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“Confronting stereotypes and taboos through English course books among pupils in rural areas. A case study in the high school Negotine- in village Negotine”

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Working title of the thesis

“Confronting stereotypes and taboos through English course books among pupils in rural areas. A case study in the high school Negotine- in village Negotine”

Translation of the working title in Albanian language:

“Përballja e stereotipave dhe tabuve përmes librave të gjuhës angleze midis nxënësve në zonat rurale. Një rast studimi në shkollën e mesme Negotinë- në fshatin Negotinë

Translation of the working title in Macedonina language:

“Соочување на стереотипите и табуата со помош на книгите по англиски јазик кај учениците во руралните области. Студија на случај во средно училиште Неготино- во село Неготино”

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My very exceptional thanks goes to my family, and to my close relatives.

This thesis is dedicated to my most beloved father and mother from whom among all difficulties I had, I found motivation and will in their unconditional love. They believed in me and gave their last effort to invest in me financially and emotionally, always have been near me, and gave me the courage, love, and confidence to go further at the biggest and weakest moments of my life path.

Moreover I would like to thank my dear friends for moral support and also, special thanks to the participants my dear students who made this research realizable, I do apologize to all of them for not being able to mention them individually by name.

Thank you.

ABSTRACT

Being a teacher is very hard and responsible, through forming your own career you also form the destiny of many children. The age of the student is very important because for me metaphorically is like a plant, when it's small you can easily access it and give directions to the branches, but when it grows to tree and it's grown wild you need a lot of effort to access it. But my students were those who always motivated me and showed me that they need help, understanding, support, and love.

Once I received a present made by one of my very shy student after we found together that she possess huge design talent and creativity but was always judged because of that, after we brought in surface her talent and released her from darkness, she made for me the pendant for car keys with enlightenment“: *Tell me and I forget. Teach me and I remember. Involve me and I learn.*”(By Benjamin Franklin) The way teacher access to the student’s problem, that way the problem will be dissolved or more deeply buried. This is very important if you work with pupils from rural areas, who have “delicate” cultural background even though they have technology nowadays and access to the world, but they still face difficulties to understand same things they see. In province where I live and work is very dominant religious point of view, people’s opinion, and unified way of living, thinking and behaving, copy of each other. If we as teachers, who spend most of the day time with students, do not contribute to relieving students from the cultural primitive chains they have, we are not responsible for doing our job. My nature was always to be close to students to understand them and support them in anyway, to educate and care for their needs more than just passing a lesson to another. In each class from the beginning of my career I saw students who were out of control or were completely closed and scared. The consequence of both was the way they were used people and teachers to invoke to them.

According to this the aim of this research is to bring the difficulties teacher face in teaching particular topics according to cultural and traditional aspect, difficulties to bring the right message of text and facing stereotypical elements and taboos which can be issue especially for this area of Negotino Polosko municipality of Vrapcishte and their nearby villages, my intention was not to humiliate anyone, any culture, or tradition, or to underestimate the work

of the authors of books in English, but to present the current problems which are in conflict with the time of the XXI century in which we live, and it is also my moral and civic responsibility given to me by conscience and the profession with which we are called professors. My goal was to bring to the surface the problems of one society of which I am a part too. And to raise the students moral, to make them aware of how much negative impact a society can have in developing mentally, physically, emotionally consciousness etc., that those are the main consequence of stereotyping, prejudice, and scare of right over the personal opinion. And that together we can gradually overcome any impediments... I also choose the same school I work in for eight years, because of knowing well the students their honesty in participating at questionnaire and also the biggest part in research class observation. The research is completed in “Negotino” high school in village Negotino where students come from nearby villages and highland. Students of the 1st grade are 27 pupils and 4th grade are 24 pupils, in total are 51.

PARATHËNIE

Të jesh mësues është shumë e vështirë dhe e përgjegjshme, përmes formimit të karrierës tënde formon edhe fatin e shumë fëmijëve. Moshë e studentit është shumë e rëndësishme sepse për mua metaforikisht është si një bimë, kur është e vogël lehtë mund ta krasitet dhe ti jepni drejtimet e degëve, por kur të rritet në pemë dhe të rritet e egër duhet shumë përpjekje për tu qas në të dhe të japish formën dhe drejtimin e duhur. Por studentët e mi ishin ata që gjithmonë më motivonin dhe më tregonin se kishin nevojë për ndihmë, kuptim, mbështetje dhe dashuri.

Kur pranova një dhuratë të bërë një nga studentet e mia shumë të ndrojtura pasi gjetëm së bashku se ajo zotëron talent të madh dhe krijimtari të dizajnit, por gjithmonë gjykohej për shkak të kësaj, pasi e nxorëm në sipërfaqe talentin e saj dhe e lëshuam nga errësira, ajo bëri për mua varëse për çelësat e makinës me ndriçim: *“Më thuaj dhe harroj. Më mëso dhe mbaj mend. Përfshini mua dhe unë mësoj.”* (Nga Benjamin Franklin) Mënyra se si arsimtari vepron me situatën, në të njëjten mënyrë problemi do të shpërbëhet ose do të varroset më thellë. Kjo është shumë e rëndësishme nëse punoni me nxënës nga zonat rurale, të cilët kanë sfond kulturor "delikat" edhe pse kanë teknologji në ditët e sotme dhe kanë qasje në botë, por ata ende përballen me vështirësi për të kuptuar të njëjtat gjëra që shohin.

Në provincën ku unë jetoj dhe punoj është pikëpamja fetare shumë mbizotëruese, mendimi i njerëzve dhe mënyra e unifikuar e të jetuarit, të menduarit dhe sjelljes, kopjimi i njëri-tjetrit. Nëse ne si mësues që kalojmë pjesën më të madhe të ditës me studentë, nuk kontribuojmë për të rijetuar studentët nga zinxhirët primitivë kulturorë që ata kanë, ne nuk jemi duke bërë me përgjegjësi punën tonë.

Natyra ime ishte gjithmonë të isha afër studentëve për t'i kuptuar ata dhe për t'i mbështetur ata gjithsesi, për të edukuar dhe kujdesur për nevojat e tyre më shumë sesa thjesht kalimi i një mësimi te tjetri. Në secilën klasë që nga fillimi i karrierës sime pashë studentë që ishin të dal nga kontrolli ose ishin plotësisht të mbyllur dhe të frikësuar. Pasoja e të dyjave ishte mënyra se si ata u trajtuan nga njerëzit e afert, dhe mësuesit. Sipas kësaj qëllimi i këtij studimi është të sjellë vështirësitë me të cilat përballlet mësuesi në mësimdhënien e temave të veçanta sipas aspektit kulturor dhe tradicional, vështirësitë për të sjellë mesazhin e duhur të tekstit dhe përballjen me elemente stereotipike dhe tabu të cilat mund të paraqiten

veçanërisht për këtë zonë të Negotinës se Pollogut Komuna e Vrapçishtit dhe fshatrat e tyre afër, qëllimi im nuk ishte të poshtëroj askënd, ndonjë kulturë ose traditë, ose të nënvleresoj punën e autorëve të librave në gjuhën angleze, por të paraqes problematikat aktuale të cilat bien në ndeshje me kohën e shekullit XXI në të cilin jetojmë, dhe poashtu është përgjegjësia ime morale dhe qytetare që ma jep ndergjegjia dhe profesioni me cilin thirem profesor Qëllimi im ishte të nxjerr në sipërfaqe problemet e një shoqërie, pjesë e së cilës jam edhe unë. Dhe për të rritur moralin e studentëve, për t'i bërë ata të vetëdijshëm se sa ndikim negativ mund të ketë një shoqëri në zhvillimin e vetëdijes mendore, fizike, emocionale, etj., Që ato janë pasoja kryesore e stereotipizimit, paragjykitimit dhe frikësimit të së drejtës mbi mendimin personal. Dhe që së bashku mund të kapërcejmë gradualisht çdo pengesë. Unë gjithashtu zgjedh të njëjtën shkollë në të cilën punoj për tetë vjet, për shkak të njohjes së mirë të studentëve për ndershmërinë e tyre në pjesëmarrjen në pyetësor dhe gjithashtu pjesën më të madhe në vëzhgimin e klasës kërkimore. Hulumtimi është përfunduar në shkollën e mesme "Negotino" në fshatin Negotinë, ku nxënësit vijnë nga fshatrat e komunës së Vrapçishtit dhe malsitë. Studentët e klasës së parë janë 27 nxënës dhe klasa e katërt janë 24 nxënës, gjithsej 51.

List of abbreviations

EFL- English foreign language

L2- Second language

EL- English learners

ESL- English second language

CL- Critical literacy

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CHAPTER 1: INTRODUCTION

We act in the way society teaches us, or we try to be part of society by behaving like the group that we belong to, and that is referred to as “moral” or “culture”. According to eSchools News, 2018, April 17, *How does culture impact our ability to learn?* Retrieved from Innovations in Educational Transformations website: <https://www.eschoolnews.com/2018/04/17/culture-impact-ability-learn/2/> . Regarding to eSchools news, over how the culture impact our ability to learn, is very importantly potentiated that: “Culture is a social construct, is learned and acquired, and most students have at least three sources from which they acquire cultural traits: home, peers and school. The language and behaviours they acquired at home for each one is different, and for many students, the language they acquire at home is so conflicting with the one they hear and learn at school, such that entering school is like going to a foreign country and speaking a new language” retrieved from website: <https://www.eschoolnews.com/2018/04/17/culture-impact-ability-learn/2/> . For example, pupils may have been raised in a home where they were taught to be seen rather than heard, so standing out and engaging in class can be perplexing. Furthermore, what some teachers perceive as a behavioural abnormality is simply a contradiction between the culture they bring from home and the one they "perform" at school. For that reason teachers should be careful in simplifying some “taboo” topics and paying attention to how to link it between the culture we live in and with the requirements of topics. In other cases, in lack of attention it will become more problematic for the students to understand. The connection between family background and school prospects is very important, especially if you come from a cultural level where things are seen from different perspectives. An example would be - if you are a boy you are permitted to do more things and if you are a girl you are the one that always needs to pay attention to not make mistakes in any aspect even though it is expressing personal opinion related to some topic. One of characteristics that comes through teachers’ mind when it comes to classroom differences is certainly culture. But as they select their curriculum and develop their lessons, most teachers are not accounting for how culture will impact a student’s ability to participate and learn, says Almitra Berry-Jones, Ed.D.,(nationally recognized speaker, author, and consultant on the topic of culturally and linguistically diverse learners at-risk website <https://www.eschoolnews.com/2018/04/17/culture-impact-ability-learn/2/>). When considering how kids think, for example, teachers must evaluate students' life experiences outside of the classroom, their world perspective, and the ways in which their beliefs have been shaped by their domestics and community, as an example. Also the main part of difficulty in

teaching is relationship culture- environment plays and course books. In English course books we have a diversity of topics and cultures presented, which are not similar to any other course book or neither to the rural environment and cultural background students come from.

“The book studies the educational gaps that multilingual students in rural communities experience. It argues that approachable, successful relationships between schools and families are a crucial aspect of all educators' work and that not one strategy will be functional for all families”. Cited from R.Coady.Maria (2019. April 10) Connecting School and Multilingual Home: Theory and Practices for Rural Educators. Retrieved from Website <https://www.multilingual-matters.com/page/detail/Connecting-School-and-the-Multilingual-Home/?k=9781788923255> .

In rural families, the most important thing is to build mutual trust based on the level of family and culture and the language they are more common to understand. (Coady,M.(2019).

1.1. What are stereotypes

“A stereotype is a fixed, over generalized belief about a particular group or class of people” according to, Stefanczyk, M.M., Wernecka, N., Sorokowski, P. (2019, March 28) retrieved from website: <https://link.springer.com/article/10.1007/s12144-019-00235-8#> . For example, a “hells angel” biker dresses in leather, or” over tattooed” people are mostly connected with narcotics or illegal things. stereotypes are very prevalent and can easily come into conflict with culture and the environment, and massively anyone can become the target of prejudice regarding for example the way they dress, behave, express, think, etc. if they do not comply with the norms that the environment finds to be correct.

The use of stereotypes is a main way in which we simplify our social world; since they reduce the quantity of processing, thinking, we have to do when we meet a new person, according to Simply Psychology, Stereotypes by Dr. Saul McLeon 2017; (Retrieved from website: <https://www.simplypsychology.org/katz-braly.html>). Key problem of lack of participation in English courses regarding certain topics is that the students are reserved in expressing their opinions about others if they differ from them. They need more time and space to feel more comfortable and then express their opinion or critiques. Even then they still might be mild and reserved in expressing their attitude.

Most often when stereotyping over others, we believe that a certain person has all the foreseen elements and abilities that we believe members of that group have, which means that stereotypes lead to social categorization, which is one of the reasons and attitudes of prejudice. (i.e. “them” and “us” mentality) which leads to in-groups and out-groups, (simply Psychology, Stereotypes, Dr.Saul McLeon 2017, retrieved from website: <https://www.simplypsychology.org/katz-braly.html>). In every discussion in class about foreign cultures, students instantly tend to compare and categorise both cultures. One of the reasons behind doing this is to show awareness and dedication to their culture, but in many cases it can only be the trigger to ethnocentrism. For example a topic in a course book for third grade students “Meet the K.I.P.P.E.R.S” is the acronym for ‘Kids In Parents Pockets Eroding Retirement Saving’. Or it refers to all those grown up children who stay at home into their 20s and 30s, unwilling or unable to leave home, and start independent life. (New Headway, upper-intermediate, p.66-67).

Students in the text find, according to them, an important element for comparison, that their parents are more caring and better, because they live in community with their children and grandchildren. While in other side the parents presented in the book are in students point of view selfish and irresponsible because of the need for freedom and privacy at their ages, and also because parents demand that their children establish their home in adulthood is still inconceivable to them because they come from a culture where several generations live in a community, and they consider it quite normal even more so a moral duty.

“Another explanation says that people are socialised to adopt the same stereotypes. Some psychologists believe that although stereotypes can be absorbed at any age, stereotypes are usually acquired in early childhood under the influence of parents, teachers, peers, and the media” McGarty, Craig; Yzerbyt, Vincent Y.; Spears, Russel (2002). "Social, cultural and cognitive factors in stereotype formation “Cambridge University Press. Retrieved from website: <https://en.wikipedia.org/wiki/Stereotype>). In the rural areas I am writing about, it is considered from their point of view that most parents in other countries are cold and have not enough interest for their children as soon as they reach adulthood.

The consequence of this way of thinking is home-schooling and a model of growing up in the environment in which they live. “Stereotypes are considered the most cognitive component and often occur without conscious consciousness, while prejudice is an affective module of stereotyping”. (Shanarani Project, Handbook For youth Workers “Music” retrieved from website:https://www.salto-youth.net/downloads/toolbox_tool_download-file-2104/Shanarani_Final_IO3_EN.pdf)

1.2. Gender stereotypes

It has been a global problem worldwide for centuries and still is in a way the gender stereotypes are implicit in different cultures and countries. This problem of discriminating and creating certain standards for women and men is still very present in rural areas. In nearby villages I live and work first thing strangers can notice when they came are just males in cafeterias, woman are not allowed in villages to get out for a coffee or drink. Female students can go to a nearby school's cafeteria only during school time. After school time none of the female students won't be seen in the school cafeteria. Also, going to supermarkets has become like stereotypical debunkers because women can go and buy goods but only in bigger markets in villages in those smaller they still can't enter in fear of not being judged morally by others. On the other hand, men are those who "deserve and hold" the whole rights, in behaviour, dressing, marriage or remarriage, rights upon work, etc. anything belonging to man in rural villages. All this mentioned as some of the still present issues can be the consequence of dominance of mentality, religion and tradition inappropriately used at the same time. Whereby the woman figure has to be the best one at anything, do not have rights and are not supposed to dare in search for their rights otherwise they will be stigmatized by the society. According to (Eagly, 1987, 1997; Koenig and Eagly, 2014) this problem has penetrated for centuries in Muslim and ethnic cultures, even though we can be the testifiers of many progressions for better and modernization, but still exist gender stereotypes and gender discrimination as consequence of cultural and traditional agreement of roles in between genders that are imposed interpretations of social role theory. When is to the gender role, apparently is visible discrimination when choosing a career, women have traditionally undertaken the majority of everyday domestic tasks and acted as primary caregivers in the home (Wood and Eagly, 2012), and in the workplace, women have tended to be employed mostly being teachers, nurses, hairdressers, or by talent to do made by hand traditional beauties, because those were professions typical for woman, dominant and competitive jobs were for men, according to Lippa et al., 2014 (Frontiers in Psychology, 2019. January 30, "The Multiple Dimensions of Gender Stereotypes: A Current Look at Men's and Women's Characterizations of Others and Themselves" retrieved from website: <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6364132/>)

As a result, according to Broverman, 1972; Eagly and Steffen, 1984, "Men are characterized as more dominant figures than women, taking responsibility and being in control, and women are characterized as more domestic than men, being attuned to family and building

relationships”. (Frontiers Psychology, 2019, January 30. Retrieved from website: <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6364132/>)

1.3. Stereotypes in textbooks

The course book is very important for teaching, because students, whether they are young or adults, believe in what they see, especially if the book is educational. For that reason it is important the way images are presented with certain topics, in case to avoid or to indicate stereotypes.

In English course book New Headway by Liz and John Soars both for 1st and 4th grade student in high school gymnasium does not contain stereotypes presented through images, it more contain debunker over stereotypes where some are presented in motivational way and the other more in sarcastic way of making fun of profession’s and house tasks which are not for woman. Also in books we don’t have typical stereotypes like girls always being dressed in skirts with pink colour, and men the dominant figure who have just some manly work to do. Which helps a lot to student from rural areas especially by mentioning above that in this rural area we have a lot of gender stereotypes and gender discrimination. According to other research we can see that a “lot of gender stereotypes are shown in course books that elsewhere basic frequency of demonstration, researchers have also examined both the explicit and implicit insulting ways in which women are portrayed when they are pictured”.(The Journal of Social Psychology, 2010,150(2), 132-147, “The Effect of Gender Stereotypic and Counter Stereotypic Textbook Imaged of Science Performance“ retrieved form website: http://legacy.earlham.edu/~pardhan/research/refs/effect_of_stereotypes.pdf). Also we can face in sport and leisure lessons, majority of sports is performed by male figure and only one sport is performed by female figure, as shown below with pictures from course books for 4st grade students *picture 2*, and in 1st grade book *picture 1*, we can see that female character in portrayed without showing any interaction in their maintains according to Hogben,M and Waterman,C and mentioned above.

Picture 1

FUTURE INTENTIONS
going to, will and Present Continuous for future

1 Match the photos and sentences.

- They're going to buy a house.
- I'll give you a lift to the station if you like.
- She's going to travel round North America.
- It's OK, I'll answer it.
- Don't worry, I'll lend you some.
- I'm going to stay in and watch the football on TV.

2 Use the sentences opposite to add one line before and one line after each sentence in exercise 1.

Why are Peter and Jane saving all their money?
1. They're going to buy a house.
Really? Does that mean they're going to get married?

3 **Y.S.3** Listen and check. Practise the conversations with a partner.

GRAMMAR SPOT

- All the sentences in exercise 1 express future intentions. Which two future forms are used? Which form means you've already decided? Which form means you're deciding as you speak? Notice the forms of will.
- ill* = short form *I won't* = negative short form
- The Present Continuous can express a future arrangement.
What are you doing tonight?
Arsenal are playing Chelsea tonight.

▶ Grammar Reference 5.2 p132

40 Unit 5 • What do you want to do?

New Headway, Pre-intermediate p.40.

Picture 2

10 The body beautiful
Sports • Intensifying adverbs • The body • Clichés

STARTER

1 Think of ten sports where you have to compete against an opponent, and ten sporting activities which you can do as an individual.

Competitive	Individual
squash	yoga
wrestling	aerobics
netball	skateboarding
tennis	swimming
baseball	gymnastics
football	
golf	
hockey	
badminton	
boxing	
karate	

Compare your ideas with the class.

2 **T 10.1** Listen to radio commentaries of six different sports. Can you identify each one? What were the clues that helped you?

3 Which sports do you like to take part in? Which sports do you like to watch? What do you do to keep fit?

Unit 10 • The body beautiful 91

New headway, Advanced p.91.

According to Virginia Woolf, in the 1920s, made the point: “It is obvious that the values of women differ very often from the values which have been made by the other sex, yet it is the masculine values that prevail”. (Woolf, Virginia (1929) “*A rooms of one one’s*” New York: Hogarth Press.p.76. retrieved from website: https://en.wikipedia.org/wiki/Gender_role)

“Women are also more likely to be shown as passive actors merely reacting to their environment, while men are shown as active in altering the situation around them”.(The Journal of Social Psychology, 2010,150(2), 132-147, “The Effect of Gender Stereotypic and Counter Stereotypic Textbook Imaged of Science Performance” retrieved from website: http://legacy.earlham.edu/~pardhan/research/refs/effect_of_stereotypes.pdf). In their assessment of *Introductory Psychology and Human Development textbooks*, (Peterson, S. B. and Kroner, T.1992. gender biases in textbooks for introductory psychology and human development. *Psychology of Women Quarterly*, 16: 17–36.) Found that men were expressively more likely to be shown in active roles by directly engaging in and initiating activity (e.g., leading a group), in this way, men are represented as being active managers, handling and controlling their surroundings. On the other hand, women were more likely to be represented as passive, reactive to their environment, and the recipients of others' action e.g., watching others”.(The Journal of Social Psychology, 2010,150(2), 132-147, “The Effect of Gender Stereotypic and Counter Stereotypic Textbook Images of Science Performance“ retrieved from website: http://legacy.earlham.edu/~pardhan/research/refs/effect_of_stereotypes.pdf). . Depending on place where English course is taught in that way we can differently see stereotypical images, is closely connected to environment and cultural background. From my experience of eight year working with same books I found that, contention of the materials and images can be helpful in rural high school, even though is tough for teacher and easily can cross the path from aims and goals, but by exposing students to things they are not used to, we do first step of crossing stereotypes.

1.4. Previous studies

When it's about teaching ESL (English as a second language) a lot of things should be taken into consideration, the course book and its contents have a main impact on students.

An instructional focus on critical literacy (CL) inspires students to become active readers and writers of cultural texts so that they can create their own meanings in order to figure and transform their social conditions (Lankshear & McLaren, 1993; Shor, 1992). However, it rarely happens to English language learners (ESL) because the resulting lack of knowledge of a foreign language prevents sub-questions of complex social and moral issues. ("Reconceptualising Critical Literacy Teaching in ESL Classrooms" Sunny Man Chu Lau, 2012, January 30. retrieved from website: <https://ila.onlinelibrary.wiley.com/doi/abs/10.1002/TRTR.01050>)

The huge role among society and cultural background has teacher and classroom, as the biggest factors in share of education. According to Motha and Lin, classrooms are places designed for students to be socially engaged, and to speak the targeted, required language L2, which are discursively constructed. (Motha & Lin, p. 16). In these social spaces, particular discourses of English are facilitated and negotiated while others are excluded". ("The construction of the universality of English within Saudi Arabian education contexts" 2016, February 01. Retrieved from website: https://fac.ksu.edu.sa/sites/default/files/the_construction_of_the_universality_of_english_within_saudi_arabian_education_contexts.pdf).

In other words, 'the classroom is an extremely important institutional setting ... where the meaning of English is constructed' (Park, p. 12). Since students become involved in teaching English, they become part of the practice and teaching of EFL, while on the other hand, despite the relatively invisible textbook, material and classroom activities that English represents as widely and global, students are involved in teaching with their personal knowledge and by conception. ("The construction of the universality of English within Saudi Arabian education contexts" 2016, February 01. Retrieved from website: https://fac.ksu.edu.sa/sites/default/files/the_construction_of_the_universality_of_english_within_saudi_arabian_education_contexts.pdf). This supports Park's argument that 'while the classroom is an extremely important institutional setting that contributes to global modernity, it is obviously not the only site where the meaning of English is constructed' ("The Local Construction of a Global Language: Ideologies of English in South Korea by Joseph Sung-Yul Park" December 2009, retrieved from website: https://www.researchgate.net/publication/263063754_The_Local_Construction_of_a_Global_Language_Ideologies_of_English_in_South_Korea_by_Joseph_Sung-Yul_Park). Teacher

among all is the connections between language and students, it's very important how teacher will present the importance of target language in rural school and society, Weedon suggests that "by entering a conversational field that is already established, individuals 'learn their methods of operation and the values which they seek to maintain are true, natural, or good" (p. 3) ("The construction of the universality of English within Saudi Arabian education contexts" 2016, February 01. Retrieved from website: https://fac.ksu.edu.sa/sites/default/files/the_construction_of_the_universality_of_english_within_saudi_arabian_education_contexts.pdf).

We can believe that anything can be solved by discussion, practice, time and effort, but we must be aware to not input wrong messages to students with certain images presented or topics in ELT books. We must always have in consideration that books are compiled by English authors who were supposed to have in consideration that books are going to be used by L2 learners which are not equal in cultural, ethnic, religious, racial, social and regional aspects. Those differences can invoke different stages of prejudice, or acceptance, among students as a result of the student's cultural background, emotional or mental state, and spiritual maturity, environmental and social influence in their growing process.

CHAPTER 2: LITERATURE REVIEW

2.1. Theories of cultural development

When we say culture, a lot of definitions come to our mind, which in itself is a very complex term. Some different definitions of culture explain how complex this term is and how difficult it is to be defined as well as how different the differences are in its definition. "Well-known English anthropologist E.B Taylor defines culture as follows: Culture is a complex whole that includes knowledge, belief, art, morality, law, custom and other benefits and ways that man has acquired as a member of society"(Defining "Culture" December 20,2006. Retrieved from website: <http://madisonian.net/2006/12/20/defining-culture/>) C. Kluckhohn and W. Kelly, American contemporary anthropologists, define culture as follows: By culture we mean those historically created selective processes that regulate human response to both external and internal stimuli. American sociologist R. Bierstedt defines and perceives culture and the concept as a complex essence in which everything we do, think or have as members of a society. According to philosopher Miloš Đurić, culture is a bridge between life and eternity. It

is therefore the regulation of various relations between subject and object, between spirit and nature, and is solved by mastering the world. As can be seen from these definitions, some understand culture as material products, others only spiritual products, still others only certain spiritual products of society, etc.

However, when we understand culture as the spiritual production of people, its essence consists of spiritual social creations. Each national culture consists of the following elements: Worldview; Value systems and orientations; Institutions within which cultural processes take place; Languages as a form of human communication; Material areas of culture.

Language is a system of symbols, an instrument of expression, but also of constituting and shaping human thoughts and feelings. Sociology, as a science of society, is also interested in the social character of speech and language. Language is an integral and very important part of culture and as such is a product of society. The social side of language and speech is visible already in the fact that languages are a means of collective communication, communication between individual members or groups in society. Speech and language have the ability to serve as a means of connecting mediation and integration, i.e. disintegration in society, already in speech through gestures, unlike verbal speech, one can sometimes sense the social relations of those people who come into mutual contact. There are differences between speech and language, but their cut-off is almost impossible. All people have the potential power of speech, but not all people speak the same language. This complex of the language and speech is very noticeable at students from rural areas, they answer shortly unconnected well, and mostly in codes. For them when they are faced with complex materials or expressions from English course books for students' understanding are enigmatic and very difficult to understand because they come from different cultures, different ways of communication and points of view, that cultural-language gap can be difficult for teacher and student too.

The essence of culture, according to S. Freud, is in limiting the possibility of satisfying the instinctive needs of community members as individuals. Personal freedom, personal satisfaction and happiness are not products of culture, because culture deals with progress and satisfaction of the social mass. Culture imposes a rejection of instincts and at the same time builds on the dissatisfaction of instinctual needs. Rejection of instincts and because of culture, dominates a wide area of social relations of people. This theory I can conclude and connect with my students, if we have a topic for example "what is love"? Which is a much discussed topic in everyday life, and love is a need for everyone, students are unwilling to talk deeply about the topic or even talk at all. The desire for discussion, sharing opinion, being part of the topic they most feel according to their ages can easily be noticed, but are afraid as a consequence of the social mass of prejudice. They have been taught for years on moral codex

and of what they can talk with others and what not, which is morally acceptable for their upbringing, the cultural and traditional world from which they themselves originate.

Most sociological research starts from the generally accepted theoretical view that tradition is an important assumption of cultural connexion or cultural development, which includes various forms of cut-offs Tradition defined as cultural continuity or as an important factor in cultural development also includes it's meaning as a process totalization of cultures.

Tradition is not and cannot be just an intergenerational process, because that can mean a positive and positivist attitude towards the values of cultural heritage. Perceived only as an intergenerational process that does not imply critical consciousness: an act of historical totalization, tradition takes on the meaning of traditionalism, but also loses its sense of non-manipulative, unused transmission of spiritual facts from generation to generation.

If tradition is defined only as unmistakable intergenerational communication, it can mean that it is defined as a simple continuity of acceptance and transmission of previously created and inherited values of cultures. It is the model of tradition in which modern cultural consciousness remains passive and uncreative. Such a static conception of tradition usually means conservation of tradition. It is the state of the spirit of culture that is recognized by the rule of exclusively national, linguistic, mythologized religious and secular values, which replaces the notion of modern nationalism and chauvinism. The defence against this spirit of culture is the preservation of the spiritual identity with openness to the achievements of the cultural creativity of other peoples. Since the term civilization serves to indicate a higher degree of material culture, it is better to keep it in that sense and abandon the notion of material culture. In this way, the term culture would mean a set of achievements in the field of spiritual goods in a particular society, especially with regard to education, teaching, science, art and sports, and the degree of their penetration among their members.

2.2. The importance of books in teaching

The textbook is the primary tool of every professor during the educational process, its didactic and methodological composition is regulated according to the curriculum, and textbook standards. However, the authors are still at liberty when writing a textbook. The quality of a textbook and the way in which social and historical reality is presented in it are assessed using various analyses. It's very important the way the course book is compiled especially for the

foreign languages because the book can give different messages or wrong output related to some topics, or can cause cultural misunderstanding.

According to Tomlinson and Masuhara in an article published in the ELT Journal (67/2) a good course book must:

- engage the learner effectively
- engage learners cognitively
- assisting students in making discoveries regarding how English is commonly used,
- assist students in using English after the session has ended
- help learners to use English as a lingua franca, (World teacher, “What makes a good course book” 10 December 2014, retrieved from website: <http://worldteacher-andrea.blogspot.com/2013/12/what-makes-good-coursebook.html>)

Also a qualitative book must contain certain element like being informative, engaging and authentically.

Informative through which we gain knowledge and necessary information, not being confusing but understandable. If book is enough informative that is also engaging students want to read and stimulate them, the text which is relevant for them. Authentically sourced texts should be adapted from different sources newspapers, magazines, etc. (World teacher, “What makes a good course book” 10 December 2014, retrieved form website: <http://worldteacher-andrea.blogspot.com/2013/12/what-makes-good-coursebook.html>)

Pronunciation is the main goal of teaching, we have to teach correct pronunciation of the word, to have qualitative learners. “Pronunciation should be integrated into a course book, so that students can communicate. If students can't pronounce words correctly, they can't use them effectively, from the lowest levels, we need to practise not just sounds, but linking, sentence stress, connected speech, etc”(World teacher, “What makes a good course book” 10 December 2014, retrieved form website: <http://worldteacher-andrea.blogspot.com/2013/12/what-makes-good-coursebook.html>) . If students face difficulties in pronunciation and knowing that this element is the key of understanding or misunderstanding in communication. We should mostly work on correct pronunciation which will also do a big part in self-confidence, while students participate.

2.3. What is understood by taboo?

The term "taboo" comes from the Tongan tapu or Fijian tabu "prohibited", "disallowed", "forbidden", (Dixon, Robert M. W. 1988) related among others to the Maori tapu and Hawaiian kapu. (Retrieved from website: <https://en.wikipedia.org/wiki/Taboo>). Its English use dates to 1777 when the British explorer James Cook visited Tonga, and referred to the Tongans' use of the term "taboo" for "anything is forbidden to be eaten, or made use of"(Cook & King 1821, p. 462) He wrote:" Not one of them would sit down, or eat a bit of any thing.... On expressing my surprise at this, they were all taboo, as they said; which word has a very comprehensive meaning; but, in general, signifies that a thing is forbidden". (Cook & King 1821, p. 348).

Incest and homicide, according to Sigmund Freud, were the only two universal taboos that formed the foundation of society. (Freud, Sigmund. Totem and Taboo, retrieved from website: <https://e.allmixo.com/detail21274075.html>) On the other hand, although cannibalism, in-group murder, and incest are taboo in the majority of societies, exceptions can be found, such as marriages between brothers and sisters in Roman Egypt (retrieved from website: <https://e.allmixo.com/detail21274075.html>).

In modernization some argue that modern western multicultural societies have taboos against tribalism (for example, ethnocentrism and nationalism) and prejudices (racism, sexism, and religious extremism). (Putnam, Robert D. June, 2007. "Diversity and community in the twenty-first century" p.137-174)

Nowadays taboo has changed its forms but has kept the connotation of something prohibited with an added version of shame. In a lot of documentary programs of taboo we can see that within modernization taboo is more related to being different, scared of being rejected, or knowing that certain thing is going to be judged. Examples of nowadays taboo are love among trees, or walls, or certain objects, being intimate with objects. Topics that are non-sensual, unacceptable, for certain cultures or areas. In some way it has converted to a different form among the ones that were strict as mentioned above.

2.4. Tribalism and its meaning

The state of being organized by, or advocating for, tribes or tribal lifestyles is referred to as tribalism. People naturally retain a social network, as contrast to large civilizations, where human evolution has mostly occurred in small groups (Macmillan Dictionary. 2018). Nationalism can also refer to a mode of thinking or acting in which people prioritize loyalty to their social group over all else, or, more derogatorily, a form of discrimination or hatred based on group differences in popular culture (Merriam-Webster Dictionary. 2018) retrieved from website: <https://dbpedia.org/page/Tribalism>

The term "tribe" can refer to an extended family group or clan with a common progenitor, as well as a group of people who share common interests, lifestyles, and habits. The human tendency to form friendship networks with people of similar occupations, interests, and habits according to McPherson, M.; Smith-Lovin, L.; Cook, J. M. (2001) "Birds of a Feather: Homophily in Social Networks". *Annual Review of Sociology*. 27: 415–444.

Some tribes are found in geographically close locations, such as villages or small groupings. Tribalism refers to the control of a strong cultural or ethnic identity that distinguishes one group's members from those of another. Based on strong relations of closeness and kinship, members of a tribe tend to possess a strong feeling of identity. Objectively, for a customary tribal society to form there needs to be ongoing customary organization, enquiry and exchange (Kanakasena Dēkā 1993. Assam's crisis: myth and reality, p. 90). However, intense feelings of common identity can lead people to feel tribally connected. (Kanakasena Dēkā 1993 p. 90)

CHAPTER 3: RESEARCH METHODOLOGY

Action research is a process that aims to investigate issues in a variety of contexts by developing ideas to improve or overcome the issues, that is, it seeks to analyse teachers' classroom investigation regarding both teaching and learning process and the changes that may or possibly occur. In this chapter the main aims of the research were presented using research questions; analyses of the 1st book New Headway Pre-Intermediate for 1st grade students, also second book New Headway Advanced for 4th grade students; hypothesis, the participants; instruments and research procedure.

3.1. Purpose of the study

The aim of research was to show how course books through it can debunk stereotypes and taboos to students of rural areas, in rural high school" Negotine" – in village Negotine. Through certain topics and images that will be presented below, analyses of book content with the result of questionnaire we can have a clue over the importance of course book content.

Main purpose was to put a spell that students that learn in particular school are teenagers from different villages or highland, with conservative educational background, and their perception of some topics that for the author of the English course book maybe we're not known, or taken in consideration, that most of the countries are in some way provincial. Also the difficulties professors have through teaching them, or presenting them in the best understandable light.

3.2. Research questions

This research will have to answer some questions, such as:

- How stereotypes and taboos are represented in current EFL textbooks in high school?
- To what degree do these textbooks demonstrate unpleasant topics for rural students?
- Are students satisfied with course materials confronting stereotypes and taboos?

3.3. Research hypothesis

1. The current EFL course books used in High School in Macedonia help students to break down prejudices and deal with stereotypes and taboos.
2. Certain taboo topics for rural society help expansion in broadening the cultural spectrum of other cultures and avoiding stereotypical visions among previous visions.

3.4 Research design and Methodology

The instruments for this study will include two English textbooks for the first grade, and fourth grades of secondary school. The both books “New Headway” are written by two native speakers of English, Liz and John Soars intended for 1st grade learners Pre-Intermediate, and Advanced for 4th grade learners, published in 2005 by Oxford University Press.

The study will be mainly a descriptive research including qualitative class observation of the topics presented across some categories: professions, appearance, love, personality traits, family roles and divorce analysing certain images and topics that may contain stereotypical segments or taboo topics. After finishing with this process, the study will also use quantitative research instruments. Questionnaire was designed with the Likert Scale with five multiple choice answers from strongly disagree, disagree, neutral, agree, and strongly agree, to maintain to sixteen given statements.

3.4.1 Participants

Participants of this research are students of secondary school gymnasium "Negotine" in village Negotine. In questionnaire and class observation, 27 pupils of first grade from different nearby villages and highland, and number of pupils of fourth grade are 24 in total, also from nearby villages and highland. Total number of students is 51. As a consequence of migration in this area of Polog, the number of students in rural school has decreased.

3.4.2 Instruments

The instruments used for this research are a quantitative questionnaire compiled with Likert Scale multiple choice answers, also and two books used in teaching English language "New Headway" third Edition Pre-Intermediate and Advanced, pressed by Oxford University Press in 2005 by Liz and John Soars.

CHAPTER 4: DATA ANALYSIS

4.1. Analysis of 1st book New Headway third edition Pre-Intermediate

This book is written by two native speakers Liz and John Soars, pressed and published in Oxford University in 2005. It's very important to mention that the book is compiled by authors whose intention was to create diversity in content, but also was not well compiled for those cultures that are lagging behind in development and are very patriarchal, limited in their acceptance of diversity and prone to prejudice as a defence mechanism. For one rural area the most important element of their codex is morality. Through part of materials presented with images will be analysed content of it and perception of pupils from rural areas.

4.1.2 Figure 1

READING AND SPEAKING

A blind date

1 What's your star sign? Find out all the star signs in the class. Which is the most common? Do you think it's interesting or necessary to know the star sign of your boyfriend/girlfriend?

2 Look at the photos and headings in the newspaper article. What is a blind date? What does the Evening Star do? Who are the people? What are their star signs?

3 Work with a partner. Read about Matt and answer the questions.

- 1 What is his job? Does he enjoy it? How do you know?
- 2 What did he do after university?
- 3 Why does he like being back in London?
- 4 Where does he go in summer? Why?
- 5 What does he like doing there?
- 6 What does he do in London at weekends?
- 7 Who is his perfect partner? What is most important?

4 Read the information about the three girls carefully. Who do you think Matt will choose? Why? Discuss your ideas with your partner and then the class.

10 Unit 1 • Getting to know you

Blind Date

Who is looking for the perfect partner this week?

MATT 29, a climate change scientist from Balham, South London
Star sign: CAPRICORN

I travel a lot in my job. I go to meetings and conferences all over the world. It's great for me, because I studied oceanography and environmental science at university. After university I spent a lot of time at sea on scientific research ships. Now I'm back in London, it's much better for my social life. I have a lot of friends.

But I miss the sea, so, in summer, when I want to relax, I like going to the coast, and sometimes I spend the weekend camping with friends, having barbecues and diving or surfing. It's great to get away from the city and go to a different world.

I also enjoy weekends in London. I like meeting friends, having a few beers, going to a football match. I'm an Arsenal fan. I sometimes go clubbing but not very often, and I love Indian food. I go to an Indian restaurant at least once a week.

Who is his perfect partner?
My perfect partner is outgoing, funny, and good to talk to. She dresses nicely, but isn't too worried about fashion. Someone who enjoys having a good time in the city but also likes travelling, sports, and country life. This is very important to me.

Every week the **EVENING STAR** helps a single person choose the perfect partner and have a date in an expensive restaurant. The couple then tell the **STAR** what happened.

Who do you think Matt will pick from these three lovely girls?

MIRANDA 29
Star sign: SCORPIO

Lives: Camden Town, North London

Job: A lawyer, loves her job, but it's hard work so she needs to relax.

Interests: Dancing, going to clubs, pubs, and the cinema. Meeting friends to exchange news. (I have lots of friends.) Visiting art galleries sometimes.

Hates: Men who are crazy about football.

Clothes: Loves designer clothes. 'I spend too much money on clothes.'

Food: Italian, French, and a McDonald's 'but only after a night out clubbing!'

Love life: Lots of boyfriends. Last relationship ended a few weeks ago.

Perfect partner: Good-looking, good fun and good to talk to.

BETH 25
Star sign: PISCES

Lives: Clapham, South London

Job: Bookstore manager, 'I love working with books.'

Interests: Reading, the theatre, art galleries, cycling (I cycle to work), and walking. 'Sometimes I really need to get out of London and walk in the country.'

Hates: 'I can't think of anything.'

Clothes: Comfortable. 'I like to look nice but I don't think too much about clothes.'

Food: Vegetarian. Loves Indian food because 'there are so many delicious 'veggie' dishes.'

Love life: One long relationship, ended six months ago.

Perfect partner: Someone who's kind and good to talk to, who likes both town and country life.

HOLLY 30
Star sign: CAPRICORN

Lives: Canary Wharf, by the River Thames

Job: Fashion designer. 'I started studying art history, but changed to fashion design.'

Interests: Travelling, skiing (I'm learning to snowboard now), going out with friends to restaurants, bars, and clubs.

Hates: People who smoke.

Clothes: Of course, I love clothes. I always try to look good, but I like to be casual and comfortable sometimes.

Food: Loves all food. 'It's a problem, I just love going out to restaurants, all kinds.'

Love life: Two long relationships. One just finished.

Perfect partner: Good-looking and good fun. Someone who likes sports, travel, and adventure.

Listening

5 **1.6** Listen to Matt. Who did he choose? Why? What happened on the date? Are they going to meet again?

6 **1.7** Listen to the girl he chose. What impression do you get of the couple? What kind of people are they? Do you think they will stay together? Why?

Language work

A friend arranges a blind date for you. Write questions to ask your friend about your date. Use all of these question words. Compare questions with another student.

Who...? What...? Why...? When...? Where...? How...?

What do you think?

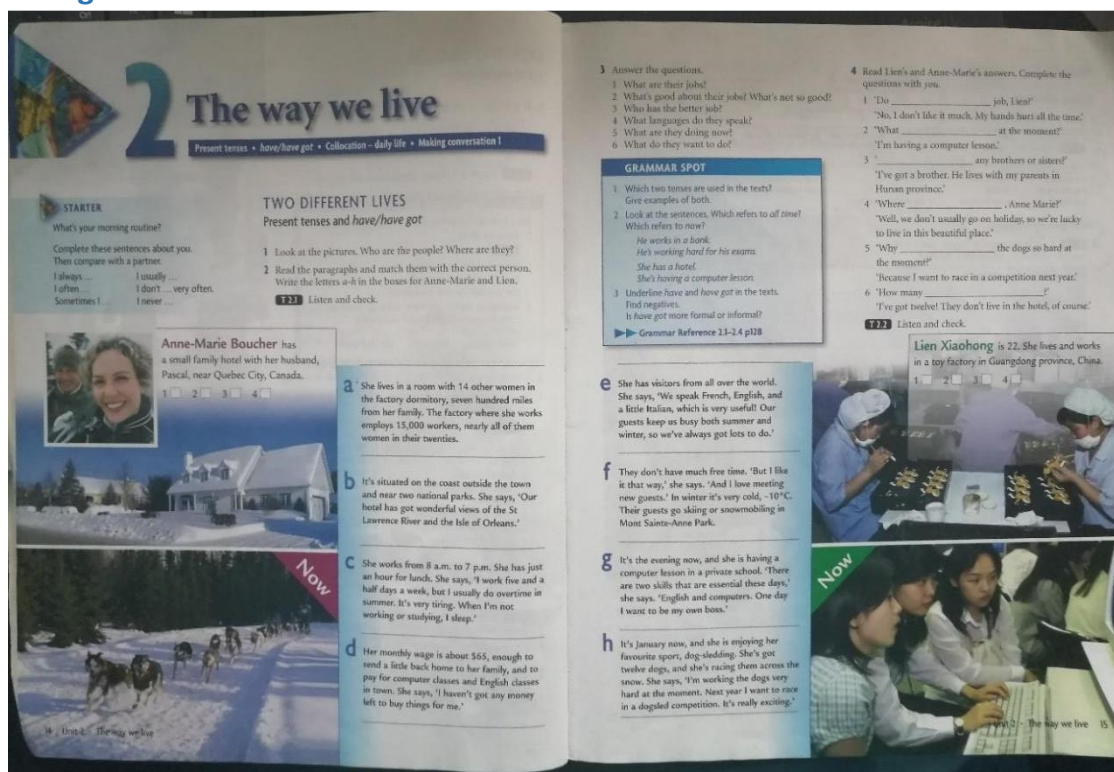
- Are blind dates a good idea? Why? Why not?
- Why do people go on blind dates?
- Do you know anyone who has been on a blind date? Was it successful?
- Would you like to take part in a newspaper blind date like this one?

Unit 1 • Getting to know you

Source: "New headway" Pre-intermediate.2005.p10-11

In this text we can firstly notice the dominance of male figures who are searching for a female partner through blind dates, related also to the zodiac sign. According to some academics, an anthropological point of view can be approached through cultures and geo-cultural locations. There are several estimates of what percentage of each country's population believes that common moral issues are acceptable, objectionable, or not moral at all. Each percentage relating to the moral issue's importance changes substantially depending on the culture in which the moral issue is presented. Moral relativism adherents believe that moral values are right or bad only in the context of a certain viewpoint, such as a cultural community. (Peterson, Christopher, and Martin E. P. Seligman, *Character Strengths and Virtues*. Oxford University Press, 2004 website: <https://en.wikipedia.org/wiki/Morality>). In the case of cultural and religious aspects of this rural area the zodiac signs are taboo, because pupils belong to monotheistic religion, believing in One God. And the fact that a person's believe in the zodiac sign and through it chooses a partner for which it is believed that is only meant to be by destiny is against moral codex and perceptions among this area.

4.1.3. Figure 2



Source: "New headway" Pre-intermediate.2005.p14-15

According to Chakkarath, Pradeep 2010 "Within psychology and across other disciplines, different conceptualizations and theories of stereotyping exist, at times sharing commonalities, as well as containing contradictory elements, even in the social sciences and some sub-disciplines of psychology, stereotypes are occasionally reproduced and can be identified in certain theories, for example, in assumptions about other cultures".(Chakkarath, Pradeep, 2010 "Stereotypes in social psychology: The 'West-East' differentiation as a reflection of Western traditions of thought" psychological studies p.18-25.)

Always in students mind when mentioning china is poorness, jobs low payment, fake things, quantity, gender discrimination or sexism among female babies, etc. The text and its message, should be the one that will present the leadership in marketing and trade China holds nowadays. China should not always be presented only in way of its province, because that is ethnical discrimination among nationalities, even though it can bring a good message like how students are diligent, they care about the small contribution they make to themselves and their families in the province. But the content of the text and images contain huge contrast in itself, it mostly presents the struggle and difficult life of female characters.

4.1.4. Figure 3



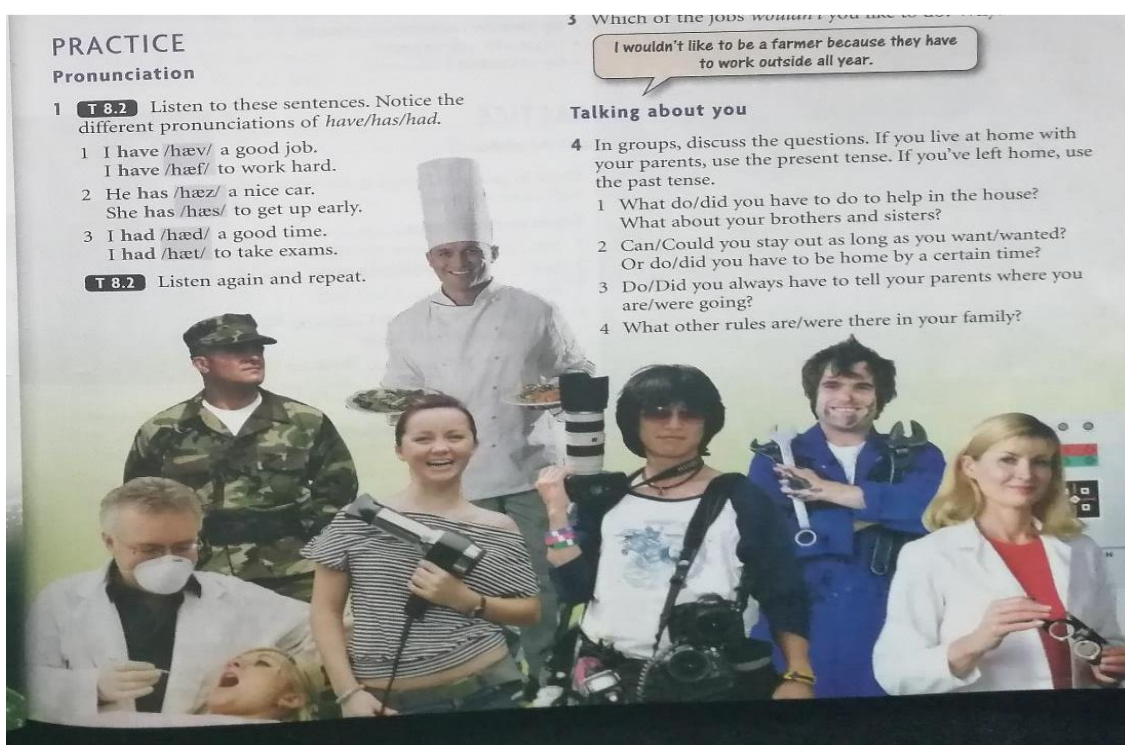
Sources: *New Headway, Third Edition Pre-Intermediate 2005 p.66-67.*

This text can be a debunker of stereotypes in some way, because it shows courage in gender stereotyping related to professions, but in some cultures this can evoke mocking of a male character because culturally man is the one that should be “macho” always, not “manny”. On the other hand in some aspects we still have stereotypes by presenting a male too much “sterile and pimping” with pink t-shirt, too much feminization, and female character the one that is much more masculine according to wearing. Characters to be completely debunkers of stereotypes have to contain the appearance of typical male and female character by not implying arguable elements.

According to Hayakawa, S. I. (1950) The danger in stereotyping lies not in its existence, but in the fact that it can become a substitute for observation and a misinterpretation of a cultural identity.(Hayakawa, S.I. 1950, *Recognizing Stereotypes as Substitutes for Thought*". A Review of General Semantics. p, 208–210.)

As conclusion of both spheres among text and design of containing stereotypical elements and in other aspects debunked of it. It can be useful as debunking stereotypes because students will understand that even in the most developed countries and cultures of diversity they still face prejudice and that we must learn to deal with them, to choose our path that is the best for us not for society. I believe from aspects of chosen characters in images by authors, rural areas are not only one in labelling and criticizing, also in other developed countries' those characters would be questionable .

4.1.5 Figure 4



Sources: *New Headway, Third Edition, Pre Intermediate 2005, p.63*

Crossing the gender gap can be problematic if it's not cause an economic crisis in the family. Because we are still attached to jobs that are typical for male and female, even though a lot of companies' employees are a person only by their gender not by their ability, there is still an obvious presence of sexism. In this image we can see typical professions made by male and by female, in accordance with what is mentioned above. Even though in everyday life we have

more male hairdressers than female, women soldiers, female chefs, etc. in this lesson are shown professions traditionally done by male and female.

4.2. Analysis of second book, New Headway Third Edition Advanced press 2005

In this course book we have more presentation of taboos for this particular rural area, facing difficulties to explain them and bring the right message without debunking the codex of what student are able to understand in case to not indicate misunderstanding, but as teacher believe that both books with their images help students to face something that they haven't faced before, and relieve them from prejudice and borders they have. First step of relief is facing it, talking about it.

4.2.1. Figure 1

The image shows a page from a textbook titled "5 Love is ...?". The page features a large number "5" and the title "Love is ...?". Below the title, there is a subtitle "Ways of adding emphasis · Proverbs and poetry · Getting emotional". A handwritten note in blue ink says "special importance, value, or prominence given to something." The page is divided into three horizontal sections, each containing a different image: a woman looking in a mirror, a woman holding a cat, and a couple in wedding attire. Below these images, there are three numbered text boxes with questions. The first box asks students to work with a partner and describe the types of love portrayed. The second box asks which types of love they have experienced. The third box asks about soul mates. The page number "47" and the unit title "Unit 5 - Love is ...?" are visible in the bottom right corner.

5 Love is ...?
Ways of adding emphasis · Proverbs and poetry · Getting emotional

special importance, value, or prominence given to something.

STARTER

1 Work with a partner. Look at the pictures. How would you describe the types of love portrayed? Which do you think are the deepest forms of love?

2 Which have you experienced in your life? Share some experiences with the class.

3 What is a *soul mate*? Have you found yours?! Do you know any couples who you would describe as *soul mates*?


Unit 5 - Love is ...? 47

Source: New Headway, Third Edition, Advanced 2005 press.p47

Conceptually and in principle, morality and a religious value system are two distinct kinds of value systems or action guides according to Childress, James F.; Macquarrie, John, (1986, p. 401). This photo was intentional took by students books because we can see that part with *religious symbol is circled*, this may have not to do with stereotypes or taboos but part that students feel sensitive because for international book made for foreign cultures and countries too, must contain and symbol of other religions or neither to be used, because it makes students feel discriminated and sensitive.

4.2.2 Figure 2

LISTENING AND SPEAKING
Getting married!



1 Look at the photos of three weddings and describe them.

2 What do you think are good reasons to get married? What do you think are bad reasons? Discuss ideas with the class.

3 This is Pratima Kejriwal, an Indian lady who had an arranged marriage. What would you like to know about her marriage? Write questions with a partner.

Who arranged the marriage?
How old was she when she married?

SPOKEN ENGLISH Other question forms

1 What is unusual about these questions from the interview?

And your father arranged your marriage?
And this one your father chose?
He had to?

These are *declarative questions*, and are used when the speaker thinks he/she has understood something, but wants to make sure or express surprise. Find more examples in the tapescript on p132.

2 Look at this question from the interview.

For my sister, my elder sister, he saw over one hundred men before ...
He saw how many?

What emotion does this question form express? Make similar questions in reply to these statements.

1 My friends went to Alaska on holiday. *They went ...?*

2 I got home at 5.00 this morning.

Source: New Headway, Third Edition, Advanced 2005 press.p65

Some studies conclude that social dominance theory makes precisely this argument in studies of support for group hierarchies, especially gender hierarchies appear unavoidable, but race, ethnicity, and religious hierarchies are arbitrary sets (Sidanius & Pratto, 1999). In the first photo of text students notice a high range of culture, in second the traditional marriage and culture, and the third photo according to students' present frivolity and disrespect for the institution of marriage.

4.2.3. Figure 3



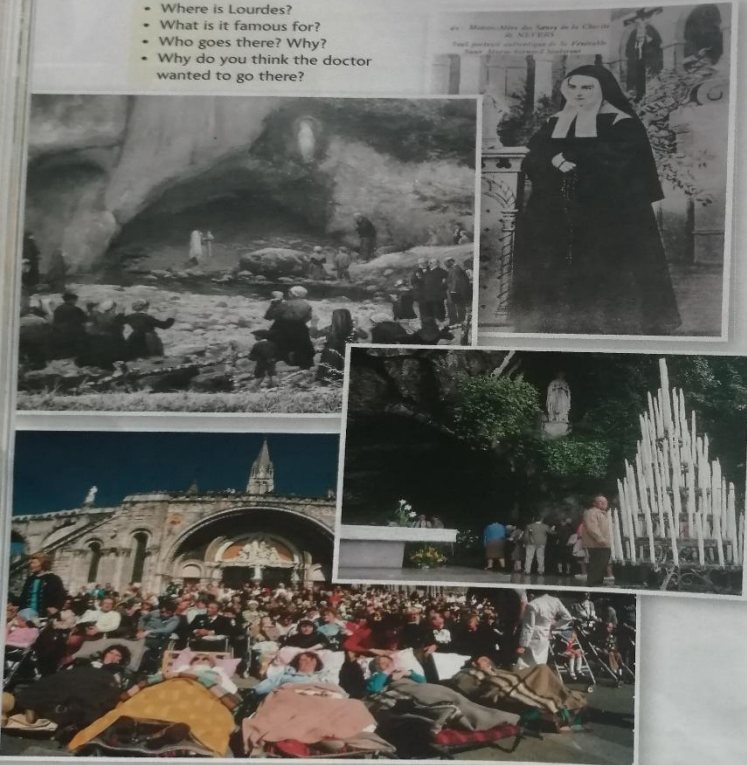
Source: New Headway, Third Edition, Advanced 2005 press.p49

In this text we face difficulties during teaching because the material contains about fateful attractions, where the female character starts by: "I was bored, so I decided to send a text message to a random number and see what happened. Don't ask me why-it was a real spur of the moment thing. I typed in "feel like talking?" and waited to see if anyone would reply. To my amazement, someone did- a guy. He just typed "yes". (Cited from New Headway, Advanced p.48). Students in rural areas don't feel comfortable to talk much about relationships. This can also give them bad moral message because nowadays all are obsessed with social medias and someone can take it for granted and believe that is good way according to story of couples who fall in love and get married... and students can argue it by saying it's part of education, their age is very critical and prone to mistakes.

4.2.4 Figure 4

LISTENING AND SPEAKING
Do you believe in miracles?

- 1 What stories of miracles do you know? Do you believe miracles can happen? Are there any rational explanations for these phenomena?
- 2 Look at the pictures of pilgrims. Where are they? Which religion do they belong to?
- 3 Dr Raj Persaud, a consultant psychiatrist at a London hospital, visited Lourdes to make a radio programme.
 - Where is Lourdes?
 - What is it famous for?
 - Who goes there? Why?
 - Why do you think the doctor wanted to go there?



- 4 These words are in the programme. Do you think they refer to?
 - reverential
 - introspective atmosphere
 - in wheelchairs or borne on stretchers
 - sanctuary
 - 1858
 - six million people every year
 - paralysed
 - multiple sclerosis

T 12.4 Listen and check your ideas.

- 5 **T 12.4** Listen again and answer the questions.

Part one

- 1 What strikes Dr Persaud most? This surprising?
- 2 What are some of the statistics? Quotes?
- 3 What does the sanctuary consist of?
- 4 What did Bernadette see?

Part two

- 5 What is special about the spring Bernadette discovered?
- 6 Why is Dr Persaud puzzled?
- 7 Why, according to Andrew Wall, are Christians divided?
- 8 What is the miracle that he quotes?

Part three

- 9 What were Jean-Pierre's early symptoms?
- 10 What happened in 1984? What were the stages of his cure?

Part four

- 11 What, for Dr Persaud, is the danger of modern medicine?
- 12 What is his explanation of the attraction of Lourdes?

What do you think?

- The programme began with the question: 'Can miracles exist in the age of science? What is your opinion? Can miracles only have existed in the past?' Do you think there is a conflict between science and religion? What different theories of the creation of the universe do you know?

114 Unit 12 • Life goes on

Source: *New Headway, Third Edition, Advanced 2005 press.p114*

In figure 4 are presented the religious segments through believing in miracles, and are also presented religious symbols. For rural areas and non-Christian believers it's hard to deal with the topic, because they can't value something they don't know about, they can't express an opinion of something they were learned to respect but not discuss and believe. If the point of the book is to be learned by all kinds of pupils in different areas, cultures, religion, race etc. should have added other religious aspects of Muslims, Buddha, Atheist, Catholics for instance to avoid misunderstanding and to give students a commodity to participate and find itself involved in the topic. Educational books must present respect for all kinds of believers.

4.2.5 Figure 5

LISTENING AND SPEAKING
I have nothing to declare but my genius!

1 Read these quotes from Oscar Wilde, a well-known Anglo-Irish writer famous for his sayings. What impression do you form of Oscar from them?

- ‘To love oneself is the beginning of a lifelong romance.’
- ‘There is no such thing as an immoral book. Books are well written, or badly written.’
- ‘There is only one thing in the world worse than being talked about, and that is not being talked about.’
- ‘I never travel without my diary. One should always have something sensational to read on the train.’
- ‘I can resist anything but temptation.’

2 Are these statements about Oscar Wilde true or false? Discuss with a partner.

- 1 He was a famous 20th century writer.
- 2 He wrote plays, poetry, and prose.
- 3 His most successful plays were comedies.
- 4 He never married.
- 5 He was imprisoned because of his political beliefs.

3 Read the biodata of Oscar Wilde and check your answers. Which play is considered to be his masterpiece? What is the meaning of the words *earnest* and *Ernest*? What is their pronunciation?

OSCAR WILDE
1854–1900

An Irish-born English poet, novelist, and playwright. His greatest success was in the theatre with his shrewd and sparkling comedies, such as *Lady Windermere’s Fan* (1892) and *An Ideal Husband* (1895). *The Importance of Being Earnest* (1895) is considered to be his masterpiece. Based on the double meaning of the name Ernest, it is an attack on people who take themselves too seriously. Wilde married in 1884 and had two sons. However, in 1895 he was imprisoned for two years for homosexual practices. On his release in 1897 he went to live in France. He died in Paris in 1900.

22 Unit 2 • Never lost for words!

Source: *New Headway, Third Edition, Advanced 2005 press.p22*

Oscar Wilde one of the greatest figures in English literature, the aim of lesson was to present his short biodata and part of his great work, but in highly spelled his imprisoning for homosexuals practices, both in biodata and questions (activity nr.2, question 5). Even though nowadays we have a battle between straight and homosexuals, most consequence is because of religious aspects, moral and traditional, where homosexuals should be banned by society, even though in rural areas of Polog or any other place have existed, still are, and will be the huge number of “hidden” homosexuals. Two of these travelers, Rifa'ah al-Tahtawi and Muhammad as-Saffar, show their surprise that the French sometimes deliberately mistranslated love poetry about a young boy, instead referring to a young female, to maintain their social norms and morals.(El-Rouayheb, Khaled (2005).

The annual Pride Parade in support of homosexuality takes place in Tel Aviv. (Grant, Anthony (2 July 2010).

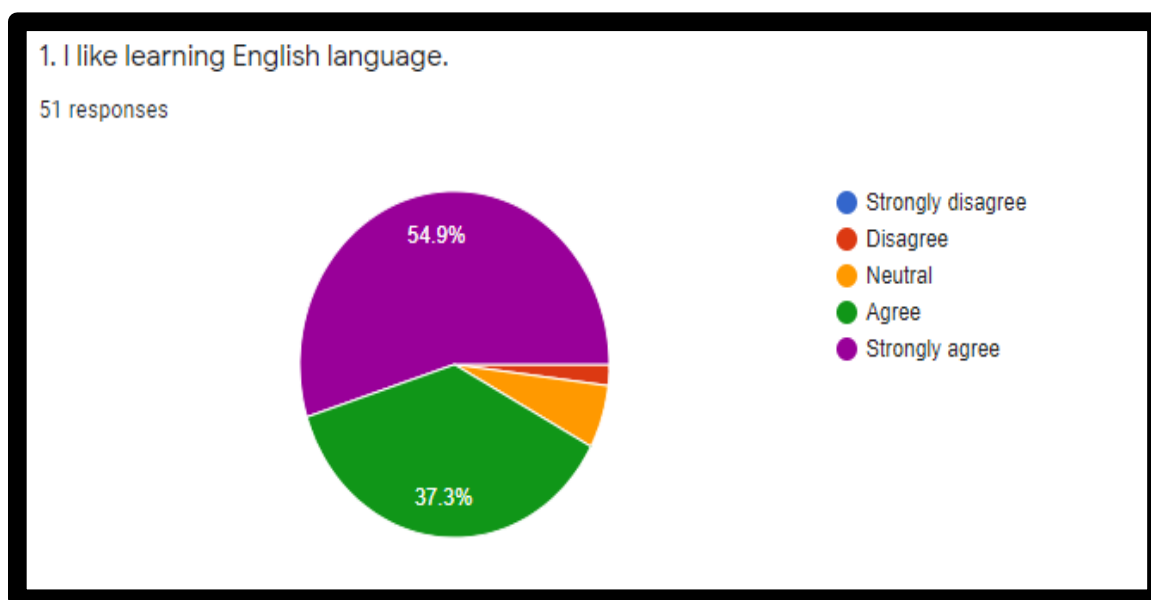
On the other hand, many governments in the Middle East often ignore, deny the existence of, or criminalize homosexuality. Homosexuality is illegal in almost all Muslim countries. (Steven Eke (28 July 2005). Same-sex intercourse officially carries the death penalty in several Muslim nations: Saudi Arabia, Iran, Mauritania, northern Nigeria, and Yemen. (*"7 countries still put people to death for same-sex acts"*). In the pre- Islamic period in ancient Sumer, a set of priests known as gala worked in the temples of the goddess Inanna, where they performed elegies and lamentations. (Leick, Gwendolyn (2013). Gala took female names, spoke in the eme-sal dialect, which was traditionally reserved for women, and appear to have engaged in homosexual intercourse.(Roscoe, Will; Murray, Stephen O. (1997). According to Dynes, Wayne (1992), Held, George F. (183). Wayne R. Dynes & Stephen Donaldson and Kilmer, Anne Draffkorn (1992). Many Melanesian societies, however, have become hostile towards same-sex relationships since the introduction of Christianity by European missionaries according to Herdt, Gilbert H. (1984), p.128-136. .

Even its existing from the beginning of humanity, the concept of homosexuality is still unacceptable, for many places exist battle between accepting differences, and is still considering one of me most taboo topics still, especially for rural areas globally in territory of Balcan. Mentioning it through the figure of great writer such is O. Wilde, this unable you to bring greatness of the writer and bring the right concept of his work, because for rural student this is taboo, unacceptable and undiscussable, because first what they will do is bring in surface the wrong connotation by connecting Oscar Wilde and homosexuality, more over than his greatness. Also for me is to “blame” the authors for implicating twice this unnecessary element.

4.3. Analysis of the questionnaire

Questionnaire was conducted in Likert Scale with multiple choice answers, from strongly disagree, disagree, neutral, agree, and strongly agree. Total number of the participants was 51, students from 1st and 4th grade high school gymnasium in village Negotino-municipality of Vrapciste, average age of pupils are 15 till 18 years old. The aim of questionnaire was to prove that according to all cultural, moral, and traditional segments of those student and also from those presented from the English textbooks as above, to be checked if course books, taboo topics, and stereotypical elements help students in bordering their cultural spectrum, or it more close them in their cultural consciousness. Questionnaire contains 16 general questions related to their point of view over the English language subject and the course material.

4.3.1. Results and analysis of 1st question



Sources: from Likert Scale questionnaire/ google forms

First question was a statement in general related to their likeability of foreign target language. From 51 participants in total, by this result we can conclude that what is most important is that students like English language as a subject.

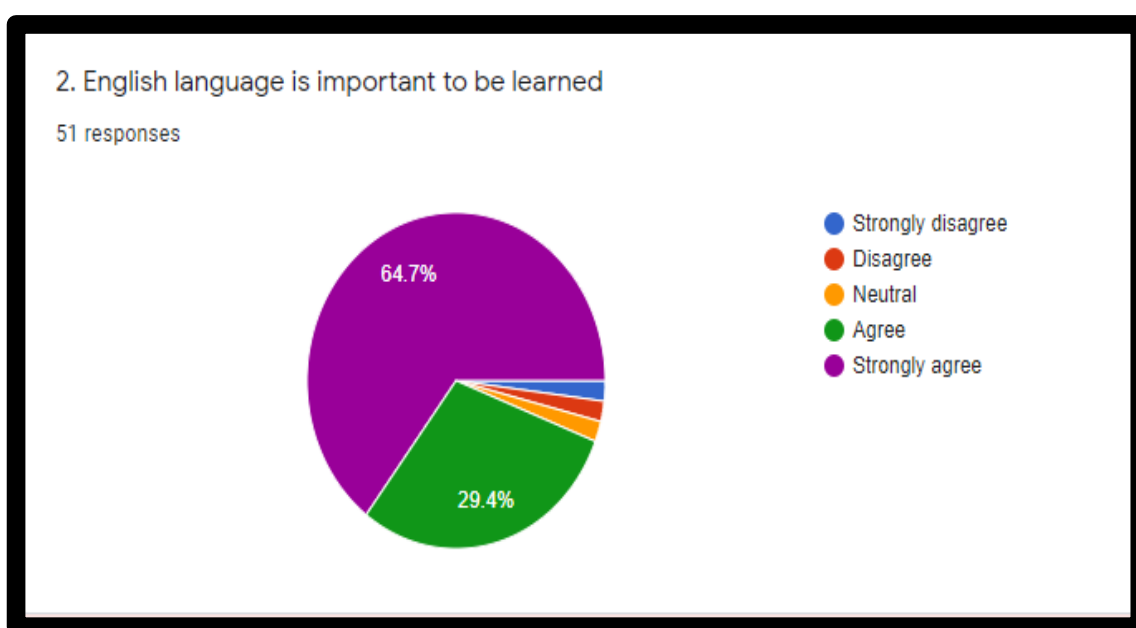
54.9% or 28 participants “strongly agreed”,

37.3% or 19 participants “agreed”,

5.9% or 3 participants were” neutral”

2% or 1 participant “Disagreed”.

4.3.2. Results and analysis of 2nd question



Sources: from Likert Scale questionnaire/ google forms

By second statement the aim was to see if students are aware of the importance of English language or they consider it just one of the scholar subjects. From the presented result we can conclude that:

64.7% or 33 participant were declared with “strongly agree”

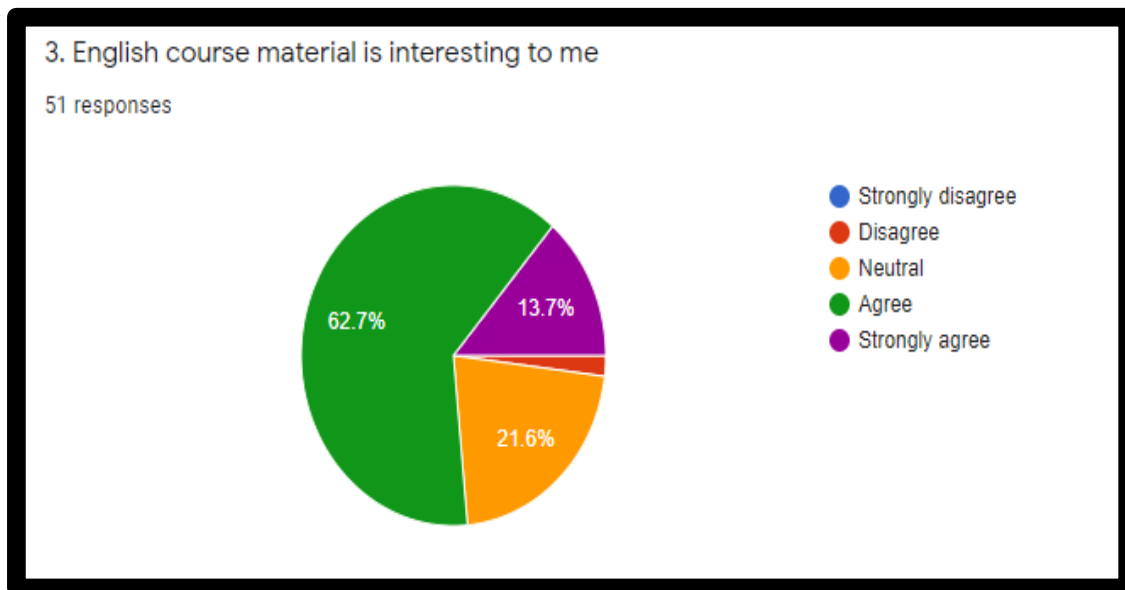
29.4% or 15 participant “agreed”

2% or 1 participant is” Neutral”

2% or 1 participant “Disagreed”

2% or 1 participant “Strongly disagreed”.

4.3.3. Results and analysis of 3rd question



Sources: from Likert Scale questionnaire/ google forms

The aim of third statement was to check if they find course material interesting to be taught or they find it disturbing or not appropriate etc. we can see from presented result that:

62.7% or 33 of participant “agreed”, where

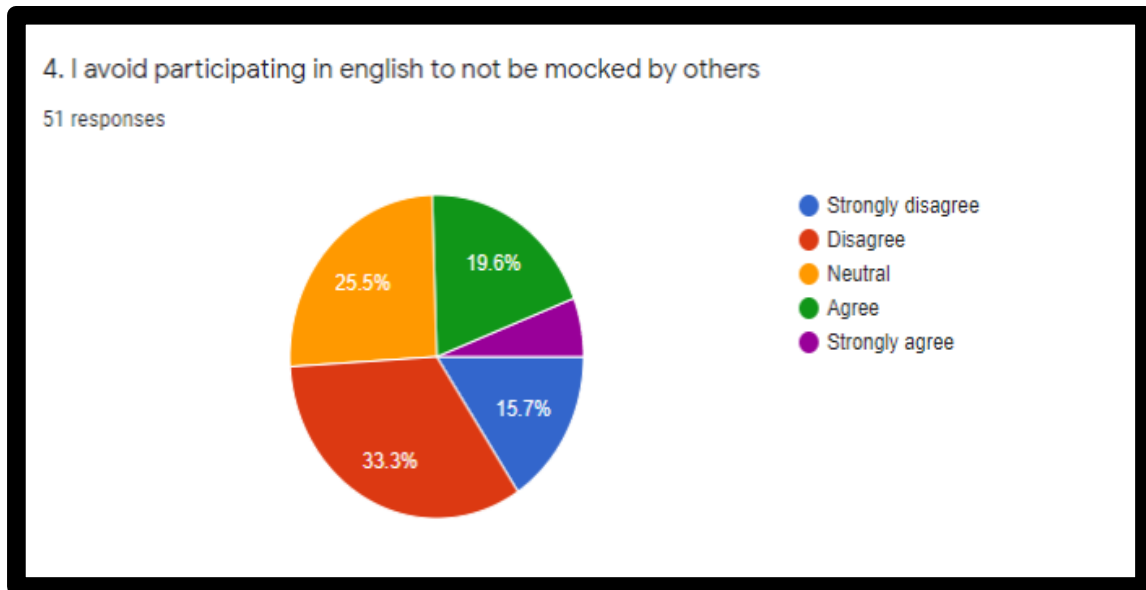
13.7% or 7 participant “strongly agreed” and

21.6% or 11 participant are declared with “neutral” and only

2% or 1 participant “Disagreed”.

In general, 40 participants out of 51 students find material interesting which is very important for learning a second language, just 21% or 11 participants are possibly those who are more culturally bound to, region and own culture, and find difficulties in understanding material.

4.3.4. Results and analysis of 4th question



Sources: from Likert Scale questionnaire/ google forms

By the 4th statement the aim was to check student's emotional feeling which is very important in rural schools where we have students from rural areas who are more complex in the emotional aspect of speaking in front of others, in fear of not being mocked, or judged over their opinion.

33.3% or 17 participants "Disagreed",

15.7% or 8 participants "strongly disagree"

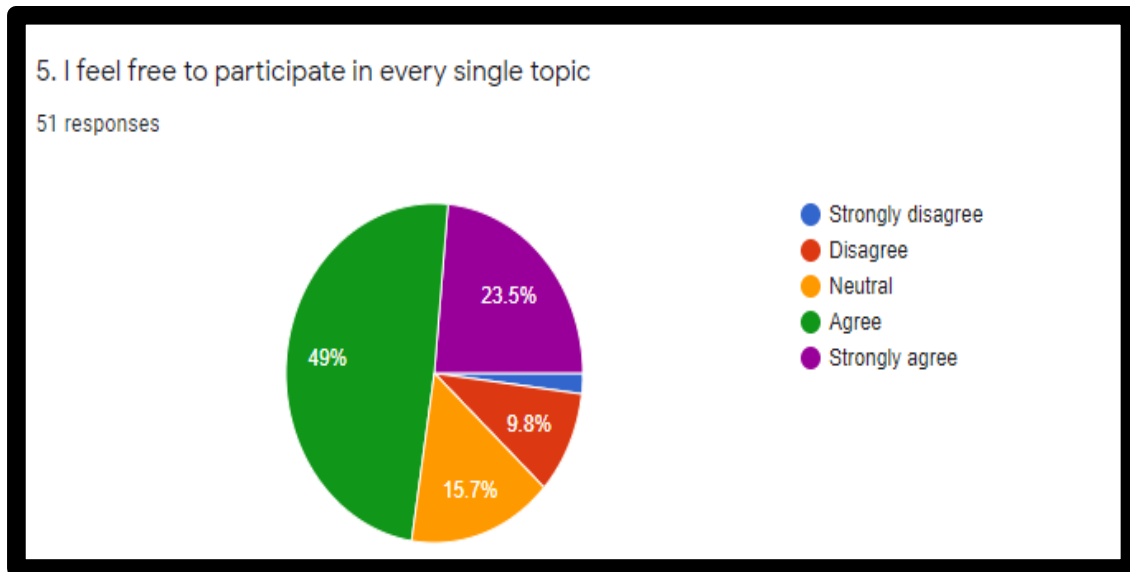
25.5% or 13 participants "neutral"

19.6% or 10 participants" agreed"

5.9% or 3 participants "strongly agreed"

In general, dominant percentages are of those who disagree which is very important because when students participate in any topic we can have a qualitative class, facing stereotypes and taboos about issues they may face.

4.3.5. Results and analysis of 5th question



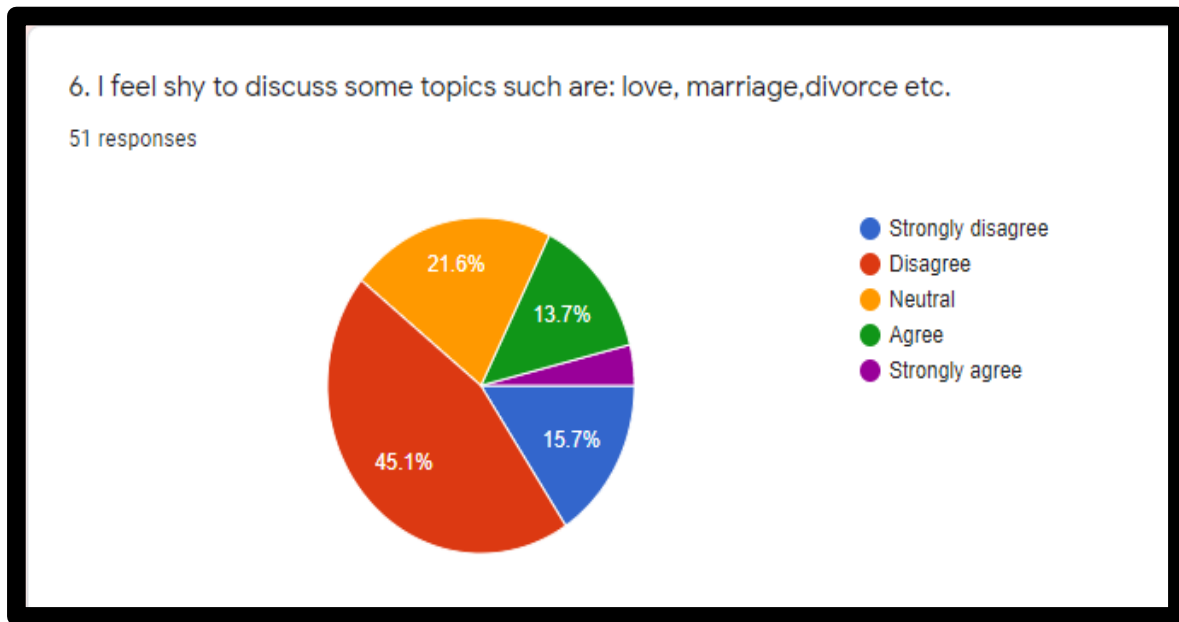
Sources: from Likert Scale questionnaire/ google forms

Communication is key element in teaching second language according to Livingstone C. “Challenging speaking abilities — both fluency and accuracy — is eventually the aim of communicative method as it focuses on student and on the student’s linguistic needs, meeting clear-cut objectives set by the trainer after the student’s needs analysis”

According to this statement,

- 49% or 25 participant “Agreed”,**
- 23.5% or 12 participant “Strongly agreed”,**
- 15.7% or 8 participants were “Neutral”,**
- 9.8% or 5 participant “Disagree”**
- 2% or 1 participant” Strongly disagree”.**

4.3.6. Results and analysis of 6th question



Sources: from Likert Scale questionnaire/ google forms

In this statement the aim was to see how students feel about certain topics presented in textbooks that for this rural area are still taboo, and clearly can be seen that the 60.8% of participants don't feel shy to participate in those topics, which is beneficial in realization of successful teaching.

15.7% or 8 participants” Strongly disagree”

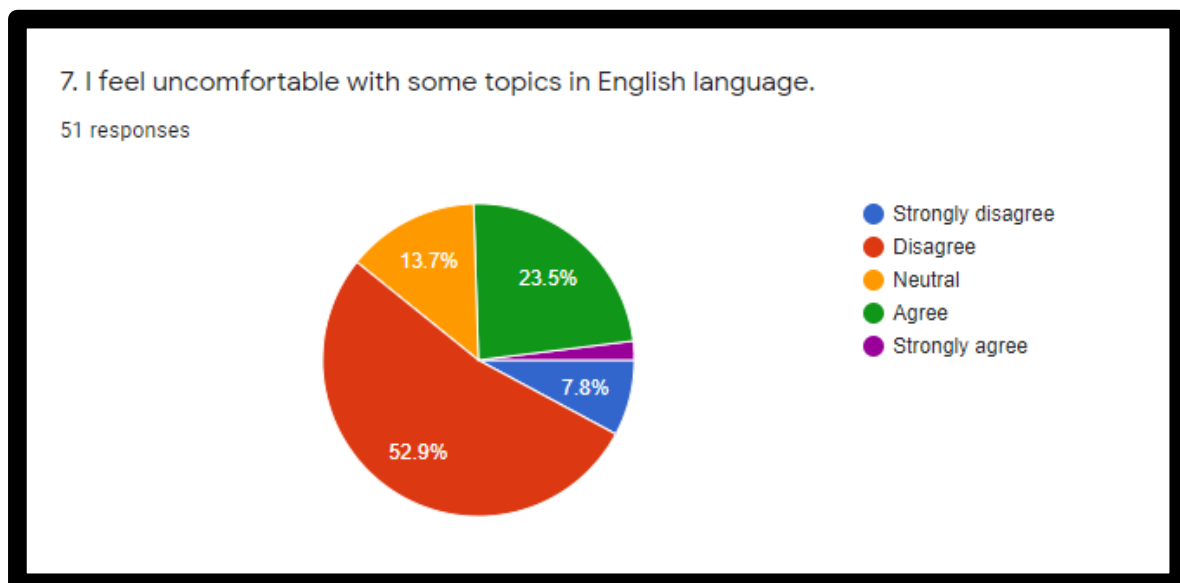
45.1% or 23 participant “Disagree”

21.6% or 11 participant “Neutral”

13.7% or 7 participant” Agree”

3, 9% or 3 participants” Strongly agree”

4.3.7. Results and analysis of 7th questions



The 7th question is similar to the 6th one, but in 6th one was pointed out some of the mentioned topics, and in this statement the aim was to see if they in general feel uncomfortable with topics in English language. And the result shows next:

7.8% or 4 participants” strongly disagree”

52.9% or 27 participants “disagree”

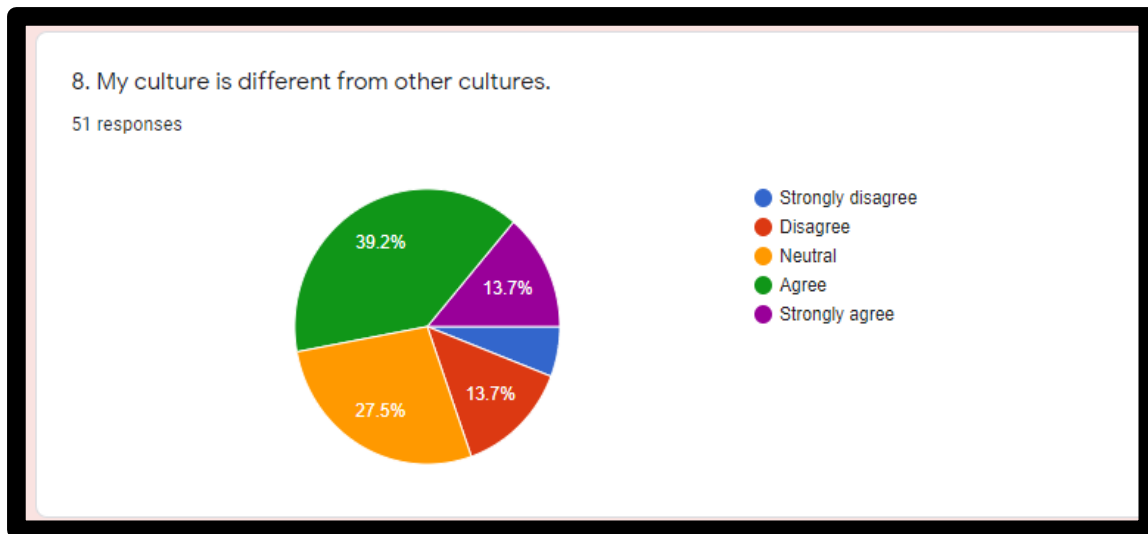
13.7% or 7 participant” Neutral”

23.5% or 12 participant” Agree”

2% or 1 participant” strongly agree”

Result shows that 31 participants out of 51 in total are not uncomfortable with topics in English language, and 20 participants feel or are uncomfortable or unsecure with some topics.

4.3.8. Results and analysis of 8th questions



Sources: from Likert Scale questionnaire/ google forms

By this statement my aim was to see if the students are aware of their own culture and the one they face through English course books. How they comprehend the word culture and are they able to make differences. The results are:

5.9% or 3 participant” strongly disagree”

13.7% or 7 participant “disagree”

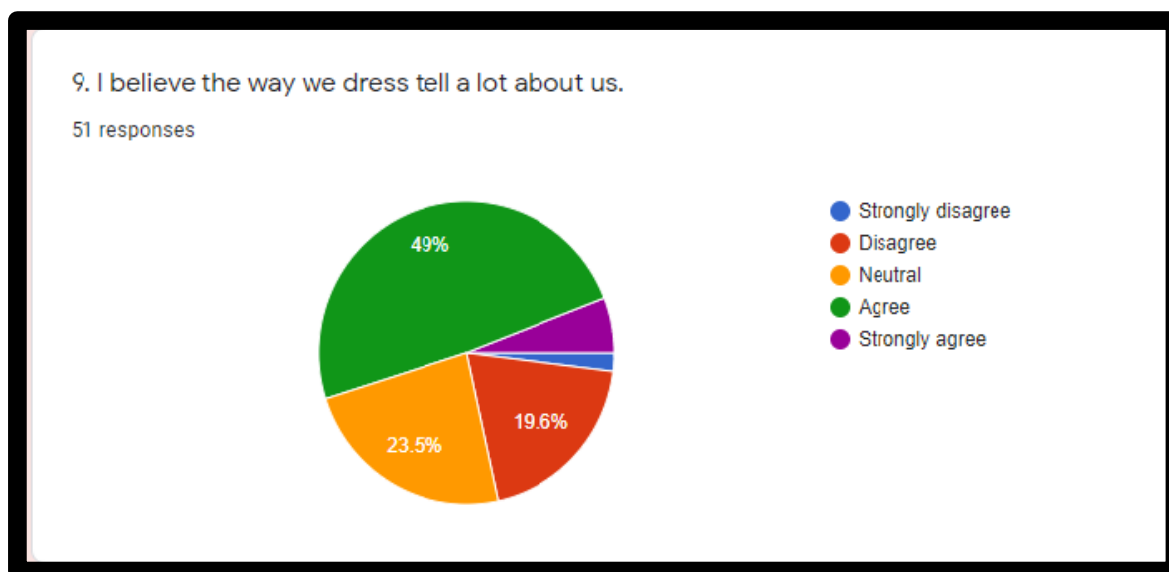
27.5% or 14 participant “neutral”

39.2% or 20 participant” agree”

13.7% or 7 participant” strongly agree”

We can conclude that partly students are aware of differences but other students have the feeling like they will” betrayal” their own culture at some point, or they still are not aware of huge differences as a consequence of the place they leave and how much they have changed to travel and visit other countries and cultures.

4.3.9. Results and analysis of 9th question



Sources: from Likert Scale questionnaire/ google forms

With this question, the goal was to establish whether students are influenced by cultural norms and stereotypical elements. Given that strict dress codes prevail in rural areas, which, even if we want to, it is not easy to break because they have been imposed for centuries. Although young people still push some boundaries, they are still influenced by the environment in which they live. The results from the questionnaire prove it.

2% or 1 participant” strongly disagree”

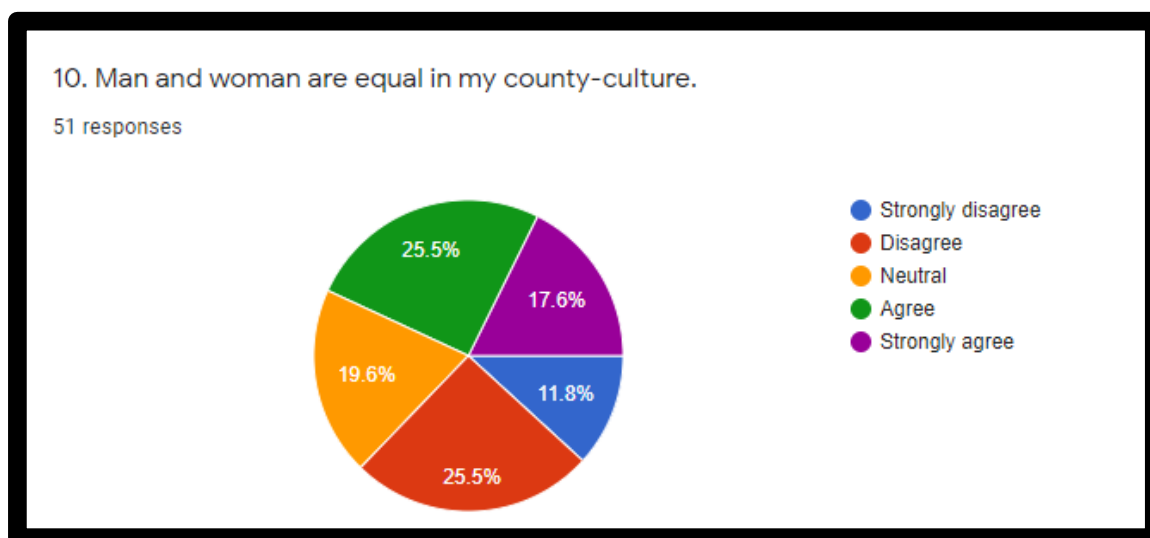
19.6% or 10 participant “disagree”

23.5% or 12 participant” neutral”

49% or 25 participant” agree”

5.9% or 3 participant” strongly agree”

4.3.10. Results and analysis of 10th question



Sources: from Likert Scale questionnaire/ google forms

With this question the aim was to establish whether students are aware of equal rights between men and women and whether for them it is as needed to be. Because in the textbooks we have presented topics that show either the dominance of women or men, and in the rural environment there has always been and still is a dominance of the male sex in deserving whole rights. As a consequence of given moral norms, everything that is normal for women in other cultures in this environment is abnormal. Although women have been emancipated lately, this is their only right, but the right to speak and decide is still firmly attached to the tradition where others decide for her and her well-being.

11.8% or 6 participant” strongly disagree”

25.5% or 13 participant” disagree”

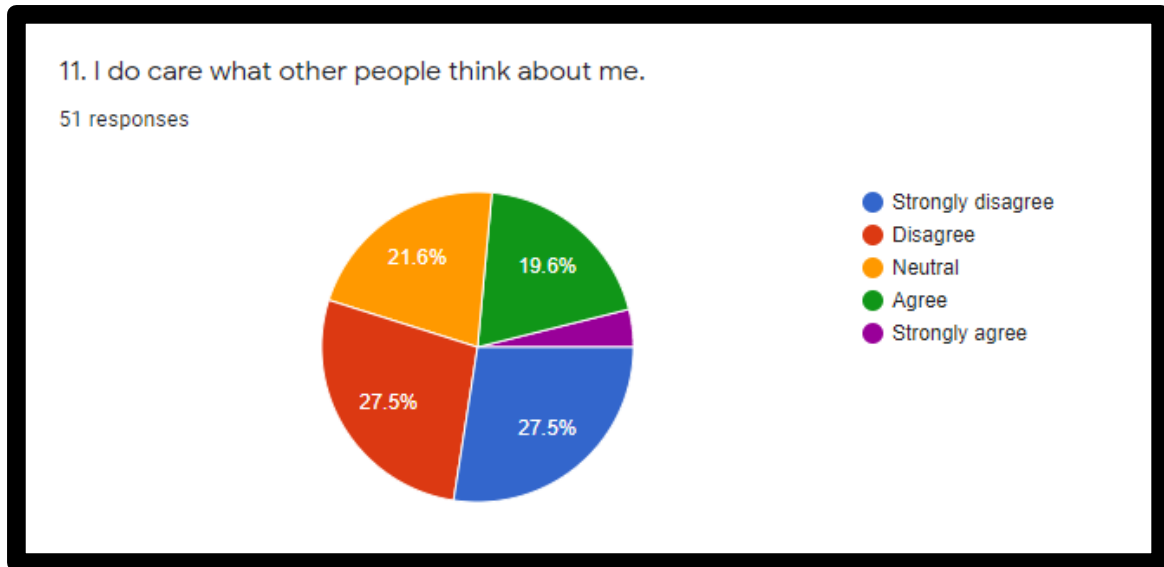
19.6% or 10 participant” neutral”

25.5% or 13 participant” agree”

17.6% or 9 participant” strongly agree”

This proves that most participants are not aware of the rights between women and men, because they perceive the equality of women's rights by thinking that if a woman is employed she has the same rights as men. They are not yet aware of human rights, sexism and of gender discrimination existing in their culture.

4.3.11. Results and analysis of 11th question



Sources: from Likert Scale questionnaire/ google forms

The aim of this question was to establish whether the participants were influenced by the opinions of other people, which is a great indicator of primitivism and backwardness. Where most for the sake of thought or fear of condemnation of others have a fear of living or doing what they want and feel. This can also reflect on teaching where students are hampered by fear of condemnation and the opinions of others, even though they are very young but very much influenced by the environment or their home where they live with different generational hierarchies putting pressure on young people.

27.5% or 14 participants “strongly disagree”

27.5% or 14 participants” disagree”

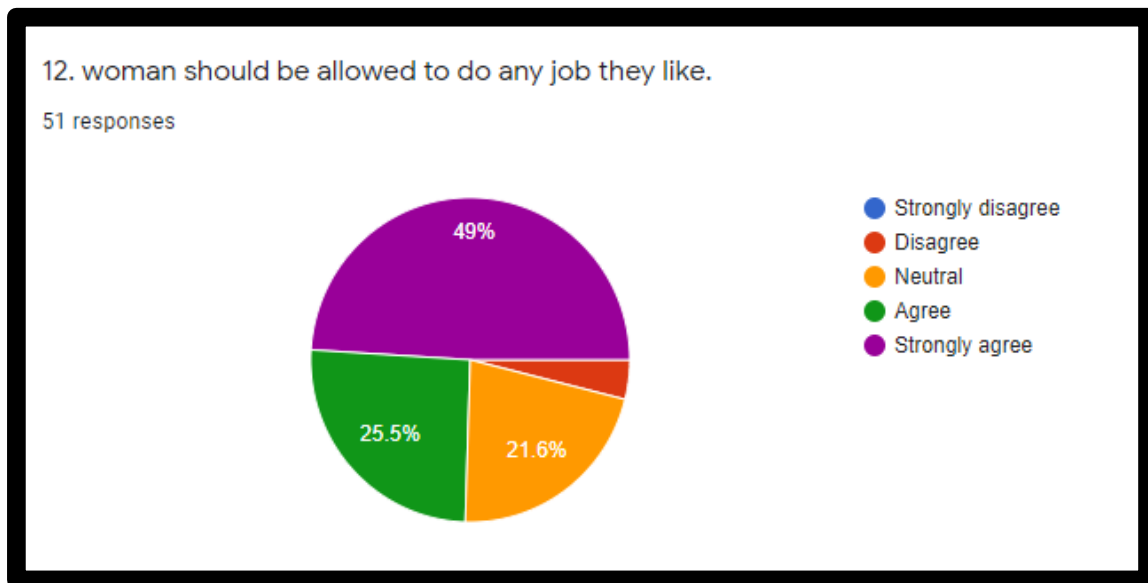
21.6% or 11 participants” neutral”

19.6% or 10 participants “agree”

3.9% or 2 participants “strongly agree”

Even though the participants in the highest percentage declared like they don't care about others' opinions, knowing this culture well I know that students were not completely honest, they possibly wanted to present themselves as rebellious or not caring.

4.3.12. Results and analysis of 12th question



Sources: from Likert Scale questionnaire/ google forms

This question is very targeted because in this environment women who work mostly do typical jobs for women, my goal was to find out if the students are under the influence that they should continue on this path or that every woman should still do a job she likes and she wants it, not the environment.

Strongly disagree= 0 result

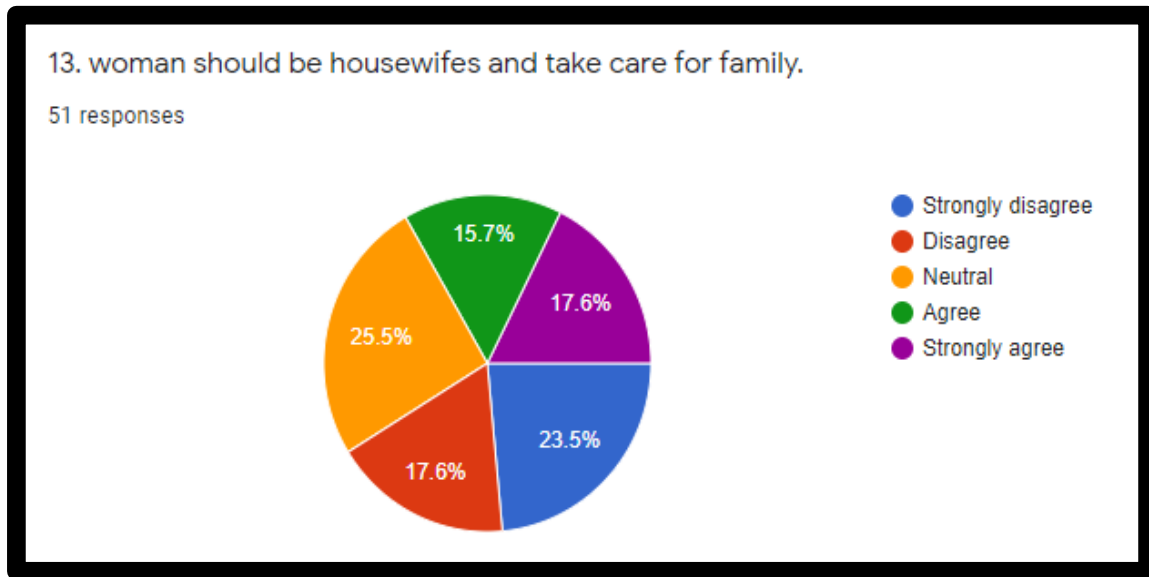
3.9% or 2 participants” disagree”

21.6% or 11 participants” neutral”

25.5% or 13 participants” agree”

49% or 25 participant “strongly agree”

4.3.13. Results and analysis of 13 question



Sources: from Likert Scale questionnaire/ google forms

This question is very targeted because it builds on the previous question about their personal opinion, while the question asked is typically what they see every day and what they are used to, and that is that the woman is a housewife and always available to the family. My goal was to see if they had a personal different vision regarding the same. And as can be seen from the result opinions are divided because they still have confusion between what they are used to and what they wish.

23.5% or 12 participant “strongly disagree”

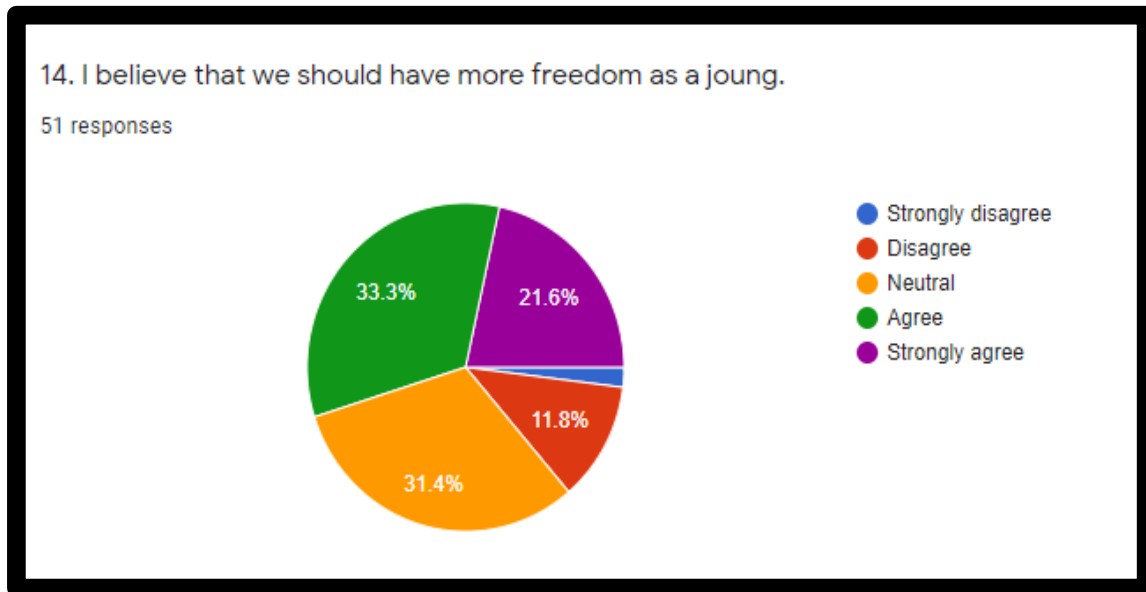
17.6% or 9 participant “disagree”

25.5% or 13 participant” neutral”

15.7% or 8 participant” agree”

17.6% or 9 participant” strongly agree”

4.3.14. Results and analysis of the 14th question



Sources: from Likert Scale questionnaire/ google forms

The intention of this question was to check the student's awareness of the place they live, the lack of elementary freedom they have in villages like meeting with friends for coffee, friendly relationships between opposite genders, going to any market to buy needs anytime you need, going for walk etc. those elementary things are still labelled as prohibition in rural environments or if you do it you will be judged and labelled as immoral. Results shows next:

2% or 1 participant” strongly disagree”

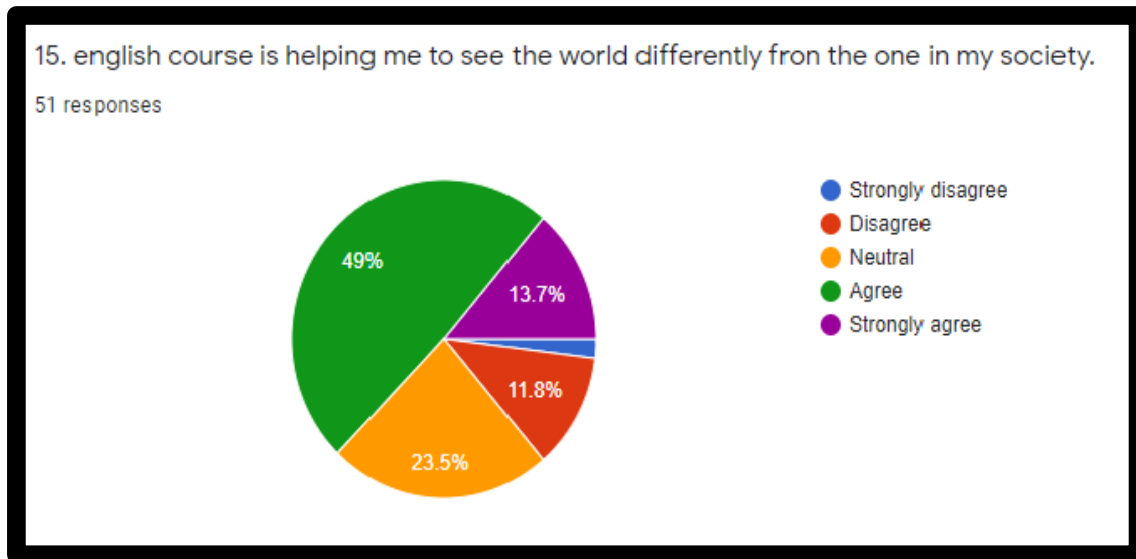
11.8% or 6 participant” disagree”

31.4% or 16 participant “neutral”

33.3% or 17 participant” agree”

21.6% or 11 participant” strongly agree”

4.3.15. Results and analysis of 15th question



Sources: from Likert Scale questionnaire/ google forms

If during teaching we have a goal we want to reach, we must check in some way if we are on the right path for achieving it. My aim through this statement was to see if students are able to see advantages and disadvantages of diversity outside and inside the borders they live in.

2% or 1 participant” strongly disagree”

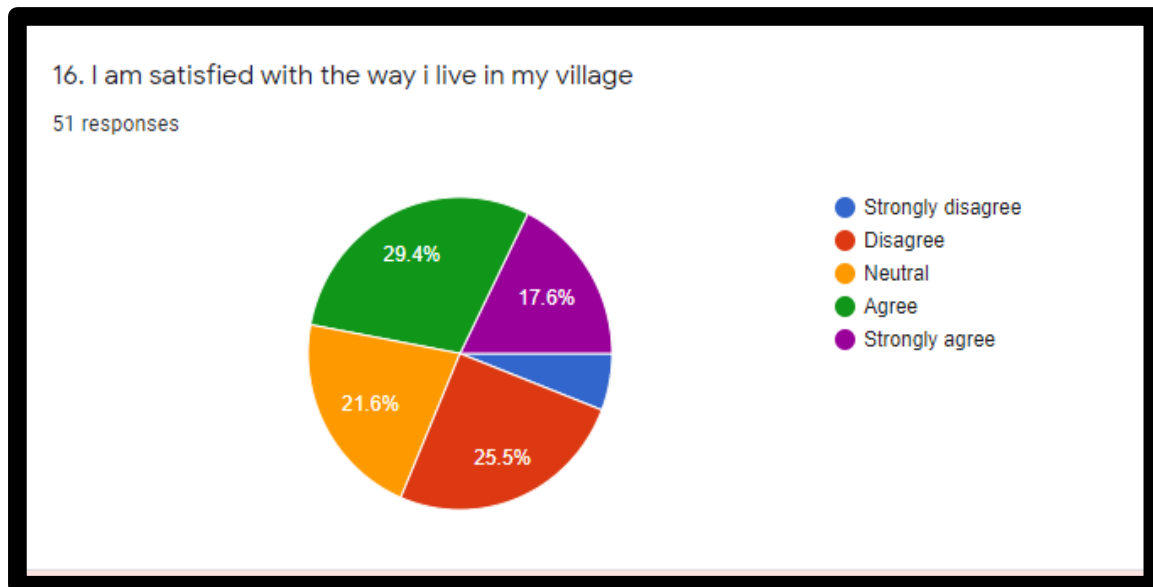
11.8% or 6 participants” disagree”

23.5% or 12 participant” neutral”

49% or 25 participant “agree”

13.7% or 7 participant” strongly agree”

4.3.16. Results and analysis of 16th question



Sources: from Likert Scale questionnaire/ google forms

This last statement intentionally left at last to surface the emotional feeling and honesty of students, even though they live in a rural environment with very hard codex's of living especially for young who have their needs as ones, and those needs are taken from them just for the sake of traditional way of living. Even though that highest percentage of participants are satisfied with the way they live, we also have a high percentage of those who are neutral, and exist a chance that their answer is negative but they still have fear to confirm it.

5.9% or 3 participant "strongly disagree"

25.5% or 13 participant" disagree"

21.6% or 11 participant "neutral"

29.4% or 15 participant" agree"

17.6% or 9 participant" strongly agree"

CHAPTER 5: CONCLUSIONS AND RECOMMENDATIONS

As a conclusion of what is mentioned above it is mostly underlined for rural areas, of high school Negotino/ region of Polosko municipality of Vrapchishte, in intention to show the difficulties a teacher may have in teaching foreign language and culture, by confronting with stereotypes and taboos which for rural pupils and environment are very taught to be understood. The culture from this area is very different from the one they meet through the course, and it can lead to many misunderstandings. To emphasize my aim was not to offend any culture, nation, religion or area, because I am also part of them, but my moral responsibility as teacher is to stress the issues that are current. Nor also my aim was to criticize the authors but to make it clear how books with different materials unappropriated for some areas can put teachers and students too, in difficult positions and make class less efficient. Although it is very hard and sometimes it seems meaningless to explain stereotypes or even be a part of them in the eyes of students and parents, face and loudly emphasize taboo topics and you are a teacher who wants the best for students, mostly ridiculed or seemingly frivolous. It pays off when you finally realize how much it takes for these students to open their eyes and push them forward, because they live in a certain fear of speech imposed by tradition for hundreds of centuries. As Nick Vujicic's proverb says" *Pain is pain. Broken is broken. Fear is the biggest disability of all and will paralyze you more than being in a wheelchair*".

The fears that people have in this zone are, the fear of living their lives, the fear of being judged by others but judging others themselves, the fear of being rejected by society but criticizing others, the fear of learning something new and giving up the old. All this fear hides a huge desire, a desire for the right over one's life. That is why I try my best to explain to the students, pictorially or textually, with the help of English language teaching, with any accompanying material, that we should think not judge. To learn a lesson from everything and not to criticize, to prepare students for the future and not for the past, even though stereotypes and taboos are in a negative context if used properly they can be instructive enough, as the first step is to dare. As Chinese proverb says: "Teachers *open the door, but you must enter by yourself*". To make students enter the door we opened, we must prepare them and encourage them for what is behind the door. Any segment of teaching needs first of all to be understood by the teacher, because no matter how much technology we can have today to bring the most qualitative and

effective teaching, if it is not taught from the heart with emotion and patience, personally for me, nothing is taught at all.

5.1. Conclusions from the evaluated textbooks

The both course books” New Headway” of English language course by Liz and John Soars, Oxford university press, as presented above contain elements of stereotypes and taboos.

From the perspective of observing the class for many years, although there are elements mentioned previously, the book is still effective because, despite being complicated for rural and backward areas, it still helps to expand the spectrum of worldviews. During these topics, girls become more and more inclined to defend their gender, their rights and become feminists. They begin to understand that we have to start talking about topics that are forbidden for our environment because that gives us the basic right of speech. That every lesson is intended for them and teaches for further life, like that there exist differences in the world, we have to be armed with general knowledge for other cultures, and not see the world only through the prism of our region. We as people of the 21st century have to start accepting and not judging just because something is different from us, students have to be taught through the path that beauty is in diversity, and respecting differences. Students also become more open to communication with such topics - taboos, which is beneficial for teaching and learning a foreign language. Through the discussions of revealing what bothers them in the place they live, it is also impressive what they would like to change over time to cross the limitations they have implicated from past generations.

These segments are important for their educational development because in other school subjects they do not have a chance for such discussions that they desperately need considering their age.

5.2. Conclusion from the conducted questionnaire

The survey showed a lot of important elements in the research, because it was proven that:

- Students have an interest in learning English are aware of its importance,
- feel no more barriers to expressing their opinions,
- certain topics marked as taboo and stereotyping are not problematic for discussion,
- Do not feel uncomfortable, know the difference in human rights.
- They disregard other people's opinions, they are aware of the differences between their culture and the one they are learning.

These elements are very relieving when the desired result is achieved, this indicates that the English language helps students to expand the spectrum, and directly draws from them the elements of primitivism and traditional teaching that they had before.

5.3. Recommendations

Recommendations from my perspective would be to all teachers who teach foreign language especially in rural areas and rural school, is to not have barriers in topics that contain taboo or stereotypical elements. To find the right method by involving students freely to discuss and participate, but firstly the teacher itself must be well prepared and have a lot of knowledge for foreign culture, and his own culture and its deviations. Even though lots of topics can be complicated for teaching, especially like the one presented above, we must teach them and present them as something very normal, because if we skip those lessons or go briefly through them by presenting it as a lesson and only doing activities. We won't be able to see the students' opinion and correct them if it's wrong, because we have students from age of 15 till age of 18-19 and they must be taught how to communicate but not be rude if they dislike something. Teacher is the key element who will make the lesson look normal and easy or the one that with his struggles and uncomfoting will bring a message that a certain topic is really taboo or inappropriate and theoretically confirming it by gestures and mimics of unpleasantness. We have to try and give our best, and student's need to always be in priority because the result in the end will be positive, and most importantly to be aware that is our moral duty by the title we are called teachers and as responsible citizens. As the folk proverb says:” A wedge breakouts with the wedge”

5.4. Limitations of the study

There is no such thing as a perfect study or one that covers all potential aspects. The main limitation of this master study was the limited sample size. Our research was done just in one school and with 51 pupils, further research may be done in other similar regions or North Macedonia.

Only a questionnaire was conducted as proof of research because of the pandemic situation, the research was very limited in access with students. Most of the things have been done online, which can make research difficult to achieve if other methods are planted beside questionnaires and working experience with the same students previously.

It is difficult too, to bring the right point and message of the research though some presented lessons because there are much more, and the most difficult was to present the main issue of mentioned area because it is very complicated in itself, the problems that are faced in confronting stereotypical elements and taboos, without unintentionally sounding offensive to some segment as presenter.

Also there are a lot of other elements that can be researched in future, like interesting book content, what goes in favour of motivating what not, linking different methods of discussion for delicate topics etc.

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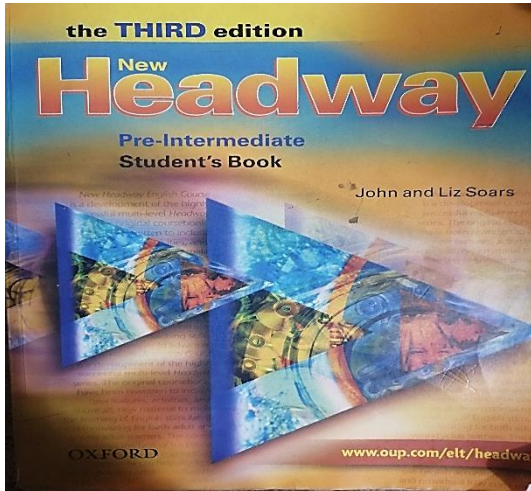
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Appendices

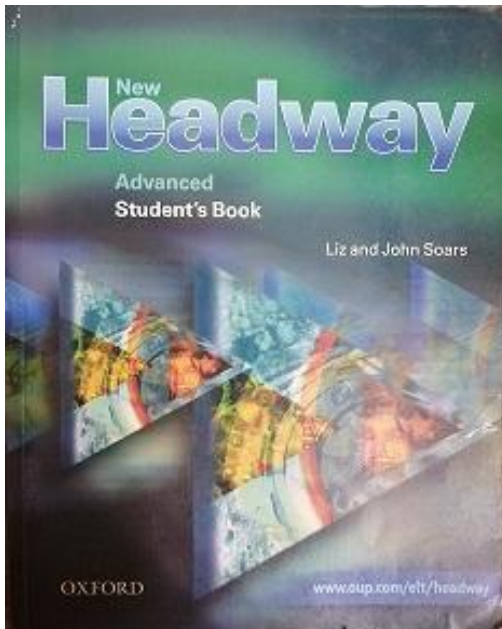
<https://forms.gle/JWAttwNKrvmigfho7> - Questionnaire Likert Scale/ google forms

1st book



New Headway, Pre-Intermediate/ for 1st grade student

2nd book



New Headway, Advanced/ for 4th grade students



*As mentioned in abstract pendant for car keys with enlightenment from student M.B