Investigating the Cultural Values in EFL Textbooks
A Case Study of NorthStar Intermediate Textbook
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Abstract: This study investigated the cultural values in the NorthStar textbook which has been taught since 2008 at An-Najah University as a compulsory course. To answer the questions of the study, content analysis methodology was used. The study revealed that the frequency of cultural values was higher in some units depending on the main theme of the unit. These frequencies ranged between 22 and 274. The religious value had the lowest frequency, while the social value had the highest frequency. Moreover, it was found that the textbook did not only focus on different values of a foreign culture but it also dealt with different cultures. The content analysis revealed that the most frequent cultural values were related to the American culture which indicated an obvious bias towards the foreign cultural values in general and the American cultural values in particular at the expense of the Arab-Islamic culture as no unit talked about Arabs or Muslims except the mentioning of the word “Arab” which was mentioned only once in the textbook and in a way that even displeases the Arabs.

In the light of the results, the researchers recommended analyzing and evaluating the content of EFL textbooks of foreign authors to be sure that they do not include cultural values that might go against our Arab-Islamic culture. Therefore, careful attention should be paid to how the others are presented and how to filter the undesirable cultural values that in a textbook. Finally, the researchers called for EFL national curricula at the Palestinian universities.

Key Words: Content Analysis, Cultural Values, EFL Textbooks, NorthStar Intermediate Textbook
Introduction

Teaching language inevitably means teaching culture implicitly as language does not exist in isolation; it is somehow embedded in the culture of people and reflects the beliefs and values of speech community. Language, in this regard, reflects and affects culture. As we learn a second language, we also learn a second way of exploring the world. Or, as Foley (1997) noted, language is often treated theoretically as a subsystem of culture, and that cultures and languages do not exist in isolation, nor are they unchanging. Language, in this case often treated theoretically as a subsystem of culture, but in practice the structure of language as revealed by modern linguistics has generally served as the paradigm for analyzing other aspects of culture. Such elaboration of the well-established relationship between culture and language can be simplified clearly be quoting one or two definitions of "language" as given by some educators. The first one sees language as "a cultural product", or "an arbitrary system of vocal symbols used to communicate ideas and express feelings among the members of a certain social community". (Al-Quds Open University, 1996).

According to Wiki.com, the components of culture are: the attitudes, beliefs, customs, traditions, art, clothing, food, language and achievements of society that are passed on to each generation. http://wiki.answers.com

Moreover and regardless what culture we talk about, learning a new language implies learning about another culture and another way of life. If that new way of life is itself attractive to you in some, then it may be easier to cope with the moments when language learning seems impossibly slow, or impossibly demanding of concentrated effort (Allwright, and Bailey, 1991). Bearing this in mind, Al-Abed Al-Haq (1998) wrote,"...the nature of the relationship between language and culture has been under consideration since ancient times. It is not easy to separate language and culture as there is an intimate relation between them; therefore, language is not self-dependent. It cannot be wholly understood without reference to the culture of which it is a vital part. Through language, we can understand people's culture,
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customs and aspirations. (Shatnawi, 2005). Second language learning is often second culture learning and that understanding the culture may lead to the understanding language and, therefore, culture competence enriches linguistic competence. (Brown, 1986)

Regarding the cultural components of a specific community, the criteria for recognizing a group as a genuine community or culture include major characteristics: distinct religion/ethical framework, distinct scriptural tradition/history, distinct houses of worship, distinct social customs, transmission from parents to children, distinct folklore/literary tradition, distinct language, distinct social, sports, recreational institutions, distinct schools, and distinct geographical communities.

http://www.deafculture.com

D-Review of Related Literature

Abbas (2011) investigated the cultural dimensions in the Palestinian new syllabus, 11 and 12 grades. The results showed that books were very rich of these various cultural aspects and that these various dimensions were interwoven and interrelated. 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.

Dweikat (2011) aimed at analyzing the exercises and activities of "English for Palestine" textbook for 10th Grade and investigating teachers' and students' attitudes towards appropriateness and usefulness of the activities and exercises. The results indicated that the exercises and activities fulfill the textbook objectives and develop the language skills which can be used for effective communication. These exercises and activities encourage critical thinking and classroom interaction.

Yamada (2010) investigated which countries were introduced and how Japan's domestic diversity was constructed in EFL textbooks for Japanese high schools. The concepts of race and ethnic relations in a global context were discussed to understand representations of individuals. The study suggested that multicultural perspective not only promoted understanding varieties of English use in Asian contexts but also helped educators and students recognize the internal diversity of Japan where multilingual and multicultural communication takes place.

Lee (2009) examined how 11 high-school EFL conversation textbooks used in Korea represent and teach culture. Findings showed that all of the textbooks neglect both the teaching of the culture-general aspect of culture learning and the small “c” target-culture learning. The findings also revealed that that the 11 textbooks did not encourage the culture-general aspect of
culture learning. The use of authentic materials such as print, audio, video and realia, along with interactive technologies such as the Internet was scarce throughout the textbooks which deprived students of the opportunity to be aware of both mainstream socio-cultural values and norms and sociocultural variables of a target culture.

Abbas (2009) aimed at investigating the cultural elements in the new English syllabus. Therefore, a detailed analytical survey for the contents of EFP textbooks for grades 10, 11&12 was made to describe the content of these textbooks in terms of the topics they cover and the way they are covered. For this purpose, these topics were analyzed to see what international (global) and Palestinian (including Arab &Islamic) issues and dimensions they deal with. The analysis revealed that each unit contains a reading passage followed by various activities involving all language skills based to a great extent on the thematic, lexical and structural content of the reading material.

Hasan & Volker (2008) explored the cognitive, affective and procedural aspects of EFL elementary textbooks in Syria and Germany. They analyzed a corpus which consisted of three Syrian elementary textbooks, Starters I-III, and their German counterparts, Kooky I-II. Based on the paradigmatic change from instructivism to constructivism, a descriptive-analytical approach was used to examine the content-material in terms of teacher vs. pupil orientation, product vs. process orientation, virtuality vs. authenticity, cognitive learning vs. learning. Results indicated that the Syrian material focused on the cognitive element of language learning without ignoring affective and procedural factors, whereas the German material tended to put special emphasis on affectivity and process-orientation. Culturally, the Syrian textbooks confined their view to the domestic background before opening up to British culture in book III, whereas the German textbooks were keen to introduce the British dimension right from the start.

Lund (2006) aimed to discuss the ways in which questions of context and culture are dealt with in four English textbooks used for the teaching of English at the Norwegian from grades eight to ten. The results found that a large majority of textbooks provide students with information about the history and the cultural heritage of countries in the English-speaking world. Far fewer non-fictional texts were devoted to contemporary issues and general information about the foreign countries, and even fewer texts still provide students with the opportunity to meet individual people. There was a great mixture of topics and issues, from fact-oriented presentations of central historical events to incidental descriptions of rather peripheral phenomena. Moreover, it was found that the texts vary a great deal in terms
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of culture-specific reference, and that many texts could contribute much more to the students’ learning if more information was provided about the context in which the texts are set.

Sarah (2006) investigated how the English language cultural component was treated in the Algerian textbooks of English used at the Intermediate and Secondary Levels. Additionally, an attempt was made to investigate the teachers' understanding of culture and culture teaching, the way they actually handle it in class, and their views about its place in the coursebooks they use. The results revealed that the target language cultural aspect was either overlooked or inadequately considered in the textbooks, that at least half the teachers did not include it in their language lessons, notwithstanding their awareness of its relevance, and that most of the learners gave more importance to learning the linguistic components, though they did not on the whole display negative attitudes towards English-speaking cultures.

Shatnawi (2005) investigated the role of culture in foreign language textbooks and the extent to which culture is represented in the Cutting Edge series. The analysis revealed that the textbooks include these cultural values: historical, economic, geographical, literary, political, religious, social, man-woman relationship, habits, customs and traditions.

Bataineh (2004) examined the representation of the local environment in EFL for Tenth Grade textbooks. The findings revealed that the Jordanian environment is moderately represented in the textbook she analyzed. The environment, in general, is well represented and a lot of references are made to regional and international components.

Shatnawi (2003) evaluated Enterprise textbooks series used at Yarmouk University Model School and many other private schools in Jordan and some other Arab and Islamic countries. The results of the study showed that some parents, teachers, and pupils were not fully satisfied with the content of Enterprise since it was not more relevant to the students' culture and background. (Cited in Shatnawi, 2005).

Reda (2003) examined topics of a sample of six EFL textbooks including the well-known Cambridge English Course and Headway. In particular, using materials from Headway, the study drew attention to the prototyping pattern of moving the lexical syllabus from general interest topics to higher levels. It showed that the expansion of vocabulary in EFL programmes broadens the horizon of basic English by incorporating lexical items with reference to developments in the life of the English nation.

Ansary & Babaii(2002 ) explored the status of sexism in current ESL/EFL textbooks. Two types of analysis were performed to examine the manifestation(s) of sexist attitudes and values in the textbooks.
to English I & II) that are locally designed to cater for and respond to the English language needs of Iranian students at secondary schools. Results revealed that Right Path to English I & II can be considered sexist textbooks that present students, in their early exposure to the English language, with an unfair and inexcusable picture of women. It was suggested that this sexism seems to mirror the institutionalized unfair sex discrimination to the disadvantage of women in society.

Chang (2002) evaluated the communicative competence of Korean EFL learners. The data concerning EFL textbooks was based on analyzing six textbooks for middle school students published on the basis of the 7th national curriculum. The results showed that four language function strategies were concentrated and limited in certain categories; therefore, these concentrated categories do have some significant effects on EFL learners' discourse competence. As the syllabus design plays a very important role in the construction of English textbooks, Koreans must improve the syllabus design in order to improve and cultivate the communicative competence of Korean EFL learners.

Al-Momani (1998) evaluated AMRA textbooks for the first and second secondary classes in Jordan. The results of the study revealed that:
1-The objectives of AMRA textbooks were based on teaching English for communication, and they met the students' needs and interests.
2-The vocabulary items were selected to suit the students' level and to facilitate communication.
3-The grammar and structural functions were selected to suit students' backgrounds.
4-The rationale of the textbooks was suitable. It did not help developing one's country.
5-The content of AMRA textbooks was not interesting to the students.
6-The number of units in AMRA textbooks was big and intensive.

Al-Barakat (1996) evaluated English language textbooks for the basic stage in Jordan. The researcher made a quantitative analysis which consisted of all the main passages presented for reading. The results showed that the six books of Petra Series reflected cultural bias as revealed the criteria of the two instruments. (Cited in Shatnawi, 2005)

Byram & Morgan (1994) described the following content areas which, constitute a ‘minimum content’ of any foreign language course: social identity and social groups, social interaction, belief and behavior, socio-political institutions, socialization and the life-cycle, national history, national geography, national cultural heritage and stereotypes and national identity.
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Kawano (1987) aimed to create and test a process by which cultural information in English textbooks in Japan can be analyzed and examined what and how much information about foreign culture was taught in English classes in Japan. The process entailed an analysis of the cultural content of 10 senior high school English textbooks published in Japan. Results revealed that the textbooks were inadequate for the purpose of raising students' cultural awareness. The study found ethnic and national bias as white Americans were a dominant group being presented in a smart, bright and wealthy image. This bias might prevent students from mastering English smoothly and from enhancing international awareness.

In conclusion, the reviewed literature shows that the idea of including culture in TEFL seems to be a controversial issue that has encouraged researchers to investigate it thoroughly everywhere as it has its own merits and demerits. However, to the best of the present researchers' knowledge, the present study is the first in Palestine to tackle this topic as no studies aimed to analyze the English language textbooks that are taught at the Palestinian universities in general and NorthStar textbook in particular. Thus, this study is hoped to help in filling up the gap in literature.

Statement of the Problem

EFL is taught nowadays in Palestine from Grade 1 to Grade 12 and it is also taught at The Palestinian universities either as compulsory courses or as major courses. It is known that publishing companies from English speaking countries mostly U.S.A and Britain, for example, Longman, Oxford University Press, and Regents, write and produce the textbooks for a number of countries where EFL/ESL is a school subject or a university requirement. Accordingly, the content of English language university textbooks of foreign authors which are used in Palestine should be analyzed to investigate their values and concepts which might work against our own values and traditions. The researchers have become aware of this problem after teaching one of these "foreign" textbooks entitled "NorthStar" Intermediate for a few semesters at An-Najah University.

Purpose of the Study

This study aimed to analyze and identify the cultural dimension in teaching English as a foreign language as manifested by a case study of the NorthStar series mainly The Intermediate Edition.

Question of the Study

This study addressed the following questions:
1-What are the Western cultural values that are implied in the NorthStar, Intermediate Textbooks?
2-To what extent is the foreign culture included in the NorthStar Intermediate level?
3- To what extent are the Arab-Islamic cultural values included in the NorthStar Intermediate level?

**Significance of the Study**

Being one the most pioneering universities in Palestine, An-Najah National University in Nablus believes in the importance of teaching English as a foreign or a second language since English has become a vital tool for progression and modernization in nearly all aspects of life. English as the most influential and international language dominates science, information technology, the WWW, business and above all mass media. Thus, English is used at Al-Najah University as the medium of instruction in some colleges such as Medicine, Nursing, Engineering, Pharmacy, and Sciences.

As this study aimed to shed some light on the cultural dimension of the NorthStar Textbook, it might be a useful tool for predicting the problems that may occur because of the lack of the understanding of the cultural background of such textbooks which may negatively affect students' learning in one hand and their achievements on the other hand. Moreover, the results of this study might be useful for the decision-makers at An-Najah University who suggested using these textbooks. Furthermore, based on the researchers' knowledge, few studies have dealt with this series to explore its suitability concerning content and culture. For this reason, this research might add some useful information to the growing body of literature in the area of EFL/ESL textbook analysis.

**Reliability of Content Analysis**

So as to establish the reliability of the content analysis of this book, much attention was paid to coding the data in order to increase intercoder reliability. Therefore, the following procedures were followed:
1-The researchers developed rules for coding the text so as to code things consistently and coherently throughout the text in the same way every time.
2-The researchers developed a pre-defined set of concepts and categories. The researchers in this case precisely defined the categories used in this analysis so as ensure the consistency of the analysis.
3-The researchers coded the text so as to form a coding–checklist that can help them in the analysis process. Then they started reading through the text and manually writing down concept occurrences by tallying the frequencies of each category.
4-The researchers repeated the analysis after one week of the first analysis using the same procedures. Consequently, co-efficiency between the two
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analyses done by the researchers was done. It was found that the consistency
was (0.85) which indicated a high correspondence between the two
analyses.

Definition of Terms
1- NorthStar, Intermediate: The Textbook for TEFL taught at An-Najah
University only in the compulsory course (10103)
2- Acculturation: the gradual change affecting individuals and societies as a
result of the influence of a foreign dominant culture where this change leads
to the acceptance of foreign cultural patterns and forsaking the original
ones. (Al-Barakat, 1996)
3- Cultural values: The 10 cultural components used by Shatnawi (2005 )
which include: historical , economic, geographical, literary, man-woman
relationship, political, religious, social, Habits, Customs, and Traditions ,
and way of living.

Limitations of the Study
1- The material of this study included the cultural dimensions (values) in the
NorthStar , Intermediate textbook.
2- The content analysis of the textbook was limited to the cultural
dimensions(values).

Theoretical Background
The NorthStar, Intermediate Level is one of an innovative five- level
series written for students with academic as well as personal language skills.
The authors of the NorthStar , Intermediate level are Laurie Barton and
Carolyn Dupaquier Sadinas, The textbook, published by Longman
Publishing Company, has been used at An-Najah University since 2006 as a
general English compulsory course for all students of the university. The
textbook aims at exploring fascinating content while building language
competence encouraging critical thinking skills, stimulating students'
imagination and promoting personal experience. To achieve its objectives,
the two books were enriched with new and updated high-interest stimulating
topics that motivate students to express their own points of view, expanded
vocabulary and pronunciation practice which ensures greater language
proficiency..

B- Unit of analysis
For the consistency of this study, the term "unit" was used to express a
group of pages on the same topic. The analysis used in this study was based
on the sentence level. In this case, the researchers were able to make use of
the definition given by Longman dictionary (2008) which defines
"sentence" as "A group of words that forms a statement, command, exclamation, or question, usually contains a subject and a verb".

Moreover, the content analysis of this textbook was conducted using the criteria taken from Shatnawi(2005). These criteria involved 10 cultural values (mentioned above) that were established and defined precisely prior to the analysis process so as to code the aspects consistently and coherently.

C- Procedure

The analysis was done by reading sentence by sentence and writing down the frequent occurrences of each cultural value. In this study, the two researchers worked as the raters with the help of a lecturer who has been teaching the textbook for about 5 years. Then the results were tallied by frequency so as to transform the results into qualitative data to make inferences and conclusions.

Results of the Study

1-Results related to the first question: What are the Western cultural values that are implied in the NorthStar, Intermediate Textbooks?

To answer this question, the researchers analyzed NorthStar textbook unit by unit and sentence by sentence to count the existence and/or the frequency of the Western cultural values using the criteria given by Shatnawi (2005).

In terms of the themes and topics discussed in the textbook, Table (1) shows that the textbook contained 10 units which covered 10 contemporary global issues.

Table (1):
Units and Number of Pages in the Textbook

<table>
<thead>
<tr>
<th>Units</th>
<th>Topic</th>
<th>No. of Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>One</td>
<td>The World of Advertising</td>
<td>18</td>
</tr>
<tr>
<td>Two</td>
<td>Extreme Sports and Obsession</td>
<td>16</td>
</tr>
<tr>
<td>Three</td>
<td>Fraud and Miracle Cure</td>
<td>18</td>
</tr>
<tr>
<td>Four</td>
<td>Storytelling :The Metamorphosis</td>
<td>20</td>
</tr>
<tr>
<td>Five</td>
<td>Speaking of Language and Gender</td>
<td>20</td>
</tr>
<tr>
<td>Six</td>
<td>Ecotourism</td>
<td>19</td>
</tr>
<tr>
<td>Seven</td>
<td>Humor : What's so Funny about that ?</td>
<td>22</td>
</tr>
<tr>
<td>Eight</td>
<td>Always in Fashion</td>
<td>20</td>
</tr>
<tr>
<td>Nine</td>
<td>Crime and Punishment</td>
<td>20</td>
</tr>
<tr>
<td>Ten</td>
<td>Marriage :Finding A Spouse</td>
<td>18</td>
</tr>
</tbody>
</table>

This table indicated that selecting these topics and themes was apparently based on pedagogical considerations in order to appeal to the students’ interests and their own experience and to motivate them for language learning. Thus, advertising, sports, gender, fashion, marriage and various
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forms of entertainment are dealt with in a number of texts . This might be based on the assumption that there is a common and shared understanding among the members of any society of what the main elements of a country’s cultural values are.

Additionally, it seems that the authors of textbook still believe that cultural knowledge can help students interpret the context and the cultural references in a communication situation, especially when they get closer to something “universal” or "global" in order to have something worthwhile to talk about in their attempts to learn the language. Such claim might be supported by the statement mentioned in the introduction of the textbook that states "Each unit explores intellectually challenging, contemporary themes to stimulate critical thinking skills while building language competence". For example, a passage that talks about how fashion and cosmetic surgery are dealt with in many Western countries such as America, France, England, China, India, North America, could allow students to learn about the ‘nature of culture’, and provide them with information about a whole range of cultural differences. Hence, it is clear that such passage and similar ones may represent interesting encounters with the foreign culture and provide valid examples of language as it is used in a particular discourse community. In this sense, and by presenting many new ways of understanding, thinking and speaking about one’s surroundings, foreign language education can provide more realistic facts and perspectives that enable students to see that different cultures represent equally valid ways of looking at the world but from different angles.

The content of themes and topics in the 10 units indicated that the textbook has a "fascinating content" wrapped with contemporary, global issues that can stimulate students' imagination and promote their personal experience and thus can meet the different interests of the students who seek to build up language competence, expand vocabulary and practice pronunciation which ensures greater language proficiency that enables them to express themselves and their own points of view as well.

The analysis of NorthStar revealed that the textbook provided authentic materials that encourage students to get some informative glimpses of everyday situations and everyday life in the foreign countries. Such authenticity seems to agree with Simensen (1998) who provided the following examples of authentic texts that can be brought into the foreign language classroom: novels, short stories, plays, poems, biographies, travel books, pamphlets, instructions, comics, time-tables, maps, diagrams, dictionaries, articles in newspapers, journals. (p: 155)
On the other hand, and regarding the number of pages in each unit, Table (1) shows that the thickest unit was unit seven which had 22 pages that talked about humor while the thinnest one was unit two which had only 16 pages and it talked about extreme Sports and Obsession.

Regarding the frequencies of the cultural values in each unit, Table (2) below shows the results of the content analysis of each unit.

Table (2):

Frequencies of the Cultural Values in NorthStar Textbook

<table>
<thead>
<tr>
<th>Unit</th>
<th>Economic</th>
<th>Social</th>
<th>Literary</th>
<th>Historical</th>
<th>Geographical</th>
<th>Religious</th>
<th>Man-Woman relation</th>
<th>Political</th>
<th>Customs And Traditions</th>
<th>Way of Living</th>
</tr>
</thead>
<tbody>
<tr>
<td>One</td>
<td>16</td>
<td>9</td>
<td>2</td>
<td>3</td>
<td>7</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>7</td>
<td>12</td>
</tr>
<tr>
<td>Two</td>
<td>3</td>
<td>6</td>
<td>12</td>
<td>3</td>
<td>4</td>
<td>x</td>
<td>4</td>
<td>x</td>
<td>6</td>
<td>24</td>
</tr>
<tr>
<td>Three</td>
<td>6</td>
<td>8</td>
<td>8</td>
<td>2</td>
<td>5</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>14</td>
</tr>
<tr>
<td>Four</td>
<td>2</td>
<td>7</td>
<td>3</td>
<td>3</td>
<td>4</td>
<td>x</td>
<td>4</td>
<td>x</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>Five</td>
<td>4</td>
<td>64</td>
<td>3</td>
<td>2</td>
<td>7</td>
<td>x</td>
<td>14</td>
<td>x</td>
<td>16</td>
<td>40</td>
</tr>
<tr>
<td>Six</td>
<td>3</td>
<td>6</td>
<td>x</td>
<td>4</td>
<td>80</td>
<td>x</td>
<td>x</td>
<td>3</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Seven</td>
<td>7</td>
<td>54</td>
<td>8</td>
<td>8</td>
<td>4</td>
<td>x</td>
<td>36</td>
<td>1</td>
<td>x</td>
<td>2</td>
</tr>
<tr>
<td>Eight</td>
<td>18</td>
<td>42</td>
<td>1</td>
<td>12</td>
<td>8</td>
<td>x</td>
<td>16</td>
<td>x</td>
<td>8</td>
<td>30</td>
</tr>
<tr>
<td>Nine</td>
<td>6</td>
<td>55</td>
<td>x</td>
<td>5</td>
<td>1</td>
<td>7</td>
<td>2</td>
<td>18</td>
<td>x</td>
<td>6</td>
</tr>
<tr>
<td>Ten</td>
<td>5</td>
<td>23</td>
<td>x</td>
<td>1</td>
<td>8</td>
<td>8</td>
<td>97</td>
<td>4</td>
<td>14</td>
<td>14</td>
</tr>
<tr>
<td>Total</td>
<td>70</td>
<td>274</td>
<td>37</td>
<td>43</td>
<td>128</td>
<td>18</td>
<td>177</td>
<td>31</td>
<td>62</td>
<td>15</td>
</tr>
</tbody>
</table>

Table (2) shows that the textbook involved different cultural values the frequency of which was higher in some units and ranged between 22 and 274 depending on the main theme of the unit and that the religious value had the lowest frequency, while the social value had the highest frequency. The above numbers in Table (2) show that the topic or the theme of each unit seems to have a strong correlation with the cultural values revealed in the content of the unit. In what follows are representative examples on the different cultural values found in the NorthStar textbook.
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1-Economic values: Items that give information about the economic system of certain governments.

Table (2) shows that the economic value had 70 frequencies and the highest ones were in unit 1 and 8 and the lowest ones were in 2, 4 and 6. For example, in unit one, the reader can read the following examples:

- "As companies are becoming more global, they are looking for new ways to....." and "global advertisers consider the different styles of communication" and "...is how Chevrolet tried to market the Chevy Nova in...."

- "Companies such as McDonald's have found that it is very important to sell different products in different parts of the world. So when you go to a McDonald's in Hawaii, you will find Chinese noodles on the menu" and "Many people consider McDonald's to be an excellent example of a successful global restaurant".

From such examples and others we notice the frequent use of the American brand names like Chevrolet & McDonald's which reflect, to some extent, a kind of bias toward the American products although we have an indication of the "others" in terms of economic products mainly the Japanese (Sony) which may signal the economic competition between U.S.A and Japan in terms of marketing over the world. "The Japanese companies were the first to start advertising in China".

Furthermore, we found that in unit one the word "global" was explicitly repeated 23 times and "globally" 4 times which may indicate an implicit call for the so-called "economic globalization" which is defined as a worldwide economic system that permits easy movement of goods, production, capital, and resources. A good example of this concept can be seen in the sentence "International business such as, McDonald's offer different products in different parts of the world" which gives an example of a multi-national restaurant which has branches all over the world while keeping on its American symbolism.

In unit two, only three economic values were found, one of them was "like being able to buy my own home when I was still in high school. And later, being able to buy another home out in the desert and build my own skate park" and "he earned a lot of money before the age of 25".

In unit eight, the following examples can be read: "People spend much money on the way they look" and "They will spend much time and money trying to look like the ideal man or woman." and "All people from all over the world fly into countries like Costa Rica, the Dominican Republic and Brazil, where cosmetic surgery is a growing
business" and "It (cosmetic surgery) is also somewhat expensive for the average person" and "Cosmetic surgery is expensive". And in unit 9, we read "It also costs the taxpayer millions of dollars more to execute a criminal than to imprison that criminal for life."

2-Political Values: Items that give information about the political system of the present and past governments.

Table (2) above shows that the political value had 31 frequencies and the highest frequency was in unit 9 while units 2, 4, 5 and 8 included no political items. For example, in unit one "China is a different story. For years any kind of commercial advertising was illegal. Governmental advertising was all over the place but business advertising was nonexistent" and "Remember that for years in China and Russia, people had a hard time buying things" and "For instance, certain countries will not allow TV commercials on Sunday and......" and "In some parts of the world, it's forbidden to show dogs on TV or certain types of clothing such as jeans" and "Some countries have laws that forbid advertising for tobacco and alcohol on TV".

These examples in particular may indicate an implicit criticism against the political ideology "the communism" in which the government used to control everything even the economical rights of the people and which forbade people from having their own economical and human rights to start their businesses and advertising or marketing policies.

In unit nine which talks about Crime and Punishment, one may read "In the United States, capital punishment is allowed in some states" and "Do you know of any other societies in which capital punishment is allowed?" and "The laws enforced by the courts require justice for every person" and "Everyone has the right to be treated fairly, and the laws must protect those rights" and "Since 1977, our society has been allowing capital punishment again, at a high cost" and "In many countries, citizenship is given automatically to all children who are born there" and "The U.S. government once followed the example of Germany, Britain, France, and other nations that no longer execute their citizens".

3-Historical Values: Items related to events that happened in the past, present, or future.

Table (2) above shows that the historical value had 43 frequencies and the highest frequency was in unit 8 while the lowest frequencies were in units 10, 3, 1 and 2. For example, in unit 8 the reader can see a timeline that shows how Americans dealt with the idea of beauty and cosmetic
surgery between the years 1920-1990-2010. At the same time, the following examples can be found in unit 8:

- "How did the American idea of beauty change in the 1950s? How did it change in the 1980s? How will it change in 2010?" and "In 1800s, American women in New York used to admire the fashion of Paris" and "In the 19700s, height and weight became an important part of beauty" and "During the time of the French Revolution, many women used .." and "In England, in the 1500s, make up became an important part of beauty" and "By the 1860s, American women started using make up to make themselves more attractive" and "In the 1890s, Americans discovered that bicycle riding could actually improve their appearance."

In unit 1, "China is a different story. For years any kind of commercial advertising was illegal" while in unit 9 "However, since 1977, our society has been allowing capital punishment again, at a high cost" and "In March 2002, Zoghby International surveyed voters in Albany County, New York with the following results as shown in graphs 2 & 3. Moreover, in unit 6, one may read "Meteorologists are now looking at the effects of the ozone hole discovered above Antarctica in 1984" and "In 1989, one cruise ship caused an oil spill that killed many penguins and...".

4-Geographical Values: Items that give information about the location of different places in the world.

Table (2) above shows that the Geographical value had 128 frequencies in all units and the highest frequency was in unit 6 which talks about Ecotourism while the lowest frequencies were in unit 9 which had only one frequency and it was "In March 2002, Zoghby International surveyed voters in Albany County, New York with the following results...". In unit 6 the following examples can be found: "About 98% of Antarctica's land is covered with ice" and "Antarctica is classified as a desert." and "Antarctica is the coldest, windiest and driest continent" and "In a place as frozen as Antarctica, it can take 100 years for a plant to grow back" and "The ice of Antarctica holds 70 percent of the world's fresh water" and "The tourists were visiting three main cities in Italy: Rome, Florence and Naples." And "The desert landscape is flat" " and "That island is inhabited only by birds" and "The highest mountain in the world is Mount Everest" and "Next summer I'm going to travel to a very remote part of Asia..." and "The coastal cities of a country are often popular vacation spots because people like to be near the ocean"
Khaled Dweikat & Ghada Shbeitah

and "If tourism continues in Antarctica, people who live near oceans may be affected by bad weather ".

Regarding the geographical value, the researchers found that the textbook included only one map in unit 6 page 93 which shows North America, South America, Africa, Europe and Antarctic. More geographical values can be seen in other units such as "Then the Pizzeria restaurant opened in Moscow "and "Let's start by looking at the U.S.A. Can you think of a country with more advertising than the United States? and " China is a different story..... is how Chevrolet tried to market the Chevy Nova in Latin America" and"So when you go to a McDonald's in Hawaii. If you stop for a hamburger in Germany, you can order a beer with your meal" and "Fast food , for example, is a very strange idea in Russia" and " In Malaysia, you can try a milk shake that is flavored with a fruit....." and " the goal of many TV commercials in Japan will be to show how".

5-Literary Values: Items that give information about the biographies of writers, poets, playwrights, scientists, essayists, and storytellers.

In this regard, the researchers found that the literary value had 37 frequencies and unit 2 had the highest number of literary values while units 6, 9, 10 included no literary values.

In unit 1, the reader may read "Consider the example of Jacko. This great Australian football hero recently..." and " Julia Ross: the president of the Global Advertisers' Association ....." while in unit two " Mary Lou Retton and Nadia Comaneci to name a few " and " Mohammad Ali (American boxer" Nadia Comaneci (Romanian gymnast), Evil Knievel (motorcyclist", Arnold Schwarzenegger (bodybuilder )Tony Hawk, a professional sahateborder,)Michael Jordan (basketball player)Disney animators". In unit 4 " Franz Kafka , the author of the story the Metamorphosis was born in Prague" and in unit 7 "I love Lucy was a popular American TV show during the 1950s, created by Desi Arnaz and Lucille Ball." and "In the 1980s, Bill Cosby...".

5-Man-woman relationship: Items related to marriage and the relationship between males and females.

Table (2) shows that Man-woman relationship value had 177 frequencies and the highest frequency (97) was in unit 10 while the lowest frequencies were in unit 6, 3, 9 which had 0, 1, 2 frequencies. For example, in unit 10, the researchers found "In your home culture, do men and women wear wedding or engagement rings? and "Girls are allowed to choose their favorite boy for a husband." and "Young women used to invite men to visit them at night by leaving their windows open" and
"Men and women usually decide to get married without any advice from their parents?" and "A man may have more than wife" and "Marriage partners do not know each other before their wedding" and "According to the Chinese way of thinking, it would be a mistake to allow young people to follow their romantic feelings and choose their own partners" and "The Hopi allowed boys to leave their parents' home at age thirteen to live in a kive" and "After a few months of receiving visits, most girls became pregnant . As a consequence, they could choose their favorite boy for a husband.".

In unit1" A shampoo commercial shows a young woman running in slow motion toward her handsome boyfriend. Her long, thick shiny hair bounces up and down...As she runs into the arms of her boyfriend, he twirls her around". And in unit 2" I didn’t have a chance with the girls – forget it" and in unit 7 "In the 1950s, the roles of men and women were different from what they were in the 1980s." and "Although Lucy knew that Ricky loved her, she also knew how limited his patience was." and "We identify that with Cliff's imperfections and are comforted to see that someone loves him anyway" and "In a perfect world, both husband and wife gave satisfying, high-paid careers." and "Theo’s sisters think that he is irresponsible with money".

6- Religious Values: Items that are related to the practices of Christians and other religions.

Table (2) above shows that the religious value had 18 frequencies in all units which means that it was the least frequent aspect. Unit 10 included the most frequencies :"...because they expect the people of southern Germany to follow the rules of the Catholic religion" and "As the Mormon Church grew, many of the men followed Smith's teaching and married a number of wives" and "Today, the Mormon Church, which calls itself the Church of Jesus Christ of Latter-Day Saints, teaches that marriage should be a partnership of one man and one woman who will be together.........". Then, in unit 1, " For instance, certain countries will not allow TV commercials on Sunday and......." and in unit 9, "cutting the hand of a person who steals " which implies an Islamic law in this regard.

7-Social Values: Items related to: country beliefs, values, games, drinks, food, pets, greetings, festivals.

Table (2) shows that the social values had the highest number of frequencies (274) and unit five included the highest number of frequencies (64) while the lowest number was in units 2, 6, 4. In unit five, for example,: "From a birth, a child knows how to behave as a male or a female." and
"In my culture, it is better to be a boy" and "In my culture, it is better to be a boy" and "Boys and girls like different games" and "Men's friendships with other men are different from women's friendships with other women" and "Parents influence the way their children think and act. Children learn a lot from them".

In unit one the reader may read about drinks and food: "So when you go to a McDonald's in Hawaii,...you will find Chinese noodles on the menu." and "If you stop for a hamburger in Germany, you can order a beer with your meal." and "Drinking beer with a meal is an example of a custom" and "Because there are millions of people in China who don't know what a Big Mac is" and "Fast food, for example, is a very strange idea in Russia" and "In their (Russian) restaurants, you sit down and the waiter brings you soup, salad, meat, and potatoes—one thing at a time" and "Many people believe that there is nothing wrong with eating fast food once in a while" and in unit seven "We made our last show after we had agreed to divorced".

Regarding greetings as social aspects, the reader may read" So good bye Jacko, Hello Energizer Bunny. Good morning, It's good to be here with you all. It's been a pleasure to be with you. Dear Ms. Ross. Hello."

8-Habits, Customs, and Traditions: Items that are related to habits, customs and traditions.

Table (2) shows that the values of Habits, Customs, and Traditions scored 62 frequencies and unit 5 and 10 were the highest in frequencies, while unit 9 and 7 scored zero and unit 3 had only 2 aspects. In unit one, for example, one may find "Drinking beer with a meal is an example of a ...(custom)" and "You're waiting for the good guy to get the bad guy.(Cowboy traditions in America" and "In their (Russian) restaurants, you sit down and the waiter brings you soup, salad, meat, and potatoes—one thing at a time. " In Unit 9: "In some cultures, people seek revenge by hurting the person who has hurt them".

In unit 5, moreover, "American culture emphasizes success for men and beauty for women" and "In some cultures, having many children proves a man is masculine" and "A few hours after Joy Fisher's birth, her parents took pictures of her. Joy's mother put her a pink headband around Hoy's head" and "Gifts soon arrived including pink dresses and dolls."

9-Way of Living: Items which are related to the way people live in certain societies.

Way of Living values scored 156 frequencies and units 5, 8 were the highest in number of frequencies, while units 7 and 9 were the lowest and
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scored 4 and 6 respectively. In unit one, for instance, the reader finds a lot of terms that represent the western style or way of living. For example, jeans, dogs as pets, pizza, Big Mac, fast food, MasterCard, McDonalds, bottled water, hamburger, and noodles are found in the textbook which reflect the Western way of life. For example:

- "The members of this firm are working to make a new bottled water for people who exercise regularly" and "Energy Plus bottled water will be advertised on television and in magazines" and "Because there are millions of people in China who don't know what a Big Mac is" and "Fast food, for example, is a very strange idea in Russia" and "What happened with pizza in Russia is a very funny story. …they had to explain that it was similar to Russian vatrushka" and "The number of fast food restaurants around the world is increasing".

In unit 2, "That was a combination of skateboarding, BMX cycling, and rollerblading. There were a lot of good skaters there." and "They describe how the walls of her bedroom are covered with photos of Olympic winner". In unit 8, furthermore, one may read "Fashion is a very important part of today's society" and "People pay too much attention to new clothing styles" and "Most people choose their friends because of the way they look" and "Rhinoplasty and liposuction can greatly improve a person's appearance" and "cosmetic surgery is used in many countries to improve the appearance of people".

2-Results related to the second question: To what extent is the foreign culture included in the NorthStar Intermediate textbook?

The above mentioned examples clearly indicate that the textbook did not only focus on different values of a foreign culture but it also dealt with different cultures that can contribute considerably to the cultural information and cultural awareness the students should acquire. Nevertheless, the content analysis of the NorthStar Intermediate textbook revealed that the most cultural values repeated in the textbook were related to the American culture which was reflected in a large number of examples found in the textbook. For example, we found American brand names like Chevrolet, McDonald's Pepsi-Cola, and American cities and states like Hawaii, Washington, D.C in addition to the following examples:

- "International business such as, McDonald's offer..." and "...is how Chevrolet tried to market the Chevy Nova in Latin America." and "Companies such as McDonald's have found that it is very important So when you go to a McDonald's in Hawaii, you will find Chinese noodles on the menu." and "Many people consider McDonald's to be an excellent example of a successful global restaurant" and "In the United
States, capital punishment is allowed in some states" and "The U.S government once followed the example of Germany, Britain, France, and other nations that no longer execute their citizens" and "Let's start by looking at the U.S.A. Can you think of a country with more advertising than the United States?" and "How did the American idea of beauty change in the 1950s?" and "In 1800s, American women in New York used to admire the fashion of Paris" and "Later, in North America, some women used to eat arsenic to make their faces whiter." And "By the 1860s, American women started using make up to make themselves more attractive." "In the 1890s, Americans discovered that bicycle riding could actually improve their appearance." and "In March 2002, Zoghby International surveyed voters in Albany County, New York with the following results as shown in graphs 2 & 3," and "American culture emphasizes success for men and beauty for women".

On the other hand, the reader can find a large number foreign places including cities, countries, states, provinces, mountains mentioned in the text book. For example, Antarctica was mentioned 62 times in unit six. However, Antarctica is Earth's southernmost continent, containing the geographic South Pole. Regarding the countries, Table (3) shows the frequencies of the countries mentioned in the textbook.

Table (3) Frequencies of Countries in the Textbook

<table>
<thead>
<tr>
<th>Unit</th>
<th>Arabs</th>
<th>America</th>
<th>Britain</th>
<th>Germany</th>
<th>Russia</th>
<th>France</th>
<th>China</th>
<th>Spain</th>
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<tbody>
<tr>
<td>One</td>
<td>x</td>
<td>10</td>
<td>3</td>
<td>3</td>
<td>6</td>
<td>2</td>
<td>6</td>
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<td>x</td>
<td>x</td>
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<td>x</td>
<td>x</td>
<td>x</td>
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<td>x</td>
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<td>Eight</td>
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<td>3</td>
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<tr>
<td>Nine</td>
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<td>8</td>
<td>16</td>
<td>9</td>
<td>7</td>
<td>7</td>
<td>2</td>
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</tbody>
</table>

Table (3) shows the most frequent country that was given priority in the textbook was America which was explicitly mentioned 74 times in addition to dozens of implicit indications. In some cases it was used as
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United States or USA, while Germany was repeated 16 times, Russia 9 times, Britain 8 times and Spain 2 times. This might be explained by the fact that the teaching of English has, traditionally, been linked to cultural information about the United Kingdom and the United States, the native speakers of English. Here we find it’s the United States which scored the most frequent country in the textbook which might be strange especially when we know that the textbook was published by British publishers (Longman Publishing Company). However, one may argue that students of English anywhere need to learn about these countries and about their strong position in the English-speaking world. Consequently, when it comes to bringing cultural questions into foreign language teaching, namely intercultural awareness and intercultural skills, it might be good to provide information about one country or more in which the language is spoken natively. Such information should clearly present ‘the other’, and be used as an example and as a point of reference in the students’ continued efforts to understand other cultures and to cope with new situations that are hoped to promote the learner’s motivation..

Nevertheless, there are other foreign countries and cities were mentioned in the textbook with limited frequencies including Costa Rica, Dominican Republic, Hawaii, Australia, Japan, Malaysia, Latin America, Cuba, Philippines, Czech Republic, Moscow, Paris, Florida, Prague, etc. At the same time, no Arabic country was mentioned but only the word Arab was mentioned once in unit 10, page 176 in a matching exercise. Additionally, the number of foreign names in the textbook were 220, and the most frequent name was Gregor which was mentioned 64 times in unit 4. The name Gregor is originally a Greek name, Gregorios, which means "watchful" or "vigilant". This developed into the Latin Gregorius, which was very popular among the early Christians. The name kept its religious connotations for centuries; it was given to several saints in the first few centuries after Christ, and there was a famous Pope Gregory in the 6th century. (http://meanings-of-names.blurtit.com/q986040.html)

Furthermore, in all units we find foreign cultural values that dealt with customs, greetings, meal manners, social life, sightseeing topics, occasions, friendship, love and social life affairs that are related to “other different cultures” as we have seen when we discussed the results related to question one. For example: "Franz Kafka, the author of the story the Metamorphosis was born in Prague" and "I love Lucy was a popular American TV show during the 1950s, created by Desi Arnaz and Lucille Ball." and "In the 1980s, Bill Cosby, a famous comedian ...." and "According to the Chinese way of thinking, it would be a serious
mistake to allow two young people to follow their romantic feelings and choose their own partners" and "The Hopi allowed boys to leave their parents' home at age thirteen to live in a kive, where they can live and go out alone and secretly visit young girls" and "...because they expect the people of southern Germany to follow the rules of the Catholic religion" and "As the Mormon Church grew, many of the men followed Smith's teaching and married a number of wives" and "Today, the Mormon Church, which calls itself the Church of Jesus Christ of Latter-Day Saints, teaches that marriage should be a partnership of one man and one woman who will be together not only during this life but forever." And "In some cultures, people seek revenge by hurting the person who has hurt them" and "In some cultures, having many children proves a man is masculine" and "Because there are millions of people in China who don't know what a Big Mac is" "Fast food, for example, is a very strange idea in Russia".

As for the types of illustrations related to the foreign culture or cultures, the content analysis of the textbook revealed that the textbook included 20 photographs, 4 charts and graphs, 2 drawings and one caricature in unit 7 page 114. This caricature is a funny drawing that aimed to complement a joke that talks about strawberry. The joke says: A: What did the big strawberry say to the little strawberry? B: I don't know. A: If you weren't so sweet, we wouldn't be in this jam!

Here, the joke uses the double meaning of "jam" either the preserved fruit and being in a difficult situation and it does not refer to any specific cultural context. This joke intends to add humor to the language learning situation and to give students 'comic relief' from the more serious issues that are dealt with in the text.

Such pictures and illustrations can also be interpreted as ‘texts’. Some of them may provide informative signals of everyday situations and everyday life in a foreign country and help students comprehend the texts by visualizing the context and by representing a means to convey the cultural information found here and there in spite of the fact that jokes, cartoons and humor in general are most of the time culture-specific which might hinder students' understanding of the theme of this humor. Some of these illustrations, nevertheless, may be seen as a means to add color to the text and motivate students for further reading, while others may be included simply in order to fill a page or to provide a rest for the eye. Thus, we may think that illustrations can have a role to play in indicating to the learners how ‘far away’ the foreign culture and this may contribute to bringing the foreign culture closer.
In short, students who attempt to learn the language need to learn about foreign cultures in such a way as to enhance cultural awareness and equal respect for all nations and people especially at a time when they all live in a small village and thanks to technology which makes things easier and attainable. Teachers, on the other hand, who devote their best efforts almost entirely to grammatical and structural (linguistic) features and targets, need to pay some attention to the content of the materials presented in their classes particularly the cultural aspects that broaden students' horizons and awareness.

3-Results related to the third question: To what extent are the Arab-Islamic cultural values included in the NorthStar Intermediate level?

The analysis of the textbook revealed that there was an obvious bias towards the foreign cultural values in general and the American cultural values in particular at the expense of the Arabic–Islamic culture.

Firstly, nothing talked about Arabs or Islam or Muslims or any Arab or Islamic country in the 10 units of the textbook. Secondly, in all units nothing spoke about cultural values related to the Arab-Islamic world except the mentioning of the word “Arab” which was mentioned only once in the textbook and in a way that even displeases the Arabs. It was an item in an exercise in unit 10 which states "a man may have more than one wife" to be matched with the choice a” Arab”. This indicated a cultural bias towards foreigners and foreign cultural values which excluded Arab and Islamic cultural values. Thirdly, in some cases, some Western cultural values were found which contradict our cultural values e.g., drinking beer, "If you stop for a hamburger in Germany, you can order a beer with your meal" and "Young women used to invite men to visit them at night by leaving their windows open" and "The Hopi allowed boys to leave their parents' home at age thirteen to live in a kive, where they can live and go out alone and secretly visit young girls" and "After a few months of receiving visits, most girls became pregnant. As a consequence, they could choose their favorite boy for a husband.". Such examples and others may have harmful impact to the extent that they may work against the students' values and norms.

This result agrees with Kawano (1987) who found ethnic and national bias as white Americans were a dominant group in the analyzed textbook as white Americans were presented in a smart, bright and wealthy image.

Nevertheless, to be fair, the researchers found some exercises and activities that aimed to relate the students' own culture with the topic presented in the unit. For example, in unit there was one activity which asked the students:
1-Think of a popular food or drink product from your home country, for example, green tea, sea cucumbers, or frozen TV dinners. Where else in the world do you think the product would do well? Where wouldn't it do well?

2-In your home country, is the meaning of an advertisement more likely to be found in the exact words used to describe the product or in the feeling and mood the advertisement creates. Give examples from your country.

3-Work with a partner. Compare advertising in your country to advertising in another country.

Such activities possibly aimed to introduce students to other cultures with its diverse societies composed of peoples of different races and ethnic origins while thinking about his or her own culture, which, in some cases, might lead to some cultural conflicts between the students’ culture and the foreign (Western) culture.

Conclusions:

The analysis of NorthStar textbook showed that the textbook included the following cultural values: historical, economic, geographical, literary, political, religious, social, man-woman relationship, habits, customs and traditions and finally aspects related to the way of life. The frequency of each value varied from one unit to another and that the most frequent cultural value was the social value which scored 274 frequency while the religious value had the lowest frequency 22. Such inclusion supports the idea proposed by Foley (1997) who noted that language is often treated theoretically as a subsystem of culture, and that cultures and languages do not exist in isolation, nor are they unchanging. It also agrees with Shatnawi (2005) who maintains that it is not easy to separate language and culture because there is an intimate relation between them, therefore, language is not self-dependent and that language cannot be wholly understood without reference to the culture of which it is a vital part. This result also agrees with Abbas (2011) who found that English Palestinian new syllabus for 11 and 12 grades were very rich of these various cultural aspects and that these various dimensions were interwoven and interrelated. Such result might be explained by the claim of Brown (1986) who believes that second language learning is often second culture learning and that understanding the culture may lead to the understanding of language and, therefore, culture competence enriches linguistic competence.

Then, the content analysis revealed that the textbook presented different cultures and various cultural information related to different countries and societies and that the most cultural aspects repeated in the textbook are
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related the American culture which revealed a kind of cultural bias towards the Western culture in general and the American culture in particular. This result goes with that of Lund (2006) whose study that a large majority of Norwegian English textbooks provide students with information about the history and the cultural heritage of countries in the English-speaking world mainly America and Britain. This result also agrees with Al-Barakat (1996) whose study showed that the six books of English language curriculum textbooks for the basic stage in Jordan, PETRA series, reflected cultural bias as revealed in the criteria of the two instruments.

Moreover, the content analysis of the NorthStar textbook revealed that there is an obvious bias towards the foreign cultural values at the expense of the Arabic –Islamic culture which is related to the students who study this textbook at An-Najah University in Palestine. This bias can be realized in two aspects: Firstly, there was no unit that talks about Arabs or Islam or Muslims or any Arab or Islamic country in the 10 units of the textbook. Secondly, in all units nothing speaks about cultural values related to the Arab-Islamic world except the mentioning of the word “Arab” which was mentioned only once in the textbook and in a way that even displeases the Arabs. It was an item in an exercise in unit 10 which states "a man may have more than one wife" to be matched with the choice a" Arab".

Recommendations
In the light of the findings, the researches recommend the following:
1- It is important to analyze the foreign textbooks written by foreigners to be sure that they do not include cultural values that might go against our Arab-Islamic culture.
2- The researchers believe that there is still a possibility to link English language teaching at An-Najah University to multiple cultures and contexts so as to open opportunities for the students to relate it to their own cultural experience but after removing some irrelevant materials.
3- As students can't be excluded from their realities and surroundings, careful attention needs to be paid to how the others are presented and how to filter the undesirable cultural values that in a textbook.
4- Before choosing any textbook for English language teaching, the authors should take into account the textbooks’ ability to exemplify ‘authentic’ language in interaction so to prepare students for appropriate language use in different contexts.
5- Finally, both the content and the teaching approach of the textbook need to be ‘pupil appropriate’ and this recommendation calls for new national curricula at the Palestinian universities.
References


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