

**Maisan University  
College of Education  
Department of English**



**Evaluating the Cultural and Literary  
Contents in “English for Iraq” Secondary  
Level: A Pedagogical Study**

**A Thesis**

**Submitted to the Council of the College of Education,  
Maisan University in Partial Fulfillment of the  
Requirements for the Degree of Master of Arts in  
English Language and Linguistics**

*By*

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**1441 A.H**

# بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

{ فَتَعَالَى اللَّهُ الْمَلِكُ الْحَقُّ وَلَا تَعْجَلْ بِالْقُرْآنِ مِنْ قَبْلِ أَنْ يُقْضَى إِلَيْكَ

وَحْيُهُ وَقُلْ رَبِّ زِدْنِي عِلْمًا }

صدق الله العظيم

سورة طه ( الآية 114 )

In The Name of God, Most Gracious, Most Merciful  
So high above all is Allah, the sovereign, the truth,  
And {O, Mohammad}, do not hasten with the recitation of  
the Qur'an before its revelation is completed to you, and  
say, "My Lord, Increase me in knowledge".

Taha Sura (Ayah, 114)

Translation by Sahih International

*Dedication*

*To whom who is the support and the giving,*

*To whom who is the reason to continue my studies,*

*Dear husband*

*And to my mother 's soul, I want to tell her that*

*I achieve what she wishes to achieve.*

## **Certification**

I, hereby, certify that this thesis entitled as " Investigating the Cultural and Literary Content in English for Iraq Secondary Level: A Pedagogical Study ", submitted by Nawar Alaa Abdul-Hussain has been prepared and written under my supervision at the University of Maisan, College of Education, Department of English in partial fulfillment of the requirements for the degree of Master of Arts in English Language and Linguistics.

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We certify that we have read this thesis entitled: " Investigating the Cultural and Literary Content in English for Iraq Secondary Level: A Pedagogical Study " as an Examining Committee, and examined the student in its content, and that in our opinion, it is adequate as a thesis for the degree of Master of Arts in English Language and Linguistics.

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Nawar  
August 2020

## Abstract

Culture and literature are important subjects in language teaching. Numerous instructors and researchers underscored the joining of teaching culture and literature into the content of the textbooks of foreign language classes. This study is devoted to analyzing the cultural and literary content in “English for Iraq” textbooks for the sixth preparatory stage in Iraq.

To achieve the purpose of the study, the researcher has adopted a textbook analysis as she has selected a sample that consists of three books: the student’s book, the activity book and the teacher’s book for sixth preparatory classes. The researcher has analyzed cultural aspects in these textbooks in terms of names, occupation, countries, cities, transportation Male/Female presence, politeness , animals, aspects of local and foreign life, institution. These cultural aspects are categorized into two main categories; local aspects and international aspects. The researcher also has analyzed the literary aspects in these textbooks in terms of the short stories. These short stories are categorized into two main categories: local stories and international stories.

This study consists of five chapters, chapter one introduces the preliminaries, the problem, the hypotheses, the limits, the data, the procedures, the significance and the organization of the study. Chapter two tackles the literary and cultural components in teaching the foreign language, their definitions, their roles, their places, and their objectives. Chapter three presents the methodology of the practical investigation, the design of the study, the analysis description, the data of the study, the data collection, the mathematical analysis, and the content analysis objectives. Chapter four consists of two parts: the first part focuses on analyzing the cultural content in the students and activity books. Part two is centered on analyzing the literary content in the students



and activity books. Chapter five contains the main conclusions, some suggestions for further studies and recommendations.

The study comes up with the results that the cultural aspects are many, varied, sufficient, and present in all units of the students' and activity books. They appear in varying proportions, some aspects are equal and some local aspects are more than international, while some other international aspects are more than local. As for the literary aspects, they are insufficient, small in number, and limited to a final part, only two short stories (the Swing and the Canary), one is local and the other is international at the end of the book. The books, apart from stories, do not include any other genres like poetry, novel, or drama. In the student's book, there are also non-literary stories under the name of (article, text, or meeting). As for the activity book, it is completely devoid of any literary aspects and includes cultural aspects only.

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## List of Abbreviations

Abbr.	Equivalent
ELT	English Language Teaching
ESOL	English for Speakers of Other Languages
L2	Second Language
ESL	English as a Second Language
Big "C"	Big Culture
Little "c"	Little Culture

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# *Chapter One*

## **Preliminaries**

## *Chapter One*

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### **Preliminaries**

#### **1.1 Introduction**

A book is the cheapest way of providing learning material for each learner. Harmer (1991:257) believes that course books supply attractive, “interesting and lively materials” which may not be created by teachers. Teachers normally will, in general, utilize the book they like (Davies & Pears, 2000:135). Assessment of instructional materials has become one of the significant issues of language teaching/learning instruction. O’Neill (1990:6) emphasizes the usefulness of course books saying that most of them are reasonable for learners’ needs since they give materials, which are well presented, and they enable teachers to adapt and improvise while they are teaching.

Likewise, “course books can relieve the overburdened, just as under-prepared, teacher of a lot of pressure, time and extra work” (Nunan and Lamb, 1998:181) and by doing so, course books make it possible for teachers to “focus on other tasks such as observing the progress of their students, developing revision materials and activities”. A great many students learn English with this (*English for Iraq 6*) course book for preparatory level. It is clear that (*English for Iraq 6*) reaches a wide audience and its potential impact on a lot of students’ English language learning every year makes it essential to evaluate this course book. In this study, this course book is studied in terms of its cultural and literary content. As all teaching materials need to be evaluated to fit a particular

teaching situation, the findings of this study would be useful and beneficial for further studies and research in this field.

## **1.2 The Problem of the Study**

The Cultural and literary aspects of language are quintessential in teaching any foreign or second language. Unfortunately, the cultural and literary substance material of the ELT textbooks for stage sixth in Iraq has never been expressly examined or evaluated particularly after 2003.

## **1.3 The Hypotheses of the Study**

The study hypothesizes the following:

1. There is no ample introduction or progression of the cultural elements of the foreign language.
2. The foreign literary aspects in the course under analysis are very few and as such are insufficient for the literacy development of the learners.

## **1.4 The Limits of the Study**

The study is limited to the following:

1. The content analysis is limited to "English for Iraq" Textbooks, namely; Book 6 for preparatory stage as it represents the culmination of all previous stages.
2. All the cultural and literary contents in this book have been taken into consideration in the study.
3. The activity book is included in the current analysis because it contains some cultural aspects.

4. Reference is also made to the teacher's book and the syllabus objectives.
5. Some of the standard definitions of culture and literature in analyzing The cultural and literary contents found in the book are going to be adopted in this study.

### **1.5 The data**

The data that will be investigated culturally and literarily are all the different items of the student and the activity books (for the sixth year).

### **1.6 The Procedures of the Study**

The following procedures will be followed in this study:

1. Checking numerous hypothetical and empirical studies identified with cultural and literary viewpoints in English textbooks.
2. Deciding the aims and questions to achieve the study goals.
3. Using content analysis to survey the cultural and literary contents of the secondary textbook for sixth preparatory grade, specifically "English for Iraq" one.
4. Setting up a rundown of the analysis criteria to utilize them in the investigation.
5. The analysis criteria have shown to a jury consisting of Prof. Dr. Abdul- Kareem Lazim Bhair, Prof. Dr. Alaa Hussain Ouda and Asst. Prof. Dr Raid Fadhil Mohammed.

6. Acquiring a letter of permission from the University of Misan to facilitate and assist the researcher meeting with English instructors in secondary schools and find out the problems they face to build up the research problem.
7. Gathering the basic data from the (teachers', students', and activity books), then depicting, analyzing, and presenting the data with frequencies and percentages.
8. Discussing the findings and presenting some recommendations for future studies.

## 1.7 The Significance of the Study

Textbooks play a fundamental role in ELT classrooms everywhere throughout the world. Hutchinson & Torres (1994: 315) hold that “the textbook is an almost universal element of ELT teaching”. The present study analyzes the textbook (*English for Iraq*) which is adopted for use in Iraqi preparatory schools for the sixth-grade students, so this curriculum presents the essentials of English to those students. This evaluation of the textbook is a matter of high significance as hundreds of thousands of Iraqi students annually study the textbook and do their ministerial exam on it.

This study for the sixth stage of English for Iraq could be the first in Iraq; hence the parties that may profit by the findings of this study would be teachers, students, textbook writers, the Curriculum Development Committee at the Ministry of Education, and the institutions across the country which are liable for the preparation of future English language specialists and practitioners who share similar interest for the improvement of literature and culture in language teaching.



# *Chapter Two*

## **Survey of Related Literature**

## ***Chapter Two***

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### **Survey of Related Literature**

#### **2.1 The Cultural Component in Teaching the Foreign Language**

The cultural component has always been one of the most essential dimensions of intercultural language teaching and is based on the awareness of one's own culture, study of the target-language culture; and comparison of the cultures under consideration.

##### **2.1.1 Definitions of Culture and Historical Background**

According to the anthropological point of view, the word 'culture' was originally derived from the word 'cultus' which is the past participle of the Latin verb 'colere'; that is, to 'cultivate' the soil (Webster's dictionary, 1976: 552). Historically, it meant simply to prepare the soil for agriculture. Since the nineteenth century, the word culture was defined differently and there was a great debate on what this word meant.

To begin with, there is the most significant historical and critical review of pattern theory of Kroeber and Kluckhohn (as cited in Sills, 1968: 528-529). Kroeber and Kluckhohn gave a summary of around a few hundred definitions of culture that would be adequate for most social researchers. On the idea of culture, they state:

Culture consists of patterns, explicit and implicit, of and for behavior acquired and transmitted by symbols, constituting a distinctive achievement of human groups, including their embodiments in artifacts; the essential core of culture consists of traditional ideas and especially



their attached values; culture systems may, on the one hand, be considered as products of action, on the other as conditioning elements of further action(1968: 528-529).

This represents the consequence of those hundred definitions of American anthropologists of the 1940s and 1950s for the term 'culture'. Such a definition was considered as an outstanding formula superior to that of the 1920s and 1930s which expresses that culture is a learned behavior in particular.

In any case, perhaps the most important contributor to the investigation of culture is Taylor (1971 as cited in *The New Encyclopedia Britannica*, 1974: 657) who characterizes culture as "that complex whole which incorporates information, conviction, art, ethics, law, customs, and different abilities and propensities acquired by man as an individual from society". Another definition of culture is referenced by Brooks (1964: 46) who contends that there are two sorts of culture: a formal culture and a deep culture. The first refers to the way of life that recognizes people and underlines their conduct, achievements, and occasions of life, for example, absolution, birthday festivities, degrees of schools and colleges, marriage, what's more, political ladder, the exhibitions of common and military services, the literary and artistic creation, and in conclusion death ceremonies. The deep culture, then again, alludes to the constant and long-lasting process, which begins in the early existence of the individual and goes on until the end of his/her life. Matsumoto states that:

Culture is a dynamic system of rules, explicit and implicit established by groups to ensure their survival, involving attitudes, values, beliefs, norms, and behaviors shared by a group but harbored differently by each specific unit within the group, communicate across generations, relatively stable with the potential to change across time (2000: 24).

In this regard, culture is viewed as a changing discipline, a dynamic framework that grows ceaselessly with the advancement of time and affects the individuals' lives. Culture is considered as the second most difficult word in English after 'language'; along these lines, it is a troublesome task to have a wider comprehensive definition that can be satisfactory by all scholars. Thus, there is a significant definition that spreads numerous parts of life expressed by (Diaz-Rico and Weed ,2006 as cited in Vasquez and etal,2010: 29) that culture is a versatile component, culture is learned, culture changes, culture is universal, culture gives a lot of rules to living and scope of admissible personal conduct standards, culture is a procedure of profound conditioning, culture is exhibited in values, individuals generally do not know about their culture, individuals do not have the foggiest idea about the entirety of their own cultures, culture is communicated verbally and non-verbally, culture no longer exists in disconnection, and last, culture influences individuals' mentalities towards schooling and it administers how to learn. It can influence how might they come to comprehend curriculum substance and how might they connect with fellow understudies (Vasquez and etal, 2010: 29).

Subsequently, culture is considered all in all lifestyle that covers each part of man's life intentionally and unintentionally, inside the equivalent network or among various networks. Moreover, it is obvious from the previous definition that culture is principally connected with the social life of individuals just as their reasoning that can be followed in the expressions of the quotation, for example, 'change' and 'understand'.

### **2.1.2 Culture and ELT**

Language is the impression of a society with its cultural values, standards, and numerous qualities. It is here that the speakers view and perceive the world wherein they live and share with different social orders. This is what makes societies very unique in their manner and calls for proficient channels of communication that connect contrasts; enable each to comprehend and feel for one another, and value and regard the presence of each as a unique entity. Accomplishing this requires cultural literacy, or as some would call cultural awareness (Bada, 2000: 102).

It has been underlined that without the investigation of culture, the teaching L2 is off base and deficient. For L2 understudies, language study appears senseless in that they know nothing about the individuals who communicate in the target language or the nation where the target language is spoken. Gaining another language implies significantly more than the control of syntax and lexicon. As indicated by Bada (Ibid: 101), "the requirement for cultural literacy in ELT emerges primarily from the fact that most language students, not presented to cultural components of the society being referred to, appear to experience significant hardship in communicating meaning to native speakers." Also, these days the L2 culture is introduced as an interdisciplinary center in numerous L2 educational plans structures and textbooks (Sysoyev & Donelson, 2002: 20).

McKay (2003: 4) contends that culture affects language teaching in two distinct manners: linguistic and pedagogical. Linguistically, it affects the semantic, pragmatic, and discourse levels of the language. Pedagogically, it affects the decision of the language materials because the cultural substance of the language materials and the cultural basis of

the teaching methodology is to be thought about while selecting the language materials. For example, while a few textbooks give models from the objective culture, some others use source culture materials.

Cultural awareness does not just add to building up a feeling of cross-cultural understanding, yet additionally works in people's certainty and confidence in their deeds. By learning about a specific society other than our own, we additionally bring into cognizance a few attributes innate in our society and culture. (Bada, 2000: 110).

### **2.1.3 Objectives of Teaching Culture in Foreign Language Classrooms**

No one denies the fundamental impact of utilizing culture in foreign language classes. It is not sufficient to get familiar with a language just by the four language skills -speaking, writing, reading and listening. There is another fifth skill, which ties the four skills, that is culture. Even though the subject of teaching a language through culture is disputable, numerous scholars assured that it is an absolute necessity and ought to be included for student's materials. Hence, a few teachers attempted to make the procedure of teaching culture as systematic as possible. Seelye (1994, just as two prior releases in 1974 and 1985) makes an important contribution to the improvement of the substance of language and culture programs by defining goal and objectives for culture learning. The essential goal is expressed as follows:

All students will develop the cultural understandings, attitudes, and performance skills needed to function appropriately within a segment of another society and to communicate with people socialized in that culture(1994:29).

The seven supporting objectives are listed with the key word:

1. **Enjoyable:** Students show interest in another culture and sympathy toward its individuals.
2. **Who:** Students perceive that age, sex, social class, religion, ethnicity, and a spot of habitation influence how individuals talk and carry on.
3. **What:** Students understand that effective communication requires finding the cultural pictures that are evoked in the brains of individuals when they think, act, and respond to their general surroundings.
4. **Where and When:** Students perceive that circumstances and conventions shape conduct in significant manners.
5. **Why:** Students comprehend that individuals go about as they do because they are utilizing permitted cultural - alternatives to fulfill fundamental physical and mental needs.
6. **Investigation:** Students assess speculations about the target culture in terms of the evidence to substantiate them.
7. **Understudies** have the skill to find and sort out data about the culture from an assortment of library sources, broad communications, individuals, and individual perception (Seelye, 1994: 31 as cited in Lange, 1998: 9-10).

Tomalin and Stempleski have changed Seelye's seven objectives that are considered as a structure for cross-cultural communication abilities. They are as the following:

1. To assist students with developing a comprehension of the fact that individuals display culturally conditioned behaviors.
2. To assist students with developing an understanding that social factor such as age, sex, social class, and a spot of living arrangement affect how individuals talk and behave.

3. To assist students with becoming increasingly mindful of conventional behavior in basic circumstances in the target culture.
4. To assist students with increasing their consciousness of the cultural meanings of words and expressions in the target language.
5. To assist students with developing their capacity to assess and refine speculations about the target culture.
6. To assist students with developing the vital abilities to find and compose data about the target culture.
7. To assist students' intellectual curiosity about the target culture, and to energize compassion towards its people (Tomalin and Stempleski, 1993: 7-8 as cited in Nasir, 2012: 35).

#### **2.1.4 Techniques for Teaching Culture in EFL Classes**

A technique can be characterized as the unique activities utilized in the class, for example, drills, dialogs, role-plays, sentence completion, and so on (Richards and etal, 1992: 20). Largely talking, students everywhere throughout the world face some psychological blocks towards foreign culture. This prompts the sentiment of cultural alienation from individuals in their home culture, the target culture and from themselves. Alienation from the target culture is by all accounts the most recognizable obstruction to learning a foreign language. In this manner, the teachers or textbook writers should choose certain techniques to diminish such alienation and which are more suitable for their students. Coming up next is a portion of these techniques.

**2.1.4.1 Movies and Documentaries**

Donley (2000: 3-4) accepts that there are three phases for utilizing the movies and documentaries appropriately in foreign language classes. They are as the following: Previewing, Viewing, Post viewing

**2.1.4.2 Role-play and Simulation**

Role-play may be applied very well in any class effectively, and just with a few straightforward changes, it tends to be utilized for various levels. Role-play, as other dramatization activities, includes a component of 'how about we imagine in the target culture. In other words, either students can play themselves in imaginary circumstances, or students can be asked to play imaginary individuals in an imaginary circumstance. Both of these two pretending circumstances can without much of a stretch be used in class as a developing activities. These activities allow the understudies to find a workable pace after long talk hours that might be exhausting for them and know about the way of life of the target language (Altay, 2005: 176-177).

The utilization of role-playing in EFL study halls can assist understudies with overcoming cultural "exhaustion" and it advances the procedure of cross-cultural dialogues while simultaneously it gives chances to oral correspondence. Various techniques – readings, films, reproduction, games, culture assimilators and culture capsules can be utilized for a language teacher to help them during the process of acculturation in the homeroom (Cakir, 2006: 157).

### **2.1.4.3 Question- and- Answer Techniques**

It is viewed as perhaps the best technique utilized for teaching culture in foreign language classes. Most instructors incline toward utilizing this technique since it does not require some investment while teaching the activity in the class. It is likewise favored by the understudies on the grounds that even the low-level understudies will have the option to take part since it does not require a great deal of words to ask or reply. This technique enables the understudies to interpret the content fittingly from different measurements when each question reflects one measurement. Therefore, such a technique does not prompt a misconception from the part of the understudies (Brooks, 1986 as cited in Bataineh 2002: 74).

### **2.1.4.4 Using Pictures, Films, Filmstrips and Videos**

Pictures are talking materials in fact. They present significantly more than numerous different devices as far as culture is concerned. Reasonable pictures with genuine settings are accessible for language classes for an assortment of nations. Pictures, as other visual materials, let students see the target language speaking social orders in their settings. Along these lines, a few ideas become increasingly concrete. Every similar applies to films and filmstrips or videos. They make a far away culture concrete and reachable (Altay, 2005: 178).

### **2.1.4.5 Culture Capsule**

Culture capsule was first evolved by Taylor and Sorensen (1961). This technique is a short depiction of just a single part of the target culture followed by a conversation of the contrasts between the understudies' culture and the other culture. In this technique, the instructor presents the theme orally after the understudies set it up at home. It is normally



connected with visuals and realia. The instructor brings up certain questions for discussions (Seelye 1993: 177-185). For instance, of a culture capsule seems to be "Christmas in France and the U.S.A". In France "kids put their shoes before the chimney during the night, Father Christmas shows up and places present in each shoe. "In America, then again, youngsters put their stockings before the chimney during the night. At that point, Santa Claus goes down the fireplace and places present in each stocking (Nasir, 2012: 44).

### **2.1.5 Strategies for Teaching Culture**

A strategy is a procedure used in learning or thinking, which fills in as a method for arriving at an objective. There is an incredible assortment of strategies produced for coordinating culture into language teaching. Among the most important of these strategies are the following:

#### **2.1.5.1 Creating an Authentic Environment Strategy**

Albeit recorded under strategies by Chastain (1988: 313) and Stern (1992: 224), this may rather be known as a setting for progressively important learning. Presentations, banners, release sheets, maps, and realia can make a visual and obvious nearness of the objective culture, especially in the situation where language and culture are told far away from the objective country. Understudies can in like manner make culture walls charts. Hughes (1986: 168) considers this strategy the culture island (Karam, 2017: 10).

#### **2.1.5.2 Supplying More Cultural Background**

Supplying cultural background is a basic way of teaching culture and afterward developing the understudies' cultural mindfulness. Teachers should do their best to uncover however much increasingly cultural

foundation as could reasonably be expected. Coady (1979: 7) brought up that "Background knowledge turns into a significant variable when we notice as may have, that understudies with a western background or some likeness learn English quicker, on the normal than those without such a background". Likewise, it is fundamental for the teacher to introduce background knowledge about the point in the pre-reading stage. The awareness of pre-reading cultural background knowledge will improve the appreciation of the substance better. We may teach culture by introducing and explaining cultural background knowledge in teaching materials.

Supplying cultural background knowledge, a way give understudies rich cultural information related to, but beyond the passage being taught will help understudies study the passage better and efficiently. Cultural background can be given to the text to be educated in order to stimulate understudies' interest for it and mix the understudies' vitality when studying. Largely, the supply of cultural background to passages could stimulate understudies' advantage and stretch out their understanding to English culture, now and again, it could make the text simpler to be learned, at other time, it could supply continuously cultural information to rich the text to give indications of progress for understudies(Karam, 2017: 11).

Chinese and English are completely two distinct languages having a place with two unique cultures, which bear strong national culture and reflect different cultural information. During the process, lacking cultural background will realize such countless difficulties and errors. As specialists point out it is even difficult for teachers to understand the

passages, they know nothing or the passages that have nothing to do with their experience (Xu, 2016: 166-167).

### **2.1.5.3 The Slice-of-Life Strategy**

The slice-of-life strategy is proposed by Taylor (1972: 2) and Chastain (1988: 309-10). It is the strategy when the educator picks a little fragment of life from the other culture and for the most part, presents it to students toward the start of the class. This short information can be, for instance, a song identified within the subject or a recording of the writing theme. The advantage of the strategy is that it both grabs students' attention and stirs their interest. It does not take up a lot of significant class time. Chastain claims that the fact of the matter is made with a minimum of comment and maximum of dispatch (Karam, 2017: 10).

### **2.1.5.4 The Cross-cultural Comparison Strategy**

In study hall teaching, the strategy of cross-cultural comparison can moreover be applied to introduce the objective culture. Besides, this strategy has exhibited to be important and incredible in cross-cultural language teaching. As the saying goes, only by comparing can one distinguish. The cross-cultural comparison can enable the understudies to perceive and understand the cultural components engaged with what they are reading. Because of their different history and distinctive convention, people of different cultures follow different conventions. Every country has its long-established feelings and religion, which massively affects its people's technique for thinking and thought of value. For instance, modesty and senior residents (Cullen, 2000: 8).

Incomprehensibly, character and opportunity are the aims of English local speakers. Likewise, in regular day-to-day existence, English local

speakers may grasp each other when meeting while the Chinese shake hands. The English speakers are inclined to thank others to their countenances and take praises typically. Right now, assessment between the objective culture and the native culture, understudies can become familiar with the objective culture and be better at distinguishing and understanding the cultural items they may involve in reading. Moreover, in the teaching practice, teachers should remind understudies to recall a kind of cultural affectability, both of their own culture and the objective culture (Wang, 2018: 118).

#### **2.1.5.5 The Quiz Strategy**

The quiz strategy can be utilized to test material that the educator has recently taught, yet it is likewise valuable in teaching new data. Cullen (2000: 7) stresses that it is not significant whether students find the correct answer or not in any case, by predicting, they will turn out to be increasingly interested in discovering it out. The correct answers can be given by the instructor, through reading, listening, or a video, after which additional data can be given. Quizzes are a high-interest technique that keeps students associated with class work (Karam, 2017: 12).

#### **2.1.5.6 The Mass Media Strategy**

The last yet not the least, mass media, for example, TV and radio telecom, films, newspapers, and the well-known web, and so on are likewise viewed as an insightful means for acquiring cultural knowledge, for they mirror the individuals' lifestyle as far as assortment, contemporaneousness, and credibility. The audio-visual materials and approaches are particularly welcome and gainful because of their distinctive introduction of both language and cultural knowledge dependent on valid conditions. These modern teaching facilities

supported by current innovation can get a cultural contribution to a reasonable and sensible path contrasted with the customary chalk and writing board-teaching technique. Multi-media technology carries accommodation and chance to school English teaching and offers simple access to finding out about the target culture. It is commonly agreed that what helps in the cultural acquisition is most importantly close to the personal contact with native speakers, trailed by access to sound video materials, for example, movies and tapes. In this way, if possible, students ought to appreciate more chances to acknowledge English films, sit in front of the TV for English news or English projects, or tune into the radio for English telecom and so forth (Wang, 2018: 119).

## **2.2 The Literary Component in Teaching the Foreign Language**

The use of literature as a technique for teaching both basic language skills such as (reading, writing, listening and speaking), and language areas such as( vocabulary, grammar and pronunciation) is very popular within the field of foreign language learning and teaching nowadays.

### **2.2.1 Definitions of Literature and Historical Background**

Literature, as a significant component of humanities, is a famous subject that reflects human culture, knowledge, and intelligence. It is generally considered as the encyclopedia of a nation's civilization and culture; it reflects the psychological structure of the nation, spiritual pursuits, cultural customs, religion, history, economy, political system and different parts of belief system from various facets (Zhen, 2012:35). The historical backdrop of literature is the historical development of writings in prose or verse that try to give diversion, illumination, or guidance to

the reader/ listener / observer, similar to the improvement of the theoretical methods used in the correspondence of these pieces. Not all writings comprise literature. Some recorded materials, for example, gatherings of information (e.g., a check register) are not seen as literature (Lim, 2005: 41).

The history of literature follows intently the improvement of human progress. When defined exclusively as written work, ancient Egyptian literature, and close by Sumerian literature, is viewed as the world's oldest literature. The essential classes of the literature of Ancient Egypt didactic writings, hymns and prayers, and stories were composed almost entirely in verse; while the utilization of poetic devices was unmistakable, the prosody of the verse was obscure ([www.en.Wikipedia.org/wiki/Literature](http://www.en.Wikipedia.org/wiki/Literature)). Most Sumerian literature is poetry, as it is written in left-defended lines, and could contain line-based association, for example, the couplet or the stanza. Distinctive chronicled periods are reflected in literature. National and tribal sages, records of the origin of the world and customs, and myths that at times convey great or significant messages prevail in the pre-urban occasions. The epics of Homer, dating from the early to center Iron age, and the incomparable Indian epics of a marginally later period, have more proof of intentional literary authorship, enduring like the older myths through oral custom for extensive stretches before being recorded (Foster, 2001: xx).

The literature utilized in ELT classrooms today is never again limited to canonical texts from certain countries e.g. the UK, USA, but includes the work of writers from a diverse range of countries and cultures using various types of English. We may conclude this subject with the following quotation of William J. Long in English Literature :

Literature is the expression of life in words of truth and beauty; it is the written record of man's spirit, of his thoughts, emotions, aspirations; it is the history, and the only history, of the human soul. It is characterized by its artistic, its suggestive, and its permanent qualities. Its object, aside from the delight it gives, is to know man, that is, the soul of a man rather than his actions; and since it preserves to the race the ideals upon which all our civilization is founded, it is one of the most important and delightful subjects that can occupy the human mind(2005:5).

### **2.2.2 The Role of Literature in Teaching the Foreign Language**

Literary texts have reliably been a noteworthy source of material for EFL classes as they show a wide degree of language use in authentic contexts. As said by Collie and Slater (1990:3), the explanations behind utilizing literature in teaching and learning English is that literature is considered as "important genuine material, cultural enhancement, language advancement, and individual contribution". Literature engages understudies to practice the (English) language as it is spoken and thought by neighborhood speakers, indeed, conditions, an issue that makes understudies familiar with various linguistic structures and expressions utilized by local speakers. In a way, literature fills in as "noteworthy materials to improve the understudies' learning procedure and to help their power of language and culture" (Much & Retnaningdyah, 2011:6). It is viewed as an enhancement to different materials used to build up the foreign understudy's understanding of the country whose language is being learned (Hismanoglu, 2005: 54-55).

To be cautious, literature gives understudies the cultural foundation of the world outside where varying social, severe and authentic settings

are exhibited in literary works as novels, drama, and stories. As a result, understudies will be endowed with the ability to translate a talk in the total of its social and cultural contexts. Regarding individual involvement, literature encourages personal interest for readers and movements the focal point of students' consideration past the more mechanical parts of the foreign language system (Collie and Slater, 1990: 3). Moreover, by literature teaching, teachers can draw in the understudies to find a few solutions concerning culture in a sensibly typical way (Zhen, 2012: 36). It gives a favorable learning condition to understudies to master the language close by getting the linguistic and cultural competence that are considered as a beginning stage to have competence and performance (Much & Retnaningdyah, 2011: 7).

Literature develops the sentence structure similar to the vocabulary items of understudies. It makes understudies acquainted with various fundamental and syntactic devices in English. Understudies get some answers concerning the different styles of saying sentences or passing on thoughts and conveying notions. Accordingly, literature builds up the useful limit of understudies suitably and intriguingly (Hismanoglu, 2005: 55). As the literary language is perceived by its social and cultural contexts, literature mirrors the human culture and serves genuine language use that makes understudies aware of the correct words or articulations for relational collaborations in explicit cultural settings.

With everything considered, literature creates understudies to accomplish the tasks in universal correspondence, extends their vocabulary items and enables them to communicate their contemplations and conclusions adequately (Much and Retnaningdyah, 2011: 10).



In addition, Literature gives students interesting and important input in the written form. Interest is an essential objective of literature. It gives away meaningful output through writing and conversation. It improves the students' comprehension of the cultural values of English-speaking individuals. It gives practical encounters to the kind of reading that is most apparently experienced in academic courses. It enables wide reading and gives a reason to the understudies' conversation, group work, and critical thinking activities (Gwin 1990: 7).

Finally, the investigation of literature expands one's comprehension of the human condition. By adopting the different perspectives of narrators, characters and even whole philosophical movements while reading works of literature, one realizes what causes people to feel, act, talk and change how they do everywhere throughout the world. This significant education not exclusively does improve one claim writing yet, also, advances the way s/he decides to carry on with his/her life. Literature permits individuals to grow new thoughts, moral standpoints, gives them another perspective about the world and encourages people to introduce themselves as educated citizenry (Rakhees, 2014: 1).

### **2.2.3 The Position of Literature in the School Curriculum**

The general goal of literature in the curriculum for schools is to empower understudies to have the option to communicate successfully, read and react to texts freely, produce very much organized composed texts, appreciate and react to literary works and make certain introductions (Collie and Slater, 1990: 144). In the English Language Curriculum of the secondary level, there is a prompt reference to literature to upgrade the

understudies' English capacity using the literature component. In the secondary school English curriculum, literature assumes an important role, for instance, the English literature component is joined into the English study hall. Here the literature component intends to update and redesign the understudies' English capacity and, through the learning of literature, their insight, and grace. Understudies are normally offered an introduction to the literature component and various texts are utilized in various forms. These texts are a blend of local and non-local literary texts (Kaur and Mahmor , 2013: 121).

As for Collie and Slater (1990: 145), one of the fundamental reasons teachers use literature in the classroom is language advancement. Understudies utilize literary texts, not just for data, they decipher them, disentangle their significance and along with these lines literature turns into an effective means for educating language. Literature gives a language model to the individuals who hear and read it. By utilizing, literary texts, understudies learn new words, linguistic structures, and talk capacities in addition to right sentence designs, standard story structures. They additionally build up their writing skills.

The power of literature to offer delight and diversion is so far its prime reason behind perseverance. Working up an affection for literature as a recreational activity maybe the most important outcome of a literature program. Literature gathers understanding; understudies expand their perspectives through different experiences. They get some answers concerning the past simply like the present and get some answers concerning an assortment of social orders, including their own.

They discover the common objectives and equivalent sentiments found in people of all times and places (Stan, 2014: 456). English Literature ought to accept an undeniably prominent role in the curriculum and it ought to be sorted out appropriately and wisely recalling its different roles and employment. Deliberate endeavors by important specialists ought to be made to the course of action and execution of the educating of English literature to intensify its potential in getting ready youthful for the occurrence to globalization and the different difficulties that have a great deal of the present borderless world (Kaur and Mahmor, 2013: 121).

### **2.2.4 Approaches for Teaching Literature in Language Classrooms**

Among the generally realized methodological approaches prescribed and effectively used to teach literature in English language teaching are the Language-Based Approach, the Literature for Personal Enrichment, and the Reader-Response Approach, the Personal Growth Approach and the Information-Based Approach.

#### **2.2.4.1 The Language-Based Approach**

With the thought of searching for a powerful approach to deal with teaching literature to EFL understudies that would help understudies to cooperate significantly with literary texts and reexamine the instructor's job, the language-based approach is by all accounts an amazingly fitting elective that by far most of the contemporary applied linguists and teachers call for (Dhillon and Mogan, 2014: 66-67).

The language model looks for more noteworthy unification between language and literature. The language-based approach helps understudies

to focus attention on the ways to how the language is utilized. It considers literary texts as resources that serve language practice through the arrangement of language exercises. The approach is understudy focused and thus, exercises like expectation, cloze, positioning assignments, role-play, poetry presentation, discussion, and conversations can be utilized to create the chance for language use in the homeroom (Hwang and Embi, 2007: 4-5).

Carter and Long (1991: 2) state "a language-based approach to using literature would include techniques and procedures, which are concerned mainly with the study of the literary text itself. Thus, students are equipped with the tools they need to interpret a text and to be able to make competent critical judgments of it". The advantages of utilizing literary texts for language exercises are that they offer a wide scope of styles and registers, they are available to various translations and thus give superb chances to study hall conversation and they center on truly fascinating and inspiring themes to investigate in the homeroom (Ibid).

Literary texts are abused for the teaching of vocabulary, structures or language control. The students at that point will have the chance to improve and build up their language input since literary texts open to them the fluctuated imaginative employments of the language. Padurean adds that the readers' reactions to the literary text, in any case, are disregarded as the methodology might be excessively mechanistic and in this manner demotivate the joy of reading literature (2015: 196).

#### **2.2.4.2 The Literature for Personal Enrichment Approach**

This approach focuses on the requirement for the students' commitment to the reading of the literary text. As such, the approach centers around the utilization of literature as an asset and not on the investigation of

literature. It plans to create language competence and literary capability of the students and is better communicated as far as the joy and individual fulfillment that come out of the reading of literature and the creation of a literary text to one's own. The approach likewise accentuates the need and pedagogical benefit of extending students' basic mindfulness with the goal that they become basic readers of literary texts. In this way, students are not transformed into passive accumulators of whatever is being taught to them. (Abdullah and etal, 2007: 29).

Literature is considered as valuable for encouraging students to draw on their very own encounters, sentiments, and opinions. Students will become dynamic members, both mentally and sincerely in learning English, subsequently quickens acquisition. Aside from that, the model additionally centers on the pedagogical role of the educator as an empowering agent for the transmission of information. Instructors have the obligation to pick texts not just for their stylistic features yet to consider whether the texts mirror the students' interests and permit them to draw on their own personal experiences in their understanding (Abdullah etal, 2007:30).

#### **2.2.4.3 The Reader-Response Approach**

The teacher ought not to think about the students as passive recipients, but active participants in extracting meaning from text and afterward reacting to the underlying messages. Readers will add to the ultimate result depending on their expectations and previous experience. The teacher's role, therefore, will be that of a mediator to assist students to interact with the text. As (Yimwilai, 2015: 15) supposes, "The teacher's role is as an intermediary between author, literary work, and receiver to open up a multi-directional circle of interaction". In this way, the teacher must move from a teacher-centered to a learner-centered pedagogy that

would enable him to assume the role of facilitator and mediator, to lead his students towards an autonomous capacity to read, assimilate and acknowledge literary texts (Padurean, 2015: 195).

The Reader-Response approach makes a significant contribution to learning by demystifying literature and associating it with individual experience. Analysts and educators in the field of ESOL support making literature increasingly open by activating students' background information so they can all the more likely anticipate and interpret the language and subjects of literary texts. The Reader-Response approach is additionally supported because it exploits the vital certainty that enthusiastic responses from reading a story, sonnet, or play can be tackled for homeroom guidance (Bleich, 1975: 6).

#### **2.2.4.4 The Personal Growth Approach**

The emphasis in this approach is set on the utilization of language, but used in a particular cultural contexts (Padurean, 2015: 196). Through this approach to literature, understudies are urged to communicate their assessments and convictions, to make associations between their own experiences and the content and utilize critical thinking (Carter and Long, 1991: 3-4).

#### **2.2.4.5 The Information-Based Approach**

This approach requests a huge input from the educator. It depicts the investigation of literature as "aesthetically patterned artifact endowed with knowledge potentials philosophy, culture, morality, and humanities" (Ganakumaran, 2007: 2). It includes basic ideas, literary conventions, and metalanguage, and the understudies ought to have the option to utilize such terms and ideas in talking and expounding on literature (Rashid and Vethamani, 2010: 90).

### **2.2.5 Creative Techniques to Overcome the Difficulties in Teaching Literature**

It is possible to find out some creative techniques to teach English literature and overcome teaching problems facing it. Many linguists wrote about these techniques, but each one of these linguists is different from the other, and each one has a different point of view, such as (Mujawar&phil, 2013: 124), (Mohammed, 2005: 26), (Rohaniyah, 2012: 112), and (Lott's, 1986: 28).

#### **2.2.5.1.Pre-teaching Project/Introduction of the Historical Perspectives**

It is reliably imperative to plan students to prepare little project/introduction of the historical establishment of the nation identified with the investigation. It urges them to know and grasp the historical subtleties that affect the nation and its literature (Mujawar&phil, 2013: 123).

#### **2.2.5.2Pre-teaching Project/Introduction of Geographical Aspects**

Before beginning to teach the general points related to the historical scenery of English literature or the texts focusing on specific locales, it is intriguing to give students a little task concerning the presentation and foundation of the nation to which the text is connected. It is moreover conceivable to ask students to get the maps from that nation in the class or inspire them to draw the maps of the notebooks. It assembles their enthusiasm for the subject. The data on geographical subtleties, weather conditions, normal resources, etc., of the nation, adds a substitute flavor to the learning of literature. It will give students a central establishment, which is particularly reflected in lexical items, used in the literary text.

This kind of teaching method can cause students to feel the text rather notable (Mujawar&phil, 2013: 124).

### **2.2.5.3 Group Work**

It is portrayed as one of the most significant technique since it builds the students confidence in the target language (Collie and Slater, 2006: 10). When the students of English work together in gatherings, they frequently inspire one another and furthermore exchange various thoughts on this literary text and by doing so the students get themselves exceptionally near language. By and by, working with a gathering can lessen the troubles in text, increment person's reaction to the books of literature. In addition to, in the gathering you may discover somebody who will give the "missing ring" which makes the meaning of the text extremely clear (Mohammed, 2005: 26).

### **2.2.5.4. The Comprehension Techniques**

Hay (2004 as cited in Rohaniyah, 2012: 112 ) has talked about and proposed a Comprehension Technique in teaching literature for EFL understudies. She attempts to investigate and highlight a portion of the methodologies used to challenge, energize and support the communicative learning process. Her learning strategies spread a scope of areas including cognitive reading strategies, thorough learning principles, learning styles and numerous insights, important substances and building cultural information to help students in understanding their maximum capacity. She trusted that these strategies might be adaptable to different settings and move educators to teach what makes a difference most in their own homerooms.



**2.2.5.5. The Peck's Technique**

As a long book of literature is a problem, the teacher must focus on a couple of sections that contain the principal ideas (theme) of the book of literature with beginning plans a few rules:

1. Read the first page of the book of literature.
2. From the subsequent page up to third, the students look for the heroes of the book.
3. Choose and analyze: the students must know the reviewing of occasions. E.g. restriction between characters.
4. Choose and analyze: the students look for focuses that roll out a major change in the occasions (Mohammed, 2005: 26).

At last, five elements work homogeneously: the text, the book and how it is composed, the writer reflects thoughts, mentalities and moral perspectives, reader: various readers for various reasons and the world: a novel tells us regarding life, characters, and society. This technique causes students to comprehend the literary books effectively and curiously. By following this technique, the students of English can likewise accomplish their literary aims in addition to practicing language (Mohammed, 2005: 26-27).

**2.2.5.6. Films / Dramas**

Numerous movies and dramatizations are created about various novels and stories. These movies or dramatizations can be appeared to understudies after or before teaching the novel or dramatization. It is uncommonly captivating to invite understudies to differentiate the film and the text. This urges them to use the comparative abilities of the

language. It is a successful method to instill among the understudy's useful abilities and techniques to acquire the language in context (Mujawar&phil, 2013: 125).

#### **2.2.5.7. Lott's Techniques for Teaching Books of Literature**

In this technique, a book of literature, novel or an extract is set up in a few, arranged and clear paragraphs preceded by a long introduction which gives general thoughts regarding this specific book. Followed by many exercises which play a significant role in understanding this material as usual they start with exercise one named "comprehension of extract ". These are sorts of questions that develop comprehension and help the meaning of the central matters of the book – plot, subject and characters, appreciation questions calling for a close study of the literature.

This is trailed by exercise 2 'language study' sentence development, which gives fragmented, sentences taken from the book under examination given to the students to be finished. These sentences contain unique, significant thoughts regarding the book. In the event that the completion of this exercise is all around done, it will improve the students' language abilities and sentence structure (Lott's, 1986: 28). This is trailed by practice three called 'error analysis' which cares about characters, mistakes. The last subtitle is called 'commentary' as the presentation clarifies the relations between the various characters and their roles particularly hero or heroine of the book of literature. Commentary likewise acknowledges the writer's aptitudes and style of speech alongside introducing characters of the story in various thoughts and various languages (Mohammed, 2005: 28-29).

**2.2.5.8. Computer-aided Language Laboratories:** It is an enjoyable activity to take students to the language laboratory and request that they listen to the American or British English. This gives them a thought of the language and the style of its expression by the American and the British (Mujawar&phil, 2013: 125).

### **2.3 Previous Studies**

In this section, a survey of several studies that are concerned with teaching literature and culture in foreign language classes is introduced. Various perspectives are handled in these studies concerning the process of analyzing the literary and cultural content found in textbooks. The previous studies will be managed by the title, problem, hypothesis, aims, the device of the analysis, sample and population, results and conclusions. They are surveyed regarding their chronological sequence of publication.

#### **2.3.1 Diana Hwang and Mohamed Amin Embi (2007)**

This study is entitled “ Approaches Employed by Secondary School Teachers to Teaching the Literature Component in English”. The motivation behind this study is to report on findings of an investigation intended to recognize approaches utilized by educators in teaching the literature component in chosen secondary schools in Sabah. The examination was led in 15 urban secondary schools in Sandakan, Sabah with a populace of 112 English educators. The methodologies and exercises led in the literature lesson were distinguished while the reasons why instructors utilized the methodologies and exercises were explained homeroom observation and centered meeting as the secondary data was utilized.

A sum of 87 educators reacted to the questionnaire; though, in a related case study, an English option instructor (a TESL graduate) and a non-option educator (a History graduate) were observed for about a month and afterward be met. Findings show that the paraphrastic methodology (mean = 4.05) is prominently utilized by educators, trailed by the data-based methodology (mean = 4.04) and the moral-philosophical methodology (mean = 3.93). This appears to go simultaneously with the findings of the case study whereby the two educators showed comparable instructing approaches. The findings cause to notice the way that the instructing approaches are generally affected by the understudies' language capability, mentalities, the test arranged culture, the recommended literary materials, and the number of understudies in the homeroom. The suggestion is that literature teaching which aims at creating understudies' reactions and thankfulness might be a worthless exercise if the issues are not tackled carefully.

### **2.3.2 Wan Kamariah Baba (2008)**

It is a Ph.D. dissertation entitled " An Investigation into Teachers' and students' attitudes towards literature and its use in ESL Classroom: A Case Study at a Matriculation Center in Malaysia". The examination targets attempting through test research to recognize Teachers' and students' viewpoints towards literature and its use in language direction in a specific ESL context. The fundamental information is accumulated through quantitative and qualitative procedures, for instance, questionnaires and meetings and they are enhanced by homeroom perceptions and diary sections. The results reveal that the teachers' pre-study mentalities towards literature language direction are engaging and significant variables, for instance, their own advantage and experience of using literary texts as instructors affected their viewpoint. Moreover, the

understudies pre and post-study attitudes towards literature are progressively reliable, yet are not as engaging and various as their instructors'.

The researcher recommends that if literature is to be used in language lessons, additional thought and care should be centered on the decision of the literary attempts to ensure progressively productive going along with, it is in like manner suggested that further research revolves around the announced happiness that students, as readers, can get from reading literature.

### **2.3.3 Han Hui (2009)**

It is a Ph.D. dissertation of Hui, entitled "An Investigation of Teachers Perceptions of Culture Teaching in Secondary Schools in Xinjiang China". The study targets into looking into educators' perspectives on cultural teaching similarly as the teaching goals of language additionally, culture; teachers' comprehension of culture'; the cultural subjects they favor to teach the study hall; the techniques they use to teach culture; time undertaking to culture teaching, taking everything into account, their mentalities towards intercultural communicative competence to configuration courses at the teacher preparing college to address the issues of the educators. The analyst has conducted a questionnaire including (90) items, likewise, a systematic survey to see the alternate points of view of instructors' perceptions towards teaching culture between the European nations and an Asian nation; Xinjiang of China. The specialist has shaped the items of the questionnaire from the CULTNET project and Byram and Risager's projects with a definitive goal of the later comparison. The population of the study is Xinjiang.

The reached results show indications of the instructors' and college trainers' capacity to engage in cultural teaching. In any case, the results besides mirror the starting time frame struggles to absolutely interface with cultural communicative competence in the study halls. The essential assessment arranged condition, the practical methodology of the instructors and students and the academic capacity/experience of educators are a part of the current issues in teaching culture in the study hall. The educators' college plays a significant role in changing the impression of the cultural teaching of the educators and the outcomes show an essential for courses to collect the appreciation and sureness of teachers in the study hall.

#### **2.3.4 Jing Xiao (2010)**

The present M.A thesis falls under the title “Cultural Contents of an in-use EFL Textbook and English Major Students' Attitudes and Perceptions towards Culture Learning at Jiangxi University of Science and Technology, China". This study analyzes the cultural substance in a listening textbook, entitled contemporary college English for listening three (Book 3), to answer the first and second research questions: (1) what classes of cultures are presented in an in-use course book at the college level of EFL in china? (2) What sorts of cultures are presented in an in-use textbook at the college level of EFL in china? To reveal students' observations, mentalities and need on cultural substance and culture learning, 96 second year understudies of Jiangxi University of Science and Technology in China were reviewed to answer the third and fourth research questions :( 3) what are the acknowledgments and needs for understudies towards cultural substance in their in-use textbook? (4)

What are the points of view of understudies towards cultural learning and limits on cultural execution?

The findings of the investigation can be listed as follows:

1. The authors of Book 3 gave important thought to the culture-related substance. The investigation showed that there is a strong tendency for target cultural substance, particularly the cultures of the United Kingdom and the United States.
2. The study also revealed that a tendency for big "C" culture learning with extraordinary reference to the literature and art, economy, authoritative issues, and history. A low degree of little "c" cultural substance was viewed.
3. The understudies declared that the target culture was mainly centered around Book 3 while the Chinese culture and the worldwide culture were most certainly not.
4. The understudies have moving points of view towards the criticalness of culture and cultural learning, they acknowledged whether the cultural data learning could be set as an essential course.

### **2.3.5 Kristine Fjellestad (2011)**

The present MA thesis falls under the title "How is literature used in English textbooks". This study has examined four distinctive English course books for the Knowledge Promotion syllabus. The objective of this study was to discover how these four textbooks utilized literature and literary texts, and examined the introduction of these texts made by the textbooks and in what settings they utilized it, just as the assignments

associated with these texts and what contrasts there were from textbook to textbook. The fundamental research statement was consequently: How are literary texts and the aspect of literature treated in four textbooks in English?

The theoretical methodology applied to this study was fundamentally a contrast between reader-response theory and New Criticism, two literary theories which both have noteworthy theories concerning why and how literature ought to function within the homeroom, and the study additionally apply chosen theories on the utilization of various sorts of assignments in concordance with literature.

The methodology in this study lied essentially in content analysis, which classifies the various components on which every presentation of a literary text and its assignments depend on. When comparing the different textbooks this information was arranged to mirror the diverse theoretical methodologies, and they were then analyzed by which of these methodologies appear to be utilized in these textbooks and how they were utilized together. The literary texts and their tasks make up the information in this thesis and were provided with other editorial components, for example, textbook plan, format, chapters, text distribution, and so on.

The results in this study demonstrated enormous similarities in these four textbooks, yet additionally numerous eminent contrasts in how every textbook introduced the literary texts and how they were utilized in setting with the remainder of the chapter or the textbook, and in the number of texts and tasks and the kinds of assignments. The hypothetical



approach, reader-response theory, and New Criticism, were represented in this study, however, a few textbooks were impacted more by one hypothesis than others. the discussion of these results go into what suggestions these distinctions may have and what may be the final result of working inside these various hypotheses. The analysis shows that literature is utilized from numerous points of view to create a wide range of characteristics and abilities in the understudies, both academically and personally.

### **2.3.6 Isam Hoobi Nasir (2012)**

This MA thesis entitled "The Role of Culture in Foreign Language Teaching with Special Reference to 'Iraq Opportunities' Textbooks for the Intermediate Stage". The study attempts to discover answers to why and how culture is educated in Iraqi textbooks and what the advantages and objectives behind teaching it. It has been expressed that language and culture are intertwined and that they cannot exist without the other.

In this MA thesis, the population of the study represent the educators of English of the intermediate stage in Basrah governorate of the academic year, 2011-2012. In this study, the researcher utilizes the content analysis to analyze the cultural substance found in the activities of the intermediate stage textbooks, specifically; "Iraq Opportunities"; Book 5, 6, and 7. The researcher adopts the definition of culture, which is "an entire lifestyle" in analyzing the cultural substance found in the three books of the intermediate stage.

The results demonstrate that culture teaching is not systematic and the vast majority of the instructors liable for teaching English lack the time and information concerning teaching the cultural parts of the books.

Likewise, there is no mix between the home-language culture and the objective language culture. The present investigation has additionally indicated that the cultural aspects motivate the students to become familiar with the English language. Right now, the researcher recommends that EFL educators have been given all around arranged instructional classes on culture teaching; likewise, it is advantageous for the instructors of English at the intermediate stage to make cautious planning for the cultural aspects found in the textbooks.

### **2.3.7 Lubna Ali AL-Obaidi (2015)**

It is the MA thesis of Lubna Ali AL-Obaidi entitled “The Cultural Aspects in the English Textbook “IRAQ OPPORTUNITIES” for Intermediate Stages. The study attempts to investigate the foreign and Arabic cultural aspects in the textbook "English for Iraq" for the fifth and sixth preparatory classes in Iraq. To accomplish the objective behind the investigation, the examiner adopted textbook analysis as she chooses an example that is comprised of six books: the understudy's book, the instructor's book and the activity book for the fifth and sixth preparatory classes. The examiner analyzes the cultural aspects in these textbooks as far as names, pictures, tending to individuals, ladies, festivities, and get-togethers, notwithstanding broad circumstances. These cultural sides were sorted into three primary classes; Arabic cultural sides, foreign cultural sides and intercultural sides (normal in both cultures). The instruments of the investigation are a checklist and open-ended Interviews.

Results demonstrate that a large portion of cultural substance in the English textbooks cannot and does not address the measure of culture required for recognizing both Arabic and foreign cultures. Besides, the

results demonstrate that despite the presence of a few significant cultural sides, it is an unquestionable requirement to consider those cultural components. The researcher recommended that further research on the cultural sides inserted in EFL textbooks in Iraq be directed.

### **2.3.8 Deborah Vimbwandu Santo (2017)**

This MA thesis entitled " Teaching Literature to English Second Language Learners in Botswana Primary Schools: Exploring in-Service Education and Training Teachers' Classroom Practices". This study is led to decide the reading experiences, propensities and literature teaching practices of in-administration instructor learners in elementary schools in Botswana. The study concludes that a gratefulness for literature begins from the get-go in the educating of literacy, regardless of whether literacy is created in Setswana or in English.



# *Chapter Three*

Research Methodology

### *Chapter Three*

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## **Research Methodology**

### **3.1 Introduction**

This chapter is primarily concerned with introducing and discussing the methodology of the study. It deals with the practical procedure adopted in this study to get a general perspective of the analysis of the cultural and literary content in the textbook of the sixth preparatory stage, ELT textbooks have an extraordinary role during the process of teaching particularly with teachers who execute the materials according to the insights of the syllabus writers. In this regard, Cortazzi and Jin (1999 as cited in Aliakbari, 2004:3) believe, “a textbook is potentially a teacher, a map, a source, an authority, a de-skinner, and an ideology”. This implies that a textbook may contain all that teachers and students need in a precise way. A textbook sometimes begins with goals that prepare for the teachers and students of how to utilize it. Additionally, every unit closes with a summary that ties the past data to the new one. The textbook assessment is significant because there are no perfect textbooks.

The analysis and depiction of the textbook will incorporate all the exercises found in the students' and activity books. The tests toward the end of every unit. The researcher will utilize the frequency and percentage as the chief mathematical means for analyzing the cultural and literary content of the textbooks. The primary reason behind analyzing the cultural and literary textbooks in Iraq is to recognize the discrepancies

of the cultural and literary subjects represented by the cultural and literary classifications whether they are local or international and whether they give ample orientation to cultural matters or not. In addition, there will be an examination of the appropriation and variety of the cultural and literary content and an assessment of the amount of mixture among the various cultures and literature, particularly the local and the international ones in every textbook and every unit.

The objective in this part is to check what numbers of the cultural items are found in the textbooks of the 6th grade concerning the local, or international cultures just as the complete cultural content in each book. Likewise to check what numbers of the literary items are found in the textbooks of the 6th grade concerning the local, or international literature just as the all-out literary content" in each book.

### **3.2 Methodology of the Study**

Textbooks analysis is a wide field that covers various theories to research the cultural politics of meaning making in language learning materials. Like the theoretical bases of language textbooks analysis, the methodological approaches taken by textbook analysts are likewise described by diversity (Weninger, 2018: 4). The current study follows the quantitative strategy for research. This research configuration as indicated by Thomas (2003: 1 as cited in Kadhim, 2016: 96) "focuses attention on measurements and amounts". Likewise, Gass and Salinger (2008: 223 as cited in Kadhim, 2016: 96) clarify that a quantitative type of research is portrayed by the fact that the specialist manages numerical information.

Content analysis has been created to study assorted types of human correspondence, and as such has been usually used in the analysis of textbooks. As a research procedure, content analysis normally includes recognizing units for analysis in a well-defined textual example, coding those units dependent on from the earlier standards built up by the researcher, at that point lessening the information by measuring the outcomes lastly making inferences about the essentialness of the outcomes (Krippendorff, 2013, 84ff as cited in Weninger, 2018: 5).

The exact use of content analysis has shifted depending on the subject or focal point of textbook research. For example, when inspecting the depiction of gender roles in the textual and visual substance of textbooks, a researcher may start the analysis by coding all cases where male or female characters or individuals are referenced or delineated. This underlying coding may, as of now, yield intriguing starter results about terms of the extent of portrayal every gender gets. As a subsequent step, the analyst may look, all the more carefully, at the coded occurrences and inventory the social jobs (residential versus open) and activities (e.g., shopping, at work, cooking) that male and female characters and individuals are related with (Lee and Collins, 2010 as cited in Weninger, 2018: 5). In introducing and deciphering the discoveries, analysts may compare the numeric portrayals and connect these to the social context inside which textbooks are created and expended. Zocharias, 2012: 12 as cited in Kadhim, 2016: 96, records characteristics of research that follows the quantitative investigation as follows:

1- The reason for the investigation is, to sum up, to foresee, and to show a causal relationship.

2- The inquiries of the examination are static, fixed, chose, and preceding gathering information.

3- Numerical figures, percentages, as well as tables show data.

4- Data Analysis is finished by measurable recipes.

### **3.3 The Design of the Study**

This study is a quantitative study and the design is an analytical design based on analyzing the cultural and literary content of the 6<sup>th</sup> preparatory grade (English for Iraq) textbook for secondary schools in Iraq.

### **3.4 Motives of the Study**

Language has a double character: both as a way of communicating, and a transporter of culture. Language without culture is unimaginable, so is a human culture without language. A specific language is a reflection of a specific culture ( Wei, 2005:56 as cited in Hamza, 2018: 798; Brown 1994:165 as cited in Hamza, 2018:798) depicts the connection between language and culture as follows: 'A language is a piece of culture and culture is part of a language; the two are unpredictably joined so one cannot separate the two without losing the importance of either language or culture.

In a word, culture and language are inseparable, when it comes to the domain of teaching and learning, the interdependence of language learning and, cultural learning is so evident that one can conclude that language learning is culture learning and consequently, language teaching is cultural teaching. The worldwide role of the English language and globalization are the two primary motivations to teach culture as a fifth language skill, in addition to listening, speaking, reading, and writing. 'What the fifth language skill instructs you is the outlook and strategy to



adjust your utilization of English to learn about, comprehend and estimate the values, methods of getting things done and unrivaled characteristics of different cultures. It includes seeing how to utilize language to acknowledge contrasts, adaptable, and open-minded of methods of doing things that may be diverse to yours. It is an attitudinal change that is communicated using language. The teaching of culture in ELT should include cultural knowledge (knowledge of culture's institution, the big C), cultural values (the psych of the country, what people believe is significant), cultural behaviour (knowledge of everyday routines and behaviour, the little c), and cultural skills (the advancement of intercultural sensitivity and awareness, utilizing English language as the medium of interaction (referred to in Jiang, 2000: 328 as cited in Hamza, 2018: 798).

Current methodologies have tried to reevaluate the value of literature and have started to maintain its worth once more. These methodologies affirm the significance of literature teaching from various viewpoints, fundamentally, literature as an operator for language advancement and improvement. Literature is verbal craftsmanship that drives readers to value the magnificence of a language. Literature is utilized in English language education to expand understudies' viewpoints by giving them information on the classics of the literature, to improve the understudies' overall cultural mindfulness, to animate their' inventive and literary imagination, and to build up the evaluation for literature. Literary texts offer a rich source of linguistic input and can assist students with practicing the four language skills – listening, speaking, reading, and writing – notwithstanding representing linguistic structures and

introducing new jargon. The Literary texts give chances to multi-social study hall encounters and can engage students with various learning styles. Literature is starting to be seen as a fitting vehicle for language learning and improvement since the attention is presently on authentic language and authentic circumstances

### **3.5 Analysis Description**

The analysis begins with a general description of the content of the three books, teacher, student, and activity books. Then there is an analysis of the cultural content in the students and activity books for all units by frequency, percentage, and table listings for each unit. It is followed by an analysis of the literary content in the student's book and activity also by frequency and percentage and table listings for each unit. Next, an analysis of the non-literary aspects with the mention of the title and the page number is carried out. Finally, the researcher discusses the results and includes a final table of cultural and literary contents.

### **3.6 Data of the Study**

In order to examine the cultural and literary contents in the Iraqi curricula, the data of the study consisted of Iraqi English language student's book, activity book and teacher's book for 6<sup>th</sup> grade in secondary schools. The researcher collected the raw data from the student's and activity books in three stages. In the first stage, the researcher searched for the cultural items in the student's book and classified them according to their presence, force, and type of the different cultural items and showed them in percentages, and whether they are local or international and the same process in the activity book is followed. Then, in the second stage, the researcher searched for literary items in the

student's and activity books and classified them to local and international. In the third stage, the researcher searched for the non-literary items and classified them according to type and page number.

### **3.7 Mathematical Analysis**

The researcher analyzed data in terms of frequencies and percentages, then displayed them in tables as follows:

1. Recording the number of all items of the book and activity manually using a summary sheet.
2. Showing the items in a table according to the unit, their force and presence, their type and whether they are local or international.
3. Presenting results in terms of frequencies and percentages.
4. Interpreting the collected data and highlighted their consistency with the discoveries of different analysts referenced in the related subjects.
5. Collecting data was considered either equal, local higher than international or international higher than local.

### **3.8 Content Analysis Objectives**

There are different objectives to be accomplished through the content analysis framework of the textbooks. They are as follows:

1. The local cultural items and international cultural items are very much coordinated into the specified textbooks.
2. The local literary items and international literary items are very much coordinated into the specified textbooks.
3. The cultural and literary items allows motivation in learning the foreign language.
4. The teachers are liable for teaching the cultural and literary items need an instructional course on culture and literature.

5. The cultural and literary aspects of the textbooks are comprehensive and varied among the textbooks units.
6. Whether or not the cultural and literary aspects are related to their regular daily life.
7. Whether the amount of the cultural and literary subjects found in the textbooks are local or international in order to see whether they are balanced or not.



# *Chapter Four*

## **Data Analysis**

***Chapter Four***

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**Data Analysis****4.1 Introduction**

In this chapter, the researcher sets out a thorough analysis of the cultural and literary items of the student and activity books. It represents the practical part of the study, which is concerned with analyzing the cultural and literary content to accomplish the goals of the research. In this study, the researcher has utilized the descriptive-analytical method for research. The procedures that are used in the current chapter involve content analysis used to evaluate the cultural and literary contents of the "English for Iraq" textbook for the 6th preparatory stage. The content analysis framework is going to be analyzed according to frequency and percentage. The different cultural items will be listed according to their order of occurrence together with showing their type of cultural reference and locality or international leaning. The items found will be later on collected and summarized with the aim of showing their force in each unit.

**4.2 General Description of the Textbook**

To accomplish the study, the researcher utilized the "English for Iraq" series which is certified by the Ministry of Education in Iraq for teaching English in Iraqi public and private schools for all stages. The analysis centers on the textbook of the sixth preparatory stage. The researcher

tends to analyze the student's book and the activity book. The student's book has 79 pages, it consists of eight units. It opens with a book map in which each unit is mentioned with its title and how the aspects of listening and speaking, reading and writing, grammatical areas and functions, and lexical areas of each unit are arranged. At the end of the map, the following sides are mentioned with their page numbers: grammar and functions reference, literature focus, a checklist for written work, transcript, and wordlist. Then there is a revision of previous units after units three and seven, and practice of skills, grammar and lexis from units 1 to 3 and 5 to 7. The book presents chances to rehearse English using a wide scope of reading, writing, speaking and listening materials. The reading texts, for example, involve reports, calls, news items, and conversations. The themes mirror the age and enthusiasm of the students.

The book is utilized to introduce a new language, just as to give activities to the improvement of language skills. The book contains a variety of texts, including articles, e-mails, advertisements, leaflets, interviews, and questionnaires. The texts are highly illustrated and supported by clear instructions for the benefit of both teachers and students. The student's book additionally gives standard chances to talking practice, as group conversations, pair work, model discussions and role-play. The book contains grammar and functions reference section, giving detailed clarifications and examples of the language points covered in the courses, and literature focus section .As for the activity book, it consists of eight units arranged over 190 pages. It contains tasks to consolidate and practice language presented in the student's book. The exercises also develop the skills of listening, reading and writing and help the students improve their learning skills. There are examination tips and

test yourself activities, specifically designed to help the students revise for the examination.

The following table gives the information particularized for the teacher's book, student's book and the activity book:

**Table (1) Sixth Grade Textbooks General Information**

<b>Book Title</b>	<b>Publisher</b>	<b>Author/s</b>	<b>Number of Pages</b>	<b>Date of Publication</b>
Teacher's Book	UK by Garnet Publishing Ltd.	Caroline de Messieres Neil Blacknell & Lyne Edwards	190	2013
Student's Book	UK by Garnet Publishing Ltd.	Olivia Johnston & Caroline de Messieres	79	2013
Activity Book	UK by Garnet Publishing Ltd.	Olivia Johnston & Messieres	190	2013



### 4.3 Analysis of the Cultural Content in the Student's and Activity Books

#### 4.3.1 Unit One

##### 4.3.1.1 Student's Book

In analyzing unit one, (10) different cultural items were found. These items can be summarized as follows: local and international institutions, politeness (English style), sports (+ Male/Female), names, (countries, Cities, oceans, islands), animals, occupations (Male/Female), aspects of modern culture (modern devices like computers and mobiles), drinks and Male/Female representation. These items are tabulated as follows:

**Table (2) Cultural Items in Unit One of the Student's Book with their Force and Presence**

Unit	Force and Presence of the Items	Type of Item	Cultural Item	Iraqi/ Arab	International
1	1	Institutions	Al-Yarmouk Hospital, Bigger Families, The British Government, British People	√	√
	2	Politeness	Sit Down, Please. I Need to		√
	3	Sports	Ice-skating Jogging		√

	4	Names	Adil, Zaid Tariq, Jameel Elalawi, Ahmed Al Misri, Samir Ramzi, Mustafa Ahmed, Latifa, Safia Khoury, God	√	√
	5	Countries, Cities, Oceans, Islands	Red Sea, Sharm El Sheikh, Iraq United Kingdom, Britain	√	√
	6	Animals	Sharks, dolphins Donkey	√	√
	7	Occupations	Coastguard Female, Cart Driver, Officer, Emergency Operator, Medical, Physician( Dr. Samir Ramzi),teacher( blonde)	√	√
	8	Aspects of Modern Culture	TV and Computer Games, Injections of Insulin, Fridge, Ambulance, Mobile Phones		√

	9	Drinks	A can of Cola		√
	10	Male /Female Presence	Male (7 times present), Female (3 times)	6) Times local Male Presence (2) times local female Presence	(1)Intern ational Male Presence (1)Intern ational Female Presence

The above cultural items can be summarized in the following table with their frequency and percentage:

**Table (3) Frequency and Percentage of Cultural Items in Unit One of the Student's Book**

Units	No	Type of Item	Iraqi/ Arab	International	The Final Total	%Iraqi / Arab	%International
1	1	Institution	2	2	4	50%	50%
	2	Politeness	0	2	2	0%	100%
	3	Sports	0	2	2	0%	100%
	4	Names	8	1	9	89%	11%
	5	Countries, Cities, Oceans,	3	2	5	60%	40%

		Islands					
	6	Animals	1	2	3	33%	67%
	7	Occupations	4	3	7	57%	43%
	8	Aspects of Modern Culture	0	5	5	0%	100%
	9	Drinks	0	1	1	0%	100%
	10	Male /Female Presence	8	2	10	80%	20%

As the above table shows, the cultural items of the category (cultural institutions) are even (i.e. local and international items are equal), local cultural items of the categories (names, Countries, Cities, oceans, islands, occupations, Male/Female presence) are higher than their international counterparts and international cultural items of the following categories (politeness, sports, animals, aspects of modern culture) and drinks are higher than their local counterparts.

#### 4.3.1.2 Activity Book

In analyzing Unit One, (10) different cultural items are found. These items can be summarized as follows: local names, occupation (Male/Female), politeness (English style), sports, (countries, cities, oceans, islands), animals, aspects of local and foreign life, institutions,

transportation, male/female representation. These items are tabulated as follows:

**Table (4) Cultural Items in Unit One of the Activity Book with their Force and Presence**

Unit	Force and Presence of the Items	Type of Item	Cultural Item	Iraqi/ Arab	International
1	1	Names	Adil, Ali, sharifa, Zaid Tariq, Tariq, Jameel Elalawi, Huda, Wafa, layla, Zeina, Salam, Khaleda, Dr. Latifa Mahmoud	√	
	2	Occupations	Nurse, Doctor, Swimmer	√	
	3	Politeness	Sit Down, Please. I Need to		√

	4	Sports	Ice- Skating, Playing Football	√	√
	5	Countries, Cities, Oceans, Islands	Egypt, Iraq, Sharm El Sheikh, Zubair, Basra	√	
	6	Animals	Shark, Dolphins		√
	7	Aspects of Local and Foreign Life	Shopping in the Souqs, Anti-Smoking Campaigns, Passive Smoking, Cigarette Advertisement	√	√
	8	Institutions	British people, Emergency Department, Emergency Services, Fire Department, the Police		√
	9	Transportation	Bus, Bicycle, Ambulance	√	√

	10	Male (6 times present), Female (7 times)	Male /Female Presence	(6)Times Local Male Presence (7)Times Local Female Presence	(0)International Male Presence (0)International Female Presence

The above cultural items can be summarized in the following table with their frequency and percentage:

**Table (5) Frequency and Percentage of Cultural Items in Unit One of the Activity Book**

Units	No	Type of Item	Iraqi / Arab	International	The Final Total	%Iraqi / Arab	%International
1	1	Names	13	0	13	100%	0%
	2	Occupations	3	0	3	100%	0%
	3	Politeness	0	1	1	0%	100%
	4	Sports	1	1	2	50%	50%
	5	Countries, Cities, Oceans,	5	0	5	100%	0%

		Islands					
	6	Animals	0	2	2	0%	100%
	7	Aspects of Local and Foreign Life	1	3	4	25%	75%
	8	Institutions	0	5	5	0%	100%
	9	Transportation	2	1	3	67%	33%
	10	Male (6 times present), Female (7 times)	13	0	13	100%	0%

As the above table shows, the cultural items of the category (sports) are even (i.e. local and international sports are equal), local cultural items of the categories (names, occupations, Countries, Cities, transportation Male/Female presence) are higher than the international cultural items and international cultural items of the following categories (politeness, animals, aspects of local and foreign life and institution) are higher than their local counterparts.

### **4.3.2 Unit Two**

#### **4.3.2.1 Student's Book**

In analyzing Unit two, (7) different cultural items are found. These items can be summarized as follows: occupations (Male/Female), names (Male/Female), international aspects of modern culture (modern devices



like computers), international clothes, international transportation, international family members and Male/Female representation. These items are tabulated as follows:

**Table (6) Cultural Items in Unit Two of the Student's Book with their Force and Presence**

Unit	Force and Presence of the Items	Type of Item	Item	Iraqi/Arab	International
2	1	Occupations	Police Officer Police, The Land Force, The Navy, The Air Force, Computer Specialist, Driver, Pilot Airplanes, Doctor	√	√
	2	Names	Samir, Mr.Hazem, Mr. and Mrs. Smith, Sue, Ann	√	√

	3	Aspects of Modern Culture	Computer, Bank Card, Radar Guns		√
	4	Clothes	Jacket		√
	5	Transportation	Car		√
	6	Family Members	Sue's Parents, Sue's Father, Sue's Mother		√
	7	Male/female presence	Male (3 times present), Female (3 times)	(2) Times Local Male Presence (0) Times Local Female presence	(1)International Male presence (3)International Female Presence

The above cultural items can be summarized in the following table with their frequency and percentage:

**Table (7) Frequency and Percentage of Cultural Items in Unit Two  
of the Student's Book**

Unit s	No	Type of Item	Iraqi/ Arab	International	The Final Total	%Iraqi / Arab	%International
2	1	Occupations	8	1	9	89%	11%
	2	Names	2	4	6	33%	67%
	3	Aspects of Modern Culture	0	3	3	0%	100%
	4	Clothes	0	1	1	0%	100%
	5	Transportation	0	1	1	0%	100%
	6	Family Members	0	3	3	0%	100%
	7	Male/female presence	2	4	6	33%	67%

As the above table shows, the international cultural items of the categories (aspects of Modern Culture, clothes, transportation, family members, Male/female presence and names) are higher than their local counterpart and local cultural items of the following category (occupations) are higher than their international counterparts.

### 4.3.2.2 Activity Book

In analyzing unit two, (6) different cultural items are found. These items can be summarized as follows: international and local occupations, aspects of modern culture( modern devices such as security cameras, telephone, radar speed gun), international and local names, international family members, international and local institutions, and Male/ Female Presence. These items are tabulated as follows:

**Table (8) Cultural Items in Unit Two of the Activity Book with their Force and Presence**

Unit	Force and Presence of the Items	Type of Item	Cultural Item	Iraqi/ Arab	International
2	1	Occupations	Police, Officers, Pilot, The Land Force The Navy, The Air Force, Security Guard	√	√
	2	Aspects of modern culture	X-ray Machine, Security Cameras, Telephone, Radar Speed Gun, Mobile		√

			Phones, Radar Detector		
	3	Names	Mr.Hazem, Samir Esam, Ali, Faisal, Huda, Kamal, Ahmed, Sue, Mr. Smith, Mrs. Smith	√	√
	4	Family Members	Sue's Father, Sue's Mother		√
	5	Institutions	The Security Company, Police Departments	√	√
	6	Male/ Female Presence	Male (7 Times present), Female (3 Times)	(6) Times Local Male Presence (1) Times Local Female Presence	(1)International Male Presence  (2)International Female Presence

The above cultural items can be summarized in the following table with their frequency and percentage:

**Table (9) Frequency and Percentage of Cultural Items in Unit Two of the Activity Book**

Units	No	Type of Item	Iraqi/ Arab	International	The Final Total	%Iraqi / Arab	%International
2	1	Occupations	1	6	7	14%	86%
	2	Aspects of Modern Culture	0	6	6	0%	100%
	3	Names	7	3	10	70%	30%
	4	Family Members	0	2	2	0%	100%
	5	Institutions	1	1	2	50%	50%
	6	Male/ Female Presence	7	3	10	70%	30%

As the above table shows, the cultural items of the category (institutions) are even (i.e. local and international items are equal), international cultural items of the following categories (occupation, aspects of modern culture, family members) are higher than their local counterparts and local cultural items of the following categories (names, Male\ Female presence) are higher than their international counterparts.

### 4.3.3 Unit Three

#### 4.3.3.1 Student's Book

In analyzing unit three, (7) different cultural items are found. These items can be summarized as follows: local and international aspects of modern culture, local art, local and international names, local and international (countries, cities), local and international institutions, local and international meals and Male/ Female Presence. These items are tabulated as follows:

**Table (10) Cultural Items in Unit Three of the Student's Book with their Force and Presence**

Unit	Force and Presence of the Items	Type of Item	Item	Iraqi/Arab	International
3	1	Aspects of Modern Culture	The Aviation Industry, The Oil Industry, Teaching, The Tourist Industry, Architect Engineering, The Environment, Information Technology, The	√	√

			Media, Scientific Research, Ecology, Water Technology, Environmental Science, Geology, Engineering, Pilot, Doctor		
	2	Art	Fine Arts ( Arab Horseman)	√	
	3	Names	Zaid, Nada, Osama, Fatten, Ramiz, Latifa Ahmed, Zaha Hadid, Sajida, Shreida, Cathy, Maryam	√	√
	4	Countries, Cities, Oceans, Islands	Britain, London, UK, English Countryside, New York, Geneva, Paris Baghdad, Beirut, Abu Dhabi, Iraq	√	√
	5	Institutions	American University,		√



			Harvard University, Birchwood International College, University of London, UNESCO, The World Bank, Hilton Hotel	√	
	6	Meals	Breakfast at Birchwood International College, Lunch at the Hilton Hotel in Abu Dhabi	√	√
	7	Male/ Female Presence	Male ( 3 ) Times Presence, Female ( 8 ) Time Presence	( 3 ) Times Local Male Presence , ( 6 ) Time Local Female Presence	( 0 ) Times International Male Presence , ( 2 ) Times International Female Presence

The above cultural items can be summarized in the following table with their frequency and percentage:

**Table (11) Frequency and Percentage of Cultural Items in Unit Three of the Student's Book**

Units	No	Type of Item	Iraqi/ Arab	International	The Final Total	% Iraqi/ Arab	% International
3	1	Aspects of Modern Culture	4	12	16	25%	75%
	2	Art	1	0	1	100%	0%
	3	Names	9	2	11	82%	18%
	4	Countries, Cities, oceans, islands	4	7	11	36%	64%
	5	Institutions	1	6	7	14%	86%
	6	Meals	1	1	2	50%	50%
	7	Male/ Female Presence	9	2	11	82%	18%

As the above table shows, the cultural items of the category (meals) are even (i.e. local and international items are equal), local cultural items of the categories ( art, names, Male/Female presence) are higher than their counterparts and international cultural items of the following

categories (aspects of modern culture, Countries, Cities, oceans, islands, institutions) are higher than their local counterparts.

### 4.3.3.2 Activity Book

In analyzing Unit three, (7) different cultural items are found. These items can be summarized as follows: international institutions, local and international (Countries, Cities, Oceans, Islands), local and international names, local and international family members, local occupations, international press (aspects of modern culture) and Male/ Female presence. These items are tabulated as follows:

**Table (12) Cultural Items in Unit Three of the Activity Book with their Force and Presence**

Unit	Force and Presence of the Items	Type of Item	Item	Iraqi/Arab	International
3	1	Institutions	British Council Site, Carnegie University, Birchwood International College		√
	2	Countries, Cities, Oceans,	Britain, Europe, Switzerland, London,		√

		Islands	Gulf	√	
	3	Names	Maryam, Mustafa, Adam, Ali, Salwa, Salima, Yousef, Jameel, Sharifa, Faisal, Layla, Samira	√	√
	4	Family Members	Aunt( Salima), Sister(she lives in London)	√	√
	5	Occupations	Captain( Flies from Europe to the Gulf)	√	
	6	Press (Aspects of Modern Culture)	Newspapers, Advertisements, Notices		√
	7	Male/ Female Presence	Male ( 6 ) Times Presence, Female ( 6 ) Times Presence	( 6 ) Times Local Male Presence , ( 5 ) Times Local Female Presence	( 0 ) Times International Male Presence , ( 1 ) Time International Female Presence

The above cultural items can be summarized in the following table with their frequency and percentage:

**Table (13) Frequency and Percentage of Cultural Items in Unit Three of the Activity Book**

<b>Unit s</b>	<b>No</b>	<b>Type of Item</b>	<b>Iraqi/ Arab</b>	<b>International</b>	<b>The Final Total</b>	<b>%Iraqi / Arab</b>	<b>%International</b>
3	1	Institutions	0	3	3	0%	100%
	2	Countries, Cities, Oceans, Islands	1	4	5	20%	80%
	3	Names	11	1	12	92%	8%
	4	Family Members	1	1	2	50%	50%
	5	Occupations	1	0	1	100%	0%
	6	Press (Aspects of Modern Culture)	0	3	3	0%	100%
	7	Male/ Female Presence	11	1	12	92%	8%

As the above table shows, the cultural items of the category (family members) are even (i.e. local and international items are equal), local cultural items of the categories (names, occupations, Male/Female presence) are higher than their international counterparts and international

cultural items of the following categories (institutions, countries, cities, oceans, islands and press (aspects of modern culture) are higher than their local counterparts.

**4.3.4 Unit Four**

**4.3.4.1 Student’s Book**

In analyzing Unit four, (10) different cultural items are found. These items can be summarized as follows: local family members, local and international names, local and international clothes, local and international (countries, cities, oceans, islands), international markets, local fabrics, local and international institutions, local and international occupations, local sports and Male/ Female Presence. These items are tabulated as follows:

**Table (14) Cultural Items in Unit Four of the Student’s Book with their Force and Presence**

<b>Unit</b>	<b>Force and Presence of the Items</b>	<b>Type of Item</b>	<b>Item</b>	<b>Iraqi/Arab</b>	<b>International</b>
4	1	Family Members	Rana's Brother in Baghdad, Rana's Cousin in Baghdad	√	
	2	Names	Sandra Foxton,		√

			Mrs. Willis, Jackie Liu, Rashid, Rana, Salim, Muna Shakir, Ghassan Ahmed, Kamal, Hasan Saab, Fouad Salim, Khadija Nasser, Nizar Ibrahim, Hasan, Hisham,	√	
	3	Clothes	Shirts, Armani Clothes	√	√
	4	Countries, Cities, Oceans, Islands	UK, China, London, Europe Oman, Lebanon, Bahrain, The Arabian Gulf, Morocco, Baghdad, Middle East, Dubai, Egypt, Cairo, Baghdad	√	√
	5	Markets	Chinese Market		√
	6	Fabrics	Silk, Cotton	√	
	7	Institutions	London		√

			Department Stores, Heathrow Airport, Mobile Phone Company, Electrical Goods Store, Offices, Health Clubs, School	√	
	8	Occupations	Sports Instructor(in Dubai), Captain(Fouad Salim in Baghdad), Oil Company Secretary(in Baghdad), Customer Service Staff(in central London, Sales Assistant(in Central London)	√	√
	9	Sports	Gym(in Dubai), Tennis Courts(in Dubai),	√	



			Football(in Dubai), Sports Car(in Dubai), Football Team(in Dubai)		
	10	Male/Female Presence	Male ( 9 ) Times Presence, Female ( 6 ) Times Presence	( 9 ) Times Local Male Presence , ( 3 ) Times Local Female Presence	( 0 ) Times International Male Presence , ( 3 ) times International Female Presence

The above cultural items can be summarized in the following table with their frequency and percentage:

**Table (15) Frequency and Percentage of Cultural Items in Unit Four of the Student’s Book**

Units	No	Type of Item	Iraqi/ Arab	International	The Final Total	% Iraqi / Arab	% International
4	1	Family Members	2	0	2	100%	0%

	2	Names	12	3	15	80%	20%
	3	Clothes	1	1	2	50%	50%
	4	Countries, Cities, Oceans, Islands	11	4	15	73%	27%
	5	Markets	0	1	1	0%	100%
	6	Fabrics	2	0	2	100%	0%
	7	Institutions	3	4	7	43%	57%
	8	Occupations	3	2	5	60%	40%
	9	Sports	5	0	5	100%	0%
	10	Male/Female presence	12	3	15	80%	20%

As the above table shows, the cultural items of the category (Clothes) are even (i.e. local and international items are equal), local cultural items of the categories (family members, names, Countries, Cities, oceans, islands, fabrics, occupations, sports and Male/Female presence) are higher than their international counterparts and international cultural items of the following categories (markets, institutions) are higher than their local counterparts.

**4.3.4.2 Activity Book**

In analyzing unit four (15) different cultural items are found. These items can be summarized as follows: local names, local and international institutions, local family members, local and international (countries,

cities, oceans, islands), local and international clothes, local colors, local sports, local and international meals, international food, international aspects of modern culture, local and international education, local transportation, local occupations, local familiar words, and Male/ Female Presence. These items are tabulated as follows:

**Table (16) Cultural Items in Unit Four of the Activity Book with their Force and Presence**

Unit	Force and Presence of the Items	Type of Item	Item	Iraqi/Arab	International
4	1	Names	Rana, Badria, Rashid, Muna, Ghassan, Khaled, Mr Saab, Bashir, Salwa, Ali, Ahmed, Salima, Safia, Kerim, Mrs. Lamia Kubba, Saeed Aziz, Mr. A Shakir	√	
	2	Institutions	Clothes Company, Health Club, Iraq	√	

			Jewellery Store, Marhababa Restaurant, Heathrow Airport, Birchwood International College, Office in UK		√
	3	Family Members	Rana's Brother( Rashid)	√	
	4	Countries, Cities, Oceans, Islands	Lebanon, Morocco, Middle East, Bahrain, Iraq, Egypt, Dubai, UAE, Karrada, Baghdad, Al Harthiya London	√	√
	5	Clothes	Jackie's Shirt, Shakir's Dress	√	√
	6	Colors	Blue( Muna's dress)	√	
	7	Sports	Khaled's Football , Mr. Saab's gym,	√	

			Mr. Saab's Swimming Pool, Oasis Sports and Leisure, Health Club		
	8	Meals	Breakfast at (Birchwood International College), Salima's Dinner	√	√
	9	Food	Snacks		√
	10	Aspects of Modern Culture	CD, DVD in		√
	11	Education	Books, Dictionary, Computer Course, Diploma	√	√
	12	Transportation	Bus in Baghdad	√	
	13	Occupations	Jewellery Designer in Karrada	√	
	14	Familiar Words	Marhaba	√	
	15	Male/ Female Presence	Male ( 10 ) Times Presence, Female ( 7 ) times	( 10 ) Times Local Male	( 0 ) Times International Male Presence

			Presence	Presence , ( 7 ) Times Local Female Presence	, ( 0 ) Times International Female Presence
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The above cultural items can be summarized in the following table with their frequency and percentage:

**Table (17) Frequency and Percentage of Cultural Items in Unit Four of the Activity Book**

Unit	No	Type of Item	Iraqi / Arab	International	The Final Total	% Iraqi/ Arab	% International
4	1	Names	17	0	17	100%	0%
	2	Institutions	4	3	7	57%	43%
	3	Family Members	1	0	1	100%	0%
	4	Countries, Cities, Oceans, Islands	11	1	12	92%	8%
	5	Clothes	1	1	2	50%	50%
	6	Colors	1	0	1	100%	0%
	7	Sports	5	0	5	100%	0%
	8	Meals	1	1	2	50%	50%
	9	Food	0	1	1	0%	100%

10	Aspects of Modern Culture	0	2	2	0%	100%
11	Education	1	3	4	25%	75%
12	Transportations	1	0	1	100%	0%
13	Occupations	1	0	1	100%	0%
14	Familiar Words	1	0	1	100%	0%
15	Male/ Female Presence	17	0	17	100%	0%

As the above table shows, the cultural items of the categories (meals, clothes) are even (i.e. local and international items are equal), local cultural items of the categories (names, institutions, family members, (countries, cities, oceans, islands), colors, sports, transportations, occupations, familiar words and Male/Female presence) are higher than their international counterparts and international cultural items of the following categories (aspects of modern culture, food, education) are higher than their local counterparts.

### 4.3.5 Unit Five

#### 4.3.5.1 Student's Book

In analyzing unit five (14) different cultural items are found. These items can be summarized as follows: local institutions, local and international (countries, cities, oceans, and islands), local and international names, local family members, local and international food, international colors, (local meals, sports, crockery, animals, drinks, entertainment, and

occupations) and Male/ Female Presence. These items are tabulated as follows:

**Table (18) Cultural Items in Unit Five of the Student’s Book with their Force and Presence**

<b>Unit</b>	<b>Force and Presence of the Items</b>	<b>Type of Item</b>	<b>Item</b>	<b>Iraqi/Arab</b>	<b>International</b>
5	1	Institutions	Four Seasons Hotel, Sfax Airport, Ferry Port in Tunisian Island, Roman Theatre in Jordan	√	
	2	Countries, Cities, Oceans, Islands	Cairo, Iraq, Safar Tours, Al Sa'doon Street, Castles in Zakho, the Hatra ruins, Babylon City, Al Rasheed Street, Khor Al Zubeir, Basra, Tunisian	√	



			<p>Kerkennah Islands, El Jem in Tunis, Kerkennah Islands, Chergui Islands, Gharbi Islands, Mkaren Klifa Beach, New York , Thailand, Bangkok, the Beach in Phuket, the Golden Palace Hotel, Marriott Hotel, London, Blue Mediterranean Sea, Reading , Berkshire</p>		√
	3	Names	<p>Steve Harper, Katie, Muna, Anna Johnson, Ahmed Salim, Ibrahim, Hedi Berkhissa</p>	√	√
	4	Family Members	<p>Ahmed's Father,</p>	√	

			Ahmed's Cousin,		
	5	Food	Thai Food, Curry, Sea Food, Octopus Fruit, Cereal, Eggs, Cakes, Bread, Honey, Olives, Cheese	√	√
	6	Colors	Green (with a Picture of a Blond Girl), Blue(with a Picture of a Blond Boy)		√
	7	Meals	Breakfast( in Tunisian Islands), Dinner( in Tunisian Islands), Buffet( in Tunisian Islands), Supper( in Tunisian Islands)	√	
	8	Sports	Swimming Pool	√	

			( in Tunisian Islands), Tennis Courts ( in Tunisian Islands)		
	9	Crockery	Clay Pots	√	
	10	Animals	Camel, Donkey	√	
	11	Drinks	Mint tea	√	
	12	Entertainment	Camel Ride, Surfboards( in Tunisian Islands), Ride in a Donkey Cart, Fakir and his Team	√	
	13	Occupations	Footballer ( Hedi Berkhissa in Kerkennah Islands)	√	
	14	Male/ Female Presence	Male ( 4 ) Times Presence, Female ( 3 ) Times Presence	( 3 ) Times Local Male Presence , ( 0 ) Times Local Female Presence	( 1 ) Times International Male Presence , ( 3 ) times International Female

					Presence
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The above cultural items can be summarized in the following table with their frequency and percentage:

**Table (19) Frequency and Percentage of Cultural Items in Unit Five of the Student's Book**

Unit	No	Type of Item	Iraqi/ Arab	International	The Final Total	% Iraqi/ Arab	% International
5	1	Institutions	4	0	4	100%	0%
	2	Countries, Cities, Oceans, Islands	16	10	26	62%	38%
	3	Names	3	4	7	43%	57%
	4	Family Members	2	0	2	100%	0%
	5	Food	8	4	12	67%	33%
	6	Colors	0	2	2	0%	100%
	7	Meals	4	0	4	100%	0%
	8	Sports	2	0	2	100%	0%
	9	Crockery	1	0	1	100%	0%
	10	Animals	2	0	2	100%	0%
	11	Drinks	1	0	1	100%	0%

	12	Entertainment	4	0	4	100%	0%
	13	Occupations	1	0	1	100%	0%
	14	Male/ Female Presence	3	4	7	43%	57%

As the above table shows, local cultural items of the categories (institutions, (countries, cities, oceans, islands), family members, food, meals, sports, crockery, animals, drinks, entertainment, occupations) are higher than their international counterparts and international cultural items of the following categories (colors, names, and male/female presence) are higher than their local counterparts.

**4.3.5.2 Activity Book**

In analyzing unit five (13) different cultural items are found. These items can be summarize as follows: local and international (countries, cities, oceans, islands), local institutions, local coins, local and international names, local and international education, international languages, local and international food, local and international archeological sites, local and international entertainment, international restaurant, local poets, international sports and Male/ Female Presence. These items are tabulated as follows:

**Table (20) Cultural Items in Unit Five of the Activity Book with their Force and Presence**

Unit	Force and Presence of the Items	Type of Item	Item	Iraqi/Arab	International
5	1	Countries, Cities, Oceans, Islands	Spain, Italy, Turkish Fishing Village( Side), London, Edinburgh, China, California, USA Al Saad Street, Beirut, Baghdad, Iraq, Najaf, Morocco, Babylon City	√	√
	2	Institutions	Lebanon Flight,	√	
	3	Coins	Iraqi Dinars	√	
	4	Names	Karim, Samira, Khalid, Souad, Fatima, Salwa, Bashir, Mahmoud,	√	

			Jameel, Fadia, Adam, Tariq, Layla, Amina, Khalil Gibran, Souhaib, Beth(boy), Anna, Mike(boy), Albert(boy), Pete, Maria, Andy(boy)		√
	5	Education	English Courses, Book Called The Prophet by Khalil Gibran	√	√
	6	Languages	Japanese		√
	7	Food	Sea Food, Pizza in Italian Restaurant, Iraqi Cooking	√	√
	8	Archeological Sites	Roman Temples, The National Museum of Iraq, Temples in Hatra, Ruins in	√	√

			Iraq, Holy City( Wadi us Salaam), Tourism in Iraq		
	9	Entertainment	Henna Painting in Iraq, Cultural Festival in Edinburgh	√	√
	10	Restaurants	Italian Restaurant, Chinese Restaurant		√
	11	Poets	Lebanese Poet (Khalil Gibran)	√	
	12	Sports	Horse Riding by Andy		√
	13	Male/ Female Presence	Male ( 13 ) Times Presence, Female ( 10 ) Times Presence	( 9 ) Times Local Male Presence , ( 7 ) Times Local Female Presence	( 4 ) Times International Male Presence , ( 3 ) Times International Female Presence

The above cultural items can be summarized in the following table with their frequency and percentage:



**Table (21) Frequency and Percentage of Cultural Items in Unit Five  
of the Activity Book**

Unit	No	Type of Item	Iraqi / Arab	International	The Final Total	% Iraqi/ Arab	% International
5	1	Countries, Cities, Oceans, Islands	7	8	15	47%	53%
	2	Institutions	1	0	1	100%	0%
	3	Coins	1	0	1	100%	0%
	4	Names	16	7	23	70%	30%
	5	Education	1	1	2	50%	50%
	6	Languages	0	1	1	0%	100%
	7	Food	1	2	3	33%	67%
	8	Archeological Sites	5	1	6	83%	17%
	9	Entertainment	1	1	2	50%	50%
	10	Restaurants	0	2	2	0%	100%
	11	Poets	1	0	1	100%	0%
	12	Sports	0	1	1	0%	100%
	13	Male/ Female Presence	16	7	23	70%	30%

As the above table shows, the cultural items of the categories (education, entertainment) are even (i.e. local and international items are equal), local cultural items of the categories (institutions, coins, names, archeological sites, poets and male/female presence), are higher than their international counterparts and international cultural items of the following categories (countries, cities, oceans, islands, languages, food, restaurants and sports) are higher than their local counterparts.

### 4.3.6 Unit Six

#### 4.3.6.1 Student's Book

In analyzing unit six (7) different cultural items are found. These items can be summarized as follows: local names, local and international coins, local and international institutions, local aspects of modern culture, international (countries, cities, oceans, and islands), international occupations and Male/ Female Presence. These items are tabulated as follows:

**Table (22) Cultural Items in Unit Six of the Student's Book with their Force and Presence**

Unit	Force and Presence of the Items	Type of Item	Item	Iraqi/Arab	International
6	1	Names	Rami, Mazen, Hazem, Ahlam,	√	

			Nour, Nasir, Fadi Malouf, Ahmed, Fareed		
	2	Coins	Iraqi dinars, Syrian pound, Saudi Riyal, Euro, Pounds, US Dollar, Japanese Yen, Australian Dollar, Chinese Yuan, Indian Rupee, Pakistani Rupee	√	√
	3	Institutions	SPEEDY BANK (with a Picture of a Veiled Girl), Home Savings Bank in Qatar (with the International Key of Qatar and Arabian Names), Internet Café in London,	√	√
	4	Aspects of Modern Culture	Q Card (with Picture in Arabic Writing), Cheque Book (with Picture in Arabic Writing)	√	

	5	Countries, Cities, Oceans, Islands	London, England, Europe, UK		√
	6	Occupations	Taxi Drivers in England, Cashier in London		√
	7	Male/ Female Presence	Male ( 7 ) Times Presence, Female ( 2 ) Times Presence	( 7 ) Times Local Male Presence , ( 2 ) Times Local Female Presence	( 0 ) Times International Male Presence , ( 0 ) Times International Female Presence

The above cultural items can be summarized in the following table with their frequency and percentage:

**Table (23) Frequency and Percentage of Cultural Items in Unit Six of the Student’s Book**

Unit	No	Type of Item	Iraqi/ Arab	International	The Final Total	% Iraqi/Arab	% International
6	1	Names	9	0	9	100%	0%
	2	Coins	3	8	11	27%	73%
	3	Institutions	2	1	3	67%	33%
	4	Aspects of	2	0	2	100%	0%

		Modern Culture					
	5	Countries, Cities, Oceans, Islands	0	4	4	0%	100%
	6	Occupations	0	2	2	0%	100%
	7	Male/ Female Presence	9	0	9	100%	0%

As the above table shows, local cultural items of the categories (names, institutions, aspects of modern culture and male/female presence), are higher than their international counterparts and international cultural items of the following categories (coins, countries, cities, oceans, islands and occupations) are higher than their local counterparts.

#### 4.3.6.2 Activity Book

In analyzing unit six (5) different cultural items are found. These items can be summarized as follows: local and international names, local and international coins, local and international (countries, cities, oceans, and islands), local and international family members and male/ female presence. These items are tabulated as follows:

**Table (24) Cultural Items in Unit Six of the Activity Book with their Force and Presence**

Unit	Force and Presence of the Items	Type of Item	Item	Iraqi/Arab	International
6	1	Names	Rami, Aziz, Fatima, Sami, Noor, Hazem, Mazen, Nour (boy), Fareed, Rashid, Samira Ansari, Sanira Ansari, Mr. Mohammed, Saeed Mohammed, Mr. Al Sultan, Ali Al Turki, Ameena, Tom, Mr. Smith,	√	√
	2	Coins	Pounds, Iraqi Dinars	√	√
	3	Countries, Cities, Oceans, Islands	Egypt, Baghdad London, England,	√	√
	4	Family Members	Tom's Mother, Tom's Father, Noor's Mother	√	√

	5	Male/ Female Presence	Male ( 14 ) Times Presence, Female ( 5 ) Times Presence	( 12 ) Times Local Male Presence , ( 5 ) Times Local Female Presence	( 2 ) Times International Male Presence , ( 0 ) Times International Female Presence
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The above cultural items can be summarized in the following table with their frequency and percentage:

**Table (25) Frequency and Percentage of Cultural Items in Unit Six of the Activity Book**

Unit	No	Type of Item	Iraqi/ Arab	International	The Final Total	% Iraqi/ Arab	% International
6	1	Names	17	2	19	89%	11%
	2	Coins	1	1	2	50%	50%
	3	Countries, Cities, Oceans, Islands	2	2	4	50%	50%
	4	Family Members	1	2	3	33%	67%
	5	Male/ Female Presence	17	2	19	89%	11%

As the above table shows, the cultural items of the categories (coins, countries, cities, oceans, islands) are even (i.e. local and international cultural items are equal), local cultural items of the categories (names and male/female presence) are higher than their international counterparts, and international cultural items of the category (family members) are higher than their local counterparts.

### 4.3.7 Unit Seven

#### 4.3.7.1 Student's Book

In analyzing unit seven (8) different cultural items are found. These items can be summarized as follows: local and international languages, local and international institutions, local and international names, local and international education, local and international occupations, international occupations, local and international aspects of modern culture, local press and Male/ Female Presence. These items are tabulated as follows:

**Table (26) Cultural Items in Unit Seven of the Students' Book with their Force and Presence**

Unit	Force and Presence of the Items	Type of Item	Item	Iraqi/Arab	International
7	1	Languages	Arabic, English, Spanish, French, Chinese	√	√
	2	Institutions	SPEAKWELL Language School,		√



			Central Library of Baghdad	√	
	3	Names	Hasan, Nisrin, Batool, Layla, Ibrahim, Ahmed, Sultan, Sara, Chris	√	√
	4	Education	Computer Course in Speak Well Language School, English Course in Speak Well Language School, Internet in Speak Well Language School, Books in the Central Library of Baghdad, School and College Catalogues in the Central Library of Baghdad	√	√
	5	Occupations	Librarian(Batool), Nurse(Layla), Programmer	√	

			(Ahmed), Air Hostess (with a Picture of a Blonde Girl), Painter( Chris)		√
	6	Aspects of Modern Culture	Computers in the Central Library of Baghdad, DVDs in the Central Library of Baghdad Word, Excel, Power Point	√	√
	7	Press	Newspapers in the Central Library of Baghdad, magazines in the Central Library of Baghdad	√	
	8	Male/ Female Presence	Male ( 5 ) Times Presence, Female ( 4 ) Times Presence	( 4 ) Times Local Male Presence , ( 3 ) Times Local Female Presence	( 1 ) Times International Male Presence , ( 1 ) Time International Female Presence

The above cultural items can be summarized in the following table with their frequency and percentage:

**Table (27) Frequency and Percentage of Cultural Items in Unit Seven of the Students' Book**

Unit	No	Type of Item	Iraqi/ Arab	International	The Final Total	% Iraqi/ Arab	% International
7	1	Languages	1	4	5	20%	80%
	2	Institutions	1	1	2	50%	50%
	3	Names	7	2	9	78%	22%
	4	Education	2	3	5	40%	60%
	5	Occupations	3	2	5	60%	40%
	6	Aspects of Modern Culture	2	3	5	40%	60%
	7	Press	2	0	2	100%	0%
	8	Male/ Female Presence	7	2	9	78%	22%

As the above table shows, the cultural items of the category (institutions) are even (i.e. local and international cultural items are equal), local cultural items of the categories (names, occupations, press and male/female presence) are higher than their international counterparts, and international cultural items of the categories (languages,

educations, aspects of modern culture) are higher than their local counterparts.

### 4.3.7.2 Activity Book

In analyzing unit seven (6) different cultural items are found. These items can be summarized as follows: local and international names, local and international languages, international (countries, cities, oceans, and islands), international education, international institutions and Male/Female Presence. These items are tabulated as follows:

**Table (28) Cultural Items in Unit Seven of the Activity Book with their Force and Presence**

Unit	Force and Presence of the Items	Type of Item	Item	Iraqi/Arab	International
7	1	Names	Hasan, Zaid, Ahmed, Nisrin, Layla, Ibrahim, Nour, Aziz, Hasan, Ammar, Dana, Mike	√	√
	2	Languages	Arabic , English, Chinese	√	√
	3	Countries, Cities, Oceans, Islands	London		√
	4	Education	English Class,		√

			Computer Class		
	5	Institutions	Speakwell Language School		√
	6	Male/ Female Presence	Male ( 8 ) Times Presence, Female ( 4 ) Times Presence	( 7 ) Times Local Male Presence , ( 3 ) Times Local Female Presence	( 1 ) Times International Male Presence , ( 1 ) Time International Female Presence

The above cultural items can be summarized in the following table with their frequency and percentage:

**Table (29) Frequency and Percentage of Cultural Items in Unit Seven of the Activity Book**

Unit	No	Type of Item	Iraqi/ Arab	International	The Final Total	% Iraqi/ Arab	% International
7	1	Names	10	2	12	83%	17%
	2	Languages	1	2	3	33%	67%
	3	Countries, Cities, Oceans, Islands	0	1	1	0%	100%
	4	Education	0	2	2	0%	100%

	5	Institutions	0	1	1	0%	100%
	6	Male/ Female Presence	10	2	12	83%	17%

As the above table shows, local cultural items of the categories (names, and male/female presence) are higher than their international counterparts, and international cultural items of the categories (languages, countries, cities, oceans, islands, education, institutions) are higher than their local counterparts.

### **4.3.8 Unit Eight**

#### **4.3.8.1 Student’s Book**

In analyzing unit eight (6) different cultural items are found. These items can be summarized as follows: international aspects of modern culture, international colors, international food, local and international countries, cities, oceans, islands, local and international crops, international sports. These items are tabulated as follows:

**Table (30) Cultural Items in Unit Eight of the Student’s Book with their Force and Presence**

<b>Unit</b>	<b>Force and Presence of the Items</b>	<b>Type of Item</b>	<b>Item</b>	<b>Iraqi/Arab</b>	<b>International</b>
8	1	Aspects of Modern Culture	Recycling Waste in Europe		√

	2	Colors	Green Bags for Paper( in Recycling Waste in Europe), Yellow Bags for Plastic( in Recycling Waste in Europe), Blue for Glass( in Recycling Waste in Europe), Brown for Biological Waste in Europe		√
	3	Food	Grind Corn, into Flour, for Bread in Europe		√
	4	Countries, Cities, Oceans, Islands	The Euphrates River, Middle East, Syria, Iraq, Southern Iraq, Tigris River, Shatt al-Arab, Arabian Gulf, the Ruins of Ancient Babylon, An Najaf, Euphrates Dam, Caucasus Mountains, Turkey, the Ataturk Dam in Turkey	√	√
	5	Crops	Cotton Crops in	√	

			Syria, Wheat, Barley, Lentils Crops in Turkey		√
	6	Sports	Water Sports Festival in Turkey		√

The above cultural items can be summarized in the following table with their frequency and percentage:

**Table (31) Frequency and Percentage of Cultural Items in Unit Eight of the Students' Book**

Unit	No	Type of Item	Iraqi/ Arab	International	The Final Total	% Iraqi/ Arab	% International
8	1	Aspects of Modern Culture	0	1	1	0%	100%
	2	Colors	0	4	4	0%	100%
	3	Food	0	3	3	0%	100%
	4	Countries, Cities, Oceans, Islands	11	3	14	79%	21%
	5	Crops	1	3	4	25%	75%
	6	Sports	0	1	1	0%	100%



As the above table shows, local cultural items of the categories (countries, cities, oceans, islands ) are higher than their international counterparts, and international cultural items of the categories ( aspects of modern culture, colors, food, crops and sport) are higher than their local counterparts.

**4.3.8.2 Activity Book**

In analyzing unit eight (9) different cultural items are found. These items can be summarized as follows: local names, local and international countries, cities, oceans, islands, local family members, local and international aspects of modern culture, local animals, national climate, local and national institutions, national industries and male/ female Presence. These items are tabulated as follows:

**Table (32) Cultural Items in Unit Eight of the Activity Book with their Force and Presence**

<b>Unit</b>	<b>Force and Presence of the Items</b>	<b>Type of Item</b>	<b>Item</b>	<b>Iraqi/Arab</b>	<b>International</b>
8	1	Names	Aziz, Fuad, Ibrahim, Nabeel, Hazem, Amal, Adnan, Hasan, Badria, Fawsia, Shaumari (in Jordan), Samir	√	
	2	Countries,	South America,		√

		Cities, Oceans, Islands	Southwest, Togo Beirut, Jordan, Middle East	√	
	3	Family Members	Adnan's Brother in Beirut	√	
	4	Aspects of Modern Culture	Wind Turbines in Europe, Nature Reserve in Jordan, Mobile Phone in Beirut	√	√
	5	Animals	Oryx in Jordan	√	
	6	Climate	Tropical Rainforests in Togo, Forests in Togo		√
	7	Institutions	Park in Jordan, Airport in Beirut, National Parks in Togo	√	√
	8	Industries	Fine Woods in Togo, Furniture in Togo		√
	9	Male/ Female Presence	Male ( 9 ) Times Presence, Female ( 3 ) Times Presence	( 9 ) Times Local Male Presence , ( 3 ) Times Local	( 0 ) Times International Male Presence , ( 0 ) Time International

				Female Presence	Female Presence
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The above cultural items can be summarized in the following table with their frequency and percentage:

**Table (33) Frequency and Percentage of Cultural Items in Unit Eight of the Activity Book**

Unit	No	Type of Item	Iraqi/ Arab	International	The Final Total	% Iraqi/ Arab	% International
8	1	Names	12	0	12	100%	0%
	2	Countries, Cities, Oceans, Islands	3	3	6	50%	50%
	3	Family Members	1	0	1	100%	0%
	4	Aspects of Modern Culture	2	1	3	67%	33%
	5	Animals	1	0	1	100%	0%
	6	Climate	0	2	2	0%	100%
	7	Institutions	2	1	3	67%	33%
	8	Industries	0	2	2	0%	100%
	9	Male/ Female	12	0	12	100%	0%

		Presence					
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As the above table shows, the cultural items of the categories (countries, cities, oceans, islands) are even (i.e. local and international cultural items are equal), local cultural items of the categories (names, family members, aspects of modern culture, animals, institutions, and male/ female presence) are higher than their international counterparts, and international cultural items of the categories (climate, industries) are higher than their local counterparts.

#### **4.4 Analysis of the Literary Content in the Student's and Activity Books**

As for the literary content, it can be divided into two parts: literary stories and non-literary stories. There is no mention in the book for the novel, poetry, drama, prose, fiction or essay.

##### **4.4.1 Literary Stories**

Regarding the literary stories in the student's book, there is part called 'Literature Focus'. This part is divided into two sections A and B.

##### **4.4.1.1 Section (A): The Swing**

In this section, there is a short story by the Iraqi writer Muhammed Khudhair whose name title is (The Swing). Khudhair is an Iraqi writer born in Basra in 1942. His first short story appeared in 1962, and his stories were translated into English, Russian and French and won many awards. In this part of the literature, there is an excerpt of the life of the writer, followed by a little explanation about the story, then an excerpt of the story and four exercises about it.

The Swing is one of the best short stories about war. When Muhammed Khudhair wrote it, he was about twenty-five years old, and he found it difficult to control subjective feelings. He was sufficiently aware of the circumstances of writing the story, yet the balance between the big event and the art of expressing its heat, its impact and its shock was difficult. At the time of writing the story, he was a teacher in a countryside in southern Basra, the countryside that extends between Abi Al-Khaseeb to Fao, and this region is characterized by the beauty of nature, in which the groves of palms and rivers and above that silence and calm, and he needed the calm of the Iraqi nature, to confront the hell raging on the war front

The swing is written after June 1967 setback, and is based on the fact that it tells about the state of death, and what it causes at the same time, the war of destruction may not be noticed, as it is an internal sadness in small families, and what was also marked by this story is that it came with this 'The artistic style' meaning that the story is with the pronoun of the absent. The story opens with the personality of the Iraqi soldier, who is licensed, and he reports the death of his friend on the front. This soldier rides a bicycle on a boulevard shaded by palm fronds, then meets the family of the martyred soldier, his mother, wife, and daughter, and spends time with the martyred daughter outside the time of war and destruction, and the story ends with a symbolic end commensurated with the sanctity of martyrdom and the continuation of life after death. Some critics have criticized the descriptive entrance to the story and considered it out of action.

As for the exercises about the story, it is about completed sentences with information found in the story, a short discussion of part of the story,

and what is the moral lesson that the writer tried to convey during the story.

#### **4.4.1.2 Section (B): The Canary**

In this section, there is a short story by the New Zealand writer Katherine Mansfield entitled (The Canary). She was a conspicuous New Zealand modernist short story author and writer who was conceived and raised in colonial New Zealand and known in the pseudonym of Katherine Mansfield. When she was 19 years old, she left New Zealand and settled in England, where she joined a group of authors like D. H. Lawrence and Virginia Woolf. Mansfield was suffering from extra pulmonary tuberculosis in 1917; which led to her death at 34. Katherine Mansfield was one of the greatest new writers in English literature with T. S. Eliot, James Joyce, and Virginia Woolf. She was related to the splendid gathering of writers who made London of the period the focal point of the literary world.

The Canary was composed on 7 July 1922 at the Hotel Chateau Bellevue in Sierre, Switzerland as a present for Dorothy Brett with whom Katherine Mansfield had lived for a short time in Bloomsbury. It was her last finished story and was just published after her demise in 1923. The first motivation for the story originated from her stay at the Victoria Palace Hotel in Paris, where she used to watch a lady over the road tending canaries in a cage.

It is a straightforward story about an older lady who makes her living from preparing suppers for three youthful men. The most significant thing in her life is her pet canary. Anyone who has ever had an adored creature in their life who helped them through occasions of pity and depression will like this story. The feathered creature had an especially delightful

melody. In the past, she had concentrated her profound desires on the daily appearance of a star (Venus), yet she has moved these emotions onto the winged creature. She sees the winged creature as a male friend. She knows that the three men see her with scorn, however, discovers comfort within the sight of the feathered creature.

In any event, when she feels existentially occupied by a terrible dream and a dull night, she feels the winged animal's twittering as a comforting nearness. Since the winged creature has passed on, she realizes that she should get over the misfortune, yet feels a vacancy and trouble in life that she cannot clarify.

This is one of Mansfield's static and non-emotional stories with next to no feeling of narrative advancement and a total nonappearance of dramatic occasions. It is increasingly similar to an extremely light character sketch joined with an evocation of an enthusiastic condition of being the kind of pioneer exploring, different avenues regarding the short story as a literary type that Mansfield had been seeking after, as her incredible contemporary and companion Virginia Woolf <https://pb.idc-group.ru/55> .

Like the vast majority of her best work, it depends on the modest representation of the truth and fragile imagery for its impact. An old lady discovering solace in a pet animal is a typical enough phenomenon, and Mansfield makes a tenable record of the joy and consolation she gains from the winged creature's tune. Yet we are helped to remember her half-shaped desires, which were recently joined to her sitting tight for the night star – Venus <https://mantex.co.uk/the-canary/>.

In the students' book at the beginning of the story, there is information about the story followed by a narration and then a glossary. Regarding the

exercises, there are six exercises. The first exercise requires from the pupils to write a summary of the story. The second exercise discusses whether pupils sympathize with the woman or not. The third exercise is on linking words that have the same meaning, and in the fourth, the pupils should know the meanings of several words, while in the fifth exercise pupils must use five words of the vocabulary in sentences from their expression. In the last exercise, they must express their understanding of three phrases in the story.

#### 4.4.2 Non-Literary Stories

There are non-literary stories composed by the author of the book and not of a literary nature and under the name of (article, text or interview).

These stories are tabulated as follows:

**Table (34) Non-Literary Stories in the Student's Book**

Units	Title of the Story	Page Number
1	He was floating when he felt something push him	8
	Most smokers take it up as teenagers	9
	Let's start with diet	12
	I'll always be proud of Him	13
2	A Robbery	21



	Security Technology	23
3	She asked when she had decided	29
	Focus on careers-conference interpreter	33
4	Oasis Sports and Leisure	37
	What's your personality type	39
5	I've been coming here since 2009	46
	The atmosphere was really peaceful	49
	Why are holidays so important?	51
6	Meet a Banker	56
	Making Money	61
7	Improve your Computer Skills	66
	Using the Library	71
8	Our Natural Resources	74
	Recycling Waste	75
	A Renewable Resource	76
	The Euphrates River	78

### **4.5 Discussion**

When analyzing the cultural and literary aspects, the cultural aspects were many, varied, sufficient, and present in all units of the students' and activity books. They appear in varying proportions; some aspects were equal and some local aspects were more than international, while some international aspects were more than the local. Literature and culture are not distributed evenly, and the cultural and literary aspects are not related to their regular daily life. In addition, teachers need an instructional course on culture and literature. Ones compared to the results of previous studies, they are to be shown that the vast majority of cultural contents in the English textbooks was not adequate and did not address the measure of culture required for recognizing both Arabic and foreign cultures. Additionally, the results of other studies show that there is no linkage between the home-language culture and the target–language culture. This shows the Iraqi culture is viewed as very little contrasted with the English culture.

In this study, the cultural items of the categories (animals, drinks, family members) are even (i.e. local and international cultural items are equal), local cultural items of the categories (sports, names, countries, cities, oceans, islands, occupation, male/ female presence, transportation, art, meals, fabrics, familiar words, crockery, entertainment, archeological sites, poets, press) are higher than their international counterparts, and international cultural items of the categories (institution, politeness, aspects of modern culture, aspects of local and foreign life, clothes, markets, colors, food, education, coins, languages, restaurants, crops, climate, industries ) are higher than their local counterparts. The cultural

aspects can be summarized in a final table covering all of them, as follows:

**Table (35) Frequency and Percentage of Cultural Items in the Student's and Activity Books**

No	Type of Item	Iraqi/ Arab	International	The Final Total	% Iraqi/ Arab	% International
1	Institution	21	28	49	43%	57%
2	Politeness	0	3	3	0%	100%
3	Sports	13	5	18	72%	28%
4	Names	153	31	184	83%	17%
5	Countries, Cities, Oceans, Islands	74	50	124	60%	40%
6	Animals	4	4	8	50%	50%
7	Occupation	25	16	41	61%	39%
8	Aspects of Modern Culture	10	36	46	22%	78%
9	Drinks	1	1	2	50%	50%
10	Male /Female Presence	169	32	201	84%	16%

11	Aspects of Local and Foreign Life	1	3	4	25%	75%
12	Transportation	3	2	5	60%	40%
13	Clothes	2	3	5	40%	60%
14	Family Members	8	8	16	50%	50%
15	Art	1	0	1	100%	0%
16	Meals	6	2	8	75%	25%
17	Markets	0	1	1	0%	100%
18	Fabrics	2	0	2	100%	0%
19	Colors	1	6	7	14%	86%
20	Food	9	10	19	47%	53%
21	Education	4	9	13	31%	69%
22	Familiar Words	1	0	1	100%	0%
23	Crockery	1	0	1	100%	0%
24	Entertainment	5	1	6	83%	17%
25	Coins	5	9	14	36%	64%
26	Languages	2	7	9	22%	78%
27	Archeological Sites	5	1	6	83%	17%
28	Restaurants	0	2	2	0%	100%
29	Poets	1	0	1	100%	0%
30	Press	2	0	2	100%	0%

31	Crops	1	3	4	25%	75%
32	Climate	0	2	2	0%	100%
33	Industries	0	2	2	0%	100%

As for the literary aspects, they were insufficient, small in number, and limited to the final part, only two short stories (the Swing and the Canary) one is local and the other is international at the end of the book. The books, apart from stories, do not include any other genres like poetry, excerpts of novels or drama. In the student's book, there are also non-literary stories under the names of (article, text, or meeting). As for the activity book, it is completely devoid of literary aspects and contains cultural aspects only. The literary aspects can also be summarized in a final table covering all of them, as in the following :

**Table (36) Frequency and Percentage of Literary Items in the Student's and Activity Books**

No	Type of Item	The Author	Iraqi/ Arab	International	The Final Total	% Iraqi/ Arab	% International
1	Short Story	Mohammed Khudhair	1	0	1	100%	0%
2	Short Story	Katherine Mansfield	0	1	1	0%	100%



# *Chapter Five*

## **Conclusions and Recommendations**

## *Chapter Five*

### **Conclusions and Recommendations**

#### **5.1 Introduction**

This chapter includes the conclusions that the researcher arrives at and the recommendations that she suggests. This study has been accomplished with five chapters and aims at analyzing the cultural and literary content in “English for Iraq”, sixth preparatory stage.

#### **5.2 Conclusions**

After conducting the content analysis framework of the textbooks, several conclusions have been arrived at:

1. The various cultural sides found through the researched textbooks are: names, addressing people, food, sports, institution, politeness, countries, cities, oceans, islands, aspects of modern culture, family members, markets, fabrics, animals, drinks, transportation, Male/Female Presence, clothes, arts, meals, colors, education, familiar words, crockery, entertainments, coins, languages, archeological sites, restaurants, poets, press, crops, climate and industries.
2. The International cultural items of the categories (institution, politeness, aspects of modern culture, clothes, markets, colors, food, education, coins, languages, restaurants, crops, climate, and industries) are higher than their local counterparts.
3. The Local cultural items of the categories (sports, names, countries, cities, oceans, islands, occupation, male/ female presence, transportation, art, meals, fabrics, familiar words, crockery, entertainment, archeological sites, poets, press) are higher than their international counterparts.

4. The cultural items of the categories (animals, drinks, family members) are equal to the international items (i.e. local and international cultural items are equal).
5. There is no balance in the cultural aspects between the units found in the textbooks. It can be seen that the cultural aspects differ from one unit to another which means that there are specific units that have few cultural aspects, while other units are full of cultural aspects.
6. The English culture is unequal with the Arabic culture and there must be a balance between the two cultures because the understudies need to communicate their own culture in English. Besides, the Arabic cultural content in the textbooks is not sufficient.
7. There is no integration between the local culture and the international culture in the prescribed textbooks.
8. The findings of the research affirm that the cultural subjects are not thorough, in that they do not cover numerous significant subjects like the Islamic culture that portrays the Iraqi individuals.
9. Although there is an interest for the cultural sides from the Ministry of Education in its objectives of training English language for the secondary stage. It gave little attention to the literary sides. This is consistent with hypothesis number 2.
10. There is no integration of the literary aspects between the units found in the student's book. It may be noticed that the literary subjects are only present at the end of the book and not in other units.
11. The existing literary aspects are very little in relation to the cultural aspects. The short story is the only literary side mentioned in the books, and there is a negligence for the rest of the literary genres such as poetry, novel, play and others.



12. There are non-literary stories written by the author of the book and not of a literary nature and under the name of (article, text or interview), unevenly distributed among units.
13. The activity book is completely devoid of literary aspects, but contains cultural aspects only.
14. Literature and culture are not distributed evenly in the sense that the cultural and literary aspects are not related to their regular daily life. In addition, teachers need an instructional course on culture and literature.
15. Contrary to my hypothesis number (1) there is no ample introduction or progression of the cultural elements of the foreign language, it was found that there is ample introduction or progression of the cultural elements of the foreign language.

### **5.3 Recommendations**

Some recommendations and suggestions can be helpful to the curriculum authors in the Ministry of Education in relation to the teaching of culture and literature and valuable to English language educators who instruct in the Iraqi secondary stages due to the examination results. These recommendations can be summed up as the following:

1. The cultural aspects included in the books of English as a foreign language in Iraq should be further increased than present.
2. Textbooks ought to be assessed at different stages to discover proper ways to address any cultural insufficiencies out there. This assessment ought to be done through the Ministry of Education.
3. It is helpful for the English language educators in the preparatory stage to carefully design the cultural and literary sides present in the textbooks. This design comes through pursuing or watching the focus on culture and literature through media, books, motion pictures, or travel.

4. It is recommended that the Iraqi local culture be incorporated into the textbook on an equivalent footing with the target culture in textbooks. For instance, when there is reference to clothing in Britain, there must likewise be a reference to kinds of Iraqi dress with the goal of comparison.
5. One of the cultural issues that describes individuals in the public arena is their religious convictions. In this manner, it is completely adequate to include some moderate religious ceremonies for Iraq or the Arab world and it is a point that ought to be contemplated by the book authors and those answerable for the instructive framework in Iraq.
6. Teachers ought to team up with textbooks writers to create educational plans that adequately cover both the Arabic and English culture and literature.
7. The literary aspects included in the books of English as a foreign language in Iraq should be further increased than present.
8. Textbooks creators should think about the benefit of finding some kind of harmony between the target literature and the source literature while structuring an English course book.
9. There is a need of including Iraqi literature on an equivalent balance with the targeted literature in textbooks.
10. Textbooks ought to be assessed at different stages to discover proper ways to address any literary insufficiencies out there. This assessment ought to be done through the Ministry of Education.



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## المخلص

تعتبر الثقافة والأدب من الموضوعات المهمة في تدريس اللغة. أكد العديد من المدربين والباحثين على دمج تدريس الثقافة والأدب في محتوى الكتب المدرسية لصفوف اللغة الأجنبية. خصصت هذه الدراسة لتصميم إطار لتحليل المحتوى الثقافي والأدبي في الكتاب المدرسي "الإنكليزية للعراق" للمرحلة الإعدادية السادسة في العراق.

لتحقيق الغرض من الدراسة، اعتمدت الباحثة على تحليل الكتاب المدرسي حيث اختارت عينة مكونة من ثلاثة كتب: كتاب الطالب، كتاب النشاط وكتاب المعلم للصف السادس من المرحلة الإعدادية. حلت الباحثة الجوانب الثقافية في هذه الكتب من حيث الأسماء/ والوظيفة/ والدول/ والمدن/ وحضور الذكور / الإناث / والتأدب/ والحيوانات / وجوانب الحياة المحلية والأجنبية / والمؤسسات، وما إلى ذلك. صنفت هذه الجوانب الثقافية إلى فئتين رئيسيتين: الجوانب المحلية والدولية، كما حلت الباحثة الجوانب الأدبية في هذه الكتب من حيث القصص القصيرة. صنفت هذه القصص القصيرة إلى فئتين رئيسيتين: القصص المحلية والقصص الدولية.

تتكون هذه الدراسة من خمسة فصول، يقدم الفصل الأول مقدمات الدراسة ومشكلتها، وفرضياتها، وحدودها، وبياناتها، وإجراءاتها، وأهمية الدراسة وتنظيمها. يتناول الفصل الثاني المكونات الأدبية والثقافية في تعليم اللغة الأجنبية وتعريفاتها وأدوارها وأماكنها وأهدافها. ويعرض الفصل الثالث منهجية البحث العملي/ وتصميم الدراسة/ ووصف التحليل / وبيانات الدراسة / وجمع البيانات/ والتحليل الإحصائي / وأهداف تحليل المحتوى. أما الفصل الرابع فيتكون من جزأين: الجزء الأول يركز على تحليل المحتوى الثقافي في كتاب الطالب وكتاب النشاط. ويركز الجزء الثاني على تحليل المحتوى الأدبي في كتاب الطالب وكتاب النشاط. أما بالنسبة للفصل الخامس فيحتوي على الاستنتاجات الرئيسية وبعض الاقتراحات لمزيد من الدراسات والتوصيات.

توصلت الدراسة إلى نتيجة مفادها أن الجوانب الثقافية كانت كثيرة ومتنوعة وكافية وموجودة في جميع وحدات كتاب الطالب والنشاط وهي تظهر بنسب متفاوتة، إذ تكون بعض الجوانب متساوية وبعض الجوانب المحلية أكثر من الدولية، بينما بعض الجوانب الدولية الأخرى تكون أكثر من المحلية. أما فيما يتعلق بالجوانب الأدبية، فلم تكن كافية، وهي قليلة العدد ومقتصرة على الجزء الأخير من نهاية الكتاب. وهناك قصتان قصيرتان فقط هما (الأرجوحة والكناري)، واحدة محلية والأخرى دولية. ولا تتضمن الكتب، باستثناء القصص، أي أنواع أخرى من الأدب مثل الشعر أو الرواية أو الدراما. كما يوجد في كتاب الطالب قصص غير أدبية تحت مسمى (مقال، نص، أو مقابلة). أما كتاب النشاط فهو خالٍ تمامًا من أي جوانب أدبية ويحتوي على جوانب ثقافية فقط.

تؤكد توصيات الدراسة أنه من المفيد لمدرسي اللغة الإنكليزية في المرحلة الإعدادية التخطيط الدقيق للجوانب الثقافية الموجودة في الكتب المدرسية حيث يجب تخطيط الجوانب الثقافية بصورة تامة مثل الجوانب اللغوية. يأتي هذا التخطيط من خلال قراءة أو مشاهدة الثقافة المستهدفة عبر الكتب أو الوسائط أو الأفلام أو السفر. توصي الدراسة أيضًا بضرورة تقييم الكتب المدرسية في مراحل مختلفة لاكتشاف طرق مناسبة لمعالجة أي قصور ثقافي أو أدبي هناك. ويجب أن يتم هذا التقييم من خلال وزارتي التربية والتعليم العالي. ومن المفيد لمدرسي اللغة الإنكليزية في المرحلة الإعدادية أن يهتموا بعناية الجوانب الأدبية الموجودة في الكتب المدرسية. يأتي هذا التصميم من خلال الاطلاع أو مشاهدة المواد التي تركز على الأدب عبر الكتب أو الوسائط أو الأفلام. وأخيرًا، يجب أن يتعاون مؤلفو الكتب المدرسية مع المدرسين لوضع خطط تعليمية تغطي بشكل مناسب الأدب العربي والإنكليزي، والثقافة العربية والإنكليزية.



جامعة ميسان  
كلية التربية  
قسم اللغة الإنكليزية

تقييم المحتوى الثقافي والأدبي في سلسلة اللغة الإنكليزية للعراق المستوى الثانوي :  
دراسة تربوية

رسالة

مقدمة إلى مجلس كلية التربية / جامعة ميسان وهي جزء من إكمال متطلبات نيل  
شهادة الماجستير آداب في اللغة الإنكليزية وعلم اللغة

تقدمت بها

نوار علاء عبد الحسين

بإشراف

الأستاذ الدكتور كاظم خلف العلي

أيلول 2020