomy and dynamic assessment were also considered by Vygotsky (1978).

Furthermore, the Acculturation Model is a theory proposed by John Schumann to describe the acquisition process of a second language. Schumann stated that the extent to which a learner acculturates to the target language group determines the degree of the learner's internalizing to the language (Schumann, 1978). He highlighted four affective

variables such as language shock, culture shock, ego permeability and motivation (Geeslin & Long, 2014).

Culture must be integrated basically and fundamentally as a key element in learning and teaching a language. When cultural affairs get involved in language teaching, pupils can achieve success in their language learning (Bayyurt, 2013). Thus, EFL/ESL teachers must consider the diversities of cultures, and recognize important cultural materials when they present a language syllabus; to assist pupils to grasp the cultural differences (AbdAlgane, 2020). They should be aware of the different aspects of culture-language relation (i.e., culture as contained in the socio-pragmatics and semantics of the language, culture as macro context for language use and culture as thematic content in the discourse of language teaching). This can help the pupils avoid the bad effect of culture shock and increase their motivation to learn the target language and its culture (Geeslin & Long, 2014).

On the other hand, Norton (1995) proposed a foundational work on identity and investment within the social turn. According to Norton (2013), identity refers to a person's capacity to realize her/his relationship to the world and how that relationship is organized across time and place. She was also interested in developing intercultural competence since social identities are related to cultures. Additionally, considering students' real-world experiences aids the interpretation of text-world experience (Norton, 2000).

Moreover, there are two types of sociolinguistics: Interactional Sociolinguistics (IS), which focuses on face-to-face interactions, and Variationist Sociolinguistics. Interactional Sociolinguistics examines the relationship between communicative forms (e.g., words, prosody, register shifts, and bodily orientations) and the meanings individuals create and interpret through such forms. It reflects sociolinguistic models of language competence with a focus on situational and social aspects of language use (Roever & Kasper, 2018). Teachers can also raise learners' awareness of interactional strategies by exposing them to videos and authentic conversations.

The other type of sociolinguistics, Variationist Sociolinguistics, focuses on linguistic variations. Labov is considered the founder of variationist sociolinguistics who argued that the way a language is used differs across individuals according to specific variables (i.e., age, gender and social class). Labov often measured the learner's social context by the level of education, parental background and profession.

2.2 Related Studies

M Hernandez, Garay-Argandoña, Alberto Núñez Lira, Fuster-Guillén, Paola Palacios Garay, & Ocaña-Fernandez (2021) examined the Peruvian instructors' and students' attitudes towards the effectiveness of integrating the target cultural knowledge in English language learning. Ninety Peruvian teachers and ninety learners were the participants of the study. The researchers used two questionnaires to check the participants' attitudes towards having target cultural knowledge of learning English. The findings of the study revealed that both Peruvian teachers' and students' attitudes towards acquiring the target cultural knowledge for learning the English language were high. It was recommended to use culturally-based materials in the EFL teaching process.

Qaisi (2021) explored the impact of incorporating sociocultural theories, multiliteracies and multimodalities on learning the English language. The questions of the study also attempted to explore the role of learners' attitudes towards cultural diversity in enhancing the learning English language of secondary school students. The researcher adopted a qualitative comparative case study to achieve the study purposes. Three secondary school educators and three educators working with adult learners participated in this study. The research instruments were document analysis, observation and interviews. The findings concluded that instruction based on sociocultural theories, multiliteracies and multimodalities affected students learning meaningfully and enhanced their cultural awareness.

Strickland (2018) identified the effectiveness of a program guided by Vygotskian Sociocultural Theory in enhancing attitudes towards diverse cultures among (25) university students at a college located in Northwest Florida. The researchers collected data and then analyzed its cultural codes, themes and categories. The findings showed that a class assignment guided by Vygotskian Sociocultural Theory and integrating a fairy tale positively affected learners' cultural diversity.

Aldawood & Almshari (2019) explored the attitudes of Saudi EFL learners towards the effectiveness of incorporating English-culture learning into English-language learning. The study instrument included a questionnaire. The study participants were 70 undergraduate female students in the English department at Prince Sattam bin Abdulaziz University, Saudi Arabia. The findings of the study revealed that learning the English language with its cultural elements might enhance the speed and enjoyment of Saudi students' learning process.

Belli (2018) investigated the attitudes of Turkish university students in the English Language Teaching (ELT) Department towards incorporating teaching culture in language teaching. The researcher collected data via a questionnaire. Ninety-six were the participants of the study. The results of the study showed that the Turkish

university students' attitudes towards culture and its incorporation in language teaching were significantly positive regardless of their birthplace, the type of high school, and their experience abroad.

3. Method

This section includes a description of the design of the study, the participants of the study, the research instruments, the validity and reliability of the instruments, and data analysis.

3.1 Study Design

The design of this study is quasi-experimental. There was one independent variable (the instructional program) which has two levels: the developed instructional program and the conventional method. There was one dependent variable (students' attitudes towards acquiring English culture). This design can be graphically represented as follows:

EG:	O1	X	O1
CG:	O1	---	O1

EG is the experimental group; CG is the control group; X is treatment; O1 is the attitudes scale.

3.2 Participants of the Study

Fifty tenth-grade female students participated in this study distributed into two sections. The two sections were randomly chosen; one section (n=25) was assigned to represent the experimental group, while the other section (n=25) was assigned to represent the control group. The study was conducted at Maymoona Om Al- Mu'mineen School for Girls in Marka Directorate of Education during the second semester of the academic year 2021-2022. Students of the experimental group were taught by applying a program based on sociolinguistic principles, while students of the control group were taught using the conventional program. All students in both sections were pre- and post-tested by the same attitudes scale that elicits students' responses to their attitudes towards acquiring English culture.

3.3 Instruments of the Study

3.3.1 The Attitudes Scale

To obtain students' attitudes toward acquiring English culture, the two researchers developed a four-item Likert attitudes scale based on the literature review (Vinall, 2015 & Wright, 1999). It includes three main dimensions which were derived from a study based on sociolinguistics (Wright, 1999). The attitudes scale of the present study consisted of 26 items; the first dimension (1-11) was about tenth graders' attitudes towards knowing about English culture; the second dimension (12-18) explored tenth graders' attitudes towards speaking the English language, and the third dimension (13-26) elicited tenth-grader EFL female students' attitudes towards reading about English culture.

3.3.2 The Instructional Program

The present program was developed based on sociolinguistic principles that underlie Sociocultural Theory (Vygotsky, 1978), The Acculturation Model (Schumann (1978), Identity Approach (Norton, 1995), Interactional sociolinguistics (Goffman, 1967; Gumperz, 1982 and Lakoff, 1977) and Variationist Sociolinguistics (Labov, 1972), in addition to Action Pack 10 Teacher's Book (2013). The general aim of this program is to develop tenth-grade EFL students' attitudes toward acquiring English culture. To achieve this, the program mainly adopted the Intended Learning Outcomes ILOs of Action Pack 10. Furthermore, several sociolinguistic principles were derived from related literature to develop the content, strategies, and assessment measures in the program. Those principles included the principle of sociolinguistic variables (i.e., age, gender and social class), linguistic variations (i.e., regional, social and contextual) and the principle of sociolinguistic competence (the ability to communicate appropriately by using the right words, expressions and attitude towards a specific topic, setting and relationship (Labov, 1972). Other sociolinguistic principles were derived from the Sociocultural Theory which included the principle of intercultural competence (i.e., meaning, structure, and use of language are socially and culturally relative), the principle of self-regulation, the principle of the zone of proximal development (ZPD), and the principle of the dynamic assessment (Vygotsky, 1978). Other principles also included the principles of the Identity Approach and the principle of the investment of students' background and experience in learning the target culture (Norton, 1995). Additionally, the principle of learners' attitudes towards the target language and culture, and the principle of learners' motivation towards learning the target language and culture were derived from the Acculturation Model (Schumann,1978). In

the same vein, the principle of interaction in the classroom (i.e., the opportunity to interact in the L2 is central to developing L2 proficiency) was derived from Interactional Sociolinguistics (Goffman, 1967; Gumperz, 1982 and Lakoff, 1977).

3.3.3 Conventional Method

The conventional method refers to the teaching method that is described in the Teachers' Book of Action pack 10. This method is based on the principles of Communicative Language Teaching (CLT). These principles mainly include integrating English language skills and encouraging students to use English inside the classroom. It is based on the proposition that successful language learning requires the knowledge of functions and purposes that a language serves in different communicative settings, besides the knowledge of the structures and forms of that language. This approach to teaching focuses on the communication of meaning in interaction rather than the manipulation of grammatical forms in isolation. Action Pack 10 deals with English language skills in an integrated way in terms of tasks and activities. It also "encourages students to use English in classroom exchanges to make them feel confident." (Johnson, 2013, p. 6)

English culture (represented in English symbols, language, norms, values and taboos), is given little attention in Action Pack 10. The content of the conventional method of this study covered several topics such as Alhambra Palace, buildings in Dubai and the Dead Sea. The instructional strategies in Action Pack 10 focus on cognition strategies (e.g., predicting, problem-solving, organizational planning, taking notes, etc.) and meta-cognition strategies (e.g., self-management, self-evaluation and so on), whereas the cultural strategies, (e.g., cultural capsules and cultural assimilator), have been lacking so far. The social strategies weren't also covered sufficiently in action Pack 10. In addition, the project-based learning found in the present conventional method was limited to researching some facts about a tourist attraction on the Internet, in the school library or public library.

3.4 Validation and Reliability of the Instruments

3.4.1 Validity of the Research Instruments

To establish the content validity of the attitudes scale and the instructional program, eleven experts from the universities of Jordan were consulted (three TEFL professors, four professors of linguistics, two professors of curriculum and instruction, and two professors of educational research). As for the attitudes scale, the experts recommended that the items should be more specific and easier to be understood by tenth-grade students, the Likert scale should include four options instead of five by deleting "undecided", the word 'would' should be deleted from all the items, the students should be familiar with the concepts that are introduced to them in the attitude scale such as "a prestigious person" and the attitudes scale should be translated into Arabic.

As for the program based on sociolinguistic principles, the experts suggested adding English content which can promote students' awareness of English taboos and politeness, organizing the developed reading texts in short paragraphs, formulating the questions of the instructional material clearly and describing the interactional strategies of the program accurately.

3.4.2 Reliability of the Research Instruments

To account for the reliability of the attitudes scale, the researchers applied a pilot study on one-tenth- grade section, (n=30), at Prince Rahmah School for Girls. The reliability of the items in each dimension of the attitudes scale was established by using Cronbach Alpha as a measure of internal consistency. The Cronbach's Alpha of all the dimensions was (0.899); the first dimension was (0.820); the second dimension was (0.728) and the third dimension was (0.840). This means that the internal consistency of the attitudes scale was reliable.

3.5 Statistical Analysis

To analyze the data of the study, the Statistical Package for Social Science (SPSS) was used. This included calculating the means and standard deviations for both groups (i.e., experimental and control). One way- ANCOVA and MANCOVA tests were also used to answer the question of the study.

4. Results

This study aims at investigating the effectiveness of an instructional program based on sociolinguistic principles in developing the attitudes of tenth-grade EFL female students towards acquiring English culture. This section presents the results of the study and provides an analysis of data by using different measurements and tests such as mean scores, standard deviations, Analysis of Covariance (ANCOVA) and Multivariate Analysis of Covariance (MANCOVA).

To answer the question of the present study, the means and standard deviations of students' total scores on the dimensions of the students' attitudes towards acquiring English culture were calculated. Results are shown in Table 1.

Table 1. The Means and Standard Deviations of the Pre- and Post-Measure of the Attitudes Towards Acquiring English Culture due to the Program Based on Sociolinguistic Principles

Group	N	Pre-test		Post-test	
		Mean	Std. Deviation	Mean	Std. Deviation
Experimental	25	3.42	0.30	3.64	0.27
Control	25	3.25	0.46	3.35	0.39
Total	50	3.34	0.39	3.49	0.36

The results in Table 1 show that there are differences in the mean scores (out of 4) of students of both groups (experimental and control) with regard to their attitudes towards acquiring English culture. The mean score (out of 4) of the experimental group on the pre-test was (3.42) and the post-test was (3.64). The mean score (out of 4) of the control group on the pre-test was (3.25) and the post-test was (3.35).

These results are consistent with the results of Belli (2018) which revealed that the participants presented positive attitudes towards the effects of the target cultural knowledge on learning English. However, these results aren't consistent with those of Dabou, Hammoudi and Chibani (2021), which revealed that only 28% of the participants had positive attitudes towards teaching the target culture.

To test those differences whether were statistically significant or not ($\alpha=0.05$), a one-way Analysis of Covariance (ANCOVA) test was applied. Results are presented in Table 2:

Table 2. One-way ANCOVA Analysis for the Attitudes Towards Acquiring English Culture Total Degree Measure According to the Program Based on Sociolinguistic Principles

Source	Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Pre	2.28	1	2.28	34.52	.000	.423
Group	.48	1	.48	7.19	.010*	.133
Error	3.10	47	.07			
Total	6.44	49				

Table 2 reveals that there are statistically significant differences in the mean scores of students of both groups regarding their attitudes towards acquiring English culture due to the teaching method. The (F) value (7.19) is statistically significant ($\alpha=0.05$). The adjusted mean scores and standard errors were also calculated. Results are shown in Table 3.

Table 3. Adjusted Mean Scores and Standard Errors of Students of Both Groups (Experimental vs. control) Regarding Their Attitudes Towards Acquiring English Culture due to the Teaching Method

Group	Mean	Std. Error
Experimental	3.59	0.052
Control	3.39	0.052

The results in Table 3 show that the adjusted mean (out of 4) of the experimental group (3.59) was higher than the adjusted mean score of the control group (3.39). This means that the differences were in favour of the students who were taught by using the program based on sociolinguistic principles. The Eta square obtained in Table 2 shows that the effect size was (0.133), which means that (13.3%) of the variance in the total scores is attributed to the program based on sociolinguistic principles.

As for the attitudes scale sub-skills, means and standard deviations of tenth-grade students' total scores and their scores on the dimensions of the attitudes scale were also calculated. The results are shown in Table 4.

Table 4. Mean and Standard Deviations of Tenth-Grade Students with regard to All Dimensions of the Attitudes Scale due to the Teaching

Dimensions	Group	N	Pre-test		Post-test	
			Mean	Std. Deviation	Mean	Std. Deviation
Attitudes towards knowing about English culture	Experimental	25	3.17	.39	3.49	0.42
	Control	25	3.11	0.55	3.20	0.45
	Total	50	3.14	0.47	3.34	0.45
Attitudes toward speaking the English language	Experimental	25	3.68	0.29	3.76	0.28
	Control	25	3.53	0.49	3.57	0.43
	Total	50	3.60	0.40	3.67	0.37
Attitudes toward reading about the English language	Experimental	25	3.56	0.39	3.75	0.26
	Control	25	3.25	0.48	3.38	0.44
	Total	50	3.40	0.46	3.56	0.40

Table 5. One-way MANCOVA of the Attitudes Towards Acquiring English Culture Dimensions due to the Teaching Method (sociolinguistic principles vs. conventional)

Source	Dimensions	Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Attitudes towards knowing about English culture pre	Attitudes towards knowing about English culture	1.44	1	1.44	10.73	.002	.193
Attitudes toward speaking English language pre	Attitudes toward speaking the English language	.172	1	.172	2.48	.123	.052
Attitudes toward Learning English language pre	Attitudes towards reading about English culture	.40	1	.40	4.32	.043	.088
Group	Attitudes towards knowing about English culture	.57	1	.57	4.22	.046*	.086
	Attitudes toward speaking the English language	.03	1	.03	.37	.547	.008
	Attitudes towards reading about English culture	.71	1	.71	7.80	.008*	.148
Error	Attitudes towards knowing about English culture	6.02	45	.13			
	Attitudes toward speaking the English language	3.13	45	.07			
	Attitudes towards reading about English culture	4.11	45	.09			
Total	Attitudes towards knowing about English culture	642.42	50				
	Attitudes toward speaking the English language	9.92	49				
	Attitudes towards reading about English culture	6.78	49				

The results in Table 4 reveal that there are differences in the mean scores of the students of both groups (experimental and control) with regard to the three dimensions of the attitudes scale.

The mean score of the experimental group with regard to the “Attitudes towards knowing about English culture” post-test was (3.49) for the experimental group compared with (3.20) for the control group. As for “Attitudes towards speaking the English language”, the mean score of the students of the experimental group was (3.76) compared with (3.57) for the control group. As for “Attitudes towards reading about the English language”, the mean score of the

students of the experimental group was (3.75) compared with (3.38) for the control group.

To test whether the differences in table 4 were statistically significant or not ($\alpha = 0.05$), the Multivariate Analysis of Covariance (MANCOVA) test was applied. Table 5 shows these results.

The results in Table 5 show that (F) values for the three dimensions, “Attitudes towards knowing English culture”, “Attitudes towards speaking English language” and “Attitudes towards reading about English culture” are: (4.22), (0.37) and (7.80). This indicates that the differences in the mean scores of tenth-grade students were statistically significant ($\alpha = 0.05$) with regard to the dimensions “Attitudes towards knowing English culture” and “Attitudes towards reading about English culture”. This might be attributed to the extensive use of social media through which students of the experimental group had the chance to communicate with people from different parts of the world. In addition, those students might have developed more awareness of the significance of learning the English language as an international language. These results are congruent with the results of Shatnawi (2009) who found that the majority of the students considered learning the English language an important factor in their success in life.

It can be noticed that all differences were in favour of the students of the experimental group as shown in Table 6.

Table 6. The Adjusted Mean Scores and Standard Errors Regarding the Attitudes Scale Dimensions due to the Teaching Method

Dimensions	Group	Mean	Std. Error
Attitudes towards knowing about English culture	Experimental	3.459	.076
	Control	3.229	.076
Attitudes towards reading about English culture	Experimental	3.692	.063
	Control	3.433	.063

The results in Table 6 reveal that the adjusted mean scores of the dimensions “Attitudes towards knowing English culture” and “Attitudes towards reading about English culture” were in favour of the experimental group. This means that the students’ attitudes towards acquiring the English culture of the experimental group students were better than the students’ attitudes towards acquiring the English culture of the control group.

Moreover, Eta-square was calculated for the dimensions of the attitudes scale as shown in Table 5. The effect size of the “Attitudes towards knowing English culture” dimension was (.086) which means that (8.6%) of the covariance in the “Attitudes towards knowing English culture” dimension was in favour of the teaching method the “the program based on sociolinguistics”. In addition, the effect size of the “Attitudes towards reading about English culture” dimension reached (.148) which means that (14.8%) of the covariance in the “Attitudes towards reading about English culture” dimension was in favour of the teaching method the “the program based on sociolinguistics”.

5. Discussion

The results of ANCOVA regarding the research question as shown in Table 3 indicated that there was a statistically significant difference ($\alpha = 0.05$) between the mean scores of the experimental group and those of the control group on the post-test regarding their attitudes towards acquiring English culture. These differences were in favour of the students of the experimental group since the adjusted mean score was (3.59), which was significantly higher than the adjusted mean score of the students of the control group (3.39).

The results in Table 5 also showed that students of the experimental group significantly outperformed those of the control group on the dimensions “Attitudes towards knowing about English culture”, (F) value: 4.22 and “Attitudes towards reading about English culture”, (F) value: 7.80. This indicated that the program based on sociolinguistic principles had a significant effect on developing the attitudes of the treatment group towards acquiring English culture. These findings are consistent with those of other researchers such as Aldawood & Almeshari (2019) & Belli (2018), M Hernandez (2021) et al., Qaisi (2021) and Strickland (2018). All of these studies showed that incorporating sociolinguistic principles in the EFL program, such as immersing the students in the target culture, had positive effects on developing students’ attitudes towards acquiring English culture.

The justification for having such favourable attitudes towards acquiring English culture might be due to the appropriate selection of the cultural content that stimulated the students’ attraction to explore more aspects of English culture. Students were exposed to some aspects of British and American cultures. They also identified English values, taboos, food, etiquette and so on. This might have increased the students’ attitudes towards getting sufficient

knowledge about the history of English people, English food, English customs, the politics and governments of English countries, the arts of English people, famous English figures, English symbols, English places and so on. For instance, English food activity was a good one to bring authentically cultural situations to the EFL classroom (i.e., Chicago-style pizza, Florida key lime pie, New Orleans jambalaya, etc.). These results were compatible with the results of Belli (2018) which revealed that EFL learners are interested to identify the communicative aspects, lifestyle, food, clothes, art and traditions of English culture. On the other hand, these results don't match the results of a study conducted by Jabeen and Shah (2011), which concluded that Pakistani learners had high negative attitudes towards incorporating cultural materials into language teaching.

Another reason for having these results could be due to the teaching strategies that enhance students' attitudes towards acquiring English cultures such as cultural capsules, cultural assimilators, critical incidents, cultural, cultural Island and cultural fact-based approach. For instance, the teacher prepared a cultural island in her classrooms, (i.e., posters, pictures, maps, signs and so on) to help students develop their mental images of English culture. Moreover, she presented orally brief talks on various cultural points, and then led a discussion about the differences between cultures. Additionally, the teacher used culture assimilators to increase the students' understanding of cultural information and promote their emotional empathy towards English culture. Another example is that the teacher provided the students with a critical incident to read it independently and make individual decisions about what they would do. Then, the students were allowed to see how their decision and reasoning compare and contrast with the decisions and reasoning of native members of English culture. In addition, the students participated in authentic experiences that are relevant to students' interests and aspirations. E.g., the students planned a vacation to America: the price of the trip, destination, sites and attractions, length of stay, travel companions, etc.

Furthermore, the detailed description of the instructional guidelines, the lesson plans and the information provided to the teacher in the present program might have helped her to manage the cultural sessions smoothly. The teacher recognized the utilization of the principal investment for Norton (1995). For instance, the teacher assigned cultural warm-up tasks to increase students' readiness to acquire new aspects of English culture. The teacher provided learners with cultural knowledge that helped them discover the contextual clues of English culture. Thus, the teacher activated the students' schema and linked new information to make their comprehension of the new cultural knowledge easier. As a result, the students' attitudes of the experimental group were significantly higher than those of the control group. They showed positive attitudes towards the effect of reading about English culture on their vocabulary, idioms and expressions, linguistic functions, English grammar, understanding of reading authentic English materials, communicating with English native speakers, listening comprehension and writing in different genres in the English language.

6. Conclusion and Recommendations

It can be concluded that using an instructional program based on sociolinguistic principles might enhance students' attitudes towards acquiring English culture. The contributions of sociolinguistics in language teaching and learning are influenced by a broad range of factors including societal, political, cultural, psychological and interpersonal issues. Accordingly, implementing an instructional program based on sociolinguistic principles in EFL classes may help in using language taking into consideration the different cultural, social and political contexts. Considering the sociolinguistic principles to embed culture teaching into language instruction helps teachers set cultural goals in language learning contexts to develop their students' understanding of cultural expectations, behaviours, knowledge and language. The EFL students showed interest in acquiring the target culture to communicate with people from other cultures and better control their learning of the English language and its culture. It is highly demanding to apply sociolinguistic principles in language teaching to meet the expectations of language learners in today's changing world.

Based on the finding of this study, a set of recommendations can be made. For instance, sociolinguistic principles may be incorporated in developing teachers' manuals and students' teaching materials to promote EFL students' attitudes towards acquiring the English culture in Jordan. It is also worth recommending that teacher educators may guide prospective teachers on how to integrate English culture into their instruction and develop appropriate strategies for teaching it. Further studies can also be carried out to investigate the effect of using an instructional program based on sociolinguistic principles on students' learning of other language skills and sub-skills at other grade levels. Additionally, other studies might investigate the effect of different variables (i.e., gender, age, cultural background and language proficiency) on students' cultural awareness.

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