

## **ANALYZING THE CULTURAL CONTENT FOR EFL TEXTBOOKS IN THE PYP AT THE UNIVERSITY OF TABUK**

**Abdullrahman Mohammad Alfahadi**

The University of Tabuk

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**ABSTRACT:** *This study tests the social points of views of EFL teachers regarding the appropriate models of culture for EFL textbooks at the preparatory year at the University of Tabuk. It also examines how teachers employ their beliefs while teaching. Moreover, it pays attention to what teachers concerns regarding what they teach. The study will also examine the way teachers convey their pedagogical experience when they teach. In order to answer the study questions, a questionnaire will be built to examine the suitability of the cultural content for EFL textbooks from views of EFL teachers in PYP.*

**KEYWORDS:** Cultural Content, EFL textbooks, PYP, University of Tabuk

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### **INTRODUCTION**

Kawano, Madoka (1987) states that the term ‘culture’ refers to the knowledge that is shared by a group of people. It also contains their knowledge. Language and culture, in the field of English Language Teaching, cannot be separated. Regards, employing culture of foreign languages in teaching materials is a crucial need which results in positive outcomes to the learned language and facilities acquisition. There must be an agreement that the existence of the foreign culture results in enhancing language acquisition and learning. Hence, culture should not be separated from second language learning. Having got a general agreement that culture and the foreign language must join each other in the process of learning, we must decide the kind of cultural elements that are included in learning a second language. Abbas (2011) examined the cultural and intercultural elements in the Palestinian textbooks. He used the survey and the content analysis techniques. He found that books were full cultural elements. Furthermore, the results revealed that these elements were included to help learners understand language well.

### **LITERATURE REVIEW**

Dweikat (2011) also carried out a study that analyzed activities of a Palestinian textbook. He tried to know the opinions of students and teachers to the usefulness of exercises. To answer the questions of the study, the researcher analyzed the two parts of "English for Palestine" textbook: the Student Book and the Workbook. Moreover, a 29-item questionnaire was administered among the two samples. The outcomes showed that they help in achieving the goals of the textbook. Yamada (2010) conducted a study on the textbooks taught in Japan. He investigated the countries that were included and how they were constructed in the textbooks. The study showed that the relations between ethnic and race were conducted to help learners learn better. Another study was

conducted by Lee (2009) who discussed the way textbooks are presented in Korea and their relation to culture.

Discoveries demonstrated that the majority of the course books disregard both the instructing of the way of life general part of learning culture. Astoundingly insufficient utilization of true materials alongside intelligent advancements like the Internet for showing society was utilized. The discoveries likewise uncovered that that the 11 reading material did not empower the way of life general part of culture learning. The utilization of bona fide materials, for example, print, sound, video and realia, alongside intelligent advancements, for example, the Internet was rare all through the course readings which denied understudies of the chance to know about both standard socio-social qualities and standards and sociocultural factors of an objective culture.

Hasan and Volker (2008) investigated the subjective, full of feeling and procedural parts of EFL basic course books in Syria and Germany. They dissected a corpus which comprised of three Syrian rudimentary reading materials. In light of the paradigmatic change, an unmistakable systematic approach was utilized to look at the substance material as far as educator versus understudy introduction, item versus prepare introduction, virtuality versus credibility, subjective learning versus learning. Outcomes showed that the Syrian material concentrated on the intellectual component of dialect learning without disregarding full of feeling and procedural variables, though the German material tended to put extraordinary accentuation on affectivity and process-introduction. Socially, the Syrian reading material limited their view to the local foundation before opening up to British culture in book III, while the German course readings were quick to present the British measurement right from the begin. The study recommended the incorporation of elocution activities and a more grounded thought of learner self-sufficiency and close consideration be paid to an all around adjusted relationship between the three parameters specified previously.

Lund (2006) intended to depict and talk about the courses in which inquiries of text and culture are managed in four English reading material utilized for the educating of English at the Norwegian from evaluations eight to ten. The outcomes found that a substantial larger part of them furnish understudies with data about the history and the social legacy of nations in the English-talking world. Far less non-anecdotal writings were committed to contemporary issues and general data about the remote nations, and even less messages still furnish understudies with the chance to meet unique individuals. There was an awesome blend of themes and issues, from truth situated presentations of focal chronicled occasions to coincidental depictions of rather fringe wonders. Also, it was found that the writings fluctuate an awesome arrangement as far as culture-particular reference, and that numerous writings could contribute significantly more to the understudies' learning if more data was given about the setting in which the writings are set.

### **Question of the Study**

- 1-What are the social angles that are inferred in the New Headway plus textbook, Special Edition?
- 2-To what degree is the remote culture incorporated into the New Headway plus textbook, Special Edition?
- 3-To what degree are the Islamic social angles incorporated into the New Headway plus textbook, Special Edition?

### **Statement of the Problem**

A long experience of working as a foreign language teacher has shown that EFL textbooks include many cultural values, some of these values deal with our Saudi culture, but many of them don't go with our culture. Therefore the researcher tries to analyze the cultural content for EFL textbooks in PYP at University of Tabuk.

### **Purpose of the Study**

The researcher tries to examine the Social Substance for EFL textbooks in the PYP at the University of Tabuk

### **Significance of the Study**

This study might be one of a few studies to be implemented on analyzing the cultural content. The researcher hopes that this study will add to the findings of others concerning the possibilities of analyzing the Cultural Content for EFL textbooks in the PYP at the University of Tabuk.

### **Definition of Terms**

New Head Way, Elementary Level, Special Edition: The course material that is taught at University of Tabuk in the Preparatory Year.

### **Study Limitation**

The sample of the study is limited to 72 teachers in preparatory year at the University of Tabuk during the second semester of the academic year 1435 Hijri.

### **Procedures and Instruments of the Study**

Having finished the preparation stage, the researcher gives the final version of the questionnaire to a jury of seven people who are well-known for their long experience in the field of teaching EFL. The jury members were asked to decide on a content validity of the questionnaire.

### **Data collection**

A questionnaire overview is utilized as the primary information accumulation instrument of this study. The questionnaire consisted of 16 scale questions. The questionnaire was developed to identify teachers' views toward cultural content for EFL textbooks in PYP at Tabuk University.

### **Data analysis**

Quantitative data obtained from the questionnaire will be analyzed using standard descriptive statistical routines available through Microsoft Excel.

## **FINDINGS AND DISCUSSION**

**1- Results identified with the first main question:** What are the social angles that are inferred in the New Headway plus textbook, Special Edition?

To answer this question, the specialists investigated New Headway Plus reading material unit by unit to number the presence and/or the recurrence of the Western social angles utilizing the criteria given by Shatnawi (2005). These criteria included 10 social angles that were built up and

characterized exactly preceding the investigation procedure to code the perspectives reliably and rationally all through the entire reading material. Firstly, regarding the subjects and points talked about in the reading material, Table (1) demonstrates that the course reading under examination contains 14 units which cover 14 themes.

**Table (1): Units of the textbook**

1	Hello everybody
2	Meeting people
3	The world of work
4	Take it easy
5	Where do you live?
6	Can you speak English?
7	Then and now
8	How long ago?
9	Food you like
10	Bigger and better
11	Looking good
12	Life's an adventure
13	How terribly clever!
14	Have you ever...?

Moreover, Table (1) indicates that selecting these subjects and topics was clearly in view of instructive contemplations with a specific end goal to engage the understudies' advantages and their own experience and to rouse them for dialect learning. Along these lines, meeting individuals, the universe of work, enterprise ... and so on and different types of stimulation are managed in various writings. This may be founded on the presumption that there is a typical and shared comprehension among the individuals from any general public of what the primary components of a nation's social angles are.

The substance of subjects and points in the 14 units demonstrates that the reading material should have an "intriguing substance" wrapped with contemporary issues that can empower understudies' creative ability and advance their own experience and in this manner can meet the distinctive interests of the understudies who take this course for building dialect aptitudes, extending vocabulary and practice elocution which guarantees more prominent dialect capability that empowers them to communicate and their own particular perspectives also. The substance investigation of New Headway Plus uncovered that the course book gives genuine materials that can invigorate understudies' interests and urge them to get some useful looks of regular circumstances and regular day to day existence in the remote nations. With respect to frequencies of the social perspectives in every unit, Table (2) beneath demonstrates the aftereffects of the substance investigation of every unit.

**Table (2): Frequencies of the Social Aspects in New Headway Plus**

No. of Units	Getting relationships	Work and business	social	Way of Living	Historical	Inventions	Man-Woman relation	Adventure	Customs And Traditions	Life experience
One	6	2	8	7	-	-	1	-	1	1
Two	5	3	6	5	-	-	3	-	4	1
Three	4	4	5	5	-	-	-	-	3	1
Four	2	6	5	8	-	-	-	-	1	2
Five	-	1	7	10	2	-	-	-	3	3
Si-	1	1	4	-	1	3	-	1	1	1
Seven	-	-	4	2	3	3	-	3	-	3
Eight	1	3	3	-	2	4	-	-	1	1
Nine	1	-	5	1	-	-	-	-	2	-
Ten	-	2	3	3	-	-	-	-	-	-
Eleven	-	-	2	-	-	-	-	1	1	1
Twelve	-	4	4	1	-	-	-	7	-	4
Thirteen	-	3	3	-	-	-	-	1	-	1
Fourteen	3	4	6	2	-	-	-	3	5	3
Total	23	31	65	44	8	10	4	16	22	22

Table (2) demonstrates that the reading material included distinctive sorts of social aspects and that the recurrence of some social perspectives was higher in a few units relying upon the principle topic of the unit. The table demonstrates that these frequencies extended somewhere around 4 and 65 and the Man and Woman relation had the most reduced recurrence, while the Social aspect had the most noteworthy recurrence. Second, the highest aspect was Way of Living aspect which had 44 frequencies and the third was Work and Business. The second lowest frequency was the Historical aspect, 8 frequencies, and the third lowest was the Inventions aspect which had 10 frequencies.

Talking more precisely, in unit one, we notice that the most regular social perspective was the cultural aspect which scored 8 times while the second was Way of Living which scored 7 times. In unit two, we find that the cultural aspect Social came first and scored 6 times while the second aspect was the Way of Living which scored 5 times. Here we notice that unit two included neither historical aspects nor inventions aspects. Moreover, unit 4 does not include historical, inventions, man and woman relation and adventure while the most frequent aspect was Way of Living which scored 8. In unit five, we notice that the Way of Living was the most frequent aspect and scored 10 times as the theme of the unit dealt with the ways people live and the their homes' types. Again, unit five didn't include any inventions, men and woman relation or adventure aspects. In unit six, we notice that there were way of living or man and woman relation aspects and the most frequent aspect was the social aspect which scored 4 times and that was almost the most frequent aspect in all units. Thus, the above numbers may imply that the subject or the topic of every unit appears to have a solid relationship with the social aspects uncovered in the substance of the unit. In what takes after are illustrative cases on the diverse cultural aspects found in the New Headway reading material.

**1- Getting relationship:** items that show people introducing themselves to one another. Table (2) above shows that the Getting relationship aspect had 23 frequencies and the highest ones were unit 1 and 2 and the lowest ones were 5, 7, 10, 11, 13 and 14.

**2- Work and business:** items that show the types of work people do and their business. Table (2) above shows that the work and business aspect had 31 frequencies and the most noteworthy one

was unit 4 while units 3, 12 and 14 record the same frequencies. This aspect does not appear in units 7, 9, and 11. For example, in unit 4 we read the following example: *“I like my job as a lawyer because it’s very interesting...”*

**3- Social:** Items that are identified are: nation convictions, values, diversions, drinks, sustenance, pets, welcome and celebrations. Table (2) shows that the social perspective had the most elevated number of frequencies (65) whereas unit one included the highest number of frequencies (8) followed by unit (five) with 5 scores while the lowest number was in units 11, which units 8 and 13 had 3, 3 respectively. In unit eight, for example, we read: *“Bubble houses are the idea of a Hungarian architect, Antti Lova Lovag thinks that a lot of modern houses are bad for us especially tall block s of flats”*

**4- Way of living:** 4- Way of living: Things which are identified with the way individuals live in specific social orders. Table (2) demonstrates that the part of Method for Living scored 44 frequencies and units 5 and 4 were the most astounding in number of frequencies 10 and 8 respectively, while units 6, 8, 11 and 13 do not record any frequencies. In unit five, for example, we read: *“Cyril Jean’s house in the south of France is 40 years old...they are called bubble houses, and you can see why!”*

**5- Historical aspects:** Things identified with occasions that happened before, present, or future. Table (2) above demonstrates that the Recorded viewpoint had 8 frequencies and the most astounding recurrence was in unit 7. For example, in unit 7 we can see many texts that show the history of flight in 1909 and 1969. At the same time we read the following example in unit 7: *“James was born on 24 January, 1996, in Qatar. His parents left Qatar that year and went to live in Saudi Arabia. His father got a job in Riyadh”*.

**6- Invention aspects:** Items related to something which has never been made before, or the process of creating something which has never been made before. Table (2) shows that the invention aspect had the most astounding number of frequencies (10) whereas unit eight incorporated the most astounding number of frequencies (4) trailed by unit (six) and (seven) 3, 3 scores separately.

**7- Man and woman relationship:** Things identified with marriage and the relationship amongst males and females. Table (2) demonstrates that Man and Woman relationship perspective had just 4 frequencies and it records the most reduced recurrence of occurrence among the other cultural aspects.

**8- Adventure:** Items related to an unusual, exciting, and possibly dangerous activity. Table (2) above demonstrates that the political perspective had 16 frequencies and the most astounding recurrence was in unit 12 while units such as 1, 2, 3, 4 included no adventure items.

**9- Customs and Traditions:** Things that are identified with propensities, trusts, traditions and conventions. Table (2) demonstrates that the part of Propensities, Traditions, and Conventions scored 22 frequencies and unit 2 and 14 were the most noteworthy in number of frequencies 4, 5 individually, while units 10 and 13 scored zero. For example, in unit three we read the following example: *“Seumas McSporran is a very busy man. He is sixty years old and he has twelve jobs... He says we never had holidays and we don’t like watching television”*.



10- **Life Experience:** Items related getting new knowledge or skill or feeling new things. Table (2) shows that the aspect Life Experience scored 22 frequencies and unit 12 was the most elevated in number of frequencies 4, while units 5, 7, 14 record the same frequency of occurrence 3, 3 and 3, while units 9 and 10 scored zero. For example, in unit three we read the following example: *“Tudor, a retired teacher from South Wales, has spent 60 years hitch-hiking all over the world. He is now on his seventh passport, and wants to be in Vienna when he turns go. Tudor’s first journey abroad was to France and Belgium in 1947...”*

**2- Outcomes identified with the second question:** To what degree is the remote culture incorporated into the New Headway plus textbook, Special Edition?

The previously mentioned illustrations obviously demonstrate that the reading material does not just concentrate on various parts of an outside culture yet it likewise manages diverse societies that contribute significantly to the social data and social mindfulness the understudies ought to secure. By and by, the substance investigation of the New Headway Plus Textbook uncovered that numerous social viewpoints rehashed in the reading material were identified with western culture which was reflected in countless found in the course book. For instance, we discovered cultural aspects that are identified with American brand names like, McDonald's Pepsi-Cola, and Europeans urban areas and states like *France, Switzerland, England, Paris, Italy ...etc. -International Institutions such as: “Institution of Molecular Biology in Geneva, La Guardia Community College”*

The above examples and others indicate that the "the other" was represented although sometimes partially, especially the Arab culture which has been neglected except in the word "Arab" which was occurred just few times in the course reading. Then again, we locate a huge number outside spots including urban areas, nations, states, regions, mountains...etc specified in the course reading. With respect to nations, Table (3) demonstrates the frequencies of the nations occurred in the course reading.

**Table (3) Frequencies of Nations in the Course book**

Country	Arabs	America	Britain (Western countries)	Australia	Russia	Far east countries (China, Japan..etc)
Unit one	9	10	16	-	2	3
Unit Two	3	7	17	-	-	2
Unit Three	-	1	17	1	-	-
Unit Four	2	5	1	1	-	-
Unit Five	-	-	5	-	-	-
Unit Six	4	4	10	2	-	-
Unit Seven	6	3	5	-	-	-
Unit Eight	1	1	5	-	-	-
Unit Nine	-	2	9	1	-	-
Unit Ten	2	11	13	-	1	26
Unit Eleven	-	-	-	-	-	-
Unit Twelve	-	3	16	-	1	5
Unit Thirteen	-	10	10	-	3	1
Unit Fourteen	13	7	29	5	-	4
Total	40	64	153	10	7	41

Table (3) demonstrates the most incessant nations that were given need in the reading material were (Western Nations) which were unequivocally specified 153 times notwithstanding many verifiable signs. At times it was utilized as The Incomparable England. America was rehashed 64 times, Russia 7 times, Australia 8 times and Far East nations, for example, China, Japan, and so on 41 times. Middle Easterner nations were rehashed just 40 times! This may be clarified by the way that the instructing of English has, customarily, been connected to social data about the Unified Kingdom and the Assembled States, the local speakers of English. Here we discover it's the western nations which scored the most continuous nations in the course reading which may be bizarre particularly when we realize that the course book was particularly intended to be educated in Saudi Arabia and met its way of life. Nonetheless, one may contend that understudies of English anyplace need to find out about these nations and about their solid position in the English-talking world. Subsequently, with regards to bringing social inquiries into outside dialect educating, in particular intercultural mindfulness and intercultural aptitudes, it may regard give data around one nation or more in which the dialect is talked locally. Such data ought to plainly exhibit 'the other', and be utilized for instance and as a perspective in the understudies' proceeded with endeavors to comprehend different societies and to adapt to new circumstances that are would have liked to advance the learner's inspiration.

**3- Outcomes identified with the third question:** To what degree is the remote culture incorporated into the New Headway plus textbook, Special Edition?

The investigation of the reading material uncovered that there is a conspicuous predisposition towards the American social aspects when all is said in done and the western social aspects specifically to the detriment of the Arabic –Islamic culture which is identified with the understudies who examine this course book at Tabuk University in Saudi Arabia. First, there was no unit had discussion about Middle Easterners or Islam or Muslims or any Middle Easterner or Islamic nation in the 6 units of the course book. Second, in all units nothing talks about social aspects identified with the Bedouin Islamic world aside from the specifying of few Middle Easterner nations which was specified just 40 times divided to only 8 units in the textbook at the same time excludes Arab and Islamic cultural aspects that represent hundred millions of people in the Arab-Islamic world.

## CONCLUSIONS

The investigation of New Headway Plus elementary level reading material demonstrated that the course book incorporated the accompanying social aspects: getting relationships, work and business, social, way of living, historical, inventions, man-woman relation, adventure, customs and traditions and finally life experience. The recurrence of every perspective changed starting with one unit then onto the next and that the most regular social aspects was the social viewpoint which scored 65 frequencies while the man-lady viewpoint had the least recurrence 4. Such consideration bolsters the thought proposed by Foley (1997) who noticed that dialect is regularly regarded hypothetically as a subsystem of culture, and that societies and dialects don't exist in disconnection, nor are they constant. It additionally concurs with Shatnawi (2005) who kept up that it is difficult to separate dialect and culture in light of the fact that there is a close connection between them, accordingly , dialect is not self-subordinate and that dialect can't be completely comprehended



without reference to the way of life of which it is a fundamental part. This outcome additionally concurs with Abbas (2011) who observed that English Palestinian new syllabus for 11 and 12 evaluations were exceptionally rich of these different social angles and that these different measurements were entwined and interrelated. Such result may be clarified by the claim that second dialect learning is frequently second culture learning and that comprehension the way of life may prompt the comprehension of dialect and, along these lines, culture skill improves etymological capability.

At that point, the substance investigation uncovered that the course book displayed distinctive societies and different social data identified with various nations and social orders and that the most social perspectives rehashed in the reading material are connected the western culture which uncovered a sort of social predisposition towards the Western 153 culture as a rule and the American culture specifically. This outcome runs with that of Lund (2006) whose study that an extensive lion's share of Norwegian English course books give understudies data about the history and the social legacy of nations in the English-talking world mostly America and England. This outcome likewise concurs with Al-Barakat (1996) whose study demonstrated that the six books of English dialect educational programs reading material for the essential stage in Jordan, PETRA arrangement, and reflected social predisposition as uncovered in the criteria of the two instruments.

Also, the substance examination of the New Progress In addition to course reading uncovered that there is a conspicuous inclination towards the outside social viewpoints to the detriment of the Arabic –Islamic culture which is identified with the understudies who consider this reading material at Tabuk University in Saudi Arabia. This predisposition can be acknowledged in two viewpoints: Firstly, there was no sure unit that discussion about Middle Easterners or Islam or Muslims or any Middle Easterner or Islamic nation in 6 units of the course reading. Besides, in all units nothing talks about social angles identified with the Middle Easterner Islamic world aside from other Bedouin nations.

## **RECOMMENDATIONS**

In the light of the discoveries of this study, the researcher recommends the following:

- 1- As it seems impractical to have a completely a culture –free language teaching as this may deprive learners of learning the language in natural and authentic contexts and in the real world, in language as communication means and as a social action. It is essential then to examine and assess the international reading materials which are normally composed by natives to be received before used to make sure that they do exclude social perspectives that may conflict with our Islamic culture.
- 2- Texts and topics should be adopted and designed in such a way that students can be able to relate to the topics and the contexts that are dealt with, while their eyes are opened to new worlds at the same time.
- 3- At long last, both the substance and the showing methodology of the course book should be 'understudy suitable'. By this the researcher means that the topics dealt with should be perceived as

interesting and relevant among the students and these recommendations call for new national educational prog

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