Saudi Students’, Teachers’ and Supervisors’ Perceptions of the Cultural Gap in EFL Secondary Stage Curricula and Instructional Practices

By

Ali Eid Aboud Reshidi

B.A English Language and Literature, Imam Muhammad Bin Saud University, Riyadh, 2008

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Approved By:

Prof. Ruba F. Bataineh ........................................... Chair
Professor of TESOL, Yarmouk University

Prof. Oqlah M. Smadi ............................................... Member
Professor of Applied Linguistics, Yarmouk University

Dr. Mohammad F. Alhawamdeh ................................... Member
Assistant professor of Arabic Language Curricula and Teaching Methods, Yarmouk University
Abstract


This study aims at investigating the perceptions of Saudi students, teachers and supervisors of the cultural gap in EFL secondary stage curricula and instructional practices. To achieve the purposes of the study, a three-version questionnaire, whose validity and reliability were appropriately established, was designed and distributed among a sample of 284 male and female students, 81 teachers, and 27 supervisors from Ha’il secondary schools, the Kingdom of Saudi Arabia, during the first semester of the academic year 2014/2015.

The students’, teachers’, and supervisors’ perceptions primarily focused on creating a mixture of the Arab and English cultures. The respondents supported the existence of contrastive cultural examples from the two relatively remote cultures. The findings further showed that there are no statistically significant differences in the perceptions of the cultural gap between Arab and English cultures among Saudi students, teachers and supervisors, which can be attributed to the variable of gender. However, statistically significant differences, which can be attributed to position, were found in the respondents’ perceptions of the cultural gap between Arab and English cultures.

The study concludes with a number of pedagogical implications and relevant recommendations, most important amongst which that EFL textbook authors include content that potentially broaden students’ horizons and foster
tolerance away from extremism and close-mindedness, and that Saudi teachers and supervisors be empowered to shoulder the responsibility of enlightening students about the significance of cultural tolerance and accepting others.

**Keywords:** cultural gap; curriculum; instructional practices; Kingdom of Saudi Arabia; perceptions