

**An-Najah National University
Faculty of Graduate Studies**

**The Cross- Cultural Aspects of TEFL: A Case Study of
English for Palestine New Series**

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Dedication

This work is dedicated to my parents may God bless them, for their encouragement, help and support.

I would also like to thank my brothers for their continuous support made this study possible.

Special thanks to my brother Muayad for his great help and support.

I would like also to express my special thanks to my sweet nieces and nephews for the childish moments we shared.

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I especially wish to express my gratitude to the committee who evaluated the questionnaire that served as the research instrument in this study.

الإقرار

أنا الموقعة أدناه صاحبة الرسالة التي تحمل العنوان:

The Cross- Cultural Aspects of TEFL: A Case Study of English for Palestine New Series

أقر بأن ما اشتملت عليه هذه الرسالة إنما هي نتاج جهدي الخاص، باستثناء ما تمت الإشارة إليه حيثما ورد، وإن هذه الرسالة ككل، أو أي جزء منها لم يقدم من قبل لنيل درجة أو لقب علمي أو بحثي لدى أية مؤسسة تعليمية أو بحثية أخرى.

Declaration

The work provided in this thesis, unless otherwise referenced, is the researcher's own work, and has not been submitted elsewhere for any other degree or qualification.

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Abstract

This study aimed at investigating the frequency of the cultural aspects in “English for Palestine” textbooks the new series and the extent to which culture is presented in these textbooks through content analysis.

The study attempted to answer the following five questions:

1. What are the teachers’ perspectives regarding teaching culture in the EFL classroom?
2. What are the teachers’ perspectives regarding culture appreciation?
3. Are there significant differences in the means of teachers' perspectives regarding culture teaching and appreciation in the EFL classroom due to their gender, teaching classes, training courses, and academic qualification?
4. How are the cultural aspects stated, distributed, and balanced in English for Palestine for sixth, seventh and eighth grades?
5. What are the teachers’ opinions of English for Palestine in terms of teaching culture to the sixth, seventh, and eighth grades students in the Nablus District?

The research population consisted of (273) English teachers, while the research sample included (181) English teachers (89 females and 92 males) with various academic qualifications. All teachers use “English for Palestine” for teaching English in heterogeneous sixth, seventh, and eighth grade classes in Nablus District. In addition, the researcher conducted a content analysis of the three textbooks sixth, seventh, and eighth classes to find out the cultural aspects in these textbooks.

The study employed both quantitative and qualitative approaches. A 5-point Likert scale questionnaire was adopted from Al-Ja’bary (2010) and Shatnawi (2005) was used to collect data regarding teachers’ perspectives of “English for Palestine”. The questionnaire consisted of two domains each one comprises (15) items. The research was also supported by qualitative data that were collected through interviews with (20) teachers from the research population, in addition to the data of the content analysis of the three textbooks.

The study results revealed that the respondents somehow agreed that the content of “English for Palestine” that it emphasizes the different types of cultural aspects but it doesn’t highlight the religious and the political ones.

The results of the hypotheses were:

- There are significant differences at ($\alpha=0.05$) between the means of the teachers' perspectives related to the two domains and the total

score of the questionnaire due to their gender in favor of male teachers.

- There are no significant differences at ($\alpha= 0.05$) between the means of the teachers' perspectives related to the domain of teaching culture in the EFL classroom due to the variable of classes teachers teach, while there are significant differences in teachers' perspectives regarding culture appreciation and the total score of the questionnaire due to the variable of classes teachers teach
- There are no significant differences at ($\alpha=0.05$) between the means of the teachers' perspectives related to the two domains and the total score of the questionnaire due to the variable of training courses teachers attended.
- There are no significant differences at ($\alpha= 0.05$) between the means of the teachers' perspectives related to the domains of teaching culture and culture appreciation and the total score of the questionnaire due to the variable of academic qualification.

In addition to this, this series included varied cultural activities that meant to help students get a better understanding of their own culture and the others' cultures and to increase their cultural awareness.

In light of these results, the researcher submitted several recommendations to the Ministry of Education, the teachers of English and for the researchers.

The researcher also proposed suggestions for additional research and analysis in the area of “English for Palestine” textbooks which will be adopted in the future.

CHAPTER ONE

**Introduction and Theoretical
Background**

Chapter One

Introduction and Theoretical Background

1.1 Introduction

Culture is the core of English language instruction and learning; it plays a major role in everyday life and in communication. Familiarity with English culture will result in better understanding of the language and culture, and therefore cultural awareness during English language teaching and learning is important.

Jiang (as cited in Thanasoulas, 2001) stated that culture would not be possible without language. Language is a mirror of culture, and the two are inseparable.

Peck (1998) stated that culture should be our message to students and language our medium. Language is the tool that educators should use to convey the cultural aspects.

According to Genc and Bada (2005), classes in language and culture aim at improving understanding of the language and the people who speak it. Studying English culture is a necessary activity and a component for prospective teachers of English for students of ELT.

Shatnawi (2005) identified some of the cultural aspects that he analyzed in his study. The main aspects were:

- Historical aspects: Events that happened in the past, present or future;

- Economic aspects: The economic system of certain governments;
- Geographical aspects: Information about the location of different places in the world;
- Literary aspects: The biographies of writers, poets, playwrights, scientists, essayists, and storytellers;
- Man-woman relationship aspects: Aspects that describe marriage and the relationship between males and females;
- Political aspects: Information about the political system of the present and past governments;
- Religious aspects that are related to the practices of Muslims and other religions;
- Social aspects: Currency, beliefs, values, games, drinks, foods, pets, greetings, Muslim or other religious festivals;
- Habits, customs and traditions;
- Way of living aspects that describe the way people live in certain societies;
- Modern technology aspects describe the use of any digital media;

According to Wei (as cited in Farnia & Raja, 2009) language has a dual character: both as a means of communication and a carrier of

culture. Language without culture is unthinkable, as is human culture without language. A particular language is a mirror of a particular culture. Therefore, language and culture are interrelated, and knowledge of language is connected with knowledge of culture.

The aim of teaching English is to enable students to communicate and have better understanding of the world, since English is considered a global language. Teaching English also enables teaching about the culture of other nations, so that students will know how to deal with other cultures as well as speaking their language. This idea explains the importance of integrating culture into teaching English as a second language. This was emphasized by Cakir (2006), who mentioned that the importance of teaching culture is as important as teaching the English language. The problems that are caused by the lack of cultural awareness are related to the lack of communicative competence in the learners' performance as well as to inappropriate cultural behavior.

According to Arsalan (2012), many foreign language teachers and educators have been aware of the importance of teaching the culture of the target language. Hence, the importance of gaining communicative competence and maintaining intercultural interaction has fostered the necessity of integrating cultural elements into language instruction in educational circles.

Bandpay (2013:152) states: “There is an old saying which says: "A new language is a new culture that knowing new language means knowing new culture and a new world.”

Choudhury (2013:19) states: “That learning a foreign language without learning the culture can only produce a “fluent fool,” - someone who speaks the language well but does not understand the social or philosophical context in which it exists.”

Knowledge of the English language is not sufficient to understand people's lives. Therefore, Cultural understanding is the crucial issue.

1.2 Culture in Sociolinguistic Theory

Tseng (2002) states that culture is introduced as no more than a supplementary diversion to language instruction, and that it is often neglected in EFL and ESL teaching and learning. However, changes in linguistic and learning theory suggest that culture should be introduced as an important element in language learning and teaching.

Sociolinguistic theory focuses on the social and cultural aspects of language. From a sociolinguistic perspective, competence in language use is determined by using language appropriately to particular contexts, and not merely by the ability to use language with grammatical accuracy. Thus, successful language learning requires language users to be familiar with the culture that underlies language.

1.3 Teaching English Language in Palestine

1.3.1 The General Goals of the English Language Curriculum

The report of the Ministry of Education in 1999 states several goals for teaching English as a foreign language in the Palestinian schools, some of which are culture-related: Ministry of Education (1999)

1. Developing understanding and appreciation of cultures in which English is spoken;
2. Fostering understanding and developing cultural sensitivity to the target language culture and other cultural backgrounds, and thereby, strengthening the learners' appreciation of their own culture;
3. Developing students' respect for others, especially those with social, cultural, and family backgrounds different from their own, and encouraging them to reject sexual, racial, and ethnic stereotypes;
4. Developing and maintaining students' sense of self confidence and self-worth, and reinforcing pride in their Palestinian, Arab and Islamic Cultural heritage and family background;

1.3.2 Cultural Awareness in Palestinian Curriculum

The first Palestinian Curriculum aims at increasing students' awareness of the present and the outlook towards the future of mankind. The following objectives form the basis for the domains of cultural awareness within the Palestinian EFL curriculum: Ministry of Education (1999)

1. Fostering respect for self and others and building relationships;
2. Providing opportunities to develop knowledge and understanding of social and political conflicts in a variety of contexts and ways of responding to them positively and creatively;
3. Developing knowledge, appreciation and understanding of interdependence, continuity, and change in the social and cultural process as it relates to individuals, families, local communities, and the wider world;
4. Providing opportunities to develop an informed awareness of the similarities and differences between the cultural traditions that influence people who live in Palestine;
5. Strengthening students' Palestinian identity together with the connection with the Arab and Islamic culture and heritage;
6. Strengthening students' ties to the Palestinian community in which they live;
7. Helping students recognize that they are valuable members of the local Palestinian community as well as of the world community;
8. Enhancing students' awareness of the many dimensions which make up Palestinian culture and ways of life and how they are interwoven;
9. Encouraging a sense of belonging to their cultural background.
10. Building understanding of, and sensitivity towards, students' own traditions and those of others;
11. Developing an appreciation of shared and distinct characteristics of Palestinian and other cultures;

The curriculum also aims to foster a positive attitude towards English and the importance of learning it. The students will develop understanding of the target culture by the following principles: Ministry of Education (1999)

1. Learning songs, poems, proverbs, games and other cultural activities from the target culture;
2. Becoming aware of typical behaviors in common everyday situations in the target culture;
3. Becoming familiar with important holidays and celebrations of the target culture;
4. Identifying various foods from the target language cultures including regional specialties;
5. Recognizing countries where English is spoken as well as their capital cities and other Geographical features;
6. Recognizing gestures used by people of the target culture;
7. Becoming acquainted with important historical figures and famous people and places associated with the target language culture;
8. Identifying some of the cultural groups living in the target language countries;
9. Becoming familiar with traditions and customs in the countries of the target culture;
10. Becoming familiar with values that characterize the target culture.
11. Participating in events, and activities that promote the culture of the target language, at school and in the community;

The core objective of foreign language instruction is to improve students' communicative ability by activities such as requesting, persuading, complaining, arguing, or inquiring. Each language interaction takes place within a communicative context. Learning cultural aspects also develops students' awareness of the cross cultural aspects of both languages, since language is the medium to teach culture according to the sociolinguistic theory.

1.4 Statement of the Problem

The year 2014 was the first academic year when the new series of English for Palestine for sixth, seventh and eighth grades was implemented. It was; therefore, necessary to analyze the content of these textbooks. However, the researcher's attention was devoted to analyzing the cultural aspects of these textbooks because they were being taught in the Palestinian schools for the first time.

1.5 Purpose of the Study

This study aimed to investigate the role of the knowledge of cross-cultural aspects on students' understanding and familiarity of English as a second language. The study also explored the extent to which the new English for Palestine series emphasize aspects of Palestinian culture. It also examined whether these textbooks have been designed to help students better understand Palestinian culture.

1.6 Research Questions

The study attempted to answer the following questions:

1. What are the teachers' perspectives regarding teaching culture in the EFL classroom?
2. What are the teachers' perspectives regarding culture appreciation?
3. Are there any significant differences in the means of teachers' perspectives regarding culture teaching and appreciation in the EFL classroom due to their gender, classes teachers' teach, training courses, and academic qualification?
4. How are the cultural aspects stated, distributed, and balanced in English for Palestine for sixth, seventh and eighth grades?
5. What are the teachers' opinions of English for Palestine in terms of teaching culture to the sixth, seventh, and eighth grades students in the Nablus District?

1.7 Research Hypotheses

There are four main hypotheses related to the third research question. Each hypothesis is related to each of the independent research variables:

- a. There are no significant differences at ($\alpha=0.05$) in the means of the total score and the domains of teaching culture and culture

appreciation in the teachers' perspectives regarding culture teaching and appreciation due to their gender.

- b. There are no significant differences at ($\alpha=0.05$) in the means of the total score and the domains of teaching culture and culture appreciation in the teachers' perspectives regarding culture teaching and appreciation due to the classes teachers teach.
- c. There are no significant differences at ($\alpha=0.05$) in the means of the total score and the domains of teaching culture and culture appreciation in the teachers' perspectives regarding culture teaching and appreciation due to training courses teacher attended.
- d. There are no significant differences at ($\alpha=0.05$) in the means of the total score and the domains of teaching culture and culture appreciation in the teachers' perspectives regarding culture teaching and appreciation due to academic qualification.

1.8 Significance of the Study

The new English for Palestine series is a new curriculum that has been adopted by the Ministry of Education and Higher Education to be taught in all governmental schools in Palestine in 2014.

A review of a wide range of studies which dealt with the presence of cultural aspects in the English textbooks revealed that there is no study that presents the cultural items in the new series. This was the first detailed study that attempted to describe and analyze the presentation of the culture in the 6th, 7th and 8th grades. The findings of this study will be useful for the

designers of this curriculum since it was the first study aims to analyze this new series.

1.9 Definitions of Relevant Terms

Following are definitions of relevant terms which are necessary for this study:

1. **Culture** according to Keesing (1974:73), is the heritage of learned symbolic behavior that makes humans human. "A culture" is the heritage people in a particular society share.”
2. **Cultural aspects** are those referred to as historical, economical, geographical, literary, man-woman relationships, political, religious, social, habits, customs, and traditions, way of living and modern technology.
3. **English for Palestine** is a current communicative English course that has been written specifically for schools in Palestine. The 12 levels systematically develop competence in the four language skills (listening, speaking, reading and writing) and encourage pupils to become confident users of English. Grades one to six focus on building strong foundations for pupils to build upon in higher grades. Grades seven to twelve further develop skills learnt in early grades, broaden vocabulary and thoroughly prepare pupils for their grade twelve matriculation (tawjihi) examination.

4. **TEFL** stands for the teaching of English as a foreign language and refers to the teaching and learning of English in countries where English is not the primary language.
5. **Stated** relates to the appearance of the cultural aspects in an explicit or implicit manner in the student's books regardless to the frequency of the cultural aspect.
6. **Distributed** relates to the number of times the cultural aspect appears explicitly or implicitly in the student's book.
7. **Balanced** relates to the division of the cultural aspects and if they were done in a balanced manner throughout the study units in the student's book.

Operational Definitions:

1. **Language** is a passport by means of which we enter the outside world.
2. **Culture** is the identity that reflects people's ways of living, customs and principles in cultural aspects in 6th, 7th and 8th grades.

1.10 Limitations of the Study

This study has the following limitations:

1. This study is limited to male and female English Language teachers at Nablus district in the government schools who were randomly selected during the second semester 2014/2015.

2. The study is limited to the new English for Palestine series of 6th, 7th and 8th grades.
3. The study is limited to the cultural aspects: historical, economical, geographical, literary, man-woman relationships, political, religious, social, habits, customs, and traditions, way of living and modern technology.
4. The researcher used three research instruments; content analysis, questionnaire and interviews.

1.11 Summary

This chapter focused on the theoretical background of the relationship between culture and language teaching and learning. Moreover, it highlighted the general goals of teaching English regarding to the Ministry of Education. It also included statement of the problem, purpose of the study, questions of the study, research hypotheses, significance of the study, definitions of relevant terms and it ended up with limitations of the study.

CHAPTER TWO

Review of Related Literature

Chapter Two

Review of Related Literature

2.1 Background

In order to carry out a fruitful discussion concerning the relationships between language and culture, the researcher reviewed and discussed the previous studies that were conducted in the field of the contribution of culture to the process of teaching English. This process includes three parts:

1. The first part is a review of relevant theoretical literature which deals with the following topics:
 - a. The definition of culture.
 - b. The relationship between language learning and culture.
 - c. Why not teach culture?
 - d. The definition of content analysis (CA).
 - e. Textbook Analysis, Evaluation and Selection.
 - f. Justification for Textbook Evaluation.
2. The second part presents a number of empirical studies on culture and its integration into the process of teaching the English language.
3. The third part is a summary and a conclusion of the first two parts of this chapter.

2.2 Theoretical Framework

2.2.1 Definition of Culture

Researchers defined culture in different ways. According to Tylor (as cited in Eriksson, 2007: 7) “Culture is a complex whole which includes knowledge, belief, art, morals, law, customs, and any other capabilities and habits acquired by man as a member of society.”

Scarino and Liddicoat (2009:19) defined culture as a body of knowledge that people have about a particular society. This body of knowledge can be seen in various ways: knowledge about cultural artifacts or works of art; knowledge about places and institutions; knowledge about events and symbols; or knowledge about ways of living.

Kirkebak, Yun Du & Jensen (2013:4) said that culture is a wide concept which is difficult to define by a single definition. They defined culture in three levels: Culture is a word with a long history and many meanings, including high culture (film, theatre, poetry, and more), lived culture (cultures-within-cultures), and national culture.

Jensen (as cited in Kirkebak et al, 2013:15) explained that culture is the knowledge, meanings and values that individuals share and negotiate with others within different social communities.

2.2.2 The Relationship between Language Learning and Culture

Despite the fact that English is a global language, it is still difficult for students to understand and learn. Eriksson (2007) proposed that the reason for this difficulty is that English is often taught in isolation from culture, and there is no cultural background that can be explained during language learning.

Scarino and Liddicoat (2009) stated that knowledge of cultures is important for facilitating communication with people. Therefore, learners of languages need to learn about other cultures and understand them. Understanding culture as practices in which people engage becomes centrally important. Moreover, the authors added that learners in the language classroom must not merely develop knowledge about other cultures, but also understand themselves in relation to them.

According to Purba (2011), English and culture are comparable to two souls in one body. He stated that language learning is culture learning and that the two entities are inseparable. He also showed that cultural learning is extremely effective in increasing learners' motivation, which significantly affects the learning process. Culture classes play a significant role in achieving high motivation because they mainly include culturally based activities such as singing, dancing, role playing, or doing research on other countries and peoples. Lafayette (as cited in Byrd, 2014) recommended that culture is a necessary part of L2 teacher knowledge.

Doganay (2013) stated that today's educators must be aware of the strong relationship between culture and language teaching and learning. Without cultural-based activities, teaching and learning English will be useless and meaningless for students who do not understand the cultural background of people who speak the target language.

Sapir (as cited in Moore, 2009) proposed that the relationship between individuals and culture is shaped by language. In his book, Moore (2009) discussed the Sapir-Whorf hypothesis which said that the study of another culture's language is more than an investigation into how people speak; it is an inquiry into how cultural existence is created.

Bandpay (2013) showed that cultural awareness solves communication problems in the target language in EFL classrooms which may be caused by lack of knowledge about cultural aspects.

Sorour (2009) also mentioned that educators should establish goals to emphasize cultural awareness. She implied that learners who do not understand the cultural context of the language they learned will never master the language. She added that examining others' cultures helps students better understand their own culture.

2.2.3 Why Not Teach Culture?

Foreign language educators and scholars have different opinions regarding the cultural component of foreign language study for teaching

English as a foreign language. They presented heated arguments against incorporating culture in language courses and textbooks.

Risager (as cited in Jafarzadeh & Simin, 2014:3), noted that understanding the link between language and culture can be put between two opposite poles: on the one hand; it is feasible to view language as being intimately intertwined with culture; on the other hand, it can be regarded as a tool for communication that has no relation to culture.

An example of this is the argument that English is considered as a *lingua franca* or an international language and is therefore not connected to any specific culture.

According to Risager some students said that this is a language classroom and not a culture classroom. They do not want culture to tie them down and bore them. Chavez (as cited in Kramsch (2013:59) added that others said "The language classroom is not really the place to learn about values, history and culture."

According to Jafarzadeh and Simin (2014:9), culture is difficult to teach. It is fraught with difficulties, difficult to define and to subdivide into teachable units; it is not readily selected, graded, taught and tested. That is why most textbooks are grammatically and lexically organized. This is the reason why culture is still missing in many language curricula and classrooms, despite the fact that language and culture have long been acknowledged by language teaching professionals to be inextricably linked.

Hesar, Konca & Zarfsaz (2012) declared that schools today emphasize grammatical rules when teaching English and forget to show the importance of knowing other cultures.

According to Yamchi (as cited in Abu Alyan, 2012) Palestinian schools and teachers hesitate to teach English culture to protect the native speakers' culture and their identity. This is due to the long history of colonization. Moreover, in their study about teaching English to EFL learners and cultural related concepts, Jafarzadeh & Simin (2014) showed that one of the most complex problems in teaching English as a foreign language is determining the cultural issues. They added that including the western culture in a non-western society may not be very beneficial to young learners and may cause culture conflict.

Altan (as cited in Jafarzadeh & Simin, 2014:7) raised the issue of the likely incompatibility or conflict between Native Culture and Foreign Culture. Learning a foreign culture involves the risk of having one's own culture overwhelmed and students are liable to be brainwashed when immersed in a new cultural system.

In his study about teachers' views on appropriate cultural models for EFL textbooks, Alfahadi (2012) showed that teachers were not satisfied with the cultural content currently promoted in the textbooks since they inappropriately contradicted local cultural values. He also felt that textbooks should include a mixture of different cultures that are compatible with local culture.

While reviewing the scholars and educators' perspectives, the researcher noticed the fear of including cultural aspects in the English textbooks since they may affect the students' local culture. The issue is therefore not whether or not to include culture, but which elements to include.

Some researchers support the inclusion of cultural aspects in teaching English such as Eriksson (2007), Scarino and Liddicoat (2009), Purba (2011), Doganay (2013) & Moore (2009). Many researchers such as Jafarzadeh & Simin, (2014), Chavez (as cited in Kramsch,2012), Hesar et al (2012), Altan (as cited in Jafarzadeh &Simin,2014) & Alfahadi (2012), opposed the idea of integrating culture into language.

Content analysis is a method that analyzes various texts that have been in use since the 1940s. It has many definitions that differ according to the aim of the researcher conducting the content analysis. Holsti (as cited in Igbaria, 2009) offered a definition of CA which states that it is any technique for making inferences by objectively and systematically identifying specified characteristics of messages. This implied that CA is not connected with the researchers' feelings.

2.2.4 Textbook Analysis, Evaluation, and Selection

According to Igbaria (2009:44), “The process of analysis, evaluation, and selection of textbooks by researchers or professionals involved in educational practice is considered a central process in the educational

system. This process serves many learning and educational objectives, particularly improving teaching.”

Evaluation is a process of gathering information about the material being assessed in terms of its weak and strong points in order to make decisions to benefit the curriculum. Making decisions involving the selection of textbooks will influence teachers, students and the dynamics in the classroom Gary and Roland (as cited in Igbaria, 2009).

Analyzing a textbook requires researchers or analysts to use textbook analysis criteria. These criteria may differ from one researcher to another, but are not significantly different.

Mariani (as cited in Igbaria, 2009) stated that there are several characteristics that should be taken into consideration before selecting textbooks for teaching English. These characteristics about the quantity and quality of the book must be sufficient for both teachers and students. The textbook must motivate students and meet their needs and interests.

2.2.5 Justification for Textbook Evaluation

Igbaria (2009) stated that the current educational system places the student at the center of the learning process. For this reason the textbooks should be suitable to the level and needs of the students. This shows how important it is for the educational system to develop the issue of textbook evaluation.

It is helpful to use content analysis when choosing textbooks that are suitable for the students' ability and for the objectives of the curriculum. Textbook evaluation also helps teachers in their personal and professional development. Textbook evaluation promotes cooperation between teams of teachers from the aspect of action research, empowers their professionalism and helps teachers improve.

2.3 Related Studies

The researcher reviewed various studies that discuss culture and its integration in the English language teaching process. These studies are presented here in chronological order.

Amin (2014) tried to examine the importance of integrating the target culture in ELT classes in secondary schools in Jenin district from the teachers' perspectives. To achieve the purpose of the study, the researcher distributed a 25-item questionnaire amongst English Language teachers from Jenin district to determine the importance of the target culture in English textbooks. The results of the study showed good degrees of evaluation for the four domains of the questionnaire with a percentage of 70.05%.

However, the textbook domain and the activities domain received the lowest degree of evaluation with a percentage of 69.00%, and 62.07% respectively. The importance of teaching culture domain and goals of teaching culture domain received the highest degrees of evaluation with

percentages of 76.06%, 74.44% respectively. The researcher recommended that integrating culture in ELT is a vital component of language learning and teaching, since it has a great deal to offer towards the development of communicative competence. The teacher does not have to cover everything in the target culture, but must teach the target culture purposefully depending on student's needs and levels, as well as through enjoyable activities.

Aydemir and Mede (2014) investigated the perceptions and classroom applications of the Turkish EFL instructors about integrating target culture in their classroom.

The study adopted both quantitative and qualitative research methods. The quantitative data were obtained through a questionnaire, and the qualitative data were collected from semi-structured interviews and stimulated recalls administered to the two groups of participants. The findings of the study revealed significant implications with respect to integrating target culture in an EFL classroom. The target culture was perceived as an important component of language teaching by the instructors working at the preparatory programs offered by the state and private universities.

Choudhury (2014) conducted a study whose aim was defining culture, its relationship with language and what role it plays in teaching and learning English as a foreign or second language. It also aimed to shed light on how to teach culture in English language classrooms. The result of the

study showed that culture and language are intricately interwoven and cannot be separated without losing the significance of either language or culture.

Byrd (2014) examined how pre-service L2 teachers are prepared to teach culture by examining course syllabi. The researcher used the qualitative research method to achieve the purpose of the study. The main result of the study indicated that an indirect approach to the teaching of culture is prevalent. The researcher suggested changes in the way course instructors approach the methods course to enable new L2 teachers to be better prepared to teach culture in the L2 classroom.

Jafarzadeh and Simin (2014) analyzed English Textbooks used in Iran and found that many ideological cultural issues are included in those textbooks which are not in line with the local culture value of Iran and may cause antisocial behavior in the young as a result of the negative culture transfer. It is suggested that the Ministry of Science, Research and Technology should design new series of textbooks and localize the materials to motivate learners to focus on their own cultural values. The Ministry can order special localized English books revised by native experts and publications.

Aldosari (2013) carried out an empirical study of teachers' and students' perceptions and practices of culture teaching and learning in a Saudi university from an intercultural perspective. The researcher hypothesized that culture learning is a developmental process that requires

development of both culture-specific knowledge and culture-general skills. To achieve the purpose of the study the researcher used a descriptive research method and a questionnaire. The results showed that the students' background heritage was a significant factor that affected their performance in cross-cultural competence and their perceptions of the relationship between language and culture.

Asif (2013) conducted a study to explore prospective teachers' beliefs about teaching, learning, teacher, student, teaching methods, functions of secondary schools and curriculum. The study tool was an open ended questionnaire developed by the researcher. The study concluded that a systematic change is required in teacher education programs in order to bring about a change in prospective teachers' concepts of teaching and learning.

Afrin (2013) found that implementing cultural strategy in the EFL classroom has recently been considered a significant aspect for involving students in a wider version of language learning appropriately. Culture has taken an important place in foreign language teaching and learning. The researcher distributed a questionnaire for teachers to elicit instructors on teaching culture in the EFL classroom. The main result of the study revealed that the starting point for the English program is that all members of the educational community must be made aware of the cultural contexts that are missing in English classes. Cultural issues need to be systematically implemented in daily classes. Reflections and teaching

activities should take students to a higher level of analysis from their own culture to the target culture. The researcher recommended that in developing cultural awareness in the classroom it is important that we help our students distinguish between the cultural norms, beliefs, or habits of the majority within the speech community and the individual or group deviations from some of these norms. Students should be enabled to discuss their native culture with their foreign-speaking friends at the same time that they are provided with real experiential content.

Doganay (2013) investigated the attitudes of students towards using cultural based activities and tasks in the classroom and how their progress is affected by the use of culture-based activities in teaching a foreign language (English).

The researcher used questionnaires for students in the Language School at Süleyman Demirel University. The researcher used the experimental approach. Students were given exams pre and post-experiment to ensure more reliable and valid results about the students' progress. Total averages of their results were presented. The overall results indicated the usefulness of culture matters for the language learning groups as one of the leading ways of teaching a foreign language. Most respondents agreed that the use of cultural based activities affect the learning process in positive ways. The results also showed that cultural based activities have an effective influence on the development of linguistic competency of learners as well as communicative competency.

Dweikat and Shbeitah (2013) investigated the cultural aspects in the NorthStar textbook which has been taught since 2008 at An-Najah University as a compulsory course.

The researchers used the content analysis to answer the questions of the study. The results revealed that the textbook involved different types of cultural aspects and the frequency of some cultural aspects was higher in some units depending on the main theme of the unit. These frequencies ranged between 22 and 274. The religious aspect had the lowest frequency, while the social aspect had the highest frequency. Moreover, it was found that the textbook did not only focus on different aspects of a foreign culture but dealt with different cultures as well.

The results also showed that the most frequent cultural aspects were related to American culture. This indicated an obvious bias towards foreign cultural aspects in general and the American cultural aspects in particular at the expense of the Arabic –Islamic culture. None of the units mentioned Arabs or Muslims or any Arab or Islamic country except the mentioning of the word “Arab” which was mentioned only once in the textbook and in a way that even displeases the Arabs.

The researchers recommended analyzing and evaluating the content of EFL textbooks of foreign authors ensure that they do not include cultural aspects that might contradict Arab-Islamic culture. Careful attention should be paid to how others are presented and how to filter the undesirable

cultural aspects in a textbook. Finally, the researchers called for an EFL national curricula at the Palestinian universities.

Kirmizi (2013) examined Turkish learners' preferences in terms of learning and teaching of culture to shed light on the practice of language teaching in an EFL context. A questionnaire was used to achieve the purpose of the study. The findings suggested that among Turkish learners awareness must be raised in terms of the importance of the target culture. Turkish learners view target culture learning as consisting of both big "C", which is defined as values pertaining to the target community, and lower case "c" culture, which is related to practices. Another important finding of the study was that students in Turkish context do not view learning culture as being essential for effective communication. The main recommendation was studies of materials and course books in relation to their cultural load are needed in order to bridge the gap and optimize the practice of target culture teaching in Turkey.

Zahid and Sattar (2013) found out if there are any differences in the attitude of the learners from urban areas and those from rural communities. To achieve the purpose of their study, they used a questionnaire pertaining to different aspects of culture to see whether the respondents were annoyed when exposed to those aspects of culture. The results indicate that learners from both target communities have positive attitudes towards the teaching of all aspects of target culture. The findings of this study must not be used

to advocate an unqualified inclusion of target language culture in the course contents in Pakistan.

Aghajanian and Cong (2012) investigated different challenges and stereotypes that immigrant English Language learners face according to culture. The study used a qualitative approach. The researchers interviewed four elementary middle class immigrant students: Two Chinese-speaking immigrants and two Middle Eastern Arabic-speaking immigrants. The results were analyzed and the students' responses indicated similarities and differences in the stereotypes and literacy challenges that these students faced. The researchers concluded with recommendations on how schools and teachers can better respond to the needs of Immigrant EEL students from different cultures.

Karabinar and Guler (2012) aimed to describe the attitudes of language teachers at Turkish universities towards teaching culture. The study investigated the effects of teacher-related variables such as being a native English speaker or non-native English speaker, working at a state or private university, and participation in professional development activities on perceptions of culture teaching. The researchers used a questionnaire which was administered to 155 instructors working at language preparatory schools of 17 universities in Turkey. The results revealed that there is no significant difference between native and non-native English speaking teachers and between the teachers working at state or private universities.

Soureshjani (2012) carried out a study to highlight the role of teaching foreign language culture in language learning and teaching. To achieve this aim, two questionnaires were distributed among the students and teachers who participated in the study in Shiraz, Iran. The purpose of using the two questionnaires was to find out first, to what extent teachers and students are aware of the role of foreign culture in language learning and teaching; second, to what extent are teachers aware of the strategies and techniques of teaching foreign language culture and how do students benefit from it?. The main result of the study was that the study of grammar and structure is not enough for learning a foreign or second language. It is important for students to know that studying English culture is not arbitrary but a necessary activity.

Yildirim (2012) aimed to shed light on the representation of elements related to literature and English culture in reading texts at elementary and upper- intermediate levels of three ELT course book series. The researcher used content analysis to measure the amount of specific elements aimed to be explored. The main finding was that it is impossible to consider language and culture independent of each other since there is a dynamic harmony between them.

Abbas (2011) carried out a study to examine the cultural and intercultural dimensions that the Palestinian new syllabus presented. The study also tried to discover how these different cultural dimensions in the syllabus were handled and presented. It concentrated mainly on 11th and

12th – grade textbooks. The method of the study was descriptive and analytical. It depended on the survey and analysis for the contents of the textbooks for these grades.

The results of the study showed that the books were very rich in these various cultural aspects and that these various dimensions were interwoven and interrelated. The results also revealed that the curriculum largely covered Palestinian, cultural aspects and to some extent Arab and Islamic features. The intercultural dimensions which were introduced helped to orient the students in these aspects and to create intercultural communication and understanding. The analyzed books successfully explored vital global and intercultural issues to a great extent, but simultaneously they succeeded in placing a reasonable degree of focus and display for the Palestinian cultural identity. The study showed that the authors succeeded to some extent in applying the strategy of the planners which stated the importance of creating local and global cultural awareness among the learners as well as highlighting Palestinian cultural identity.

Izadpanah (2011) tried to investigate teachers' opinions and beliefs on the place of target cultural information in English language teaching, as well as their related practices and applications in EFL (English as a Foreign Language) classrooms in higher education context.

The researcher conducted a systematic review of the relationship between culture and ELT. The analysis was performed by searching the reliable Databases (Springer, Informal World, Elsevier, Cambridge...)

which had been published from 1921 to the present. The main results showed that the need for cultural literacy in ELT arises mainly from the fact that most language learners who are not exposed to cultural elements of the society in question encounter significant hardships in communicating meaning to native speakers. In addition, the L2 culture is currently presented as an interdisciplinary core in many L2 curricula designs and textbooks. The study also revealed teachers' positive attitudes towards incorporating cultural information in their instruction.

Al-Ja'bari (2010) investigated how culture is presented in the Palestinian high school English textbooks English for Palestine (EFP). The researcher used three instruments to conduct the study; a questionnaire for teachers, a questionnaire for students, and a textbook evaluation guide to evaluate the cultural content. The result of the study showed that although the importance of culture in the EFL class is recognized in the guidelines for English for Palestine, this recognition does not seem to be well reflected in the textbooks and teachers' practices. There is consequently a gap between the ministry guidelines for the syllabus and reality. The researcher recommended enriching the textbooks with target cultural elements. When designing the syllabus, it is important to consult university instructors - especially the ones who have lived the target culture.

Juan (2010) attempted to answer the question: "What kinds of cultural content have been compiled in the college EFL textbooks?" To achieve the objective of the study, the researcher used quantitative and

qualitative research methodology. His results showed that cultural content input has not received the due attention in designing and organizing college English.

Farnia & Suleiman. (2009) carried out a study which took a contrastive pragmatic approach in raising learners' awareness of cross-cultural differences between first and target languages. The findings of this study contributed to EFL teaching and learning. Language and culture are interrelated.

Igbaria (2009) attempted to evaluate the course of study Horizons for teaching English designed for heterogeneous ninth-grade classes from teachers' perspectives. The researcher employed both quantitative and qualitative approaches. The researcher developed two questionnaires, interviews, and a content analysis of the four components of Horizons. The most significant results of the study were the following:

The quantitative results revealed that the respondents agree to some extent with the contents of Horizons in general. The results also revealed significant differences between the means of teachers' perspectives due to qualification, teaching experience, and gender. The results regarding the four components of Horizons revealed that female teachers favored the teacher's guide and workbook more than male teachers, and those with a B.A. degree favored the student's book, Teacher's Guide and workbook more than teachers with M.A. degrees.

The qualitative results supported the quantitative results and revealed the strong points and shortcomings of Horizons as well as several suggestions for improving the course. In light of these results, the researchers proposed several recommendations for the Ministry of Education, textbook publishers, authors, and teachers of English. The researcher also proposed suggestions for additional research in the area of evaluation of English instruction textbooks in the Arab community, including evaluation of textbooks written for different age levels and research that deals specifically with cultural aspects in English instruction textbooks.

Shatnawi (2005) investigated the role of culture in foreign language textbooks. His study explored the attitudes of students and instructors at Yarmouk University regarding the importance of English and the inclusion of culture in TEFL. The researcher used two questionnaires to achieve the objective of the study. The researcher also analyzed the content of the Cutting Edge series.

The main result of the study showed that there were two trends regarding the issue of including culture in TEFL. One trend supported the inclusion of Western culture, while the other believed in minimizing the Western cultural inclusion in TEFL. The researcher recommended that foreign English language textbooks used at Jordanian/Arab universities should be evaluated and analyzed thoroughly to ensure that these textbooks do not include any cultural aspects that contradict our religion and culture.

2.4 Summary

Most of the previous research and studies agreed that cultural aspects should be included and integrated into teaching English as a foreign language. Moreover, these studies showed the benefits of teaching culture. Consequently, they agreed that teaching English and culture are one entity and are inseparable. They help learners to use the language communicatively. Among these are Shatnawi (2005), Igbaria (2009), Al-Ja'bari (2010), Juan (2010), Abbas (2011), Izadpanah (2011), Aghajanian & Cong (2012), Karabinar&Guler (2012), Soureshjani (2012) , Afrin (2013), Asif (2013), Dogany (2013), Dweikat & Shbeitah (2013),Kirmizi (2013), Zahid & Sattar (2013), Aydemir & Mede (2014), Choudhury (2014), Byrd (2014) & Jafarzadeh & Simin (2014).

On the other hand; several studies were against the inclusion of cultural aspects to the English textbooks. Among these are Jafarzadeh & Simin, 2014, Chavez as cited in Kramsch, 2012, Hesar et al (2012), Altan as cited in Jafarzadeh &Simin, 2014 & Alfahadi (2012).

Various studies were conducted in the area of cultural aspects and their integration into the English language textbooks. However, nothing has been stated regarding the presence of cross-cultural aspects in English for Palestine: the new series which is adopted in the scholastic year 2014. The researcher consequently conducted this study to investigate to what extent there is an integration of the cultural aspects in the new series of the English textbooks which were adopted in the governmental schools in 2014.

CHAPTER THREE

Methodology

Chapter Three

Methodology

This chapter includes seven sections that specify the steps and the methodology taken in carrying out the research endeavor. It presents the research methodology, the research population and sample, research instruments, the validity and reliability of these instruments, the study procedures, research variables and the statistical analysis.

3.1 Methodology

The research design was a descriptive and analytical one as it suited the study purposes. This research was characterized by the application of two research approaches:

The first is quantitative and was measured by means of a questionnaire that was distributed among teachers.

The second is qualitative. The information was collected by the open questions in the first research instrument (the questionnaire), the interviews with teachers and content analysis of the Textbooks of English for Palestine.

3.2 Research Population and Sample

The entire population of this study consisted of 273 English language teachers of sixth, seventh and eighth grades in Nablus district in the scholastic year 2014/2015.

The researcher chose a pilot sample from the research population consisting of (20) male and female teachers while the study sample included the following:

- a. The sample of teachers who teach sixth, seventh and eighth grades students in Nablus district and use English for Palestine textbooks during 2014- 2015 academic year were (181) of both genders with various levels of the classes they teach, the training courses they attended and the academic qualification they hold. Table (1) displays the number and distribution of the sample of teachers and their characteristics.

Table (1): Distribution of the Study Sample.

Variable	Classification	Frequency	Percentage%
Gender	Male	92	50.8
	Female	89	49.2
The classes teachers teach	6 th	46	25.4
	7 th	75	41.4
	8 th	60	33.2
Attended training courses	Yes	129	71.3
	No	52	28.7
Academic qualification	Diploma	18	9.9
	Bachelor	149	82.3
	Master	14	7.7
Total		181	100.0

The researcher distributed (181) questionnaires to the entire sample and all (181) responded to the research questionnaire and returned it to the researcher. The researcher also interviewed (20) teachers from the research

sample. Table (2) displays the number and distribution of the interviewees and their characteristics.

Table (2): Distribution of the Interviewees.

Variable	Classification	Frequency	Percentage %
Gender	Male	8	40
	Female	12	60
The classes teachers teach	6 th	6	30
	7 th	7	35
	8 th	7	35
Attended training courses	Yes	14	70
	No	6	30
Academic qualification	Diploma	2	10
	Bachelor	16	80
	Master	2	10
Total		20	100.0

- b. English for Palestine was designated for teaching English to the sixth, seventh and eighth grade students in heterogeneous classrooms includes a student's book. All the three textbooks of English for Palestine were analyzed by the researcher using the content analysis technique.

3.3 Instruments of the Study

This study used three instruments for collecting data. The first instrument was a questionnaire adopted from Shatnawi (2005) and Al-Jabari (2010) to collect quantitative and qualitative data. The second and the third instruments were interviews and content analysis respectively,

which were used to collect quantitative and qualitative data. The use of these instruments enabled the researcher to perform a more in depth analysis by means of triangulation of data. In order to measure culture in three aspects; the first to know people's perspectives regarding culture, second people's reaction about culture teaching, third to measure how culture is integrated in language textbooks.

A. The Questionnaire

After reviewing existing literature in the area of analysis and evaluation of textbooks for teaching English as a foreign language in general and English for Palestine textbooks in particular and the necessity of integrating cultural aspects to the content of these textbooks, the researcher adopted a questionnaire with 5-point Likert scale (strongly disagree, disagree, neutral, agree and strongly agree). (Appendix: A)

The questionnaire consisted of two sections: The first section consisted of personal information about teachers' gender, the classes teachers teach, training courses teachers attended, and academic qualification. The second section consisted of (30) items to explore the cultural aspects presented in the TEFL textbooks 'English for Palestine New Series'.

The questionnaire consists of two domains and these are as follows:

- a. Fifteen items related to the domain of culture teaching.

- b. Fifteen items related to the domain of culture appreciation.

B. The Interviews

The researcher also conducted (20) interviews with teachers of English who were chosen randomly in order to collect more information about English for Palestine to support the data of the questionnaire. The interviews were structured and emphasized the teachers' experiences with the textbook. The interviews (Appendix B) included 6 questions in which the teachers were also asked to elaborate on their answers.

The questions dealt with the following:

1. To what extent this series is helpful to students.
2. To what extent the students' cultural background affects learning English.
3. The relationship between language and culture.
4. Students' exposure to the English culture.
5. Teachers' culture preference.
6. Teachers' interest in the English language.

The interviews were all conducted by the researcher, who met each of the teachers separately at the schools where they teach. Each interview

lasted for approximately one hour, and was recorded upon agreement with the teachers.

C. Content Analysis of English for Palestine

The researcher analyzed the textbooks of English for Palestine new series for sixth, seventh and eighth grades. The analysis was carried out according to the following cultural aspects: historical, economical, geographical, literary, political, religious, social, man-woman relationship, habits, customs and traditions, way of living and finally modern technology.

The researcher applied conceptual analysis while analyzing the three textbooks of English for Palestine. In this method the researcher coded these three textbooks for the frequency of activity, which served as the unit of analysis in this study. The activities were coded precisely as they appeared in these three textbooks. This implies that each activity that appeared in these three textbooks was counted as a separate activity and not connected to other identical or similar ones. The researcher categorized the activities in the textbooks according to the aforementioned cultural aspects.

3.4 Validity of the Instruments

A. The Questionnaire

In order to ensure the content validity of the two domains of the research questionnaire and the items in each domain, the questionnaire was

judged in two stages. During the first stage the researcher chose six English teachers who teach sixth, seventh and eighth grade students in Nablus District. The teachers were chosen randomly, and were asked (Appendix C) to examine the clarity and wording of each item in order to avoid misunderstanding of the items. The researcher also asked the teachers to examine the compatibility/relevance of each item to its domain in the questionnaire and to point out any items that should be eliminated or point out any that should be added or modified.

During the second stage the researcher addressed a jury of experts in the field of education and English teaching from An-Najah University in Palestine, and asked them (Appendix D) to validate the content of the questionnaire. The researcher took the comments, criticism, and recommendations of these teachers and jury of experts into consideration when she composed the questionnaire in its final version.

The following are some examples of the comments, criticisms, and recommendations from the teachers and experts regarding the final version of the questionnaire:

- a. Changing the word order of item number (11) in the first domain (teaching culture) instead of (culture teaching) and using (to) instead of (in) deleting the word (human) from the same item. Also deleting the article (the) from item number (12).

- b. From the second domain they deleted the article (the) from the fifth item and the same thing in item number (7). Moreover, changing the item number (12) from (the textbook content appreciates the morals, values, rights and norms) to (The textbook content takes morals, values, rights and norms into consideration). In addition to using the word (unfamiliar) instead of (strange and not familiar) in item number (13). Their modifications were taken into consideration. As a result, the researcher made the necessary modifications accordingly.

B. The Interview

The interviews were shown to Dr. Abdul Kareem Igbaria and Dr Fayez Aqel, the researcher's supervisors who approved the suitability of the interviews for the purpose of the study. Thus, no modifications were made.

C. Content Analysis

After the researcher prepared the categories (the cultural aspects) as a basis for content analysis of the three textbooks of English for Palestine based upon the research questions, the categories were presented to three experts in English teaching and content analysis. There was a consensus among them regarding these categories. In addition, the second analyst who assisted the researcher in analyzing the first unit of “English for Palestine” in order to establish reliability of the content analysis expressed agreement regarding the categories without modification.

3.5 Reliability of the Research Tools

The researcher applied the following methods to establish the reliability of (Questionnaire and Content Analysis).

3.5.1 Reliability of the Questionnaire

The researcher chose a pilot sample from the research population consisting of (20) male and female teachers and applied the test–retest method in order to verify the internal consistency of the first research tool (the questionnaire). The researcher administered the questionnaire to the pilot sample twice within a period of two weeks, after which she calculated the following:

- Cronbach's Alpha from the first application of the questionnaire as an indication of the internal consistency of the items in the questionnaire

Table (3) shows reliability coefficients of each domain and the total score (degree) of the study.

Table (3): Reliability Coefficients of Each Domain and the Total Score of the Study

Domains	Number of items	Reliability coefficient
The teachers' perspectives regarding teaching culture in EFL classroom	15	0.76
Culture appreciation	15	0.79
Total score	30	0.84

Table (3) reveals that all the reliability coefficients are high, and suitable for scientific purposes.

3.5.2 Reliability of the Second Instrument- Content Analysis

The researcher and a second analyst performed a content analysis on the first unit of the student's book for 6th grade with the objective of verifying the reliability of the second research instrument (content analysis). The second analyst is a lecturer in the Department of English language and literature and an expert in content analysis. Each analyst conducted his/her analysis separately according to one category:

- Cultural aspects, which were: the historical, economic, geographical, literary, man-woman relationships, political, religious, social, habits, customs and traditions, way of living and modern technology. The results of the analyses are presented in Table (4).

Table (4): Frequency of Cultural Aspects from the Perspective of the Researcher and the Second Analyst and Percentages of Consistency Ratio between them.

Student's Book 6 th A- unit one	Cultural Aspects		Historical		Economic		Geographical		Literary		Man-Woman Relationship		Political		Religious		Social		Habits, Customs & Traditions		Way of Living		Modern Technology		Total	
			R	P	R	P	R	P	R	P	R	P	R	P	R	P	R	P	R	P	R	P	R	P		
	2	2	2	2	3	4		7	8	1	1	1	1		16	18										
	100%		100%		75%		87.5%		100%		100%															

From the results shown in table (4) it appears that the percentages of consistency between the researcher and the second analyst range from 75% - 100% on the level of the student's book.

These calculations reveal that the researcher's analysis is reliable.

3.6 Research Procedures and Data Collections

The following procedures were used to collect data for this research:

1. Consultation meetings were held with the research supervisor before the beginning of the research to determine the guidelines and instructions for working and conducting the research. The researcher and supervisor also agreed upon the title of the research.
2. The research proposal was prepared for the supervisor and for the Department of Teaching Methods at An-Najah National University.
3. Agreement was obtained from the research supervisor and the Deanship of Scientific Research and Higher Studies at An-Najah National University to begin the research.
4. Correspondence was conducted with the Ministry of Education in Palestine to obtain agreement to apply the research in the Nablus District.
5. Lists of the primary schools and junior high schools that included sixth, seventh, and eighth grade classes were obtained from the

Ministry of Education in Palestine.

6. The research population was defined: English teachers in the sixth, seventh, and eighth grade classrooms in Nablus District who use the series of “English for Palestine” which is also considered part of the research population.
7. The questionnaire and interview questions were prepared and underwent validation by English teachers of sixth, seventh and eighth grade in the Nablus District and by a jury of experts from An-Najah National University in Palestine.
8. Twenty male and female teachers were chosen from the research population for establishing the reliability of the questionnaire using the Test-Retest method. The researcher conducted this procedure while visiting the teachers at their schools.
9. Categories of the cultural aspects for content analysis of the first unit in the sixth A student’s book were prepared based upon the research questions. The researcher followed the PRIORI coding method in which categories are established before the analysis. These categories also underwent examination and validation by experts. The unit of analysis was also determined - the activities that each student was to conduct in the “English for Palestine textbooks”.
10. Content analysis was conducted for the first unit in the sixth A student’s book by the researcher and another analyst, who is a

lecturer in English instruction and an expert in content analysis. The analysis was conducted according to the cultural aspects that had been agreed upon and was done in order to establish reliability of the content analysis for the textbooks of English for Palestine.

11. The questionnaires were distributed and collected by the people of the Ministry of Education at Nablus District .The teachers received instructions as to whom to contact and where to go to receive and return the questionnaires. The process took approximately one month. All 181 questionnaires that were distributed were returned.
12. The tables with all the cultural aspects that had been agreed upon for content analysis of “English for Palestine” were prepared. The researcher conducted the analysis in which the activities constituted the unit of analysis.
13. Twenty male and female teachers were chosen at random to be interviewed. The interviewees were to answer 6 questions and they therefore agreed to be interviewed for at least one hour. The researcher also received their permission to record the interviews.
14. The researcher conducted separate interviews with each of the twenty teachers at the schools where they teach.

In summary, the process of collecting data began with consent on the part of the research supervisor and An-Najah National University in Palestine to begin conducting the research with its objectives, research

questions, methodology and processes. It continued with the collection of data using the research tools of the questionnaires, interviews, and content analysis, and was completed with the statistical analysis of the data by a statistics expert.

3.7 The Research Variables

This research included two types of variables:

- **The Independent Variables**

These variables referred to the respondents to the research questionnaire and include:

1. Gender with two categories: male and female.
2. Academic qualification with three levels: Diploma, BA and MA.
3. The classes teachers teach with three levels: 6th, 7th and 8th.
4. Training courses teachers attended with two levels: (yes, No).

- **The Dependent Variables**

These variables are made up of three variables:

1. The total score for the research instrument- the questionnaire.
2. The degrees of the domain of teaching culture.
3. The degrees of the domain of culture appreciation.

3.8 Data Analysis

To answer the research questions, the researcher applied statistical analysis to the eighth research questions.

- **The answer to the first research question:**

To answer the first research question, the researcher calculated the means, standard deviations, percentages, and levels of the domain of teaching culture.

- **The answer to the second research question:**

To answer the second research question, the researcher calculated the means, standard deviations, percentages, and levels of the domain of culture appreciation.

In order to estimate respondents' perspectives regarding teaching culture and culture appreciation, the researcher used the following scale:

- 4.21 and more (very high)
- 3.41- 4.20 (high)
- 2.61- 3.40 (moderate)
- 1.81- 2.60 (low)
- Less than 1.81 (very low)

- **The answer to the third research question is divided into three parts:**

1. T-Test for Independent samples to test gender and attended training courses hypotheses.
2. One-Way Analysis of Variance (ANOVA) to test the classes teachers teach and academic qualification hypotheses.
3. Scheffe post hoc test to determine the sources of differences in the rejected hypotheses.

- **The answer to the fourth research question:**

To answer the fourth research question, the researcher calculated the frequency of the cultural aspects using content analysis for the three textbooks of English for Palestine.

- **The answer to the fifth research question:**

The researcher analyzed the results of the interviews conducted with (20) teachers.

CHAPTER FOUR

Results of the Study

Chapter Four

Results of the Study

The aim of this research was to analyze the cultural aspects in the textbooks "English for Palestine" by applying quantitative and qualitative methods. This chapter presents and discusses the quantitative and qualitative research results.

4.1 Results Related to Research Questions

- **Results related to the first research question:** What are the teachers' perspectives regarding teaching culture in the EFL classroom?

To answer this question, the researcher calculated the means, standard deviations, percentages and ranks of the teachers' responses to the questionnaire items according to the domain of teaching culture in the EFL classroom. The results are presented in Table (5).

Table (5): Means, Standard Deviations, Percentages and Ranks of the Domain of Teaching Culture

No.	Item	M	SD	Percent	Rank
1	It is important for EFL teachers to include aspects of the target culture in their classroom teaching.	4.14	0.65	82.8	Very high
2	I incorporate culture teaching in my classes.	3.45	1.13	69.0	Moderate
3	My cultural instruction is planned.	3.82	1.02	76.4	High
4	I think that teaching culture will foster my students' self-respect and respect of others.	4.09	0.64	81.8	Very high
5	I think that it is important to teach students about traditions, customs, and social relationships of the target culture.	4.26	0.84	85.2	Very high

6	I think that it is important to teach students about literature and fine arts of the target culture.	3.96	0.85	79.2	High
7	I think that learning about the target culture enhances students' understanding of the Palestinian culture.	4.10	0.88	82.0	Very high
8	I encourage my students to have a sense of belonging to our Palestinian cultural backgrounds.	4.38	0.99	87.6	Very high
9	I teach cultural aspects where English differs from Arabic (requesting, complimenting).	3.99	0.72	79.8	High
10	I teach the Palestinian culture in connection to the Arab and Islamic culture and heritage.	4.01	0.89	80.2	Very high
11	I think that culture teaching will help students contribute to building civilization.	4.13	0.69	82.6	Very high
12	I think that the school textbooks provide enough material for discussing culture-related issues.	3.03	0.97	60.6	Moderate
13	I think that the cultural elements in the textbooks are visible.	3.34	0.86	66.8	Moderate
14	I use materials other than the school textbooks to teach target culture-related issues (the Internet, realian ...).	3.52	0.91	70.4	High
15	I think that the textbooks present a variety of cultures.	3.28	0.95	65.6	Moderate
Total score of teachers' perspectives regarding teaching culture		3.83	0.42	76.6	High

Table (5) shows that the total score of the domain of teaching culture achieved a mean of (3.83) and a percentage of (76.6). This means that the teachers have a high degree of perspectives regarding teaching culture in the EFL classroom.

- **Results related to the second research question:** What are the teachers' perspectives regarding the domain of culture appreciation?

To answer this question, the researcher calculated the means, standard deviations, percentages and ranks of the teachers' responses to the questionnaire items according to the domain of culture appreciation. Results are presented in Table (6).

Table (6): Means, Standard Deviations, Percentages and Ranks of the Domain of Culture Appreciation

No.	Item	M	SD	Percent	Rank
1	The cultural aspects are relevant to the Arab students' background	3.45	0.80	69.0	Moderate
2	The content of the textbook encourages cultural appreciation	3.57	0.71	71.4	High
3	The cultural aspects are biased to the American or British culture	3.19	0.92	63.8	Moderate
4	The cultural aspects are mainly about the Arab and Islamic culture	3.20	0.82	64.0	Moderate
5	The cultural aspects provide the learners with opportunities to compare different cultural practices , behaviors and traditions with their own	3.55	0.84	71.0	High
6	The cultural items in English for Palestine familiarize students with Western culture	3.40	0.87	68.0	Moderate
7	The Arab-Islamic cultural aspects are included in the books of new series of English for Palestine	3.60	0.72	72.0	High
8	The cultural aspects in these books are related to the Palestinian culture	3.62	0.71	72.4	High
9	The new textbooks help students to better understand the culture of the two languages and increase their awareness	3.56	0.88	71.2	High
10	The vocabulary is related to real life English situations.	3.86	0.88	77.2	High

11	The teacher's guide provides me with the means of involving students in communicative meaningful learning situations.	3.97	0.72	79.4	High
12	The textbook content takes morals, values, rights and norms into consideration.	3.90	0.73	78.0	High
13	The cultural items in the textbooks are unfamiliar.	2.87	0.95	57.4	Low
14	The cultural expressions in the textbooks are not acceptable in my culture	2.65	0.94	53.0	Low
15	The English language textbooks familiarize the students with the culture of the west in general.	3.18	0.91	62.6	Moderate
Total score of teachers' perspectives regarding culture appreciation		3.44	0.42	68.8	Moderate

Table (6) shows that the total score of the domain of teaching culture achieved a mean of (3.44) and a percentage of (3.44). This means that the teachers have a high degree of perspectives regarding culture appreciation in the EFL classroom.

Moreover, the researcher calculated the means, standard deviations, percentages and ranks of the teachers' responses to the total score of the entire questionnaire. The results are presented in Table (7).

Table (7): Means, Standard Deviations, Percentages and Ranks of Teachers' Perspectives Regarding Teaching Culture and the Domain of Culture Appreciation

No.	Domain	M	SD	Percentage	Rank
1	teachers' perspectives regarding teaching culture	3.83	0.42	76.6	High
2	teachers' perspectives regarding culture appreciation	3.44	0.42	68.8	Moderate
Total score		3.64	0.36	72.8	High

Table (7) shows that the total score of the entire questionnaire achieved a mean of (3.64) and a percentage of (72.8). This means that there is a high degree of teachers' perspectives regarding the total score of culture domain.

- **Results related to the third research question:** Are there significant differences in the means of teachers' perspectives regarding the domains of teaching culture and culture appreciation in the EFL classroom due to their gender, teaching classes, training courses, and academic qualification?

This question includes four parts: The first is related to the means of the total score and the two domains of teaching culture and culture appreciation of the questionnaire due to teachers' gender, the second to the means of the total score and the two domains of teaching culture and culture appreciation of the questionnaire due to the variable of classes teachers teach, the third to the means of the total score and the two domains of teaching culture and culture appreciation of the questionnaire due to the variable of training courses teachers attended and the fourth to the means of the total score and the two domains of teaching culture and culture appreciation of the questionnaire due to the variable of the academic qualification.

4.2 Results Related to Research Hypotheses

- **Results related to the first research hypothesis:** The two domains of teaching culture and culture appreciation and the total score of the questionnaire due to teachers' gender.

The means and standard deviations of the teachers' perspectives related to the two domains and the total score of the questionnaire were calculated according to the teachers' gender.

The researcher used T-Test for independent samples. Table (8) shows the results.

Table (8): Means, Standard Deviations and the T Test of the Teachers' Perspectives Related to the Two Domains and the Total Score of the Questionnaire According to Their Gender

Domain	Male (N=92)		Female (N=89)		T-value	Sig.*
	Mean	S.D	Mean	S.D		
Teaching culture	3.96	0.27	3.71	0.50	4.228	0.0001*
Culture appreciation	3.51	0.46	3.36	0.35	2.348	0.0001*
Total score	3.73	0.32	3.54	0.37	3.825	0.0001*

* Significant at ($\alpha=0.05$), D.F = 179

Table (8) shows that there are significant differences at ($\alpha=0.05$) between the means of the teachers' perspectives related to the two domains and the total score of the questionnaire due to their gender in favor of male teachers.

- **Results related to the second research hypothesis:** The two domains of teaching culture and culture appreciation and the total score of the questionnaire due to the variable of classes teachers teach.

The means and standard deviations of the teachers' perspectives related to the two domains and the total score of the questionnaire were calculated according to the variable of classes teachers teach.

The researcher used One-Way ANOVA to test the hypothesis. Tables (9) and (10) show the frequencies, means and standard deviations of the teachers' perspectives regarding teaching culture in the EFL classroom, culture appreciation and the total score of the questionnaire due to the variable of classes teachers teach and the results of One-Way ANOVA respectively.

Table (9): Frequencies, Means, and Standard Deviations of the Teachers' Perspectives According to the Variable of Classes Teachers Teach

Domain	The classes teachers teach	N	Mean	SD
Teaching culture	6 th	46	3.79	0.34
	7 th	75	3.78	0.49
	8 th	60	3.93	0.36
Culture appreciation	6 th	46	3.27	0.29
	7 th	75	3.37	0.36
	8 th	60	3.65	0.48
Total score	6 th	46	3.53	0.27
	7 th	75	3.58	0.36
	8 th	60	3.79	0.38

Table (10): Results of the ANOVA Analysis Related to the Two Domains and the Total Score of the Questionnaire According to Classes Teachers Teach

Domain	Source of variance	Sum of Squares	D.F	Mean Squares	F	Sig.*
Teaching Culture	Between groups	0.870	2	0.435	2.508	0.084
	Within groups	30.860	178	173.0		
	Total	31.730	180			
Culture Appreciation	Between groups	4.181	2	2.091	13.858	0.001*
	Within groups	26.852	178	151.0		
	Total	31.033	180			
Total Score	Between groups	2.169	2	1.085	9.085	0.0001*
	Within groups	21.251	178	119.		
	Total	23.420	180			

*Significant at ($\alpha=0.05$)

Table (10) indicates that there are no significant differences at ($\alpha=0.05$) between the means of the teachers' perspectives related to the domain of teaching culture in the EFL classroom due to the variable of classes teachers teach, while there are significant differences in teachers' perspectives regarding culture appreciation and the total score of the questionnaire due to the variable of classes teachers teach. In order to find out if these observed differences are significant, the Scheffe post hoc test was conducted. The results of this analysis are presented in tables (11) and (12).

Table (11): Results of the Scheffe Post Hoc Test to Determine the Differences in Domain of Culture Appreciation Due to Classes Teachers Teach

The classes teachers teach	6 th	7 th	8 th
6 th		-0.102	-0.375*
7 th			-0.272*
8 th			

*Significant at ($\alpha=0.05$)

Table (11) shows that:

- There are significant differences at ($\alpha=0.05$) in the domain of culture appreciation due to the variable of classes teachers teach between 6th and 8th grades in favor of the 8th grade.
- There are significant differences at ($\alpha=0.05$) in the domain of culture appreciation due to the variable of classes teachers teach between 7th and 8th grades in favor of 8th grade.

Table (12): Results of the Scheffe Post Hoc Results to Determine the Differences in Total Score of the Questionnaire Due to Classes Teachers Teach

The classes teachers teach	6 th	7 th	8 th
6 th		-0.047	-0.375*
7 th			-0.272*
8 th			

*Significant at ($\alpha=0.05$)

Table (12) shows that:

- There are significant differences at ($\alpha=0.05$) in the total score of the questionnaire due to the variable of classes teachers teach between 6th and 8th grades in favor of the 8th grade.

- There are significant differences at ($\alpha= 0.05$) in the total score of the questionnaire due to the variable of classes teachers teach between 7th and 8th grades in favor of the 8th grade.
- **Results related to the third research hypothesis:** The two domains of teaching culture and culture appreciation and the total score of the questionnaire due to the variable of training courses teachers attended.

The means and standard deviations of the teachers' perspectives related to the two domains and the total score of the questionnaire were calculated according to the variable of training courses teachers attended.

The researcher used T-Test for independent samples and Table (13) shows the results.

Table (13): Means, Standard Deviations and the T test for Independent Samples of the Teachers' Perspectives Related to the Two Domains and the Total Score of the Questionnaire According to the Variable of Training Courses Teachers Attended

Domain	Yes (N=129)		No (N=52)		T-value	Sig.*
	Mean	S.D	Mean	S.D		
Teaching culture	3.81	0.47	3.90	0.23	1.269	0.206
Culture appreciation	3.44	0.44	3.42	0.36	0.350	0.727
Total score	3.63	0.40	3.66	0.23	0.534	0.594

* Significant at ($\alpha= 0.05$), D.F = 179

Table (13) shows that there are no significant differences at ($\alpha=0.05$) between the means of the teachers' perspectives related to the two domains and the total score of the questionnaire due to the variable of training courses teachers attended.

- **Results related to the fourth research hypothesis:** The two domains of teaching culture and culture appreciation and the total score of the questionnaire due to the variable of academic qualification.

The means and standard deviations of the teachers' perspectives related to the two domains and the total score of the questionnaire were calculated according to the variable of academic qualification.

The researcher used One-Way ANOVA to test the hypothesis. Tables 14 and 15 show the frequencies, means and standard deviations of the teachers' perspectives regarding the domain of teaching culture and culture appreciation and the total score of the questionnaire due to the variable of academic qualification and the results of One-Way ANOVA respectively.

Table (14): Frequencies, Means, and Standard Deviations of the Teachers' Perspectives Related to the Two Domains and the Total Score of the Questionnaire According to the Variable of Academic Qualification

Domain	Academic Qualification	N	Mean	SD
Teaching culture	Diploma	18	3.98	0.24
	Bachelor	149	3.81	0.44
	Master	14	3.90	0.30
Culture appreciation	Diploma	18	3.30	0.30
	Bachelor	149	3.45	0.42
	Master	14	3.50	0.49
Total	Diploma	18	3.64	0.21
	Bachelor	149	3.63	0.38
	Master	14	3.70	0.37

Table (15): Results of ANOVA of the Two Domains and the Total Score According to Academic Qualification

Domain	Source of variance	Sum of Squares	D.F	Mean Squares	F	Sig.*
Teaching culture	Between groups	0.552	2	0.276	1.575	0.210
	Within groups	31.178	178	175.0		
	Total	31.730	180			
Culture appreciation	Between groups	0.420	2	0.210	1.220	0.298
	Within groups	30.614	178	172.0		
	Total	31.033	180			
Total score	Between groups	0.075	2	0.037	0.285	0.753
	Within groups	23.345	178	131.0		
	Total	23.420	180			

*Significant at ($\alpha = 0.05$)

Table (15) indicates that there are no significant differences at ($\alpha = 0.05$) between the means of the teachers' perspectives related to the domains of teaching culture and culture appreciation and the total score of the questionnaire due to the variable of academic qualification.

- **Results related to the fourth research question:** How are the cultural aspects stated, distributed and balanced in English for Palestine for sixth, seventh and eighth grades?

These aspects were analyzed according to the following criteria: Historical, economic, geographical, literary, man-woman relationships,

political, religious, social, habits, customs and traditions, way of living and modern technology. (Shatnawi, 2005:71-73).

The results for this section are presented in four major parts as follows:

1. The cultural aspects for all the units in the sixth grade textbook A and B semesters, English for Palestine.

The researcher calculated the frequency of the stated cultural aspects and used content analysis for all of the units (the theme-based units) in the two textbooks of the sixth grade. The results of these calculations are presented in Tables (16), (17), and (18).

Table (16): Frequency of the Cultural Aspects in All the Units in the Student's Textbook Sixth A

6th A Textbook Theme- based Units	Cultural Aspects	Historical	Economical	geographical	Man-woman relationships	Literary	Political	Religious	Social	Habits, traditions & customs	Way of living	Modern Technology
U.1		-	-	2	4	2	-	-	7	2	1	-
U.2		-	-	-	-	1	-	-	11	3	2	1
U.3		2	-	1	-	2	-	-	6	3	3	2
U.4		-	-	-	1	2	-	-	8	3	1	5
U.5		-	-	-	-	1	-	-	4	2	1	-
U.6		-	-	-	1	1	-	-	6	4	1	-
U.7		1	1	2	-	1	-	-	6	4	1	-
U.8		-	-	-	-	1	-	-	9	1	1	-
U.9		-	-	-	-	1	-	-	6	1	1	-
Total		3	1	5	6	12	-	-	63	23	12	8

(-) not found

Table (16) shows that the frequencies of the cultural aspects range between (0- 63) at the level of the theme- based units in the 6th A textbook. The political and religious aspects have the lowest frequency of (0), while (63) is the highest for the social cultural aspect. The remaining cultural aspects have the following frequencies: historical (3), economical (1), geographical (5), man-woman relationships (6), literary (12), habits (23), way of living (12) and modern technology (8).

Interpretations

Table (16) shows that there is an imbalance in the distribution of the stated cultural aspects in the theme- based units in the students' book.

The social cultural aspect shows the highest frequencies. This is followed in a descending order by habits, literary, way of living, modern technology, man and woman relationships, geographical, historical and economical cultural aspect that show the lowest frequency. The two cultural aspects of political and religious are not stated in the units of 6thA textbook.

Table (17): Frequency of the Cultural Aspects in All the Units in the Student's Textbook Sixth B

6 th B Textbook Theme- based Units	Cultural Aspects	Historical	Economical	geographical	Man-woman relationships	Literary	Political	Religious	Social	Habits, traditions & customs	Way of living	Modern Technology
U.10		-	1	3	1	1	-	-	7	4	-	4
U.11		-	-	3	1	1	-	-	7	1	-	-
U.12		1	1	-	-	1	-	-	7	1	10	-
U.13		-	-	7	-	1	-	-	8	1	1	-
U.14		-	-	1	1	2	-	1	4	1	1	-
U.15		2	1	11	1	2	-	1	8	1	1	-
U.16		-	-	-	1	1	-	-	15	6	1	-
U.17		-	-	-	-	1	-	-	6	3	4	2
U.19		-	-	-	-	1	-	-	4	1	1	2
Total		3	3	25	3	11	-	2	66	19	19	4

Table (17) shows that the frequencies of the cultural aspects range between (0- 66) at the level of the theme- based units in the 6th B textbook. The political aspects have the lowest frequency of (0), while (66) is the highest for the social cultural aspect. The remaining cultural aspects have the following frequencies: historical (3), economical (3), geographical (25), man-woman relationships (3), literary (11), religious (2), habits (19), way of living (19) and modern technology (4).

Interpretations

Table (17) shows that there is an imbalance in the distribution of the stated cultural aspects in the theme- based units in the students' book.

In the 6th textbook the social cultural aspect shows the highest frequencies. This is followed in a descending order by geographical, habits, way of living, literary, modern technology, man and woman relation,

historical, economical and religious cultural aspect that show the lowest frequency. The cultural aspect of political is not stated in the units of the 6th B textbook.

Table (18): Frequency of the Cultural Aspects in All the Units in the Students' Textbook Sixth A & B

6 th A &B Textbooks Theme-based unit	Cultural Aspects											Total
	Historical	Economical	geographical	Man-woman relationships	Literary	Political	Religious	Social	Habits, traditions & customs	Way of living	Modern Technology	
6 th A	3	1	5	6	12	-	-	63	23	12	8	133
6 th B	3	3	25	3	11	-	2	66	19	19	4	155
Total	6	4	30	9	23	-	2	129	42	31	10	286

Table (18) shows that the frequencies of the cultural aspects range between (0- 129) at the level of the theme-based units in the 6th A&B textbooks. The political aspects have the lowest frequency of (0), while (129) is the highest for the social cultural aspect. The remaining cultural aspects have the following frequencies: historical (6), economical (4), geographical (30), man-woman relationships (9), literary (23), religious (2), habits (42), way of living (31) and modern technology (10).

Interpretations

Table (18) shows that there is an imbalance in the distribution of the stated cultural aspects in the theme- based units.

In the 6th A&B textbooks the social cultural aspect shows the highest frequencies. This is followed in a descending order by habits, way of

living, geographical, literary, modern technology, man and woman relation, historical, economical and religious cultural aspect that show the lowest frequency. The cultural aspect of political is not stated in the units of the 6thA&B textbooks.

In summary:

The various cultural aspects are distributed in an imbalanced manner throughout all the units in the sixth textbook in English for Palestine. The cultural aspects are stated most frequently in the 6th B textbook (155) while the 6thA textbook the frequency of the cultural aspects is (133). The religious cultural aspect is not stated in 6th A at all but it is stated in 6th B although in less frequency than the other aspects. However, the political cultural aspect is not stated in either the 6th A or 6th B textbooks.

2. The cultural aspects for all the units in the seventh grade textbook A and B, English for Palestine.

The researcher calculated the frequency of the stated cultural aspects and used content analysis for all of the units (the theme-based units) in the two textbooks of the seventh grade. The results of these calculations are presented in Tables (19), (20), and (21).

Table (19): Frequency of the Cultural Aspects in all the Units in the Students' Textbook Seventh A

7 th A Textbook Theme- based Units \ Cultural Aspects	Historical	Economical	geographical	Man-woman relationships	Literary	Political	Religious	Social	Habits, traditions & customs	Way of living	Modern Technology
U.1	-	-	-	2	1	-	-	15	2	3	0
U.2	-	-	-	1	1	6	1	15	1	1	3
U.3	-	-	-	-	1	-	-	12	1	2	-
U.4	-	-	-	-	1	-	-	17	1	1	6
U.5	-	-	-	2	-	-	-	8	1	2	5
U.6	1	-	-	-	1	2	-	8	1	1	-
U.7	-	-	-	-	1	1	-	15	2	3	-
U.8	1	-	3	-	1	-	-	10	1	-	-
U.9	-	-	-	-	-	2	-	14	-	2	3
Total	2	-	3	5	7	11	1	114	10	15	17

Table (19) shows that the frequencies of the cultural aspects range between (0- 114) at the level of the theme- based units in the 7th A textbook. The economical aspect has the lowest frequency of (0), while (114) is the highest for the social cultural aspect. The remaining cultural aspects have the following frequencies: historical (2), geographical (3), man-woman relationships (5), literary (7), political (11), religious (1), habits (10), way of living (15) and modern technology (17).

Interpretations

Table (19) shows that there is an imbalance in the distribution of the stated cultural aspects in the theme- based units in the students' book.

In the 7th textbook the social cultural aspect shows the highest frequencies. This is followed in a descending order by modern technology, way of living, political, literary, man and woman relationships,

geographical and historical cultural aspect that show the lowest frequency. The cultural aspect of economical is not stated in the units of 7thA textbook.

Table (20): Frequency of the Cultural Aspects in All the Units in the Students' Textbook Seventh B

7th B Textbook Theme- based Units	Cultural Aspects	Historical	Economical	geographical	Man-woman relationships	Literary	Political	Religious	Social	Habits, traditions & customs	Way of living	Modern Technology
U.10		-	2	-	-	1	-	-	13	1	2	15
U.11		-	-	-	1	1	-	-	14	1	1	-
U.12		-	-	-	-	-	-	-	-	-	-	-
U.13		3	2	12	-	2	-	-	24	4	7	-
U.14		1	1		1	1	-	-	9	1	1	-
U.15		5	4	1	1	1	-	-	15	3	2	1
U.16		3	-	1	-	1	-	-	12	1	1	23
U.17		1	2	4	1	1	-	-	13	1	3	-
U.19		-	-	-	-	-	-	-	8	1	1	5
Total		13	11	18	4	8	-	-	108	13	18	44

Table (20) shows that the frequencies of the cultural aspects range between (0- 108) at the level of the theme-based units in the 7th B textbook. The political and religious aspects have the lowest frequency of (0), while (108) is the highest for the social cultural aspect. The remaining cultural aspects have the following frequencies: historical (13), economical (11), geographical -18, man-woman relationships (4), literary (8), habits (13), way of living (18) and modern technology (44).

Interpretations

Table (20) shows that there is an imbalance in the distribution of the stated cultural aspects in the theme- based units in the students' book.

In the 7th B textbook the social cultural aspect shows the highest frequencies. This is followed in a descending order by modern technology, way of living, geographical, habits, historical, economical, and man and woman relationships cultural aspect that showed the lowest frequency. The two cultural aspects of political and religious are not stated in the units of 7th B textbook.

Table (21): Frequency of the Cultural Aspects in All the Units in the Students' Textbook Seventh A & B

Cultural Aspects 7th A & B Textbooks Theme-based unit	Historical	Economical	geographical	Man-woman relationships	Literary	Political	Religious	Social	Habits, traditions & customs	Way of living	Modern Technology	Total
7th A	2	-	3	5	7	11	1	114	10	15	17	185
7th B	13	11	18	4	8	-	-	108	13	18	44	237
Total	15	11	21	9	15	11	1	172	23	33	61	372

Table (21) shows that the frequencies of the cultural aspects range between (1- 172) at the level of the theme- based units in the 7th A & B textbooks. The religious aspect has the lowest frequency of (1), while (172) is the highest for the social cultural aspect. The remaining cultural aspects have the following frequencies: historical (15), economical (11), geographical (21), man-woman relationships (9), literary (15), religious (1), habits (23), way of living (33) and modern technology (61).

Interpretations

Table (21) shows that there is an imbalance in the distribution of the stated cultural aspects in the theme- based units.

In the 7th A & B textbooks the social cultural aspect shows the highest frequencies. This is followed in a descending order by modern technology, way of living, habits, geographical, literary, historical, economic, political and religious cultural aspect that show the lowest frequency.

In summary:

The various cultural aspects are distributed in an imbalanced manner throughout all the units in seventh textbook. It is noticed that the frequency of the cultural aspects in the 7thA textbook is less frequently in (185) but they are stated more frequently in the 7th B textbook in (237). Moreover, the religious and political cultural aspects are not stated in the 7th B textbook whereas they are stated in the 7thA textbook although in the least frequency.

3. The cultural aspects for all the units in the eighth grade textbook A and B, English for Palestine.

The researcher calculated the frequency of the stated cultural aspects and used content analysis for all of the units (the theme-based units) in the two textbooks of the eighth grade. The results of these calculations are presented in Tables (22), (23), and (24).

Table (22): Frequency of the Cultural Aspects in All the Units in the Students' Textbook Eighth A

8 th A Textbook Theme- based Units	Cultural Aspects										
	Historical	Economical	geographical	Man-woman relationships	Literary	Political	Religious	Social	Habits, traditions & customs	Way of living	Modern Technology
U.1	-	2	2	-	1	-	-	18	2	4	14
U.2	12	1	1	1	4	-	2	13	3	3	-
U.3	1	-	17	-	2	-	-	17	5	-	1
U.4	-	-	-	1	1	-	-	15	6	5	3
U.5	2	-	-	1	1	-	-	15	4	3	-
U.6	-	-	2	1	1	-	-	19	4	2	-
U.7	-	-	2	1	2	-	-	26	3	2	2
Total	15	3	24	5	12	-	2	123	27	19	20

Table (22) shows that the frequencies of the cultural aspects range between (0- 123) at the level of the theme- based units in the 8th A textbook. The political aspect has the lowest frequency of (0), while (123) is the highest for the social cultural aspect. The remaining cultural aspects have the following frequencies: historical (15), economical (3), geographical (24), man-woman relationships (5), literary (12), religious (2) habits (27), way of living (19) and modern technology (20).

Interpretations

Table (22) shows that there is an imbalance in the distribution of the stated cultural aspects in the theme- based units in the students' book.

In the 8thA textbook the social cultural aspect shows the highest frequencies. This is followed in a descending order by habits, geographical, modern technology, way of living, historical, literary, man and woman

relationships, economical and religious cultural aspect that show the lowest frequency. The political cultural aspect is not stated in the units of 8thA textbook.

Table (23): Frequency of the Cultural Aspects in All the Units in the Student's Textbook Eighth B

8th B Textbook Theme- based Units	Cultural Aspects	Historical	Economical	geographical	Man-woman relationships	Literary	Political	Religious	Social	Habits, traditions & customs	Way of living	Modern Technology
U.8		-	4	-	1	-	-	-	11	2	3	-
U.9		-	-	2	-	1	-	-	13	1	4	-
U.10		-	-	3	2	-	-	-	14	1	4	-
U.11		-	-	-	4	-	-	-	19	3	3	-
U.12		-	-	-	1	-	-	-	11	-	2	4
U.13		2	-	2	-	1	2	2	16	1	2	1
U.14		-	1	-	1	-	-	-	4	1	4	0
Total		2	5	7	9	2	2	2	88	9	22	5

Table (23) shows that the frequencies of the cultural aspects range between (2- 88) at the level of the theme- based units in the 8th B textbook. The historical, literary, political and religious aspects have the lowest frequency of (2), while (88) is the highest for the social cultural aspect. The remaining cultural aspects have the following frequencies: economical (5), geographical (7), man-woman relationships (9), habits (9), way of living (22) and modern technology (5).

Interpretations

Table (23) shows that there is a little bit balance in the distribution of the stated cultural aspects in the theme- based units in the students' book.

In the 6th textbook the social cultural aspect shows the highest frequencies. This is followed in a descending order by way of living, habits, man and woman relationships, geographical, modern technology, economical and historical, literary, political and religious cultural aspects show the lowest frequency.

Table (24): Frequency of the Cultural Aspects in All the Units in the Student's Textbook Eighth A & B

Cultural Aspects 8th A&B Textbooks Theme-based unit	Historical	Economical	geographical	Man-woman relationships	Literary	Political	Religious	Social	Habits, traditions & customs	Way of living	Modern Technology	Total
8th A	15	3	24	5	12		2	123	27	19	20	250
8th B	2	5	7	9	2	2	2	88	9	22	5	153
Total	17	8	31	14	14	2	4	211	36	41	25	403

Table (24) shows that the frequencies of the cultural aspects range between (2- 211) at the level of the theme-based units in the 8th A&B textbooks. The political aspect has the lowest frequency of (2), while (211) is the highest for the social cultural aspect. The remaining cultural aspects have the following frequencies: historical (17), economical (8), geographical (31), man-woman relationships (14), literary (14), religious (4), habits (36), way of living (41) and modern technology (25).

Interpretations

Table (24) shows that there is an imbalance in the distribution of the stated cultural aspects in the theme- based units.

In the 8th A & B textbooks the social cultural aspect shows the highest frequencies. This is followed in a descending order by way of living, habits, modern, geographical, modern technology, historical, literary, man- woman relationships, economical, religious and political cultural aspect that show the lowest frequency.

In summary:

The cultural aspects are stated more frequently in the 8th A and less frequently in the 8th B textbook. The total number of cultural aspects in the 8thA textbook is (250) while the total in the 8th B was (153). Moreover, the political cultural aspect is not stated in the 8thA textbook but it is stated in the 8th B textbook although it is stated twice.

4. The cultural aspects for all the units in the sixth, seventh, and eighth grades textbooks A and B, English for Palestine.

The researcher calculated the frequency of the stated cultural aspects and used content analysis for all of the units (the theme-based units) in the textbooks of the sixth, seventh and eighth grades. The results of these calculations are presented in Table (25).

Table (25): Frequency of the Cultural Aspects in All the Units in the Student's Textbooks Sixth, Seventh and Eighth A & B

Cultural Aspects Textbooks Theme-based unit	Historical	Economical	geographical	Man-woman relationships	Literary	Political	Religious	Social	Habits, traditions & customs	Way of living	Modern Technology	Total
6th A&B	6	4	30	9	23	-	2	129	42	31	10	286
7th A&B	15	11	21	9	15	11	1	172	23	33	61	272
8th A&B	17	8	31	14	14	2	4	211	36	41	25	403
Total	48	23	82	32	52	13	7	512	101	105	96	961

Table (25) shows that the frequencies of the cultural aspects range between (7- 512) at the level of the theme- based units in the 6th, 7th and 8th A & B textbooks. The religious aspect has the lowest frequency of (7), while (512) is the highest for the social cultural aspect. The remaining cultural aspects have the following frequencies: historical (48), economical (23), geographical (82), man-woman relationships (32), literary (52), religious (7), habits (101), way of living (105) and modern technology (96).

Interpretations

Table (25) shows that there is an imbalance in the distribution of the stated cultural aspects in the theme- based units.

In the 6th, 7th and 8th A&B textbooks the social cultural aspect shows the highest frequencies. This is followed in a descending order by way of living, habits, modern technology, geographical, literary, historical, man – woman relationships, economical, political and religious cultural aspect that show the lowest frequency.

In summary:

The various cultural aspects are distributed in an imbalanced manner throughout the units of the 6th, 7th and 8th textbooks in English for Palestine. The historical, geographical, man-woman relationships, religious, social and way of living cultural aspects are stated more frequently in the 8th textbook and are stated less frequently in the 6th and 7th textbooks. The highest frequency of the cultural aspects in the English for Palestine textbooks is in the 8th textbook (403). This is followed in a descending order by sixth textbook (286) and seventh textbook (272). Therefore, cultural aspects are stated more frequently in the 8th textbook than the sixth textbook and least frequently in the 7th textbook.

- **Results related to the fifth research question:** what are the teachers' opinions of English for Palestine in terms of teaching culture to the sixth, seventh, and eighth grades students in Nablus District?

In order to receive more information about English for Palestine in terms of teaching culture and to support the data of the questionnaire, the researcher interviewed 20 male and female teachers who use English for Palestine in the 6th-, 7th-, and 8th-grade classes in Nablus District. The researcher asked each teacher 6 questions, and asked them to explain their answers. The researcher then analyzed the contents of the teachers' responses to the 6 questions.

The teachers' responses to the questions yielded the following results:

1-How helpful do you find this series “English for Palestine” to your students?

The interviewees answered this question stating that this series is very helpful to students since it raises their awareness of their own culture because it is related to traditions, norms, behaviors and their social life. It helps students to understand the culture of others through comparing cultures. They added that cultural awareness is manifested through content.

Other interviewees emphasized that it is helpful since it focuses on the communicative way of teaching; they also added that learning English especially, which is an international language makes students' learning perfect and they had a positive attitude most of the time, towards learning this language: their answers were as follows.

This series is helpful because it focuses on communication rather than on grammar and it helps students to get involved in the educational process. Others emphasized that this material focuses more on speaking and listening skills which in turn helps to improve students' skills.

However, some other interviewees said that this series is somehow difficult and it is not on the students' level. Moreover, they added that this series is overloaded with materials. Besides, others said that there is a huge gap between students' level and the books' content.

2- How would the cultural background affect positively or negatively learning English?

Most of the interviewees replied that the cultural background affects learning English positively; they said that they are on the safe side because the Palestinian curriculum concentrates on teaching issues that are related to students' background. This is, of course, to avoid clashes with the local values. They added that the teacher could strike a balance between cultures and show the differences between them without confusing the students.

Some of the interviewee's answers are shown below:

“Of course it will have a positive effect, saying that if the students have cultural background; it will be easier for them to understand the text and the content better.”

The answers of the other interviewees were positive by stating that the cultural background connects the series with real life and encourages the students to participate effectively.

Others answered by emphasizing the idea that most students here, in the context of language learning in Palestine, see English as an asset to their learning; it is helpful and they see it as a passport for the 21st century that helps them find a job, a place to go, to study and to travel. It is a necessity for them to learn English which facilitates and enhances the way that they upgrade their life and find a job or position that may satisfy their needs.

The thing that should be emphasized here is the teachers' role in showing this and the curriculum's center, all the time enhances and asks the teacher to show that learning this language is helpful to the students. Moreover, the only negative aspect of teaching the foreign language is that it is taught in a foreign context. They never employ the teaching methods in the appropriate manner. This will enable the students to practice the language and deal with it all the time. They focus on teaching traditional grammar or issues related to it. They believe that they have to change their attitudes towards old methods to new methods especially in the age of modern communications revolution (such as the internet, satellite and TVs which enables them to listen to English at any time and learn about other cultures. As a result, they could get involved in what they learn, see and compare between what they learn and what they encounter.

Some answers were, that knowing the cultural background affects positively the learning of English as it facilitates the process of learning for students. For example one of the interviewees said that:

“If the topic is about Palestine and I am a Palestinian, then the background of the topic is known to me. Doing so, it will be easy for me to understand it.”

3- What is the relationship, in your own opinion, between language and culture?

The answer was that language is culture; it is a way to express ourselves. As for language, it is reflection of culture, the relationship between culture and language is organic.

Most of the interviewees emphasized the close relationship between language learning and culture by saying that:

There is a strong relationship between language and culture, and language is a part of the culture. Culture is defined in the broad definition as a spectrum of several meanings; it means everything living and not living; it means norms, religion, things that make us laugh, things that make us sad, things that are related to the environment you live in and even the climate and the atmosphere. All these things are part of the culture, but sometimes language is different according to the place you live in, the people you are part of which are called the ethnic group. We find many ethnic groups especially in America. We find there fifty foreign cultures that assimilate in what we call the melting pot in which all cultures melt and produce the American Culture.

To sum up the interviewees responses show that there is a strong relationship between culture and language since knowing culture makes it easier for the teacher to convey the message to his students. Also they added that language is part of culture because the main aim of teaching English to students is to help them use the language to express themselves. Therefore, culture is related to the way of our life. Moreover, knowing the other culture helps the students to use language to communicate with others

and to use language functionally. However, the interviewees do not encourage taking a lot from the foreign culture and emphasize the importance of talking about the Arabic and Islamic culture.

4- How could you as a teacher expose school students to English culture?

The answers of the interviewees were that teachers should do their best by using different kinds of objects, videos, visuals and posters to explain the English culture to students and help them understand it better.

Some said that exposing learners to the foreign culture will be through talking about useful points which are culturally related and also asking students and encouraging them to read stories and books about different cultures.

Helping students to use the language communicatively will help to improve their abilities to communicate with other cultures. An example of this answer is: I, as a teacher, can encourage students to use English in their daily life, make dialogues between them and increase conversations through group work.

Others added that through showing or teaching students passages, contexts, dialogues and stories that relate sometimes to both cultures, the Arabic culture and the English culture, and sometimes making a kind of simulation between a context that is actual here and to be simulated to actual setting in the setting of teaching language there and make a

simulation here to see mostly the similarities especially proverbs and sayings because they define the experience of people through centuries and people sometimes share this kind of experience.

Therefore, it is the role of the teacher to familiarize his students with these things, encourage them to use them professionally and efficiently at any time.

5- Do you prefer the content of TEFL to be related to American and British cultures or Arab and Islamic ones? Why? Why not?

The answer for this question was that our books are usually customized to reflect the Islamic and Arabic culture. We design these books to help our students to learn the international cultures but without clashing with our own culture. However, the curriculum Center makes balance between the Islamic, Arabic culture and the foreign culture. They mentioned that the content of English for Palestine is 70% about local culture.

Other interviewees emphasized the previous answer by saying that they prefer the content of TEFL to be related to Arab and Islamic culture; they also added that the dimension mostly 80 % should be Palestinian dimension and there should be a little bit dimensions towards Arab world and toward the foreigners. They agreed that the content should be mostly about Palestinian culture and Islamic dimension and a little bit for other cultures such as American or British ones.

However, one of the interviewees' answers contradicts with the previous ones. His answer was as follows:

“I believe that since we are teaching a foreign language, it should be related to its origins (Britain, America) because we study enough about culture of Arabs and Islam through other subjects such as religion and history.

6- Are you interested in the English culture? Why? Why not?

The interviewees replied that they are interested in the English culture and they tried to cover all aspects of culture because one of the goals of English for Palestine is to help the students to use the language functionally.

Although some of interviewees said that they are not interested in the English culture since they do not travel abroad, they think that knowing the English culture makes it easier for the teacher to convey the message to his students. Moreover, the teacher and the curriculum are looking for students who can express themselves freely as well as using the language functionally. So teaching different kinds of cultures could benefit the students when they travel abroad.

Others added that we should not take a negative attitude towards any culture at all. On the contrary, we should be selective; select what is appropriate to our traditions, values, norms, systems and make the students aware of the merits of such learning because learning never stops and we

are learning from each other. Without enabling our students to learn a language and see the threats before the merits of English learning as they cannot survive and we would like to help them to survive and have an effective role and building a character that knows everything and adapts what is beneficial and what is useful.

Other teachers and instructors' opinions were:

"I am not interested in the English culture and I am interested more in our culture because it is related to the Islamic system and there is a gap between our culture and the English culture."

Another interviewee replied that:

"The social system in Britain gives the citizen complete freedom. We respect that, we agree with it, but our freedom is constrained with rules of the society which is related to the Islamic system."

4.3 Summary

This chapter discussed the respondents' answers to the study questions and pertinent statistical analysis were employed. Also it presented a discussion of the quantitative and qualitative research results.

CAPTER FIVE

Discussion, Conclusions and Recommendations

Chapter Five

Discussion, Conclusions and Recommendations

5.1 Discussion

Discussion of the results related to the first research question:

This question asked about the teachers' perspectives regarding teaching culture in the EFL classroom.

The teachers' perspectives regarding teaching culture in EFL classroom achieved a mean of (3.83) and a percentage of (76.6), which means that teachers have a high degree of perspectives regarding teaching culture in the EFL classrooms. That is attributed to the fact that teaching culture enhances students' self-respect and their respect to their society and history also it sheds light on the traditions and customs that are common in their community and improves the students' ability to communicate. This result was also shown in Scarino and Liddicot (2009) who stated that knowledge of culture is important for facilitating communication with people. Therefore, learners of languages need to learn about other cultures and understand them. Moreover, teaching culture is important for increasing students' knowledge of their literature and arts. In addition to the fact that teaching culture increases students' sense of belonging to their country because through culture students will learn about the historical places and know more about their heritage. These results are congruent with those of Kirkebak et al (2013:4) who declared that culture is a word with a long history and many meanings, including high culture (films,

theatre, poetry, and more), lived culture (national culture). They also added that culture is the knowledge, meanings and values shared with others.

Apparently, there are some items in the questionnaire that received the lowest means, these items talked about the integration of Islamic and Arabic aspects; the results revealed that these aspects received less attention than the social way of life that was also clear in the content analysis which was conducted by the researcher. This result was clear in Shatnawi's study which revealed that Arabic and Islamic items had the least of all aspects.

Discussion of the results related to the second research question: This question asked about the teachers' perspectives regarding the domain of culture appreciation.

The results showed that the teachers' perspectives about the domain of culture appreciation achieved a mean of (3.44) and a percentage of (68.8), which means that there is a moderate degree of teachers' perspectives of the domain of culture appreciation. These results revealed that culture appreciation is somehow moderate, that is attributed to a curriculum which does not completely cover basic cultural aspects such as religion, history, and political ones as they are considered main factors for increasing students' awareness of their religion and political life. In addition to the fact that Palestinian life is Islamic and Political, especially because of the current situation in Palestine and the Middle East in general, these aspects should receive more attention.

The content analysis revealed that there is an imbalance in the emphasis placed on the cultural aspects. Social aspects, way of living and habits, customs and traditions have the highest frequencies of (512), (105) and (101) respectively as opposed to the religious and political aspects that appeared only (7) and (13) times in the three textbooks. The remaining cultural aspects modern technology, geographical, literary, historical, man-woman relationships and economical receive moderate levels of attention as opposed to the others, with frequencies of (96), (82), (52), (48), (32) and (23) respectively.

The fact that English for Palestine places emphasis upon the cultural aspects of social, way of living and habits, customs and traditions according to table (24), shows that the authors of the textbook “English for Palestine” may be interested in exposing students to these aspects in order to develop their intellectual competence. According to Cotazzi and Lixian 1999 (as cited in Igbaria 2009) intellectual aspects highlight two elements: social effectiveness- the ability to fulfil social and instrumental objectives, and appropriateness- the ability to make contact with people through certain topics in a particular culture. This implies that English for Palestine does not strongly emphasize the Arab culture in this study. As a result, the intra-cultural skills among Arab students are not nurtured in the classroom. Presumably this finding will perhaps prevent Arab students from satisfactorily expressing themselves in English about their culture, Islam and cultural identity. This result goes with Igbria (2009).

In brief, this imbalance in the distribution of the cultural aspects affects negatively the teachers' perspectives regarding the cultural appreciation.

Discussion of the results related to the third research question:

This question asked about the significant differences in the means of teachers' perspectives regarding the domains of culture teaching and culture appreciation in the EFL classroom due to their gender, teaching classes, training courses, and academic qualification.

The Discussion of the results to the third question relates to the following hypotheses:

1. There are significant differences at ($\alpha=0.05$) between the means of the teachers' perspectives related to the two domains and the total score of the questionnaire due to their gender in favor of male teachers.

After the analysis of the data, it was found that male teachers' perspectives regarding teaching culture in the EFL classroom and culture appreciation were higher than the female teachers. The researcher attributed this result to customs and traditions in the society and this in turn affects the teachers' perspectives toward teaching culture and culture appreciation as male teachers have the total freedom to travel and move without restrictions. Therefore, male teachers were with integrating culture in EFL classrooms more than female teachers, this means that they have an

integrative not instrumental attitude towards learning English more than female teachers.

2. There are no significant differences at ($\alpha= 0.05$) between the means of the teachers' perspectives related to the domain of teaching culture in the EFL classroom due to the variable of classes teachers teach, while there are significant differences in the teachers' perspectives regarding culture appreciation and the total score of the questionnaire due to the variable of classes teachers teach.

The following four results afford the results in the second hypothesis:

- a. There are significant differences at ($\alpha= 0.05$) in the domain of culture appreciation due to the variable of classes teachers teach between 6th and 8th grades in favor of the 8th grade.
- b. There are significant differences at ($\alpha= 0.05$) in the domain of culture appreciation due to the variable of classes teachers teach between 7th and 8th grades in favor of 8th grade
- c. There are significant differences at ($\alpha= 0.05$) in total score of the questionnaire due to the variable of classes teachers teach between 6th and 8th grades in favor of the 8th grade.
- d. There are significant differences at ($\alpha= 0.05$) in total score of the questionnaire due to the variable of classes teachers teach between 7th and 8th grades in favor of the 8th grade.

The researcher concluded from the analysis of the second hypothesis that teachers' responses were in favor of 8th grade classes because of the fact that students in this level are more aware of the cultural aspects and

they have the ability to understand what they mean and imply. The researcher also found that the teachers prefer to teach the cultural aspects for those who are intellectually adults.

3. There are no significant differences at ($\alpha=0.05$) between the means of the teachers' perspectives related to the two domains and the total score of the questionnaire due to the variable of training courses teachers attended.

The researcher attributed this result to the fact that the content of the training courses does not talk about the cultural aspects since the training courses that the teachers attended emphasize the methods of teaching English and the use of different objects for teaching students.

4. There are no significant differences at ($\alpha= 0.05$) between the means of the teachers' perspectives related to the domains of teaching culture and culture appreciation and the total score of the questionnaire due to the variable of academic qualification.

The findings of the analysis revealed that the academic qualification does not affect teachers' responses, since the cultural preparation and teachers' training are not connected with the academic qualification. This resulted from the fact that the teaching courses in the Diploma, Bachelor and even the MA programs do not emphasize teaching culture as a main course. This result was also supported by the fact that the BA and MA university programs do not emphasize the domain of teaching culture.

Discussion of the results related to the fourth research

question: This question asked how the cultural aspects are stated, distributed and balanced in English for Palestine for the sixth, seventh and eighth grades.

The analysis of English for Palestine showed that these textbooks included the following cultural aspects: historical, economical, geographical, literary, man-woman relationship, social, habits, customs and traditions, way of living and finally aspects related to modern technology. This showed that English for Palestine new series included different cultural aspects. This supported the idea that there was an intimate relationship between culture and language as reported by Cakir (2006), who mentioned that the importance of teaching culture is as important as teaching the English language. The problems that are caused by the lack of cultural awareness are related to the lack of communicative competence in the learners' performance as well as to inappropriate cultural behavior. Also Tylor (as cited in Eriksson, 2007: 7) said that culture is a complex whole which includes knowledge, belief, art, morals, law, customs, and any other capabilities and habits acquired by man as a member of society. The result of the textbooks analysis showed that the social and way of living aspects were ranked first especially the social aspects. This shows how much this series is loaded with items that reflect the social life. English for Palestine is also rich with habits, customs and traditions that emphasize the social relationships is socially oriented and that this series should be modified to include more aspects than the social ones. As for the religious aspects

according to researcher's analysis, there was no reference to the Islamic religion, except in few cases like: Islamic religion is mentioned twice in 6th B textbook and once in 7thA textbook and finally 4 times on 8th A & B textbooks.

The results of the third question in this study were similar to Shatnawi's result (2005) when he analyzed the Cutting Edge Series. Shatnawi assumed that there was little attention to the religious aspects.

Discussion of the results related to the fifth research question:

This question asked about the teachers' opinions of English for Palestine in terms of teaching culture to the sixth, seventh, and eighth grades students in Nablus District

From the interviews it appears that the respondents are satisfied with the content of the textbooks of English for Palestine since this series helps students to better understand the culture and increase their awareness. It is also found that this series is very helpful to students since it raises their awareness of their own culture because it is related to traditions, norms, behaviors and their social life. It also helps students to understand the culture of others through comparing cultures. They added that cultural awareness is manifested through content. This fosters positive attitudes towards learning English.

The respondents also felt that this series is helpful because it focuses more on communication than grammar and it helps students to get involved in the educational process. Others emphasized that this material focuses

more on speaking and listening skills which in turn helps to improve students' skills.

The results of the questionnaire support these results in a way that teaching culture is very important for broadening students' horizons and helping them get better understanding of their own culture. A similar finding also appeared in a study conducted by Abbas (2011) who claimed that the intercultural dimensions which were introduced helped to orient the students in these aspects and to create intercultural communication and understanding.

However, some other interviewees said that this series is somehow difficult and does not meet the students' levels. Moreover, they added that this series is overloaded with materials. Besides, others said that there is a huge gap between students' level and the books' content.

5.2 Conclusions

In light of the results of this study the researcher has reached the following conclusions connected to the teaching of culture and culture appreciation in the EFL classroom that are reflected in the new series "English for Palestine".

The authors who wrote the series of "English for Palestine" attempted to provide students with cultural activities that serve as the basis for teaching culture in the EFL classroom .However, these authors did not aim to include any cultural activities related to the aspects of religion and

politics. The researcher believes that this drawback is the result of the political situation that the Palestinian students experience.

According to the results of the content analysis, the questionnaire and the interview that were conducted by the researcher, it was found that this series is somehow socially oriented and in some units the Palestinian social life and the Palestinian culture are mentioned clearly. However, the Islamic political issues are rarely mentioned. The following are some examples that illustrate the appearance of the Palestinian culture:

The Social Aspects: on page 16 of 8th A textbook the author presents an activity about “A Taste of Palestinian Culture.” On page 28 of 8th B textbook there is a unit about “Back Home in Palestine.” On page 40 of 8th B a reading passage entitled “A Palestinian Wedding.”

The Economic Aspects: on page 48 of 6th A textbook there is a reading activity about “The Olive Trees of Palestine.”

The Historical Aspects: on page 48 of 7th A textbook there is a unit about “The Craft Show.” On page 20 of 7th B textbook there is a reading passage about “The Arts and Crafts of Palestine.” On page 40 of 7th B there is a reading activity about “Embroidery.”

The Geographical Aspects: On page 4 of 6th B textbook there is a reading activity about "A visit to the Dead Sea.”

The Literary Aspects: on page 47 of 7th B textbook there is an activity which is writing letter about “Palestinian Embroidered Dress.”

The Man-Woman Relationships Aspects: on page 48 of 6th B there is a unit about “My friends and why I love them.” On page 52 of 8th A there is a reading activity which is about “People and Games.”

The Religious Aspects: on page 64 of 8th B textbook there is a unit about “When Islam Came to Spain.”

The Political Aspects: on page 12 of 7th A textbook there is a unit which is about “World languages.”

The Modern Technology Aspects: on page 4 of 8th B textbook there is a reading activity about “Hello world.” And on page 4 of 7th B textbook there is a reading activity about “Technology.” On page 48 of 7th B textbook there is a unit about “The talking world.”

Way of Living Aspects: on page 28 of 7th B textbook there is a reading activity about “Table Manners.” On page 40 of 6th A there is a reading activity about “Healthy Food.” On page 56 of 6th A textbook the author presents a lesson about “Good Manners.”

Habits, Customs & Traditions: on page 40 of 8th B there is a reading activity about “A Palestinian wedding.” On page 4 of 6th A textbook there is a unit about “My Summer Holiday.” On page 28 of 6th A textbook there is a reading passage about “Films I like.”

From the previous examples, there is a good portion of the Palestinian culture related aspects but a little attention was given to the Islamic religion.

In summary, the researcher concluded that English for Palestine the new series should give more attention to the inclusion of the Islamic and religious aspects which were rarely mentioned in the analyzed textbooks. Moreover, the researcher attributed the reason behind the lack of the religious aspects to the students' levels. This was emphasized by the supervisor at the curriculum center who said that when writing textbooks the authors bear in mind the students' levels. That is, the supervisor claimed that the social aspects should be emphasized more in the sixth, seventh and eighth textbooks than the religious ones. Some of the teachers added that the Islamic religion is mentioned in a course which is originally religious one. They went on to say that English textbooks are not designed to discuss religious and Islamic aspects. They explained by saying that students can learn about Islam and religion in other courses. This is in the researcher's opinion a dangerous trend in the way the new generation thinks and behaves.

5.3 Recommendations

In light of the results of this study, the researcher feels that it is necessary to put forth a number of recommendations for the Ministry of Education, teachers of English and other researchers who may evaluate English for Palestine textbooks.

Recommendations for the Ministry of Education:

- The study results revealed that English for Palestine does not completely cover the cultural aspects which are political and Islamic

oriented. Therefore, the researcher recommended adding more Islamic and political aspects which enhance students' awareness of their religion and political situation and make them able to express themselves and express their opinions regarding the crucial issues such as the religious ones.

- The researcher suggested that the Ministry of Education should carry out an in-depth analysis and evaluation of the textbooks which are will be adopted.
- The researcher also recommended enriching the textbooks with target cultural elements and authentic material.
- The researcher recommended holding training courses to the teachers on how to handle the cultural content. As long as it does not offend our culture.

Recommendations for teachers of English:

The teachers should:

- Work hard on increasing their awareness on how to convey the message to the learners.
- Take more training courses on how to teach the cultural aspects to the learners.
- Use different aids and ways to help the learners to understand the cultural aspects and expand their knowledge.

Recommendations for the researchers:

- They are recommended to conduct further studies concerning the relationship between culture and language and also concerning the cultural aspects included in English for Palestine new series.
- Additional research should be conducted to analyze English for Palestine for different age categories.

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Appendix A

A Questionnaire

This questionnaire has been designed for my master thesis. It aims at exploring how the **cultural aspects are presented in the TEFL in the English for Palestine new series.**

Please read the statements carefully and answer **PART I** and **PART II.**

Your answers will be kept strictly confidential and anonymous.

PART I

Please tick the appropriate answer.

A. Gender: Male () Female ()

B. The classes you teach: 6th () 7th () 8th ()

C. Have you ever attended a training course on teaching culture?

Yes () No ()

D. Academic Qualification

a- Diploma ()

b- Bachelor ()

c- Master ()

Thank you for your co-operation.

Researcher

Rana Ahmad Rihan

	The domain of the teachers' perspectives about teaching culture in EFL classroom	Strongly disagree	disagree	Neutral	agree	Strongly agree
1	It is important for EFL teachers to include aspects of the target culture in their classroom teaching.					
2	I incorporate culture teaching in my classes.					
3	My cultural instruction is planned.					
4	I think that teaching culture will foster my students' self-respect and respect of others.					
5	I think that it is important to teach students about traditions, customs, and social relationships of the target culture.					
6	I think that it is important to teach students about literature and fine arts of the target culture.					
7	I think that learning about the target culture enhances students' understanding of the Palestinian culture.					
8	I encourage my students to have a sense of belonging to our Palestinian cultural backgrounds.					
9	I teach cultural aspects where English differs from Arabic (requesting ,complimenting).					
10	I teach the Palestinian culture in connection to the Arab and Islamic culture and heritage.					
11	I think that teaching culture will help students contribute to building civilization.					
12	I think that school textbooks provide enough material for discussing culture-related issues.					
13	I think that the cultural elements in the textbooks are visible.					
14	I use materials other than the school textbooks to teach target culture-related issues such as the Internet, realia.					
15	I think that the textbooks present a variety of cultures.					

Part II

Indicate the extent to which you agree or disagree with the following statements by putting a tick (X) in the appropriate box using the scale given below.

	The domain of culture appreciation	Strongly disagree	disagree	neutral	agree	Strongly agree
1	The cultural aspects are relevant to the Arab students' background					
2	The content of the textbook encourages cultural appreciation					
3	The cultural aspects are biased to the American or British culture					
4	The cultural aspects are mainly about the Arab and Islamic culture					
5	The cultural aspects provide learners with opportunities to compare different cultural practices , behaviors and traditions with their own					
6	The cultural items in English for Palestine familiarize students with Western culture					
7	Arab-Islamic cultural aspects are included in the books of new series of English for Palestine					
8	the cultural aspects in these books are related to the Palestinian culture					
9	The new textbooks help students to better understand the culture of the two languages and increase their awareness					
10	The vocabulary is related to real life English situations.					
11	The teacher's guide provides me with the means of involving students in communicative meaningful learning situations.					
12	The textbook content takes morals, values, rights and norms into consideration.					
13	The cultural items in the textbooks are unfamiliar.					
14	The cultural expressions in the textbooks are not acceptable in my culture					
15	The English language textbooks familiarize the students with the culture of the west in general.					

Appendix B

The questions of the interview

Dear teachers: this interview aims at investigating how the cultural aspects are presented in the TEFL in the English for Palestine new series for my MA thesis which is entitled **The Cross- Cultural Aspects of TEFL: A Case Study of English for Palestine New Series:**

- 1- How helpful do you find this series to your students?
- 2- How would the cultural background affect positively or negatively learning English?
- 3- What is the relationship, in your own opinion, between language and culture?
- 4- How could you as an instructor of English, expose your students to English culture?
- 5- Do you prefer the content of TEFL to be related to American and British culture or Arab and Islamic ones? Why? Why not?
- 6- Are you interested in the English culture? Why? Why not?

Appendix C

A Request for Judging the Questionnaire (Teachers)

I am writing an MA thesis on the analysis of the cultural aspects of the English for Palestine New Series and have now reached the stage of judging of the questionnaire. The objective of the questionnaire is to analyze the cultural aspects in the three textbooks. The questionnaire consists of items that are derived from various sources in Palestine.

The judgment must be performed by teachers who use this series. I am therefore approaching you in order to request your help in judging the questionnaire.

The judging relates to several points: the number of items in each part, the clarity and wording of each item in order to avoid misunderstanding of the items, the compatibility of the items to the parts to which they belong, and whether or not there is anything missing or any items that need to be eliminated.

The names of the assessors and their positions will appear in the research.

Respectfully,

The Researcher - Rana Rihan

The Teachers - The Assessors

<u>Name</u>	<u>Position</u>
1- Sharehan Shoubi Titi	Teacher
2- Nada Hamad	Teacher
3- AbdulIlah Ishtayah	Teacher
4- Alaa Ishtayah	Teacher
5- Hana Rizq	Teacher
6- Adel Alsaifi	Teacher

Appendix D

A Request for Judging the Questionnaire (Jury of Judges / Experts)

I am writing an MA thesis on the analysis of the cultural aspects of the English for Palestine New Series and have now reached the stage of judging of the questionnaire. The objective of the questionnaire is to analyze the cultural aspects in the three textbooks. The questionnaire consists of items that are derived from various sources in Palestine.

The judgment must be performed by teachers who use this series. I am therefore approaching you in order to request your help in judging the questionnaire.

The judging relates to several points: the number of items in each part, the clarity and wording of each item in order to avoid misunderstanding of the items, the compatibility of the items to the parts to which they belong, and whether or not there is anything missing or any items that need to be eliminated.

The names of the assessors and their positions will appear in the research.

Respectfully,

The Researcher - Rana Rihan

The Jury of Judges / Experts

Name	Position
1- Dr. Abdul kareem Igbaria	Lecturer and Pedagogical Supervisor of TESOL
2- Dr. Fayez Aqel	(Associate Professor at An-Najah University)
3- Dr.Khaled Dwieka	(Associate Professor at AL-Quds Open University)
4- Dr. Fawaz Aqel	(Associate Professor at An-Najah University)


Appendix E

Agreement from the Ministry of Education for the Application of the Research

[illegible]

Appendix F

Agreement from the Deanship of the Scientific Research and Higher studies at An-Najah National University

An-Najah National University Faculty of Graduate Studies Dean's Office		جامعة النجاح الوطنية كلية الدراسات العليا مكتب العميد
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التاريخ : 2014/9/29

حضرة الدكتور سهيل صالحه المحترم
 منسق برامج ماجستير المناهج واساليب التدريس

تحية طيبة وبعد،

الموضوع : الموافقة على عنوان الأطروحة وتحديد المشرف

قرر مجلس كلية الدراسات العليا في جلسته رقم (278)، المنعقدة بتاريخ 2014/9/29، الموافقة على مشروع الأطروحة المقدم من الطالبة / رنا احمد مصطفى ربحان، رقم تسجيل 11255844، تخصص ماجستير اساليب تدريس لغة انجليزية، عنوان الأطروحة:

(المفاهيم الثقافية في تدريس اللغة الانجليزية / دراسة حالة السلسلة الجديدة للمناهج الفلسطينية)
 (The Cross-Cultural Aspects of TEFL: A Case Study of the English for Palestine New Series)


بإشراف: 1) د. عبد الكريم اغبارية 2) د. فايز عقل

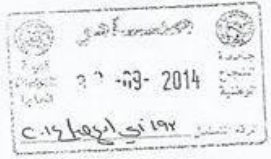
يرجى اعلام المشرف والطالب بضرورة تسجيل الأطروحة خلال اسبوعين من تاريخ اصدار الكتاب. وفي حال عدم تسجيل الطالب/ة للأطروحة في الفترة المحددة له/ا متقوم كلية الدراسات العليا بإلغاء اعتماد العنوان والمشرف.

وتفضلوا بقبول وافر الاحترام ،،،

عميد كلية الدراسات العليا

أ.د. خليل عودة





نسخة : د. رئيس قسم الدراسات العليا للعلوم الانسانية المحترم
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جامعة النجاح الوطنية
كلية الدراسات العليا

المفاهيم الثقافية في تدريس اللغة الانجليزية / دراسة حالة السلسلة
الجديدة للمنهاج الفلسطيني

إعداد
رنا احمد مصطفى ربحان

إشراف
د. عبد الكريم اغبارية
د. فايز عقل

قدمت هذه الأطروحة استكمالاً لمتطلبات الحصول على درجة الماجستير في أساليب
تدريس اللغة الانجليزية في كلية الدراسات العليا في جامعة النجاح الوطنية في
نابلس، فلسطين.

2015

المفاهيم الثقافية في تدريس اللغة الانجليزية / دراسة حالة السلسلة الجديدة للمنهاج الفلسطيني

إعداد

رنا احمد مصطفى ربحان

اشراف

د. عبد الكريم اغبارية

د. فايز عقل

الملخص

هدفت هذه الدراسة إلى التعرف على درجة ورود الجوانب الثقافية في كتب منهاج " اللغة الإنجليزية لفلسطين" السلسلة الجديدة، وإلى أي مدى تظهر الثقافة في هذه الكتب من خلال تحليل المحتوى.

حيث حاولت الدراسة الإجابة عن الأسئلة الخمسة الآتية:

1. ما وجهات نظر المعلمين بشأن تدريس الثقافة في حصص اللغة الإنجليزية؟
2. ما وجهات نظر المعلمين بشأن تقدير الثقافة؟
3. هل هناك أي فروق في متوسطات وجهات نظر المعلمين بشأن تعليم وتقدير الثقافة في حصص اللغة الإنجليزية تعزى لمتغيرات الجنس والصف الذي يدرسه المعلم والدورات التدريبية والمؤهل العلمي؟
4. كيف تم ذكر توزيع وتوازن الجوانب الثقافية في كتب اللغة الإنجليزية للصفوف السادس والسابع والثامن؟
5. ما آراء المعلمين بمنهاج اللغة الإنجليزية في فلسطين لطلبة الصفوف السادس والسابع والثامن في محافظة نابلس؟

تألف مجتمع الدراسة من (273) معلماً ومعلمة للغة الإنجليزية، بينما تكونت عينة الدراسة على (181) معلماً ومعلمة (89 إناث و92 ذكور) بمختلف المؤهلات الأكاديمية. و استخدم كل المعلمين كتب اللغة الإنجليزية في الصفوف السادس والسابع والثامن ذات مستويات

مختلفة في محافظة نابلس. كما قامت الباحثة بإجراء تحليل لمحتوى هذه الكتب الثلاث السادس والسابع والثامن للوقوف على درجة تمثيل الجوانب الثقافية فيها.

استخدمت الباحثة المنهجين الكمي والنوعي. وقد تبنت الباحثة استبانة من تدرّج خماسي من دراستي الجعبري (2010) وشطناوي (2005) لجمع البيانات الخاصة بوجهات نظر معلمي اللغة الإنجليزية لكتب " اللغة الإنجليزية لفلسطين". كما تألفت الاستبانة من مجالين: المجال الأول احتوى على (15) فقرة، وكذلك المجال الثاني احتوى على (15) فقرة. وقد أجرت الباحثة مقابلات مع (20) معلماً ومعلمة من مجتمع الدراسة، وتحليل المحتوى للكتب الثلاثة لجمع البيانات النوعية. كشفت الدراسة أن المستجيبين يوافقون إلى حد ما مع محتوى المنهاج الفلسطيني الذي يعزز الجوانب الثقافية المختلفة لكن لا يذكر الجوانب الدينية والسياسية بشكل واضح.

نتائج الفرضيات كانت كالتالي:

- يوجد فروق ذات دلالة احصائية عند مستوى الدلالة ($\alpha=0.05$) بين متوسطات وجهات نظر المعلمين المتعلقة بالمجالين والدرجة الكلية للاستبانة تعزى لمتغير الجنس لصالح المعلمين الذكور.
- لا يوجد فروق ذات دلالة احصائية عند مستوى الدلالة ($\alpha=0.05$) بين متوسطات وجهات نظر المعلمين المتعلقة بمجال تدريس الثقافة في حصة اللغة الانجليزية تعزى لمتغير الصفوف التي يدرسها المعلمون، لكن يوجد فروق ذات دلالة احصائية في وجهات نظر المعلمين المتعلقة بمجال تقدير الثقافة والدرجة الكلية للاستبانة تعزى لمتغير الصفوف التي يدرسها المعلمون.
- لا يوجد فروق ذات دلالة احصائية عند مستوى الدلالة ($\alpha=0.05$) بين متوسطات وجهات نظر المعلمين المتعلقة بالمجالين والدرجة الكلية للاستبانة تعزى لمتغير الدورات التدريبية التي حضرها المعلمون.

ث

- لا يوجد فروق ذات دلالة احصائية عند مستوى الدلالة ($\alpha=0.05$) بين متوسطات وجهات نظر المعلمين المتعلقة بمجالي تدريس الثقافة وتقدير ثقافته والدرجة الكلية للاستبانة تعزى لمتغير المؤهل العلمي.

بالإضافة إلى هذا، فإن هذه السلسلة تحتوي على جوانب ثقافية متنوعة تهدف لمساعدة الطلبة على فهم أفضل لثقافتهم وثقافات الآخرين وزيادة وعيهم الثقافي.

في ضوء تلك النتائج، أوصت الباحثة بالعديد من التوصيات لكل من وزارة التربية والتعليم، ومعلمي اللغة الإنجليزية والباحثين.

كما عرضت الباحثة اقتراحات للقيام بمزيد من البحث والتحليل في مجال كتب اللغة الإنجليزية السلسلة الجديدة " اللغة الإنجليزية لفلسطين" والتي سوف يتم استخدامها في المستقبل.