



ISSN: 1817-6798 (Print)

Journal of Tikrit University for Humanities

available online at: www.jtuh.org/**Assis. Prof. Khaled M Masoud**

Al Istiqlal University

Assis. Prof. Nawal Alsheikh

Al Istiqlal University

* Corresponding author: E-mail :

dr.khaled@pass.ps**00970599322746****Keywords:**

Cultural aspects.
English textbooks;
English teachers;
secondary stage

ARTICLE INFO**Article history:**

Received 4 Jan. 2021

Accepted 17 Feb 2022

Available online 10 Nov 2022

E-mail t-jtuh@tu.edu.iq

©2022 COLLEGE OF Education for Human Sciences, TIKRIT UNIVERSITY. THIS IS AN OPEN ACCESS ARTICLE UNDER THE CC BY LICENSE

<http://creativecommons.org/licenses/by/4.0/>



Journal of Tikrit University for Humanities

Cultural Representation in EFL Courses for the Secondary Stage from Palestinian Teachers' Perspectives

A B S T R A C T

The study sought to elicit teachers' perspectives on the representation of cultural facets in English for Palestine 11th & 12th courses. The researchers utilized mixed methods to accomplish goal of the study. The sample was purposeful, consisting of (100) male and female secondary English teachers from the governorates of Nablus, Jenin, and Tulkarm. The researchers utilized two tools in collecting the needed data: a content analysis to recognize the cultural elements included in English textbooks for the secondary level, and a questionnaire to highlight the level of teachers' cognizance of cultural aspects revealed in English courses. The two instruments have been used in the study during the first semester of the academic year (2021-2022). The findings linked to cultural aspects revealed in the textbooks are national history, national geography, moral education, religious knowledge, political knowledge, health concerns, economic acquaintances, socialization, national identity, and social interaction. It is found that teachers have a high level of cultural awareness. We recommend that English teachers attend training seminars on incorporating cultural elements into English textbooks for professional development. Correspondingly, the Ministry of Education should hold workshops to assess cultural aspects in English textbooks.

© 2022 JTUH, College of Education for Human Sciences, Tikrit University

DOI: <http://dx.doi.org/10.25130/jtuh.29.11.1.2022.24>

التجسيد الثقافي في مقررات اللغة الإنجليزية لغة أجنبية للمرحلة الثانوية من وجهة نظر المعلمين الفلسطينيين

د. خالد مسعود/ جامعة الاستقلال/ كلية العلوم الانسانية

د. نوال الشيخ/ جامعة الاستقلال/ كلية العلوم الانسانية

الخلاصة:

تهدف الدراسة إلى التعرف على وجهات نظر المعلمين في تجسيد الجوانب الثقافية في مقررات اللغة الإنجليزية في فلسطين للصفوف ١١ و ١٢. استخدم الباحثان طرقاً مختلطة لتحقيق هدف الدراسة. كانت عينة البحث هادفة تتكون من (١٠٠) معلم ومعلمة لغة انجليزية للمرحلة الثانوية في محافظات نابلس

وجنين وطولكرم. استخدم الباحثان أداتين في جمع البيانات المطلوبة: تحليل المحتوى للتعرف على العناصر الثقافية المتضمنة في كتب اللغة الإنجليزية للمرحلة الثانوية ، واستبيان لتسليط الضوء على مستوى إدراك المعلمين للجوانب الثقافية التي تم الكشف عنها في مقررات اللغة الإنجليزية. وطبق الباحثان الأداتين خلال الفصل الدراسي الأول من العام الدراسي (٢٠٢١-٢٠٢٢). النتائج المرتبطة بالجوانب الثقافية التي كشف عنها في الكتب المدرسية هي التاريخ القومي والجغرافيا الوطنية والتربية الأخلاقية والمعرفة الدينية والمعرفة السياسية والمخاوف الصحية والمعارف الاقتصادية والتنشئة الاجتماعية والهوية الوطنية والتفاعل الاجتماعي. يوصف المعلمون بأنهم يتمتعون بمستوى عالٍ من الوعي الثقافي. يقترح الباحثان تدريب مدرسي اللغة الإنجليزية على دمج العناصر الثقافية في كتب اللغة الإنجليزية لتحسين مهاراتهم. في المقابل، على وزارة التربية والتعليم تنظيم ندوات لزيادة الجوانب الثقافية في الكتب المدرسية.

الكلمات المفتاحية: الجانب الثقافي، مقررات اللغة الانجليزية، معلمو اللغة الانجليزية، المرحلة التعليمية الثانوية

1. Introduction

The authorities try to protect and highlight their cultures in every possible way. In this reference, every community in the world faces many obstacles and challenges. All government organizations and the public community have stepped up efforts to improve this awareness and reflect cultural values in citizens, such as a sense of belonging, and the importance of identity (Ayu, 2020). Governments place a premium on an effective education system to increase inter-student and internal cultural interest; incorporate ethnic culture into curricula and textbooks; see it as a significant factor contributing to social cohesion (Richards, 2019). This will assist students in developing social and moral values that will allow them to cope with abrupt changes and a variety of challenges.

The English language is vital in shaping the personality of productive members who can communicate with other communities to benefit from their accomplishments and pass on what they have to another community (Mousa, M., Hameed, D., & Ahmed, M. S., 2019). According to Foley (1997), language is a subordinate system of cultural tradition, and cultures and languages complement each other. It is impossible to separate the English language from its culture; therefore, learning another language always requires the acquaintance of a new culture. The learner must interact with and comprehend the target language during classroom activities (Dobrovol & Piirainen, 2006; Williams, 2010). Each member in any community is part of the culture, and

everyone participates in cultural changes, making it difficult to stand in exclusion and perceive culture as a symptom; thus, culture must be considered a process instead of a brand (Gagnestam, 2003).

Textbooks play crucial role in enhancing various cultures. As Cortazzi and Jin (1999) said, course books have many uses. Because of pupils' undeveloped level of analysis and limited language skills, lower secondary texts can only introduce surface cultural concepts and knowledge-orientated topics. Intermediate and advanced level learners can incorporate important cultural themes with cross-cultural competence as their English proficiency improves (Shin et al., 2011; Tajeddin & Pakzadian, 2020). A textbook can be an information source, a road map, a source of power, or a belief system. Consequently, it can serve as the primary source of cultural information. Furthermore, it provides linguistic and thematic content that undoubtedly reflects the ideology incorporated into specific areas of the ESL/EFL context. Textbooks from all over the world have varying cultural orientations, depending on whether they are related to source cultures, national cultures, or international cultures. Language teachers must have a strong understanding of culture. This fact aids language students in gaining a better insight and awareness of the target culture (Sahab, 2016).

Many research articles illustrated the importance of teaching cultural facets in school textbooks, but few people pay attention to the influence of the English language textbooks on strengthening them. As a global language, English plays a significant role in highlighting many cultural aspects that reflect values such as social integration and social equity. It is well acknowledged that culture in curricula, particularly the English language, is a critical factor to consider. This fact heightens the researchers' perception of a problem that requires proper investigation that culture is essential in the interests of society. Consequently, it is critical to study cultural facets through English language courses, which necessitate highlighting teachers' cultural perspectives as revealed in them.

2. Related studies

In Palestine, there have not been too many research papers on analysing cultural facets in English textbooks. Internationally, the research on the cultural awareness of teachers and students is of great value. Handling a retrospective study of research articles on cultural facets in Palestinian English texts, in addition to those from Arab countries and international countries, the researchers discovered that some studies revealed instructors' and students' awareness of cultural facets in English language syllabuses.

Ayu, 2020 remarks, carrying out educational activities related to the English language without understanding its culture is pointless. Teachers should impart cultural knowledge to students to maximize their language prospects when learning English. Consequently, a textbook used by teachers as a source to demonstrate and assist them in the education system should play a significant role in culture dissemination. Furthermore, in the field of English teaching, Richards (2019) affirmed that a curriculum is a tool that enables students to recognize not only the language system but also social and cultural elements or as part of the integration of language learning. Consequently, the importance of the course book in the language class has prompted instructors to examine it from a variety of perspectives (Ayu and Indrawati, 2018). According to Xiao Zhang and Xiaoli Su 2021, Chinese English textbooks appear to be culturally compatible, but they still demonstrate genuine knowledge and two-dimensional information. As a result, the context of the underlying value is undervalued. While English texts in Germany cover most of the target cultural substance, the primary focus is on students' culturally diverse perceptions, language proficiency, and intercultural competence. As a result, the target culture dominates the culture, and the source culture is uncommon in the German curriculum.

Weninger (2013) pointed out that a transformative teaching plan requires a more dynamic understanding of the cultural facets in teaching materials and the process of learners' participation in these materials. In addition, visual representations and texts should be presented more clearly to stimulate a critical and reflexive understanding of cultural facets, and other components. This study focused on the alienation of culture and proposed an alternative, whereas this study sought to identify teachers' cultural understanding expressed in English language classes. The difference between this research and the present research is that it uses a symbolic method, while the current research uses a descriptive analysis method. Retrospective research helps researchers choose methods of analyzing the material of English texts.

Derakhshan, A. (2021, P: 76-77) pointed out that the new Iranian syllabus provides almost no space for users to promote cross-cultural understanding. This research proposed a dynamic analysis to review the cultural descriptions in texts. The purpose is to show how to advance, initiate, and generate English courses more proficiently in an academic environment. This research will be a valuable aid to the researchers in guiding them to significant options for looking at the quality of cultural context. The current paper differs from this research in

that it focuses on educators' recognition of cultural facets and the methods they use to communicate their cultural perspectives to students.

Riskulova 2012, pointed out that the cultural expression of textbooks is sufficient, and the level of cultural aspects in reading paragraphs is high. The results show that teachers' satisfaction with texts is very high, while students' satisfaction with textbooks is neutral. The research reveals a striking difference between the views of educators and learners on cultural projects and the genuine cultural themes of the English textbooks. Educators proposed that native culture and global cultures are of the same importance, while learners think that it is vital to encompass native culture, and it is not necessary to highlight facets of global culture. This research differs from the current research since it focuses on reading textbooks, meanwhile the current research is geared to identify secondary-level English language teachers' perspectives of the cultural facets through English language course books. The research assisted researchers in using methods to accomplish the research's' objectives. In addition, it also proposed some scientific measures that could be used in current research.

Liu (2012) reveals that more than half of the cultural aspects are ambiguous. The observable cultural value of textbooks is dominated by the target original culture, with a very marginal proportion of international target culture and local cultural content. This study also suggested recommendations for how culture should be displayed in higher education to improve students' intercultural understanding. The goal of Liu's study (2012) contradicted the target of the current study. It was designed to evaluate what facets of culture were included in EFL courses, while the current study was implemented to demonstrate the level of instructors' perspectives of cultural facets through English courses for the secondary level. The researchers benefited from Liu's research article so far the way of analyzing content materials to arrive at the anticipated purposes. Furthermore, it assisted in highlighting the cultural types included in English courses and developing a theoretical framework for the current research.

Abbas (2011) confirms in her research work that the books are very abundant in different cultural facets, and that these different facets are enmeshed and closely linked. These books have significantly aided in demonstrating critical national and cross-cultural concerns. The analysis revealed that the writers of these textbooks were partially successful in implementing the planners' strategic plan, underlining the importance of generating domestic and international cultural understanding among students as well as elaborating on Palestinian cultural heritage. Abbas' research article is relevant to the present study in that both

attempt to scrutinize the latest English language textbook syllabus. However, it varies from the current research in that the present one seeks to assess teachers' knowledge of cultural factors through English courses. The researchers benefited from the study by scrutinizing different components in English courses and developing the questionnaire.

According to Bateman (2006), textbooks in Brazil place a high value on local cultural policies and initiatives. Notwithstanding, they did not optimize perspectives or cross-cultural inferences. Therefore, the curricula failed to demonstrate the diverse communities that comprise the Brazilian community. The researchers were positively impacted by the article's suggestions, which exemplified enhancing school books with target language community content.

In her research, Abbas (2009) studied the cultural performance in the English school curriculum of the tenth, eleventh and twelfth grades. According to the investigations, every unit involves two reading texts with several activities encompassing higher-order thinking skills that vary depending on the context, vocab, and structure of the reading article. The distinction between Abbas' research and the present one is that Abbas incorporated the tenth, which is associated with the elementary school level, whereas the current study examined the high school level. The researchers benefited from Abbas' research in terms of instrument design and sampling of some of the questionnaire's required domains.

Bataineh's research (2009) concentrated on the use of the main language in Jordanian high school English texts. The author concluded that English language texts for high-level schools in Jordan depended heavily on the students' local cultures, while the feasible culture of the source language was overlooked. Furthermore, textbooks of English must include sociocultural components of the English language. The researcher suggested that language teachers should incorporate realistic thoughts and ideas from foreign cultures into appropriate vocabularies and expressions, which are usually carried out in the context in which they are expressed. The researchers benefited from the study in determining several social factors included in English courses. To achieve the study's objectives, this study, like the previous one, used content analysis and a questionnaire.

Amao (2006) assessed the AMRA EFL collection by the eyes of teachers, students, and supervisors. The study's findings suggested that the AMRA textbook collection is responsive to students' needs and requirements and that the language skills are beneficial to learners' perspectives. In addition, the focus

on cultural traditions and textbook materials suit Jordanian society. This study is informative for the research article because it designates particular factors that help determine the appropriateness of texts to students` needs.

Sarah (2006) investigated how there is discussion of the cultural dimensions of the English language in the Algerian middle and secondary curriculum. The researcher concludes that local cultures of native languages are either overlooked or ineptly acknowledged in school books. Teachers are eager to emphasize the linguistic language skills, despite their positive attitude toward the cultural context. This study contributed to current research associated with cultural facets in Palestinian English courses by improving the grasping of cultural tutoring.

3. Methodology

The researchers employed the descriptive-analytic technique. Obaidat (1997) identifies the descriptive-analytic technique as a technique that relies on analysing the issue as depicted in real life and interpreting the findings to arrive at a quantitative or qualitative explanation. The researchers used the explanatory analytic approach to address the current condition of the study issue and evaluate the data to arrive at a reliable and scientific synopsis for the research issue by analyzing the data utilizing appropriate statistical methods.

3.1. The problem of the study

The researchers, who one of them worked as a supervisor and the other was a teacher of English language for over 20 years, observed from field visits to schools that there is a problem in dealing with some cultural facets in school courses, particularly English of Palestine courses for the secondary level. As a result, it is critical to conduct a study to identify cultural components in Palestinian secondary textbooks and examine teachers' recognition of these factors.

3.2. Questions of the study

We expressed the research statement in the following questions:

- What are the main cultural facets encompassed in Palestinian textbooks of English for 11th and 12th grades?

The researchers clarified the main problem by stating the following sub-questions:

- 1- *How far are teachers of English fully aware of the cultural elements in English for Palestine 11th and 12th textbooks as mirrored in their teaching practice?*

- 2- To what extent are English language teachers aware of the cultural aspects presented in English for Palestine textbooks for the secondary level?
- 3- Are there significant differences at ($\alpha \leq 0.05$) in the main cultural elements in English of Palestine 11 and 12 school books due to the nature of the school (private or public)?
- 4- Are there significant statistical differences at ($\alpha \leq 0.05$) in the main cultural elements in English textbooks for the secondary stage due to years of professional experience?

3.3. The Aims of the study

The research attempted to achieve the following aims:

1. Recognizing the cultural facets in the school texts of *English for Palestine* targeting secondary level students.
2. Recognizing the extent of teachers' perceptions of cultural facets enclosed in the secondary level books of *English for Palestine*.
3. Finding if there are significant statistical differences at ($\alpha \leq 0.05$) in the main cultural facets in *English for Palestine* secondary stage courses due to variables of school, and years of professional experience.

3.4. Significance of the study

The importance of culture to teachers and students, as well as its impact on student behaviour, is central to this research. The study expounds on the cultural items comprised in textbooks of English and how these elements are depicted in them. Furthermore, the findings may assist curriculum developers in designing and developing the syllabus of the English language by assessing the incorporation of some cultural dimensions in the teacher's handbook and English language courses. As well, it can assist educational directors by hosting training courses and encouraging the development of teachers' expertise in teaching specific cultures. Finally, it may help English teachers overcome some of the challenges associated with emphasizing cultural facets in English texts.

3.5. Limits of the study

We embarked on this study to identify and assess the cultural facets in *English for Palestine* secondary level textbooks. The study consists of 100 English teachers working in governmental and private schools in the governorates of Nablus, Jenin, and Tulkarem. It is only valid for the first semester of the 2021-2022 academic year.

3.5.1. The population of the study

During the school year, 100 male and female teachers from private and public schools in the Northern provinces have been randomly selected to participate in

the study during the year (2021-2022). The following table shows the sample distribution based on the number of relevant categorical variables:

Table (I): The sample distribution based on the type of school

Nature of school	No.	%
Private	42	42
Public	58	58
Total	50	100

In terms of the nature of school variable, table(I) reveals that the highest percentage is in favor of public schools, which accounts for (58%) of the overall number of schools, and the lowest percentage is related to private schools, which constitutes (42%) of the schools. It is attributed to the reality that there are more teachers in public schools than in private schools.

Table (II): Details on the specimen based on years of professional experience

Variable	No.	%
5 years and below	25	25
5-10 years	43	43
10 years and more	32	32
Total	100	100

Concerning the years of professional experience variable, table (II) indicates that the top percentage is in favor of (5-10) years, which is (43%), followed by (10 years and more) which is (32%), and the lowest percentage is in the favor of (5 years and below) which is (25%). This may be because there are already many jobs that prefer teachers with (5-10 years) experience.

3.6. Instruments of the study

To achieve the current study's targets, the following tools have been used:

- 1- Content analysis for the materials of 11th and 12th grade texts of English.
- 2- A questionnaire for teachers of English to find out cultural facets in 11th and 12th textbooks of English.

To achieve the goals of this research, the researchers applied content analysis and a questionnaire.

3.6.1. Content analysis

Content analysis is a method of analyzing text objectively and methodically to obtain the conveyed information. The purpose of content analysis is to make genuine conclusions about the strong and weak points of the text. Holsti designated three main elements of content analysis: impartiality, automaticity,

and universality. Text analysis necessitates that people adhere to a predetermined set of phases or processes as ascertained by the framework. The researchers' goal with this analysis is to determine and measure the teachers' recognition of a range of cultural facets as demonstrated in higher secondary textbooks.

3.6.1.1. Content analysis card construction

Employing specific skills for an evaluation method to discover whether there is a group of values in Palestinian English textbooks for grades 11th and 12th is the basis of content analysis. It must follow a predetermined set of steps or processes systematically.

3.6.1.2. The structure of the content analysis card

A group of scholars went over the list, infusing, erasing, and adjusting the items. The content analysis structure contained the following items: national history, national geography, ethics education, religious knowledge, political knowledge, health issues, socialization and life cycle, national identity, and social interaction.

3.6.1.3. Reliability of content analysis

Measuring analysis reliability, the researchers requested a professional English teacher for the 11th and 12th grades to reweigh the content of six randomly sampled units from the textbook. It has been decided to select units 3,4,5,8, 10, and 11. Initially, the researchers applied for the analysis card on unit three as a sample with the teacher, analyzing the entire unit's topics, then the teacher did the same procedure separately. The purpose is to decide on the reliability of the linkage between the two survey results. Pearson correlation analysis has been conducted for each domain of the six, followed by scholars' measurement of the mean of the data. The table below illustrates the connection between the researchers` and the 11th-grade teacher's content analysis:

Table (III): The researchers` and teacher`s content analysis

	Level	1 st analysis	2 nd analysis	Agreed points	Different points	Coefficient Correlation
Analysis	11	450	433	433	17	0.980
	12	407	389	389	12	0.986

3.6.1.4. Time-tested dependability

The analyzing process of the English content of Palestinian 11th and 12th level textbooks has been repeated 30 days later by the researchers to examine the content analysis's accountability. We used Holes correlation to determine the reliability as follows: The equation is

$$CR = \frac{2R}{N_1 \square N_2}$$

Table (IV) below depicts the agreement and discrepancy points over time:

	Grade	1 st analysis	2 nd analysis	Agreed points	Different points	Coefficient Correlation
Analysis	11	466	433	433	28	0.968
	12	407	389	389	18	0.974

3.6.2. The Questionnaire

The questionnaire layout relied on the following considerations: previous literature, teachers' answers through open-ended questions, and scholars' viewpoints.

3.6.2.1. Teachers' recognition of cultural facets

Table (V): Correlation coefficient between each element in the realm and the domain's overall score.

Domain	Item	Correlation with domain
Teachers' recognition of cultural facets	1	0.615**
	2	0.647**
	3	0.658**
	4	0.800**
	5	0.817**
	6	0.811**
	7	0.860**
	8	0.836**
	9	0.826**
	10	0.801**
	11	0.634**
	12	0.814**
	13	0.852**
	14	0.851**
	15	0.870**
	16	0.846**

The outcomes of the above table indicated that the values of the items are appropriate, consistent, and effective for implementing the study.

3.6.2.2. Validity of the Questionnaire

Five academics reviewed the questionnaire to ensure its validity and appropriateness. These academics are from (Al-Istiqlal University, Hebron

University, AAUJ University, and professional teachers of higher grade).

3.6.2.3. The Alpha Cronbach Method

The Alpha Cronbach coefficient for this field is higher than (0.504). This demonstrates that the questionnaire is reasonably reliable. The Alpha Cronbach coefficient of this domain is higher than (0.504). This shows that the questionnaire is highly reliable. In a sense, it allowed researchers to adjust it according to the population under investigation. The table below reveals this:

Table (VI): The alpha correlation analysis for questionnaire reliability.

Domain	Number of Items	Alpha Cronbach
Teacher's recognition of cultural facets	16	0.785

4. Results

4.1. First, the main question of this study is addressed: "*What are the basic cultural facets that are encompassed in Palestinian textbooks of English for 11th and 12th grades?*"

To deal with this question, the English language texts for grades 11 and 12 of the Palestinian curriculum content has been examined, and the table below shows the percentage of cultural facets included in English language textbooks to be fulfilled on the overall framework of English paradigms:

Table (VII): Replica items and content analysis percentages of English 11&12 textbooks in Palestine.

No.	Domain	Elements to be covered in the reference book	Actual elements covered in the reference book	%
1.	Content Analysis of <i>English for Palestine 11</i>	14	10	71.4
2.	Content Analysis of <i>English for Palestine 12</i>	14	10	71.4

Table (VII) depicts the sociocultural factors that the reviewers considered before analyzing the English for Palestine 11 and 12 textbooks. They consented to the presence of (14) elements. Following an examination of English for Palestine 11 and 12 books, (10) factors have been discovered in the texts that are identical to (71.4 percent).

1. *Recurrences and ratios of cultural dimensions in English language texts for the eleventh grade:*

Table (VIII) shows the degree of distribution of the cultural aspects through the

content analysis. The total occurrences of these aspects in the textbooks of English for the 11th grade have reached (433).

Table (VIII): Recurrences, ratios, and score of every item in the analysis of eleventh grade English textbooks

No.	Culture elements	Frequencies	%	Rank
1.	National History	20	4.61	7
2.	National Geography	15	3.5	8
3.	ethical Education	40	9.25	4
4.	Religious Knowledge	7	1.6	9
5.	Political Knowledge	5	1.15	10
6.	Health Concerns	80	18.5	6
7.	Economic Acquaintances	60	13.8	3
8.	Socialization and the life cycle	80	18.47	2
9.	National Identity	25	5.8	5
10.	Social Interaction	101	23.32	1
	Total	433	100	**

Table (VIII) reveals that cultural elements in textbooks of English for the 11th grade have reached (433) frequencies. The analysis demonstrates that the 10th and 8th aspects come to the top of two positions as stated below:

- No. 10: Social interaction with a frequency of (101) times.
- No. 8: Socialization and the life cycle got a frequency of (80) times.

This may be because the 11th edition of the Palestinian English textbook covers many cultural elements related to social and cultural obligations, including respect and participation in community situations. The 5th and 4th facets, on the other hand, were in the bottom two positions, just like in No. 5: 'political knowledge,' with a frequency of (5) times; and No. 4: 'religious knowledge,' with

a frequency of (7) times. This preview shows that although the Palestinian culture is religious and deeply involved in political conflicts, political and religious recognition have not been adequately satisfied.

2. *Cultural elements in grade 12 English textbooks: frequency and percentage:*

Table (IX): The recurrence, average per cent weight, and weighting of each item in the analysis of "the English Lesson 12" textbook.

No.	Cultural elements	Frequencies	%	Rank
1.	National History	15	3.86	8
2.	National Geography	18	4.65	7
3.	ethical Education	36	9.26	4
4.	Religious Knowledge	12	3.1	9
5.	Political Knowledge	10	2.6	10
6.	Health Concerns	30	12.83	3
7.	Economic Acquaintances	35	9	5
8..	Socialization and the life cycle	80	20.5	2
9.	National Identity	33	8.5	6
10.	Social Interaction	100	25.7	1
	Total	389	100	**

Table (IX) illustrates that the cultural elements of the textbooks of English for grade 12 have reached (389) elements. The analysis shows that the 10th and 8th elements came at the top two positions as stated below:

- No.10: Social interaction with a frequency of (100) times.
- No. 8: Socialization and the life cycle got a frequency of (80) times.

The cause for this factor is that many learning activities in the 12th English course can inspire students to accept one another and many virtues, such as cooperation and forgiveness. The fifth and fourth facets, on the other hand, conquered the bottom two ranks, as in No. 5: 'political knowledge' with an

intensity of (10) times; and No. 4: 'religious knowledge' with a frequency of (12) times. This fact demonstrates that the authors did not prioritize religious and political aspects, as evidenced by the analysis of the subjects of *English for Palestine* 12th book.

4.2. Respond to the research first sub-questions:

The obvious response: 'How far are teachers of English fully cognizant of the cultural aspects in English for Palestine 11th and 12th textbooks as mirrored in their classroom practice?'

To clarify this point, the researchers included frequency, the total number of answers, average, standard deviation (standard deviation, percentage weight, and rating of each component in the field of cultural elements. The table below indicates that:

Table (X) shows the frequency, total number of answers, average, standard deviation, percentage weight, and rating of each element in the cultural element field of the questionnaire.

No.	Items	Mean	Std. Deviation	% weight	Rank in the scope
6	I enhance my students' perception of Palestinian customs and traditions.	4.35	0.774	87.1	1
15	I concentrate on religion throughout the lectures.	4.24	0.826	85.1	2
8	I help my students improve their morale.	4.22	0.764	84.4	3
7	I take the initiative to put my cultural knowledge into reality.	4.18	0.873	83.6	4
10	I encourage my students to be socially responsible.	4.11	0.910	82.1	5
16	In my lectures, I emphasize the importance of cultural understanding.	4.08	0.922	81.6	6
4	I teach my students the importance of constructive debate.	3.92	0.780	78.5	7
1	I inspire my learners to read about other traditions.	3.68	0.799	73.3	8
3	I encourage my students to be culturally aware.	3.66	0.870	73.1	9
14	I pay close attention to how my students apply collaborative virtues.	3.64	0.875	72.8	10

12	I presume that English language school books do not strengthen my students' cultural understanding.	3.49	0.899	69.6	11
2	I integrate technology into my classes.	3.43	0.674	68.8	12
11	I emphasize the importance of social institutions in cultural evolution.	3.42	0.928	68.1	13
13	The course promotes cultural knowledge and skills such as integrating diverse teaching methods.	3.31	1.018	66.3	14
5	I take part in cultural workshops.	3.25	0.784	64.1	15
9	I have realized that English language school books do not encourage learners to learn about other cultures.	2.7	1.01	55.6	16

Table (X) demonstrates that the domain's percent weight ranges between (55.6 % and 87.1 %), with items 6 and 15 occupying the top two positions:

No. (6) 'I enhance my students' perception of Palestinian customs and traditions' comes in the top rank with (87.1%). because the Palestinian community is customary, people are more likely to follow their history and traditions. In fact, it is critical to educate students on how to follow customs and be aware of their cultural roots because students live in a globalized world and must be protected from its threats. Teachers of the eleventh and twelfth grades are also responsible for and committed to teaching students about values and cultures. They must expand their knowledge of native land and heritage. No. (15) "I concentrate on religion throughout the lectures" was ranked second, with an average percent weight of (85.1 percent). This is due to the topic's relationship with the religious nature of the students, the majority of whom are Muslims who study a book specifically for this. This religious education involves teaching many concepts of Islamic ideology, such as interacting with others, respecting neighbors, and helping people in need. Meanwhile, items No. 5 & 9 occupied the lowest two ranks; No. (9) " I've realized that English language textbooks don't encourage learners to learn about other cultures" came in the last value, the average percentage weight is (56.6%). A possible explanation for this is that textbooks do not contain many topics about other cultural backgrounds. No. (5) "I take part in cultural workshops" was ranked second lowest, with a percentage weight of (64.1 %). This is due to a lack of such workshops, indicating that supervisors do not conduct seminars on the subject.

4.3. Respond to the research second sub-question: *'to what extent are English language teachers aware of the cultural aspects presented in English for Palestine textbooks for the secondary level?'*

To clarify this point, the researchers used frequency, the total number of responses, average, standard deviation (std.), and percentage value, as shown in the following table:

(Table XI): The total number of reactions, the mean, the standard deviation, and the percentage weight

Domain	No. of items	Mean	Std. Deviation	% weight
Teacher's awareness of cultural aspects	16	59.6	6.874	74.6

Table (XI) shows the domain weight (percentage 74.6) in terms of culture. This fact means that teachers of grades 11 and 12 have a good understanding of cultural elements through English textbooks at this level. Besides, English teachers have an important responsibility in strengthening the cultural values of learners. What's more, this result shows that all teachers of this level agree on the significant role of teachers in promoting cultural values that help in preparing good students who are aware of their duties toward the homeland and its customs and traditions.

4.4. *The response to question number 3: 'Are there significant differences at ($\alpha \leq 0.05$) in the main cultural elements in English for Palestine 11 and 12 school books as a result of nature of the school (private or public)?'*

To demonstrate, we have used T-test method is calculated by percentage to compare the statistical differences between two independent groups (private and public schools). Table (XII) illustrates this:

Table (XII): School, Mean, Significance level, Std., T. Value.

Domain	School	N	Mean	Std. Deviation	T. value	Sig. level
Teachers' awareness of cultural aspects	Private	42	58.1	6.9	-1.97	Not Sig.
	Public	58	61.9	6.4		

Table (XII) shows that the calculated T-statistics in the questionnaire domain is less than the tabulated value. This fact means that there is no significant

statistical difference in school variables. The reason is that all teachers of English in private and public schools attend the same seminars and use the same textbooks.

4.5. The answer to question four: 'Are there significant statistical differences at ($\alpha \leq 0.05$) in the main cultural elements in English textbooks for the secondary stage due to years of professional experience?'

One-way analysis of variance tool is used to estimate the statistical differences between groups (5 years and below, 6-10 years, 11 years and above) to answer this question. Table (XIII) illustrates the results.

Table (XIII): One Way ANOVA results of the F value, Sig. value and Sig. level

Scope	Source of variance	Sum of Squares	Df	Mean Square	F	Sig.	Sig. level
Teacher's awareness of cultural aspects	Between Groups	77.5	2	38.75	0.812	0.450	Not Sig.
	Within Groups	2237.1	47	47.59			
	Total	2314.6	49				

Table (XIII) clearly shows that the calculated F value for the questionnaire is less than the F table in the domain and the degree. This shows that there is no statistically significant difference in the number of years of experience variables. This could be caused by a shortage of supervisors who must monitor teachers' development, or it could be due to the absence of competence on the part of the teachers. This could also be due to lack of reinforcement, incentive, and assertiveness for exceptional teachers' efforts.

5. Discussion of the results

The main aim of the research is to conduct descriptive research to find out the aspects contained in the Palestinian English 11 and 12 textbooks to formulate teaching practices and promote the growth of professional knowledge in higher education at school. Furthermore, the *English for Palestine* 11 and 12 textbooks have been examined as a platform for introspection and diagnosis in this study. As a result, it is fair to argue that the analysis of *English for Palestine* textbooks appears to project components of skills and knowledge and further ongoing learning. Surprisingly, the study found that even short-term exposure to teachers' recognition of cultural elements as demonstrated in 11 and 12 textbooks can improve performance awareness and comprehension of opposing points of view.

It is discovered that teachers have a profound grasp of the cultural elements included in *English for Palestine* 11 and 12. This finding suggests that teachers play a vital role in endorsing cultural facets among their learners. Furthermore, this result demonstrates that all 11th and 12th-grade teachers consented to the importance of teaching and bolstering cultural characteristics in training bright students who are accountable and responsible of their motherland and its values and traditions.

In addition, the survey results show no significant difference in cultural elements, depending on the nature of the school. This is due to the fact that both public and private schools provide the same textbook content and training classes. Furthermore, the survey results show no significant differences in cultural elements caused by variables such as years of professional experience. It's because advanced-knowledge teachers, skills, or experience do not receive any special incentives or adoration, even though they all deal with the same subject matter.

The present investigation converses to previous studies, like Dweikat's (2011), which analyzed the training exercises of the "English for Palestine" syllabus for grade 10, while the present investigation examined the entire learning materials for 11 and 12 grades. Furthermore, the current research varies from Sarah's (2006) in that the research article centered on how cultural components were handled in Algerian curriculums, while the existing one sought to find out the degree of teachers' recognition of cultural facets in English textbooks of English for grades 11 and 12.

The researchers confirm that the training courses aided teachers' recognition of cultural aspects listed in the English for Palestine 11 & 12 textbooks. These training sessions strive to advance teachers' cultural knowledge, which ultimately raises students' awareness of their culture, habits, and customs.

According to the findings, teachers' cultural understanding can lead to a wide range of learning outcomes, such as providing students with adequate cultural information. As mentioned in previous studies, cultural awareness is to help learners discover the thoughts and values that underpin their behavioral patterns. Furthermore, the time constraint is the main challenge that teachers encounter. It is a challenge that may limit their ability to explain cultural issues or prevent them from discussing cultural knowledge. Many language teachers hesitant to teach culture because they lack knowledge of it, and some teachers avoid teaching culture because it deals with students' perceptions.

6. Conclusion

Through the analysis and interpretation of the data, the researcher arrived at the following concise conclusions:

- 1- The latest available English for Palestine high school textbooks – Grade 11 and 12 – have unquestionably demonstrated improvements due to the inclusion of cultural aspects in its various types of learning activities.
- 2- The included cultural elements in English for Palestine 11 and 12 textbooks are National history, national geography, ethical education, religious knowledge, political knowledge, health concerns, economic acquaintances, socialization and the life cycle, national identity, and social interaction.
- 3- The curriculum places greater emphasis on ethical education, community involvement, and social awareness than other facets.
- 4- The curriculum places greater emphasis on ethical education, community involvement, and social awareness than other facets.
- 5- Textbooks did not emphasize the transmission of the Palestinian culture as much as other cultures.
- 6- According to the content analysis, there is a dearth of Islamic themes in textbooks.
- 7- The syllabuses did not place much emphasis on political education.
- 8- Depending on the outcomes of teachers' cultural comprehension, it can be stated that the scope of teachers' cultural understanding is good, which helps learners be more familiar with the cultural substance in their texts.

In summary, teachers of 11th and 12th grade courses have a relatively good understanding of culture, but the content courses have not been Palestinian to a large extent. They do not have enough topics for students to use English to discuss Islamic issues or the situation in Palestine with other countries in the world.

7. Recommendations:

The researchers suggested the following relying on the study research:

7.1. Teachers' Recommendations:

1. Staff must get training on how to improve their expertise in boosting students' knowledge of cultural facets evidenced in English for Palestine books.
2. Teaching staff should motivate students by incorporating cultural activities exposed daily.

3. Educators should be aware of the cultural elements used in textbooks to develop various techniques or practices for informing cultural facets.
4. Teachers should utilize a range of instructional aides to facilitate the incorporation of cultural dimensions.
5. English teachers need to adjust the abundant resources on Islamic and Palestinian affairs. They can then emphasize cultural influences to aid students to express it.

7.2. *Curriculum developers and policymakers should take into account:*

1. Training courses should be conducted at the National Curriculum Center of the Ministry of Education to re-evaluate the newly published cultural content of Palestinian 11 and 12 English textbooks.
2. The books should include various tasks based on cultural aspects.
3. The training plan is crucial. Teachers' expertise can be enhanced by participating in these training programs, particularly if the training courses include a variety of cultural concepts.
4. Supervisors of the English language need to carry out training programs highlighting the effective way of dealing with cultural aspects presented in the English textbooks.

8. *Suggestions for future studies*

1. These are among further studies: A study should be conducted on the cultural differences between learners' and native English speakers' cultures in Palestinian English textbooks taught to elementary school students.
2. Another study should be applied on the intercultural of English people and Arabs.

References

- 1) Ayu, M. (2020). Evaluation of Cultural Content on English Textbook Used by EFL Students in Indonesia. *Journal of English Teaching*, Volume 6 (3), pp. 183- 192
- 2) Abbas, Insaf (2009). Cultural Dimensions in English for Palestine Textbooks for Grades 10, 11&12. Paper presented at Second National Symposium on Quality English Teaching: *EFL*, Birzeit University.
- 3) Abbas, Insaf (2011). Palestinian and Global Cultural Dimensions in English for Palestine Textbooks for Grades 11&12. *Journal of Al-Quds Open University for Research & Studies*, 24 (1).
- 4) Amao, O. (2006). Promoting responsive and functional citizenry through universality. *Educational Studies*, 26(3), 244-251.
- 5) Atawneh, A. (2003). Culture and language teaching through electronic technology. Proceedings to International Conference on the Convergence of Knowledge, Culture, Language and Information Technologies. Alexandria, Egypt.
- 6) Badawi, A. (1992). Citizenship in the Arab Traditions. Amman Arab University for Graduate Studies, Amman, Jordan.
- 7) Baker, B. (2003). Should culture be an overt component of EFL instruction outside of English-speaking countries? The Thai context, *Asian EFL Journal*.
- 8) Bataineih, Ahmad (2009). An Evaluation of the Authentic Socio-Cultural Elements in the Prescribed English Language Textbooks of the Secondary Schools in Jordan. *Al-Najah University Journal*, 23(1).
- 9) Bateman, B., & Mattos, M. (2006). An analysis of the cultural content of six Portuguese textbooks. *Portuguese Language Journal*, 1.
- 10) Chen, B.B. (2004). A survey on cultural learning and its variables analysis. Xi'an, *Journal of Xi'an International Studies University*, 12(3), 21-24.
- 11) Cortazzi, M., & Jin, L. (1999). Cultural Mirrors: Materials and Methods in the EFL Classroom. In E. Hinkel (Ed.). *Culture in Second Language Teaching and Learning*, Cambridge, Cambridge University Press, 196-220.
- 12) Derakhshan, A. (2021). 'Should textbook images be merely decorative?': Cultural representations in the Iranian EFL national textbook from the semiotic approach perspective. *Language Teaching Research*.
<https://doi.org/10.1177/1362168821992264>
- 13) Dweik, B. (2006). The Role of Culture in EFL Textbook Evaluation. 9th Annual ELT Conference, May, 20.
- 14) Dobrovol'skij D. & E. Piirainen. 2006. Cultural knowledge and idioms. *International Journal of English Studies*, 6(1): 27-41.
- 15) Foley, W. A. (1997). *Anthropological linguistics – An Introduction*. Blackwell Publishing Ltd.
- 16) Gagnestam, E. (2003). *Kulturi pråkundervisning– med focus på engelska*, Karlstad University Press, Karlstad.

- 17) Liu, Songme (2012). Cultural Content in EFL Listening and Speaking Textbooks for Chinese University Students. Unpublished master thesis, Prince of Songkla University, Thailand.
- 18) Mousa, M., Hameed, D., & Ahmed, M. S. (2019). The Impact of Conversational Analysis (CA) into Education and Teaching and Learning Process. *Journal of Tikrit university for humanities-مجلة جامعة تكريت للعلوم الانسانية*, 23(7), 72-84.
- 19) Hou, X (2017) Zhongguo Yingyu Jiaoyu Gaige Lujing Zhi Tansuo-Jiyu «Ouzhou Yuyan Gongtong Kuangjia» Xia De Deri Jingyan [Exploring the path to English education reform in China-based on the German, Japanese experience under the Common European Framework for Languages]. In: Social sciences of Beijing, pp 13–21
- 20) Obiedat, A. (1997). The impact of environment on the contemporary art. *Bagdad, Bagdad University*.
- 21) Richards, J. C. (2019, November 11). <https://www.professorjackrichards.com/articles/role-of-textbooks/>. Retrieved from <https://www.professorjackrichards.com>
- 22) Sahab, M. (2019). Investigating the Difficulties Faced by EFL Learners in Using Nonfinite Verbs. *Journal Of Tikrit University For Humanities* - 23(8), 56-69. doi:10.25130/hum.v23i8.557
- 23) Sarah, Merrouche (2006). The Place of Culture in the Teaching of English in the Algerian Middle and Secondary School. Unpublished Ph.D. Thesis. Mentouri University, Algeria.
- 24) Shin J, Eslami Z, Chen W (2011) Presentation of local and international culture in current international English-language teaching textbooks. *Lang Cult Curric* 24(3):253–268
- 25) Syrbe M, Rose H (2018). An evaluation of the global orientation of English textbooks in Germany. *Innov Lang Learn Teach* 12(2):152–163
- 26) Tajeddin Z, Pakzadian M (2020) Representation of inner, outer and expanding circle varieties and cultures in global ELT textbooks. *Asian-Pac J Second Foreign Lang Educ*. <https://doi.org/10.1186/s40862-020-00089-9>
- 27) Weninger and Kiss (2013). Culture in English as a Foreign Language (EFL) Textbooks: A Semiotic Approach. *TESOL Quarterly Journal*, Vol.47, Issue 4, 694–716.
- 28) Williams, M. & Humphrys, G. (2010). Citizenship education and the importance of place. In M. Williams & G. Humphrys (Eds.), *Citizenship education and lifelong learning*, Hauppauge, NY: Nova Science Publishers.
- 29) Zhang, X., Su, X. (2021). A cross-national analysis of cultural representations in English textbooks used in China and Germany. *SN Soc Sci* 1, 91. <https://doi.org/10.1007/s43545-021-00088-8>