



**The Cultural Aspects in the English Textbook “IRAQ  
OPPORTUNITIES” for Intermediate Stages**

**العناصر الثقافية في الكتب المدرسية "فرص العراق" للمراحل المتوسطة**

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**A Thesis Submitted in Partial Fulfillment of the Requirements for the  
Master of Arts Degree in English Language**

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**June, 2015**

## Authorization

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## Thesis Committee Decision

This thesis " The Foreign and Arabic Cultural Aspects Embedded in Textbook "English for Iraq" for the 5<sup>th</sup> and 6<sup>th</sup> Preparatory Classes in Iraq" was discussed and certified on 27/5/2015.

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Handwritten signatures in blue ink over dotted lines. The signatures are written over three horizontal dotted lines. The top signature is a large, stylized flourish. The middle signature is a smaller, more compact flourish. The bottom signature is a long, horizontal flourish.

## **Acknowledgments**

First and foremost, I would like to express my sincere gratitude and thanks to Allah for helping me complete this thesis.

My special thanks go to my supervisor, Dr. Fatima Ja'far, who offered guidance, support, motivation, immense knowledge, and shared her precious time with me. I would like to express deep gratitude to Dr. Fatima who was patient with me and guided me effectively to have this work accomplished.

Besides, I would like to express my thanks to the thesis committee members who spent much of their time reading through this work to help me improve it. Moreover, I would like to extend my sincere and deep gratitude to all the teaching staff who were good examples to be followed and whose assistance was always appreciated.

At the end, I would like to thank the members of Iraqi Ministry of Education, teachers and supervisors in Baghdad who participated in this study and shared their knowledge and experiences with me.

## **Dedication**

I dedicate this work to my beloved family, the memory of my dear father Ali Al-Obaidi, my beloved mother who always stands by my side and keeps praying for me. I also dedicate this effort to my beloved and sweet son (Abdullah) whom I live for, my dear aunts, brothers, sister and cousins for their never-ending encouragement. Moreover, this thesis is dedicated to all my friends who helped and supported me.

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**The Foreign and Arabic Cultural Aspects in English Textbook  
“English for Iraq” for the 5<sup>th</sup> and 6<sup>th</sup> Preparatory Classes in Iraq.**

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**Abstract**

The study attempted to investigate the foreign and Arabic cultural aspects in the textbook “English for Iraq” for the 5<sup>th</sup> and 6<sup>th</sup> preparatory classes in Iraq. To achieve the purpose of the study, the researcher adopted textbook analysis as she selected a sample that consisted of six books: the student’s book, the teacher’s book and the activity book for the 5<sup>th</sup> and 6<sup>th</sup> preparatory classes. The researcher analyzed cultural aspects in these textbooks in terms of names, pictures, addressing people, women, celebrations and social events, in addition to general situations. These cultural aspects were categorized into three main categories; Arabic cultural aspects, foreign cultural aspects and intercultural aspects (common in both cultures). The instruments of the study were a checklist and open-ended interviews. Moreover, a purposive sample of 12 respondents, covering different age ranges, gender and cultural backgrounds was chosen

to achieve the objectives of the study. The sample consisted of 4 supervisors and 8 teachers of English who took part in the open-ended interviews. Results showed that most of cultural content in the English textbooks is not sufficient and does not address the amount of culture required for identifying both Arabic and foreign cultures. Moreover, results proved that despite the existence of several important cultural aspects, it is a must to pay more attention to those cultural elements. Finally, The teachers also assumed that the English culture is dominating the Arabic Iraqi culture, and there must be a balance between the two cultures because the students need to express their own culture in English. The researcher recommended that further research on the cultural aspects embedded in EFL textbooks in Iraq be conducted.

**Key words : Culture, Cultural Aspect, Textbooks.**

## الملخص

### العناصر الثقافية في منهاج "English for Iraq"

لصفي الخامس والسادس الاعداديين في العراق

اعداد لبنى علي العبيدي

اشراف

د. فاطمة جعفر

هدفت هذه الدراسة الى دراسة العناصر الثقافية في مقرر اللغة الانجليزية "English for Iraq" للصفين الخامس والسادس في المرحلة الاعدادية في العراق. ومن اجل تحقيق اهداف الدراسة استخدم الاسلوب التحليلي للمنهاج حيث اختيرت عينة تتألف من ستة كتب هي : كتاب الطالب ودليل المعلم وكتاب التمارين لكلا الصفين. وعنيت الباحثة بتحليل الجوانب الثقافية في الكتابين والتركيز على هذه الجوانب: الاسماء والصور ومخاطبة الاشخاص ووظائف المرأة والاحتفالات والمناسبات الاجتماعية بالإضافة الى المواقف العامة. وفي هذه الدراسة صنفت الجوانب الثقافية في جداول الى ثلاث فئات كما يلي : الجوانب الثقافية العربية والجوانب الثقافية الاجنبية والجوانب الثقافية المشتركة بينهما.

واستخدم في الدراسة قوائم التحليل والمقابلات المفتوحة كأداتي الدراسة الاساسيتين واختيرت عينة تتألف من 12 يمثلون الفئات العمرية والجنس والخلفيات الثقافية لتحقيق اهداف الدراسة والعينة تحتوي معلمين ومشرفين للغة الانجليزية. ولغرض التخصيص والتحديد شارك في هذه الدراسة 4 مشرفين و 8 معلمين للغة الانجليزية في المدارس الحكومية في العراق.

تشير نتائج هذه الدراسة الى ان غالبية الجوانب الثقافية المغطاة في هذا المنهاج للصفين تضمنت الاسماء والصور ومخاطبة الاشخاص والاحتفالات والمناسبات اضافة الى وظائف النساء في المجتمع ,ومن الجوانب الثقافية التي احتوتها هذه الكتب ايضا الجوانب العامة مثل الطعام

والرياضة ومهن الرجال والإعلام. وبينت الدراسة أيضا ان المحتوى الثقافي لهذه المناهج ليس كافيا ولا يغطي الهدف المنشود في تغطية الثقافة العربية والأجنبية على السواء.

أشارت النتائج الى ان مزيدا من الاهتمام يجب ان يلقى على الجوانب الثقافية في هذه المناهج على الرغم من احتوائها على بعض من هذه الجوانب. وأخيرا اوضحت الدراسة ان الجوانب الثقافية الاجنبية تطغى على الثقافة العربية العراقية ومن الأهمية بمكان لايجاد توازن بينهما. واختتمت الباحثة الدراسة ببعض التوصيات منها اعداد المزيد من الابحاث لدراسة الجوانب الثقافية في مقررات دراسية اخرى .

**الكلمات المفتاحية :** الثقافة، العناصر الثقافية، الكتب المدرسية

## **Chapter One**

### **Introduction**

Chapter One starts with the background of the study which sheds light on culture and the English language in Iraq. Moreover, it briefly presents a background about the educational system in Iraq, the statement of the problem, objectives, questions, significance, limitations and limits of the study. Finally, it closes with the definition of terms.

#### **1.0. Background of the Study**

Iraq has been the cradle of the first human civilizations. The Sumerian, the Acadian, the Assyrian and the Babylonian civilizations flourished in Iraq. With the advent of Islam and the prospering of the Arab-Islamic development, which arrived at its crest through-out the Abbasids, Baghdad became the center of the world culture, knowledge and creativity attracting scholars, men of letter and intellectuals from all over the world.

English is a foreign language in Iraq. It was previously taught from the fifth grade in primary schools, but according to the latest educational policy, English will be taught from First grade onwards as a compulsory

subject, and there will be a gradual shift towards English language all over the country.

The establishment of education system in Iraq was in 1920 and included both public and private tracks. The education became free in general and at all levels in the early 1970. Two ministries in Iraq organize the education: the Ministry of Education and Ministry of Higher Education and Scientific Research. While the Ministry of Education is responsible for the pre-school education, primary educations, secondary and vocational education, the Ministry of Higher Education and Scientific Research (MOHSR) takes the responsibility of higher education and research centers.

Just before year 1990, the Iraqi educational system was one of the best in the whole region, after many wars and the economic sanctions that Iraq was going through, it started to decline rapidly. The situation in the south of Iraq, according to UNESCO report, was getting worse although it was provided by the fundamental requirement.

At that time, north Iraq was not suffering like other places, because of the organized rehabilitation and reconstruction provided by the UN and other organizations and in agencies in that area. Since 2003 many problems impeded the system such as system as lack of materials, politicizing the educational system, the teachers' and students' internal migration, corrupt-

ion and security threats. Illiteracy spread over compared to the time before 1990, and now most of the rural population and few of the entire adult population of Iraq never went to school, and never studied in high school. The number of literate people between male and female population is no more equal.

The current curriculum used for teaching English in Iraq is “English for Iraq”; is developed to provide opportunities to practice English using a variety of reading and listening materials. Reading texts include websites, e-mails, articles, leaflets, reports, with graphs and tables, guidebooks and advertisements. Text books are prepared by a respectful committee and duly engaged in following up the evaluation of the curriculum, which was set in 2013.

Education in Iraq consists of the following stages:

- A. Primary Education from first grade to sixth grade.
- B. Intermediate Education from seventh grade to ninth grade.
- C. Secondary Education from tenth grade to the twelfth grade.

The primary stage covers six grades. After students complete these stages, they are required to pass a national examination before they continue their studies in intermediate school. After students complete the three intermediate grades, only students who pass a national examination may enter a general secondary, vocational, or commercial school.

Newmark (1988) defines culture as “the way of life and its manifestations that are peculiar to a community that uses a particular language as its means of expression”(p.94). All cultures around the world have their inclinations, practices, values, and traditions that cannot be separated from the language utilized in communication. There is a deeply rooted relationship between language and culture. Language is used to maintain and convey culture and cultural ties. Moreover, in the field of English Language teaching (ELT), the positive implications of including cultural elements of the target language into instructional materials are largely known and accepted.

Additionally, language and its culture are inseparable from each other. A new culture is taught by teaching the English language. Language learners have the capacity to function appropriately in the target language by understanding the culture of the target language.

**Note:**

The researcher started studying the textbooks“IRAQ OPPORTUNITIES”, department of curriculum at the Ministry of Education in Iraq change the whole curriculum and the researcher had to use the new textbook instead which is “ English for Iraq ”.

## **1.1.Statement of the Problem**

Each language carries its culture.To learn the language it is important to understand the culture.The study of culture is important for the development of language, and it is useful to maintain the cultural content in the textbooks. Besides ,it is also important to strike a balance between foreign and Arabic cultures in private and public schools' textbooks so as to increase the students' knowledge of the value of cultures. This study aims to evaluate the degree of balance between these two cultures in the English text books “English for Iraq”.

## **1.2. Objectives of the Study**

The current study aims at:1- Investigating foreign and Arabic cultural aspects embedded in the English textbooks for the 5<sup>th</sup> and 6<sup>th</sup> preparatory classes in Iraq, 2- Examining the objectives set up by the Iraqi Ministry of Education regarding the cultural aspects. 3- Knowing the teachers' and supervisors' perspectives about teaching cultural aspects in the textbooks.

## **1.3. Questions of the Study**

The study aims to answer the following questions:

1. What are the foreign and Arabic cultural aspects embedded in the Iraqi

textbooks for the 5<sup>th</sup> and 6<sup>th</sup> preparatory classes?

2. To what extent do these textbooks meet the objectives set by the Iraqi Ministry of Education regarding the cultural aspects?

3. What are the English teachers' and supervisors' perspectives about teaching foreign and Arabic cultural aspects in the textbooks they use?

#### **1.4. Significance of the Study**

The importance of teaching culture in teaching languages has been recognized and widely discussed over the last two centuries. Although many studies have been conducted on materials embedded in textbooks, culture remains an important topic especially for students to develop their language skills, so it is hoped this research may fill in this gap.

Practically, this study may help curriculum designers, students, teachers, and supervisors involved in teaching foreign culture, specially, that this curriculum, and in particular these six textbooks have not been evaluated yet, for they were released only last semester in 2013.

#### **1.5. Limitations of the Study**

This study is limited to the selected textbooks and the instruments used in the study during the scholastic year of 2013/2014.

## 1.6. Limits of the study

The study was conducted during the academic year 2014-2015, in Amman/Jordan.

## 1.7. Definitions of Terms

### Cultural Aspects

**Culture:** Theoretically, Stern (2002) defined culture “as the ideas, customs, skills, arts and tools that characterize a given group of people in a given period of time.”(p.12)

Operationally, culture means the customs, values, beliefs, and traditions of people that link the past with the present and future.

**Cultural Aspects:** Theoretically, Ardila (2001) found that the cultural aspects can be portrayed under two similar-yet differing –approaches; an intercultural or culture-free approaches; and a cross-cultural or culture-bound approach.

Operationally the cultural aspects for this study were at the level of names, pictures, addressing people, women, celebrations and social events, and general situations.

## **Chapter Two**

### **Review of Literature**

#### **2.0 Review of Literature**

The current study includes several theoretical and empirical studies related to the interaction between culture and language learning in the Middle East as well as the world at large.

#### **2.1. Theoretical literature**

English language learners need to learn about the foreign culture together with the native culture in order to communicate effectively, achieving communicative competence, and this achievement is not possible without understanding the foreign culture.

Dweik (2000) maintains that the shared things among people and culture cause differences with others. According to him, being a member of the same cultural group does not mean that they share everything. People live with all their differences; perhaps because what they share is more than what they differ. When one culture enters into contact with another, differences are a potential main source of conflict. Differences can be caused by many factors such as age, gender, race, social class, generation, life experiences, and conversational styles. With the existence

of all these differences, communication would not be possible unless people try to find some sort of understanding.

Thompson (1990) defines culture as " the pattern of meanings embodied in symbolic forms , including actions, utterance and meaningful objects of various kinds, by which individuals communicate with one another and share their experiences , conceptions and beliefs"(p.132).

According to Matsumoto (2000) :

Culture is a dynamic system of rules, explicit and implicit, established by groups in order 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, (p.24).

Moran's (2001) point of view is that there are five dimensions of culture: products (e.g. tools, food, clothes), practices (e.g. verbal and non-verbal language, actions and interactions, taboos), perspectives (values, beliefs), communities (race, gender, religion, etc.) and persons (individuals). Culture for Moran is the evolving way of life of a group, consisting of a shared set of practices associated with a shared set of products, based upon a shared set of perspectives on the world, and set within specific social context. He separates teaching language and teaching culture, saying that "one learns the language first and then, when one has acquired enough

mastery, one uses the language to learn about the culture” (p.39). He came to a result that in order to tailor the language-and-culture so as to make it more accessible ,it necessarily involves separating language from culture and working separately on the language to learn culture.

Many scholars discussed the relationship between language and culture. Zhuanglin (2001) states “It has long been recognized that language is an essential and important part of a given culture and the impact of culture upon a given language is something intrinsic and indispensable”(p.20).

Alptekin (2002) indicates that learning a foreign language becomes a sort of acculturation, where one acquires new cultural frames of reference and a newworld vision, reflecting those views of the target language culture and its speakers. However,Condon (1973) asserts that” the generalized impression created by North American culture may be that of a frantic, perpetual round of actions that leave practically no time for personal feeling and reflection”(P.25). ForL2 learner, understanding a new

culture, even in a foreign language classroom , can go opposite to an individual 's point of view, self-identity, types and systems of thinking, acting, feeling, and communication. When that disturbance is severe(usually not in a foreign language situation), a learner may develop a cultural shock, a phenomenon extending from mild tension to deep

psychological crisis. Cultural shock may be encountered by feeling of estrangement, anger, hostility, hesitation, dissatisfaction, unhappiness, sadness, loneliness, homesickness, and even physical disease.

Fennes and Hapgood (1997) say that intercultural learning does not happen by accident, a chance encounter between two individuals from different cultural groups from different cultures requires a structure, planning and preparation.

Teaching culture is not an easy process. Hadley (1993) asserts that "language instructors need an organizing scheme that would help them select appropriate cultural content. Without such a scheme the teaching of culture can become a kind of trivial pursuit of isolated bits of information " (p.360)

According to Kennedy (1991) "Teachers, like other learners, interpret new content through their existing understanding, they modify and reinterpret new ideas on the basis of what they already know or believe" (p. 2). Furthermore, Fantini (1997) notes that without an alternative form of communication, we are restricted to continue perception, once ptualization, formulation, and expression of our thoughts from a single vantage point.

Ryffel (1997) clarifies that the teachers of foreign language must have the following:

1. Clear and well-defined goals that help structure the learning activity for a particular time, with a particular group, in a particular situation, and for a particular purpose.
2. An experience or activity that will provide the basis of the language/culture learning provided that students have a chance to interact with or react to the material at some point.
3. A means for students and teachers to process or reflect on the learning activity or experience (p. 32).

Additionally Tseng (2002) adds that successful language learning requires language users to know the culture that underlies language. McKay (2003) contends that there are two ways in which culture impacts language teaching: linguistic and pedagogical.

Linguistically, it has an influence on the semantic, pragmatic, and discourse levels of the language. Pedagogically, it impacts the language materials choice, because cultural content of the language materials and the cultural fundamentals of the teaching methodology are to be contemplated while deciding upon the language materials. For example, while some textbooks present samples from the target culture, others utilize source culture materials.

Gao (2006) asserts that the interdependence of language learning and cultural learning is so explicit that one can jump to a conclusion saying that

learning a language is learning a culture and consequently, teaching a language is teaching cultures. Furthermore, Gao asserts that foreign language teachers should be aware of the place of cultural studies in foreign language classroom and attempt to develop students' cultural awareness and enhance their communication, competence, and efficiency.

Ellis (2003) asserts that authentic children's literature provides a rich resource for culture learning as it includes cultural information divided into eight categories:

- Linguistic: for example, conventions of politeness;
- Geographical: for example, information about different countries, flags, capitals;
- Historical: for example, information on dinosaurs.
- Festivals: for example, information on Easter.
- Illustrations: for example, information conveyed through illustrations;
- Everyday life: information on shops and shopping, meal times.
- Citizenship-related issues: for example, tolerance
- Song, music and rhymes: many traditional songs and rhymes link well to stories and provide authentic examples of children's lore.

McKay and Bokhorst-Heng (2008) advise against the usage of Western culture and values in English teaching materials. This is because a

number of studies have discovered that inserting Western cultures in teaching materials is disadvantageous to students, as including Western cultures could make a contribution to students' discontent with their own culture. Moreover, dissatisfaction with students' culture may be caused by including target language culture, as they judge their local culture against the culture they are learning. Then they assert that students will have a better motivation when learning English through the context of their own country and their own culture.

Textbooks evaluation criteria according to Cunningsworth (1995), are four:

1. Learners' needs.
2. The textbooks' usability for the learners.
3. Textbook's role as a support for learning.
4. The process of learning.

Hutchinson and Waters (1987) claim that evaluating textbook is basically an analytical a straightforward matching process: matching needs to the available solutions. Sheldon (1988) clarifies that teachers use textbook for three reasons. First reason is they face difficulties to develop their own classroom materials .Second, there is a limited time for teachers

to develop new materials according to the nature of their profession. Third, teachers' restrictions by external pressures.

Eills (1997) distinguishes two approaches for evaluating materials, they are: a predictive evaluation and a retrospective evaluation, while a predictive evaluation is designed to make a decision considering what materials to be used, a retrospective evaluation is designed to examine the materials that already have been used. Retrospective evaluation can be impressionistic or empirical. He suggests that one way in which teachers can conduct empirical evaluations is by investigating specific teaching tasks. Finally, he suggests that task evaluations constitute a kind of action research that can contribute to practice reflection in teaching process.

## **2.2. Empirical studies**

Several studies have also been conducted to highlight the integration between language and culture. Ramirez and Hall (1990) analysed the cultural components of Spanish textbooks used in secondary schools of New York, and this revealed that the majority of countries that speak Spanish and groups speaking Spanish within the United States were underrepresented. Photographs and references tended to describe the middle and upper classes, and few references were made to poverty, malnutrition, political strife, or cultural events.

Bobda (1997) notified that the history of EFL in Cameroon witnessed three significant periods in the development of materials in

relation to the environment. First there was a period when all materials were based primarily on British cultural context. Then the stage of the incorporation of African cultural content into curriculum followed, and finally, from the late 1980s to date, the stage of indigenization of materials to a basically Cameroonian context continual.

Herron, Dubreil, Cole, and Corrie (2000) examined whether students of foreign language (FL) learn cultural information embedded in videos. There were fifty beginning French students participating in this study. They viewed eight targeted videos as part of their curriculum which was based on multimedia. Eight post video tests measured short-term retention of culture in each of those eight videos. Oral dialogues tested interaction ability of students culturally and appropriately in a communicative manner .A questionnaire analyzed student comprehension of cultural learning. Video using as an effective technological tool for presenting culture in the FL classroom was supported by the results of the study.

Stapleton (2000) discussed the native English speaking teachers' views on the role of culture in TEFL. Teachers of Twenty-eight university-level in Japan responded to a questionnaire by providing comments about the extent and nature of the culture they teach. Respondents showed that while culture should be part of TEFL, they included it in their classes more randomly than other aspects of their teaching. Teachers also had given

serious thought and taken action to make modifications in their style of teaching based on the observation of their students' cultural style of learning. Responses to questions on ELT books revealed that respondents showed some ambivalence about the cultural content in textbooks, mainly with regard to stereotyping, the American bias, and the superficial nature of the content.

Saluveer (2004) examined the teaching situation and learning culture in English classes of the Estonian's secondary schools, 65 teachers and 193 students were administered by two questionnaires. The questionnaires concluded that the definition of culture for teachers mostly was the observable aspect of culture (art, customs, traditions, way of life and behaviors) and invisible features (belief, values, and attitudes). It was also concluded that the students considered that it is important and helpful to learn culture in order to understand other cultures.

Önalın (2005) investigated Turkish teachers' beliefs and opinions on the place of target cultural information in English language teaching, in addition to their related practices and applications in EFL classrooms in Turkish higher education context. In this study, in order to collect data, two approaches were used: a written survey questionnaire and an interview. The results of this study found out that teachers mostly define culture in the sociological sense, such as values and beliefs. Their definition of culture in the framework of ELT slightly shifts towards a culture that's more visible,

such as food and clothing .The study also revealed teachers' positive attitudes towards incorporating information about culture in their instruction.

Ja'far(2006) investigated the aspects of foreign culture comparing them to the Arabic aspects in English teaching textbooks for the basic stages in Jordan. The study followed textbooks content analysis for cultural aspects at the level of word, pictures, names, pets, women, celebrations and social events, addressing people, and social concepts and values. Data analysis of the Action Pack's series accredited for 1 to 6 grades at public schools, showed that the percentage of foreign aspects was 76%, which revealed a contradiction with the Arabic aspects with percentage of 24%, it implied that the essential stage pupil is seriously exposed to the foreign culture may cause a cultural shock, reducing the motivation to learn English because of cultural distance. Evaluating the cultural content of these textbooks was proposed by the researcher to strike a balance between the Arabic- Islamic culture and the foreign culture, so pupils would be enabled to relate English language to real life, and anticipate receiving the foreign culture at the expenditure of the Arabic culture.

Sarah (2006) investigated how the Algerian textbooks of English used at the Intermediate and Secondary Levels dealt with the English language cultural component. Additionally, an attempt was made to

investigate the teachers' understanding of culture and culture teaching, the way of handling it in class, and their perspectives about its position in the course books they use. For learners, their perceptions of English learning and their attitudes towards English-speaking cultures were also examined. There was another aspect of this study, to test and design the effectiveness of a culture training program intended for prospective teachers of English. Through this study, a qualitative analysis was conducted by employing an evaluative guide, an experiment, two teachers' questionnaires, and a pupils' questionnaire. The first Teachers' questionnaire was concerned with the approach, methods and techniques of culture teaching; the second questionnaire was interested in the place of culture in School textbooks in the Intermediate and Secondary schools. Meanwhile, the pupils' questionnaire concentrated on their viewpoints about and attitudes in the direction of learning the English language and culture. The results brought into being that the target language cultural aspect was either overlooked or inadequately regarded in the textbooks. It showed that 50 percent of the teachers did not include culture in their language lessons, notwithstanding their realization of its relevance, and that learning of linguistic components was given more importance by the majority of the learners, though they did not on the whole bring about negative attitudes towards English-speaking cultures. The investigational program about culture had proved to be successful with about half the participants. Recommendations suggested

that syllabus designers, textbook writers and teachers should remedy the deficiencies and reformulate the culture teaching in the Algerian School.

Alamri (2008) rated the value of English language textbook in the sixth grade of the Saudi boys' schools, which was introduced at the elementary level by the Education Ministry in 2004. In this study, a survey questionnaire was used to elicit perspectives of 93 English language teachers and 11 supervisors in Riyadh Educational Zone about the textbook in question. The results designated that means of the two populations of the study (teachers and supervisors) did not differ significantly, with the exception of the flexibility of the textbook and the different natures of their occupations might be the cause behind this change.

Al-Ja'bari (2010) investigated and described how culture is presented in English textbooks "English for Palestine" (EFP) in Palestinian high school. Three instruments were used by the researcher to conduct the study, a questionnaire for teachers, a questionnaire for students, and a textbook evaluation guide to evaluate the cultural content. The study result showed that although the guidelines for "English for Palestine" recognized the importance of culture in the EFL class, this recognition did not appear to be well reflected in the textbooks and teachers' practices, which meant that there was a gap between the ministry guidelines for the syllabus and the reality.

Mahmood ,Asghar , &Hussain (2011) attempted to highlight the cultural representation in ESL textbook.They came to a result which revealed that the most focus of the textbook "Step Ahead 1" was non-native culture, inadequate and Insufficient inter- cultural harmony was found in it and the least consideration had been given to the source culture, which was likely to make the learners alienated from their own culture. They argued that there should be 'globalized' approach in such issue and concluded with some suggestions that the books used as ESLtextbooks should contain some aspects of both the target and source culture and there should be the intercultural harmony.

Zhao(2011) reviewed different studies about the relationship between Language and culture ,saying that language is an essential and important Part of a given culture, he concluded that culture exerts numerous Influences n EFL learning. So, culture should be included in EFL learning.

Doganay, (2013) conducted a study for realizing the inspiration of cultural founded activities in foreign language teaching through conducting a number of lessons that continued approximately through 10 weeks in Language School at SüleymanDemirel University. The study aimed to discover the students' attitudes towards teaching /learning foreign language through cultural based activities, and the cultural based activities applied in English lessons influenced on developing communicative and linguistic

competence in L2. Games, role plays, dialogues, discussions, home and host cultures comparisons, video and authentic materials that can help and encourage students to sustain their concentration and work were used. The students explored communicative skills through performing various cultural based tasks and exercise. The tasks directed both the teachers' and students' insights into the fact that cultural based activities could be used not only to develop students' self-confidence and language skills, but correspondingly to increase their sense of awareness of intercultural concerns in L2.

Kirmizi (2013) aimed to find out the preferences of Turkish learners in terms of teaching and learning of culture in order to focus on the language teaching practice in an EFL context. To collect data, the study used a questionnaire which was administered to 92 participants. According to the findings of this study, it was suggested that the awareness of Turkish learners must be raised (increased) in terms of the importance of the target culture. The study also showed another important finding, that students in Turkish context did not see learning culture is essential for effective communication.

Nomnian (2013) explored Thai cultural aspects in six textbooks of English language called "World Wonders 1" and My World Series 2-6 that is used for secondary school students at the district of SaiYok,

Kanchanaburi province, in Thailand. Five main aspects were categorized from the findings in this book, the first aspects were the products which include rice, spak, takraw, tuktuk. The second aspects are the practices including cooking, eating and Thai boxing. The third aspects were the persons, Siamese king and Vanessa-Mae. The last aspects were the places such as sites, for tourist like the Phi Phi Island, Phuket, Bangkok, Chiang Mai, and Lopburi. Through this study it was discovered that there is a possibility for implicating the English language textbook development which is culturally suitable for language teachers and learners at the secondary school in Thailand.

Dweikat and Shbeitah (2013), investigated the cultural aspects in "the North Star" textbook which has been taught since 2008 at An-Najah University as an obligatory course. For this study, a content analysis methodology was used, it exposed that depending on the main theme of the unit, the frequency of cultural aspects was advanced in some units. The range of these frequencies extended between 22 and 274. The lowest frequency was for the religious aspects while the social components had the utmost frequency. Furthermore, it was found that the textbook dealt with various cultures, not only emphasis on different aspects of a foreign culture. Content analysis discovered that the most frequent cultural aspects were those of American culture, which indicated an obvious bias towards the aspects of foreign culture in general, and the American cultural aspects

in particular. There was no unit that talked about Arabs or Muslims except one mentioning of the word “Arab” which was stated in a manner that even dissatisfies the Arabs. The researchers’ suggestion was analyzing and evaluating the content of EFL textbooks of foreign authors to ensure that they do not include cultural aspects that might contradict co with the Arab-Islamic culture. Consequently, a careful attention should be paid to how the others are presented and how the undesirable cultural values that in a textbook can be filtered. As a final recommendation, the researchers called for EFL national curricula at the Palestinian universities.

Ahmadi (2013) explored the importance of including culture in teaching English and how well cultures and cultural related subjects had been taken into account in non-Iranian and Iranian English books in ELT. Moreover, Iranian or non-Iranian books had showed appreciation to the cultural topics in terms of sport, place, religion, tradition, drink and job in content of the books as was expected. The results concluded that illustrating culture, non-Iranian ELT books were much more successful, while Iranian ELT books were unsuccessful in indicating their culture; thus, neither Iranian EFL books nor non-Iranian’s were successful in showing cultural subjects insertion and valuation.

Nasser &Roghaye (2014) conducted a study about evaluating a third-grade high school English textbook, which was being used in all state high schools in Iran by using a needs analysis framework. First, they

analyzed questionnaires that were administered among 180 third-grade female high school students, those for whom the textbook was designed, they investigated the needs of students learning a foreign language, and used it as the basis for the textbook evaluation. The findings of evaluating the textbook revealed that although all language skills and components were almost important for the majority of the students, the textbook could not entirely support all of them together. They suggested that the textbook should be revised or at least supplemented by other instructional materials, so that it could have more effectiveness for the above mentioned learners.

Lai's (2014) goal was to explore EFL learners' perceptions of the ownership of English and cultural knowledge acquisition in the classroom through in-depth interviews. Twenty undergraduates, including both non-English-major and English-major students, from three different universities in Central Taiwan participated in this study. It appeared from the results that the majority of the participants showed rejection to the notion of English belongs to particular countries in today's world. In terms of acquiring cultural knowledge, they believed that having some target language cultural knowledge (e.g. British culture and/or American culture) is necessary in the English classroom. They would also like to explore various cultures around the world by using English language as a communication tool to become global citizens.

## 2.3 Summary

This chapter included theoretical literature conducted by researchers , and empirical studies which dealt with some cultural aspects in different parts of the world. The researcher benefited from the previous studies by knowing the importance of cultural aspects contents embedded in the textbooks, and the differences between the foreign cultural aspects and native cultural aspects. According to these studies the researcher found that culture is very important subject to be taught at schools, in order to widen the student's knowledge about their native culture and the foreign culture, once to be close to other cultures. The researcher also learned from this review, about the culture and cultural aspects in textbooks studied by other researchers. The review helped in designing the checklist, forming interview questions, and comparing the results with other research results. The current study differs from the reviewed studies being related to the new textbooks to be used in Iraq for teaching English , which have not been evaluated yet.

## **Chapter Three**

### **Method and Procedures**

This chapter describes the methodology followed in this study. It gives information about the population and the sample of the study. It also defines the instruments and reports on their validity and reliability. Finally, it illustrates the design, data collection, data analysis, statistical analysis and the procedures of the study.

#### **3.1 The Design of the Study**

The design of the study was an analytical design based on analyzing the cultural content of the textbooks.

#### **3.2 Population of the Study**

In order to examine the cultural content in the Iraqi curricula, the population of the study consisted of all Iraqi English language student's books, activity books and teacher's books. All teachers and supervisors of English language teaching of the Iraqi Ministry of Education were addressed as the population of supervisors and teachers.

### **3.3 Sample of the Study**

#### **3.3.1 The textbooks**

For the purpose of achieving the study, the researcher used " English for Iraq" series which is accredited by the Ministry of Education in Iraq for teaching English in Iraqi public schools for all stages. The analysis was focused on the textbooks of two classes that are the 5th and the 6th preparatory. The researcher tended to analyze three textbooks for each grade,namely, the teacher's book, the activity book, and the student's book. The following table gives the information particularized for each book:

**Table (1) 5<sup>th</sup> & 6<sup>th</sup> grade textbooks general information**

Book Title	Author/s	Publisher	Date of publication	Number of pages
5th grade teacher's book	Olivia Johnston & Mark Farrell	UK by Garnet Publishing Ltd.	2013	270
5th grade student's book	Olivia Johnston & Mark Farrell	UK by Garnet Publishing Ltd.	2013	207
5th grade activity book	Olivia Johnston & Mark Farrell	UK by Garnet Publishing Ltd.	2013	222
6th grade teacher's book	Caroline de Messieres Neil Blacknell & Lyne Edwards	UK by Garnet Publishing Ltd.	2013	190
6th grade student's book	Olivia Johnston & Caroline de Messieres	UK by Garnet Publishing Ltd.	2013	79
6th grade activity book	Olivia Johnston & Caroline de Messieres	UK by Garnet Publishing Ltd.	2013	190

As for the content and the materials that each book contains, the upcoming description summarizes each book. The 5th and the 6th grades teacher's book contain introductions with practical advice for the teachers so as to use the course effectively. The methodologies to be followed are described and explained, and the teaching techniques used in the courses are highlighted. Moreover, the books contain appendices at the end of each book to provide an essential reference for the teachers.

With regard to the student's books of both grades, they present opportunities to practice English using a wide range of reading and listening materials. The reading texts include websites-mails, articles, leaflets, reports, phone calls, news items and discussions. The topics reflect the age and interest of the students. Moreover, these books contain grammar and functions reference section, providing detailed explanations and examples of the language points covered in the courses, and a literature focus.

Concerning the activity books of each grade, they contain stimulating activities to enhance the students' knowledge and grammar, in addition to developing their phonic awareness and practice the four skills. These books allow the pupils to take part in communicative speaking activities, and carry out structured writing tasks. Moreover, the activity

books gave end-of-unit test that can be utilized to monitor the students' progress.

### **3.3.2 Teachers and Supervisors**

Due to the large number of the population under investigation, and due to the time limit and accessibility, the researcher has chosen a convenient sample from the large population to undertake this study. The researcher chose 8 English teachers and 4 supervisors purposfully to serve as the sample of the study.

Moreover, the researcher chose the grades 5 and 6 to conduct the study on. She chose the student's book, the activity book and the teacher's book of each grade to examine the cultural content of each.

The teachers were selected purposefully to take part in this study. At the beginning of this study, the researcher wanted to include larger number of teachers as participants, but it was not easy to find this number of teachers due to the Iraqi political situation, which prevented the researcher's movement from one place to another freely and safely. The teachers were chosen from different public schools, and they were selected purposfully on grounds of convenience and availability.

Moreover, the researcher chose purposefully to interview 4 supervisors of English who work at the Ministry of Education. Those

supervisors have sufficient knowledge regarding the topic under investigation, as they used to work as teachers before they became supervisors as well as the long experience they have in supervision.

The sample of the current study consisted of (12) participants, 4 supervisors and 8 teachers covering different demographic variables as shown in Table (1) below:

**Table (2)**

**Distribution of supervisors and teachers' sample according to gender**

<b>Gender</b>	<b>Number</b>	<b>Percentage</b>
<b>Males</b>	<b>6</b>	<b>50%</b>
<b>Females</b>	<b>6</b>	<b>50%</b>
<b>Total</b>	<b>12</b>	<b>100%</b>

**Table (3)**

**Distribution of English teachers' sample according to their teaching experience**

<b>Experience years</b>	<b>Number</b>	<b>Percentage</b>
<b>0-5</b>	<b>2</b>	<b>25%</b>
<b>6-10</b>	<b>4</b>	<b>50%</b>
<b>11-15</b>	<b>2</b>	<b>25%</b>
<b>More than 15</b>	<b>-----</b>	<b>0%</b>
<b>Total</b>	<b>8</b>	<b>100%</b>

**Table(4)**

**Distribution of Supervisors of English Sample According to their Teaching Experience**

<b>Experience years</b>	<b>Number</b>	<b>Percentage</b>
<b>0-5</b>	<b>0</b>	<b>0%</b>
<b>6-10</b>	<b>2</b>	<b>50%</b>
<b>11-15</b>	<b>2</b>	<b>50%</b>
<b>More than 15</b>	<b>-----</b>	<b>0%</b>
<b>Total</b>	<b>4</b>	<b>100%</b>

**Table (5)****Distribution of English Teachers' Sample According to the Attended Courses**

<b>Number of training courses attended</b>	<b>Number</b>	<b>Percentage</b>
<b>None</b>	<b>2</b>	<b>25%</b>
<b>One</b>	<b>2</b>	<b>25%</b>
<b>Two or more</b>	<b>4</b>	<b>50%</b>
<b>Total</b>	<b>8</b>	<b>100%</b>

**Table(6)****Distribution of Supervisors of English Sample According to the Attended Courses**

<b>Number of training courses attended</b>	<b>Number</b>	<b>Percentage</b>
<b>None</b>	<b>0</b>	<b>0%</b>
<b>One</b>	<b>0</b>	<b>0%</b>
<b>Two or more</b>	<b>4</b>	<b>100%</b>
<b>Total</b>	<b>4</b>	<b>100%</b>

**Table (7)**

**Distribution of English Teachers' Sample as per Their Level of Education**

<b>Education</b>	<b>Number</b>	<b>Percentage</b>
<b>Diploma</b>	<b>0</b>	<b>0%</b>
<b>BA</b>	<b>8</b>	<b>100%</b>
<b>M.A</b>	<b>0</b>	<b>0%</b>
<b>PHD</b>	<b>0</b>	<b>0%</b>
<b>Total</b>	<b>8</b>	<b>100%</b>

**Table(8)**

**Distribution of Supervisors of English Sample as per their Level of Education**

<b>Education</b>	<b>Number</b>	<b>Percentage</b>
<b>Diploma</b>	<b>0</b>	<b>0%</b>
<b>BA</b>	<b>0</b>	<b>75%</b>
<b>M.A</b>	<b>3</b>	<b>75%</b>
<b>PHD</b>	<b>1</b>	<b>25%</b>
<b>Total</b>	<b>4</b>	<b>100%</b>

### **3.4 Instruments of the Study**

The researcher utilized two instruments to accomplish the objectives of the study. These instruments were checklist and an interview.

#### **3.4.1 The checklist**

The checklist was developed specifically to meet the purpose of the study. The checklist was adapted from Ja'far, (2006) who listed the following elements as indicators of the foreign culture: characters' names, pictures, women, celebrations and social events, addressing people and general aspects. Some additional aspects were included in the current checklist for the purpose of the study, the cultural aspects were categorized into three types ,firstly, Arabic cultural aspects, which means that the aspect is related only to Arabic culture, secondly, foreign cultural aspects, which means the aspect is related to a culture different from Arabic, and thirdly, inter-cultural aspects, which means that the aspect is not related to any specific culture.

The researcher prepared a full checklist related to the cultural aspects and the page numbers in which they occur for each textbook of each grade. (See App. Ap. 86)

The tables consisted of various cultural domains and were divided according to two sections ; the cultural aspect and the general aspect.

Moreover, these tables which represent the cultural and general aspects found in the pupil ,activity , and teacher's book of each grade consisted of the following subsections:

1. the cultural aspect that included : pictures, names, addressing people, celebrations and social events, and women.
2. the general aspects that involved food, literature, media, male occupations, monuments, Arts and sports.( See Appendix A.P. 86)

### **3.4.2 Interview**

The researcher relied on open-ended interviews in order to get information that the structured written responses could not provide. Moreover, this type of interviews gave the researcher the chance to ask further questions to observe the interviewees' expressions and feelings. while answering the questions, as they gave instant answers rather than think of what the researcher wants to hear. (Bell, 2003)

The interviews were administered to a number of English language teachers and supervisors of English in Iraq. The interviews were recorded and transcribed. Upon convenience of the interviewees' time and place, the researcher set the date and time of each interview in advance. First, the researcher was introduced, and a brief summary was given about the

research and its objectives. Then, the interviewees were asked various questions related to the investigation such as:

1. Do you think these textbooks have enough Arabic cultural aspects related to our culture?
2. Do you think these textbooks have enough foreign cultural aspects?
3. What are the obstacles that you face in teaching cultural aspects?
4. Are the cultural aspects suitable for the grades you teach?

### **3.5 Validity of the Instrument**

#### **3.5.1 Validity of the Checklist**

A panel of experts also were asked to judge the suitability of the checklist provided their suggestions (app.C.p95). For instance, one of the jurors suggested extra items to be added to the checklist, such as taking into consideration the pictures and food mentioned in the textbooks, his suggestion was taken into account. No significant change was required concerning the major sections, but most comments dealt with corrections of some words and phrases. The Content Validity Index (CVI) was considered after receiving the feedback regarding content validity for each item of the checklist.

### 3.5.2 Validity of the Interview

To attain the validity of the interview, the researcher asked a panel of experts whose participation was demanded for establishing content validity of the instruments (app.C.p95). The jurors were asked to check the phrasing, suitability and the consistency of the interview items. Some comments and suggestions were received and slight changes on the interview questions were made accordingly.

### 3.6 Reliability of the Instruments.

#### 3.6.1 Reliability of the checklist

The reliability of the checklist was assured by applying Inter-Rater Reliability (IRR) equation. The researcher and her colleagues pinpointed the frequencies of cultural aspects embedded in the textbooks and classified them into tables. After counting the numbers of cultural aspect they measured the (IRR) according to the following equation:

$$\textit{Inter raters Reliability} = \frac{\textit{agreement frequencies}}{\textit{agreement frequencies} + \textit{disagreement frequencies}}$$

Results collected by the researcher and her colleagues are represented in the tables below:

**Table (9)****Results by Raters**

Cultural aspect	Foreign		Arabic/		Intercultural		total
Availability	Yes	No	yes	No	Yes	No	
Rater 1	10	7	9	6	10	8	100%
Rater 2	10	7	8	6	10	7	100%
Rater 3	10	6	9	6	10	7	100%

when the researcher applied the above formula on one of the chapters of the book she found that :

$$IRR= 124/ 124+230= 0.81$$

### **3.6.2 Reliability of the interview**

The interview reliability was determined by means of test-retest. The researcher conducted a pilotstudy to check the instruments' reliability. A group of 5 teachers from different schools who are not included in the sample of the study were selected to take part in the pilot study. This group had the characteristics of the wholesample of the study and they were asked

to answer the questions of the interview within twentyminutes. The pilot interview was administered during the first week of June 2014 .

Furthermore, in view of the interview, the interviewer pinpointed the exact time needed for each interview and decided if the time was sufficient or not ,as well as making sure that the interviewees did not feel bored or tired during the interview . The views of the interviewees were useful and beneficial for conducting the interviews. Those five teachers who weremembers of the pilot study were excluded from the main sample of the study.A week later, the interviews were administered again .In addition, Cronpach Alpha was used to test the reliability of the scale and alpha was (0.858) which is a reliableresult.

### **3.7 Data Collection and Statistical Analysis**

The researcher collected the raw data from the participants via the interviews and the checklist, then analyzed data in terms of frequencies and percentages, then displayed them in tables as follows:

1. The responses of all items of the questionnaire were recorded manually using a summary sheet.
2. Results were illustrated in tables, each table described a certain topic, with a title, number and was accompanied with comments and description of the higher and lower rates.

3. Results were presented in terms of frequencies and percentages.
4. The researcher interpreted the obtained data and highlighted their consistency with the findings of other researchers mentioned in the related literature.
5. Collected data was considered as follows:

80% - 100% = high

60% - 79% = medium

Below 59% = low

### **3.8 Procedures of the Study**

The researcher went through the following steps to conduct this study:

1. Reviewing several theoretical and empirical studies and a number of previous studies and articles related to cultural aspects in English textbooks
2. Determining the objectives and questions to fulfill study goals.
3. Preparing the checklist and the semi-structured interview from questions of the study.
4. Validating the checklist and the interview by presenting it to a panel of expert.

5. Reliability of the checklist and the interview.
6. Piloting the questionnaire to some participants who are not part of the sample, to determine the reliability of the questionnaire.
7. Obtaining a letter of permission from the Middle East University to facilitate and give assistance to the researcher.
8. Distributing the questionnaire during the school year of 2014/2015 along with the covering letter which explains the purpose of the study and the official permission to carry out the study.
9. Collecting the questionnaire after one week of distributing it.
10. Conducting the informal semi-structured interview forms with the experts.
11. Collecting the raw data from the checklists and interviews. Data were described, analyzed, and presented by frequencies and percentages.
12. Discussing the finding and presenting some recommendations for future studies.
13. Listing the references according to APA.

## **Chapter Four**

### **Findings of the Study**

#### **Introduction**

This chapter provides answers to the three questions of the study that investigated foreign and Arabic cultural aspects embedded in the English textbooks for the 5<sup>th</sup> and 6<sup>th</sup> grades in Iraq. These questions are:

1. What are the foreign and Arabic cultural aspects embedded in the Iraqi textbooks for the 5<sup>th</sup> and 6<sup>th</sup> preparatory classes?
2. To what extent do these textbooks meet the objectives set by the Iraqi Ministry of Education regarding the cultural aspects?
3. What are the English teachers' and supervisors' perspectives about teaching foreign and Arabic cultural aspects in the textbooks they use?

#### **4.1 Findings of the First Question**

The first question of this study is " What are the foreign and Arabic cultural aspects embedded in the Iraqi textbooks for the 5<sup>th</sup> and 6<sup>th</sup> preparatory classes?"To answer this question, data were collected and analyzed as shown in the following tables: Table(10) shows the frequency of occurrence of the cultural aspects in student's book for Grade 5.

Table( 10 )

**Cultural Aspects in the Students' Book of the 5th Grade**

<b>Students' Book Cultural Aspects</b>								
No.	Cultural Aspect	Total	Arabic		Foreign		Intercultural Cultural	
			No.	%.	No.	%	No.	%
1	Names	283	179	63%	104	37%		
2	Addressing People	16	0	0	16	100%		
3	Celebrations	10	8	80%	2	20%		
4	Woman occupations	14	7	50%	7	50%		
5	Pictures	212	56	26%	47	22%	109	52%
<b>General Situations</b>								
6	Food	4	2	50%		0	2	50%
7	Media	14	1	7%	7	50%	6	43%
8	Art	2	2	100%	0	0		
9	Literature	2	0	0	2	100%		
10	Monuments	9	8	89%	1	11%		
11	Sports	5	2	40%	3	60%		
12	Male occupations	16	5	31%	11	69%		

Table (10) above shows the occurrence of the studied cultural aspects throughout the students' book of Grade 5. The results are presented in terms of numbers and percentage for both Arabic and foreign cultures in addition to the inter-cultural aspects ( could be related to any culture).

Results indicate that there are 283 names mentioned in the students' book , among which 63% are related to the Arabic culture and 37% are foreign. Among the Arabic names mentioned in this textbook are: Hadi, Khalid, and Huda . On the other hand, Anne, Marie ,Mark and Nina are examples of foreign names. The next cultural aspect investigated is the celebrations and the social occasions. Results show that despite the importance of this aspect there are very few occasions mentioned in the textbook. Celebrations and occasions are mentioned only ten times among which 80% are related to Arabic culture such as Ramadan, EidAlfitir, Babylon International Festival, and only 20% are foreign such as Mother's Day.

Moreover, addressing people is another aspect investigated in the textbooks of the fifth grade. Table ( 10) above shows that 100% of the terms used to address people are foreign such as Mr. Khalid and Mrs. Crosby. When it comes to women's occupations, 50% of them are Arab women occupations such as nurse, and 50% are foreign such as hair dresser. As for the pictures in the book, there are 212 pictures among which 26% are pictures related to Arabic culture such as the picture on page 64 in which a woman wears Hijab and Abaya, and 22% are related to foreign culture such as the football team of England and Spain in Madrid page 93 while 52% are intercultural.

Many general cultural aspects are mentioned in the student's book such as food, media, art, literature, monuments, sports and men. Food is mentioned twice throughout the book, 50% are Arabic food such as dates and 50% are intercultural as chicken and cakes. Regarding media, there are 14 programs mentioned in the book, 7% is Arabic that are "Bakkar cartoon" and "Who wants to be a millionaire" .On the other hand, the table shows that 50% of the programs are foreign while 43% are intercultural such "Lifestyle "and "soap operas" which are foreign while weather forecast and news are intercultural. Additionally, only two artists were mentioned in the student's book and they are both Arab artists; Latifa and Kadhim Al Sahir. Monuments are mentioned 9 times, 89% of them are Arabic such as the Babylon Theatre and only 11% is foreign such as Maclaren's Castle.

Table (10) also shows the existence of two writers and both are foreign; J.K Rowling and William Lee. Five sports are there in the textbook, 40% are mentioned in relation to Arabic culture context such as tennis and 60% are related to foreign culture such as basketball . Some of the sports mentioned in this textbooks are scuba, windsurfing , golf, and soccer (e.g. Spain and England Football teams ). Finally, male occupation are mentioned 16 times in the student's book, 31% of them are Arabs such as the plumber and 69% are foreign such as volunteer.

Table (11) below shows the cultural aspects that occur in the activity book of the 5th grade.

**Table (11)**

**Cultural Aspects in the Activity Book of the 5<sup>th</sup> Grade**

<b>Activity Book</b>								
No.	Cultural Aspect	Total	Arabic		Foreign		Intercultural	
			No.	%	No.	%	No.	%
1	Pictures	140	13	9%	8	6%	119	85%
2	Names	177	114	64%	63	36%		0
3	Addressing People	20	0	0%	20	100%		
4	Celebrations and Social Events	8	3	37%	5	63%		0
5	Woman occupations	13	10	77%	3	23%		0
<b>General Aspects</b>								
6	Food	7	1	14%	6	86%		0
7	Literature	1	1	100%	0	0%		0
8	Media	11	4	36%	5	45%	2	19%
9	Male occupations	18	10	56%	8	44%		
10	Monuments	15	5	33%	10	67%		
11	Art	3	3	100%	0	0		
12	Sports	7	3	43%	4	57%		

Results show that there are 140 pictures in the activity book. When referring to them as cultural aspects it was found that 9% were referring to Arabic culture and 6 % referring to foreign culture ,while 85% proved to be intercultural. Names again are closely associated to culture. Table (11) above shows that names of the people are mentioned 177 times in the activity book, 64% are Arabic names and 36% are foreign. Some of the Arabic names mentioned in this book are Fareed, Waleed and Hadi and examples of the foreign names are Alexa and Josie.

Regarding addressing people, results in Table (11) above show the existence of addressing people for 20 times, 100% of them are foreign. Examples of addressing people in this book are Mr. Ahmad and Mr.Crosby. Additionally, women occupations are mentioned 13 times in the book, 77% of them are Arab women and only 23% are foreign. The book may present a typical picture of the Arab women , she was normally seen as a house wife. An example of the occupations of foreign women occupations is a journalist.

Celebrations and social events are important aspects when dealing with culture, results proved that Arabic celebrations stood at 37% while foreign hit for 63%.The Babylon International Festival represents Arab celebration while "birthday celebration" reflects foreign.

Food as a cultural aspect is mentioned 7 times, 14% are Arabic food such as "Lamb Kebab" and 86% are foreign such as "Pizza and /chips". Concerning literature, 100% is Arabic such as Gibran's poems. Moreover, media programs are mentioned 11 times, 36% of them referring to Arabic programs such as Bakkar Cartoon, and 45% referred to as foreign such as Soap Opera and Chat show , while 19% are intercultural such as News and weather forecast. Furthermore, Male occupations are mentioned 18 times, 56% of them are Arabic such as the footballer YounisMahmoodand 44% are foreign such as editors. Monuments are mentioned 15 times of which33% are Arabic ones such as the Babylon Theatre, and 67% are foreign such as a Scottish Castle . Regarding artists, there are only three artists mentioned in the book and they are all Arabs; Fairouz, KadhimAlsahir and NaseerShama . Finally, sports are mentioned seven times, 43% of them are mentioned referred to Arabic teams such as swimming while 57% are related to foreign culture such as gyms .

Table (12) shows the cultural aspects mentioned in the Teacher's Book of the 5<sup>th</sup> Grade:

**Table (12)**

**Cultural Aspects in the Teacher's Book of the 5<sup>th</sup> Grade**

Teacher's Book								
No.	Cultural Aspect	Total	Arabic		Foreign		Intercultural	
			No.	Per	No.	Per	No.	Per
1	Pictures	1	1	100%	0	0		
2	Names	274	168	61%	107	39%		
3	Celebrations	10	8	80%	2	20%		
4	Woman occupations	11	5	45%	6	55%		
5	Addressing People	21	0	0%	21	100%		
6	Monuments	5	4	80%	1	20%		
7	Food	3	2	67%	1	33%		
8	Sports	6	1	17%	3	50%	2	33%
9	Artists	1	1	100%	0	0		
10	Literature	2	0	0	2	100%		
11	Male occupations	8	2	25%	6	75%		
12	Media	4	2	50%	2	50%		

Results in Table (12) above show the cultural aspects that exist in the teacher's book of the 5th grade indicate that the names are mentioned 274

times among which 61% are Arabic names such as Waleed and Khalid while 39% are foreign .Some of the foreign names mentioned in this book are Martine and Josie. Moreover, the table shows that celebrations are mentioned 10 times 80% of which are Arabic such as Ramadan and 20% are foreign such as birthday.

Regarding addressing people, results show that 100% is foreign of such as Mr. Ahmed ,and Mrs. Howarth , mum and dad. Results prove that there is only one picture in the teacher's book related to the Arabic culture and it is on the cover page. Women occupations are mentioned 11 times in the book, 45% of them are Arabs like a mother and an interviewer ,and 55% are foreign.

General aspects mentioned in the book are monuments, food, sports, artists, literature, men and media. Monuments are mentioned five times, 80% of them are Arabic and only one is foreign monument is mentioned. Food is mentioned only three times two of them are Arabic such as roast lamb and one is foreign such as chips. With regard to sports, they are mentioned six times only one is Arabic such as swimming and 50% are foreign such as golf while 33% are intercultural namely; the Olympic Games . Moreover, results show that 100% of the artists mentioned areArabs,there is one Arabic artist namely; Fairouz . Moreover, the writers of this book counted 2 writers, 100% of them was foreign such as

Shakespeare. Additionally, male occupations existed 10 times, 25% of them are Arabic such as archaeologists and 75% are foreign such as inventor. Finally, media programs are mentioned four times. Among the examples of the programs mentioned are "Who wants to be a millionaire" (Arabic) and My Crazy Desert Life (foreign).

Table ( 12 ) above shows the occurrence of the studied cultural aspects throughout the student's book of Grade 6. Results indicate that there are 87 names mentioned in the students' book, among which 85% are related to the Arabic culture and 15% are foreign, such as Ann and Sue. Some of the Arabic names that occurred in this book are Ahmed, Tariq and Zaid.

**Table (13)****Cultural Aspects in the Student's Book of the 6th Grade**

Student's Book								
No.	Cultural Aspect	Total	Arabic		Foreign		Intercultural	
			No.	Per.	No.	Per.	No.	per
1	Names	87	74	85%	13	15%		0
2	Pictures	215	53	25%	69	32%	93	43%
3	Addressing people	8	0	0%	8	100%		
4	Celebrations	0	0	0	0	0	00	0
5	Woman occupations	25	15	60%	8	32%	2	8%
General Aspects								
6	Food	1	1	100%		0	0	0
7	Literature	2	1	50%	1	50%		
8	Monuments	5	4	80%	1	20%		
9	Sports	4	1	25%	1	25%	2	50%
10	Male occupations	19	8	42%	3	16%	8	42%
11	Art	0	0	0%	0			
12	Media	0	0	0%	0			

The second cultural aspect investigated is pictures. Results show that there are 215 pictures in this book among of which 25% are pictures related to Arabic whereas 32 % are related to foreign, and the rest which form 43% are intercultural. Moreover, addressing people is another aspect

investigated in the textbooks of the 6th grade. Table (13 ) above shows that 100% of the terms used to address people are foreign such as Mr.Hazem, Ms. Smith. In addition, results show that Celebrations and occasions are not mentioned at all . When it comes to women occupations, results show that 60% out of 25 are Arab women such as a doctor, and 32% are foreign such as the cook , whereas 8% are intercultural such as a teacher.

With regard to general aspects, there are Many general cultural aspects mentioned in the student's book such as food, literature, monuments, sports and men. Food is mentioned once in the book and that represents an Arabic food such as " Lamb Kabab". Regarding works of literature, the percentage was divided equally between foreign and Arabic as it reaches for 50% for each. Concerning monuments, they are mentioned 4 times, 80% of them are Arabic whereas 20 % are foreign such as the Roman Theatre .

Table ( 13 ) above shows the existence of male occupation on 19 occasions among of which 42% were foreign such as a police officer, painter (Chris), and 42% were intercultural, for example: driver and doctor, while 16% intercultural. Moreover, four sports are there in the textbook, 25% related to Arabic culture context which is floating, and 25% are related to in foreign cultural context which is sightseeing, while 50% are intercultural.

Table (14 ) below shows the existence of cultural aspects in the activity book of grade 6th.

**Table (14)**

**Cultural Aspects in the Activity Book of the 6<sup>th</sup> Grade**

<b>Activity Book</b>								
No.	Cultural aspect	Total	Arabic		Foreign		Intercultural	
			No.	Per	No.	Per	No.	Per
1	Pictures	30	6	20%	0	0	24	80%
2	Names	120	110	91%	10	9%		0
3	Woman occupations	11	10	91%	1	9%		0
4	Celebrations	3	0	0	2	67%	1	33%
5	Addressing people	14	0	0%	14	100%		
<b>General aspects</b>								
6	Food	5	1	25%	3	75%	0	0%
7	Media	1	0	0	1	100%	0	0
8	Literature	1	1	100%	0	0		
9	Sports	5	4	75%	1	25%	0	0
10	Male occupations	15	6	40%	1	7%	8	53%
11	Art	0	0	0	0	0	0	0
12	Monuments	3	2	67%	1	33%	0	0

According to the table above, 20% of the pictures are related to Arabic culture whereas 80% are related to foreign culture. It shows that 91% of the names are Arabic such as Adel and Saeed while only 9 % is foreign such as Smith and Sue. In addition, Table (14) above indicates that 91% of women occupations are Arabic such as a nurse ,while the rest which is 9% are foreign such as Ahair dresser . Moreover, it is indicated that celebrations represent foreign culture with 67% celebrations that reflect foreign culture; the Cultural Festival at Edinburgh ,while 33 % refer to intercultural events . 100% of the terms used to address people are foreignsuch as Mr.Crosby.

As for general aspects, results show that 25% of foods mentioned are Arabic such as seafood, while 75% are foreign such as Spanish food. On the other hand, results indicate that 100% of media programs represent foreign culture such as action movies. Regarding literature, 100 % of it represents Arabic culture that is. Finally, Table ( 14) shows that 75% of the sports found in this book represent Arabic culture such as swimming, whereas 25% represents foreign culture such as gym. With regard to arts, the table shows that there was no mention to either Arabic or foreign arts.

As for the monuments, it is indicated that 67% of the monuments mentioned in this book are Arabic such as the Temple of Hatra and Najaf, whereas 33 % are foreign such as the Roman Temple.

With regard to the 6th grade teacher's book, Table (15 ) indicates that 89% of the names are Arabic such as Hazim and Samir ,while 11% are foreign such as Cathy. Moreover, it is indicated that celebrations and pictures are not found in this book. Regarding women, the table below shows that 78 % of the women occupations mentioned represent Arabic culture such as a T.V presenter, while 22% represent foreign culture such as a doctor. With regard to male occupations, results show that 36% of the occupations are Arabic such as the dentist while 14% are foreign such as the shop assistant, and 50% is intercultural. Moreover, results show that 50% of the terms used to address people are Arabic such as Mr.Hazem while 50 % are foreign.Concerning the general aspects , results show that 100% of the food mentioned in this book represent foreign culture such as Pizza . With Regard to sports, the Table shows that 100% of the sports mentioned are Arabic such as swimming. Results indicate that monuments, arts, and literature were not mentioned.

**Table (15 )****Cultural Aspects in the Teacher's Book of the 6<sup>th</sup> Grade**

<b>Teacher's Book</b>								
no.	Cultural aspect	Total	Arabic		Foreign		Intercultural	
			no.	Per	no.	Per	No.	per
1	Names	110	98	89%	12	11%		
2	Celebrations	0	0	0	0	0	0	0
3	Pictures	0	0	0	0	0	0	0
4	Woman occupations	9	7	78%	2	22%	0	
5	addressing people	12	0	0%	12	100%		
<b>General aspects</b>								
6	food	1	0	0	1	100%		
7	sports	1	1	100%	0	0	0	
8	Male occupations	22	8	%36	3	14%	11	50%
9	Monuments	0	0	0	0	0	0	0
10	Art	0	0	0	0	0	0	0
11	Media	0	0	0	0	0	0	0
12	lliterature	0	0	0	0	0	0	0

## 4.2 Findings of the Second Question:

The second question of the study is " To what extent do these textbooks meet the objectives set by the Iraqi Ministry of Education regarding the cultural aspects?".

Culture is a fundamental component of any language, and, learning any language is not fairly accomplished without learning culture and putting the language in cultural context. Thus, The Ministry of Education in Iraq has set specific goals for teaching English in Iraq as follows:(App.D.98)

1. Enable learners to communicate in English at all levels ( listening and understanding, speaking, reading and writing) with their companions in the classroom or in the community where they live in .
2. Being exposed to other nations' cultures and literature to get benefits from.
3. Avoiding the narrow regionalism and racial discrimination.
4. Broadening students' knowledge through encouraging them to read English texts so as to get knowledge from the newest international books and publications.
5. Stressing the importance of English language's role in settling some of the problems among countries in order to boost ties.

6. Having generation who master the most important living languages in the world which helps improve efficiency in our home; Iraq, in all levels ; whether political, social or economical( labour market).

7. Dissiminating the principles and concepts of human rights and preserving them from violation. This can be assured by creating a communicating means among individuals which is the language.

8. Helping students get direct experiences via direct contact and visiting developed countries and learn their languages.

As noticed from the objectives mentioned above, there is a focus on the role of culture in teaching English to the students in Iraq . According to the Ministry of Education in Iraq, the students learn English to be exposed to other nations' cultures and literature to benefit from. Although the Ministry did not detail on how pupils can benefit from English culture, results of the study show that the textbooks , English for Iraq, address the cultural aspects covering many subjects dealing with foreign and Arabic culture.

The answer to the second question is : the textbooks of Grade5 and 6 of " English for Iraq" meet the objectives of the Ministry of Education regarding the cultural aspects.

### 4.3. Findings of the Third Question

The Third Question of this study is " What are the English teachers and supervisors'perspectives about teaching foreign and Arabic cultural aspects in the textbooks they use?"

In order to answer this question, the researcher conducted informal open-ended interviews with a number of English language teachers and supervisors, asking them to respond to the following questions that are related to teaching cultural aspects:

- Do you think these textbooks have enough Arabic cultural aspects related to our culture?
- Do you think these textbooks have enough foreign cultural aspects?
- What are the obstacles that you face in teaching cultural aspects?
- Are cultural aspects suitable for the grades you teach?

To answer the above question twelve interviewees were asked to respond. Their answers varied about both the perspectives and the obstacles. Among the twelve interviewees, eleven of them indicated that the textbooks do not address Arabic culture efficiently, and these books need to present more of Arabic culture in detail. Moreover, they pin pointed that the books deal and talk about foreign culture with lots of cultural aspects that appear almost in every page of each book.

Furthermore, when the interviewees were asked about whether the books have enough foreign cultural aspects or not, 80% indicated that these textbooks are full of British cultural aspects . On the other hand, they explained that the focus on foreign culture should go hand in hand with Arabic cultural aspects so as to strike a balance between the two cultures. Moreover, the majority indicated that to focus on foreign culture in such way may affect negatively the students as they may become unable to explain and talk about their culture in English. In addition, the interviewees suggested that this foreign culture concentration found in " English for Iraq" ,exists because these books were written and published in Britain and by British experts ,who may not be interested in striking a balance between the two cultures.

As for the obstacles that face teachers of English in teaching cultural aspects, 8 of the respondents indicated that they have difficulty explaining items that are only found in foreign culture which are not available in Arabic, such as proverbs and idioms, which drive teachers to translate them into Arabic or find an Arabic equivalent to make them clear.

With regard to the fourth question of the interview " Are cultural aspects suitable for the grades you teach?", 8 of the respondents indicated that although in some places they seem above the students' level they still

can be considered suitable and match the levels of most of the students and meet what the students need to know in English about both cultures.

The answer to the third question is that teachers and supervisors of English in Iraq feel that although there is no balance between the Arabic and foreign cultural aspects in the textbooks, they face certain problems in teaching ,and that the textbooks are suitable for the level they address.

## **ChapterFive**

### **Discussion, Conclusions, and Recommendations**

In the light of the reviewed literature and the implementation of the instrument of the study, this chapter attempted to discuss the results of the questions of the study. In addition, it included the conclusion and the recommendations that the researcher suggested. This study has been accomplished with five chapters that aimed at identifying the foreign and Arabic cultural aspects embedded in the English textbooks for the 5<sup>th</sup> and 6<sup>th</sup> preparatory grades in Iraq

#### **5.1 Discussion of the Findings of the First Question**

The first question of the study is “ What are the foreign and Arabic cultural aspects embedded in the Iraqi textbooks for the 5<sup>th</sup> and 6<sup>th</sup> preparatory classes?”

The sample of the study included six EFL textbooks ( English for Iraq) from two secondary levels; the 5<sup>th</sup> and 6<sup>th</sup> grades. The textbooks include the students’ book, the activity book and the teachers’ book of each level.

Upon analyzing the cultural content in the textbooks, the following cultural aspect were analyzed: names, pictures, addressing people,

celebrations and social events and women in addition to general aspects such as food, sports, men, media, art, literature, and monuments. These cultural aspects were categorized into three main categories; Arabic cultural aspects, foreign cultural aspects and intercultural aspects (can be found in both cultures).

Pictures are the most frequent cultural aspects in the book. The pictures were categorized into Arabic culture related, foreign culture related and intercultural pictures. The teacher's book usually does not contain pictures. Hence, if we excluded the teacher's book, the results show that the majority of the pictures are not related to a specific culture (intercultural) and very few pictures are related to either culture. This result may indicate that those who designed the textbooks did not pay attention to the fact that pictures can represent culture in textbooks and there should be focus on merging target and source cultures along with intercultural aspects so as to make harmony and not to separate students from their native culture. This result agrees with Mahmood, Asghar & Hussain (2011) as they explain when the least consideration is given to the source culture, this may lead to alienate the students from their own culture.

In addition to pictures, names also are very frequent cultural aspects in the textbooks the names are Hadi, Khalid and Huda as Arab names and Marie, Mark and Nina are the foreign names. The overall analysis of the results shows that the Arabic names are mentioned more than the foreign names in the books which could indicate that with regard to names it seems that Arabic culture is more focused on. On one hand, this focus is pretty good as focusing on Arabic culture which keeps the students in touch with their culture, however, it does not contribute to the balance that must be sought after in such textbooks. This result agrees with Jafar ( 2006) who stressed the importance of achieving a balance between the Arabic and foreign culture in English textbooks.

With regard to celebrations and social events which are considered basic cultural elements, it was reported that there are very few occasions mentioned in the textbooks. In the 5<sup>th</sup> grade there are Arabic celebrations such as Ramadan, Eid AL-fitr, and Babylon International Festival. Babylon International Festival is an Iraqi cultural festival. On the other hand, only one occasion mentioned as an intercultural event which is the Mother's Day. Regarding the 6<sup>th</sup> grade there is only one occasion mentioned in the activity book and it is related to a foreign culture. This result may refer to the fact that these books lack a very important cultural aspect, that is essential for both cultures which is celebrations and social

activities. Moreover, introducing social activities in harmony might allow the student to integrate more in both cultures.

Furthermore, addressing people is again an important cultural aspect. Results show that the terms which are used to address people refer to foreign culture. This result indicates that the English language contains a lot of expressions to address people and almost every person has a title to be called with. For example Mr., Miss, Mrs.. Have different indications which are not clarified in the book, while in Arabic the titles are not very common to everyone and may indicate different meanings. Moreover, If the way of addressing people in Arabic should be highlighted along with English's, some phrases like ( Abu Ali, Abu Omar, Um Abdullah, and Om Haidar) could be introduced.

On the side of women, results show that they are occupying various occupations. It is clear that the role of the English speaking society is very different from the role of the Arabic woman. The larger portion of the women indicated in the textbooks are Arabic which may indicate that the textbooks are trying to show the difference between the two cultures in terms of women.

Results also show a number of more general cultural aspects that are found in the textbooks such as food, sports, literature, artists and

monuments. Food is regarded one of the important aspects that distinguish one culture from the other. Results show that generally the two cultures are expressed through food; Arabic and English food. This indicates that the textbooks deal with aspect of culture fairly but it needs to be focused on more. Finally, results proved that sports, literature, arts and other general aspects are used in the textbooks to refer to different cultures. Sports mentioned in these books refer to different cultures. Arab and artists are available and writers from both cultures are mentioned. Moreover, monuments were also embedded in the books and represent both cultures . In addition, male occupations and media were included and covered various jobs and programs that are related to both cultures.

## **5.2 Discussion of the Finding of the Second Question:**

The second question is. **"To what extent do these textbooks meet the objectives set by the Iraqi Ministry of Education regarding the cultural aspects?"**

The answer of the above question is not easy to address as the objectives of the Ministry of Education regarding the culture are not clearly identified. The only article mentioned in the objectives of the Ministry of Education that deals with culture states that the curricula of English

language may enable students to read about foreign culture and benefit from the cultures of others. Although the general objectives address the cultural aspects, the officials must pay more attention to them since language and culture are interrelated and inseparable. The teachers of English language need clear aims and objectives in order to help them include culture in their teaching and embed culture in the activities. This agrees with Ryffel (1997) who states that teachers must have clear and well-defined aims and experience that help structure the learning activity. It also agrees with Gao (2006) who states that language learning is culture learning and consequently, language teaching is culture teaching. Generally and according to the overall analysis of the six textbooks, it is clear that there are cultural elements in these textbooks. This result may indicate that culture is considered a fundamental component of the language and students' involvement in the culture of language they learn. However, there should be a balance between Arabic and foreign culture..

### **5.3 Discussion of the Finding of the third Question:**

The third question is "What are the English teachers' perspectives about teaching foreign and Arabic cultural aspects in the textbooks they use?"

The answer to the above question is clearly identified by the respondents as they reported the following:

The majority of the respondents reported that the cultural content in the English textbooks is not sufficient and does not address the amount of culture required for identifying both Arabic and foreign cultures. Respondents reported that the foreign cultural aspects are dominating over the Arabic Iraqi culture and they occur almost in every page of the textbook. This result shows that there is no balance between the two cultures and the two cultures should go hand in hand to achieve this balance. This agrees with Jafar (2006) who proposed re-evaluating cultural content of textbooks, to create a balance between the Arabic- Islamic culture and the foreign culture to enable pupils relate English language to real life, and anticipate receiving the foreign culture at the expenditure of the Arabic culture. This may also negatively affect the students themselves as they will graduate from secondary school unable to express their own culture in English due to the lack of the Arabic cultural content. This concentration on the foreign culture might be explained in the light of the fact that these textbooks were written and published in Britain by English experts who are not aware of the Arabic culture, so it was not included sufficiently.

As a matter of fact, EFL teachers explained that they face difficulty in delivering the cultural content in the textbooks due to the fact that they could not find an Arabic equivalent of some English proverbs and idioms.

This result can be explained in the light of that fact that both EFL teachers and students do not think of the other culture as a separate culture which has its own components and realizations which are difficult to transfer into another culture. That means when students study another culture, they should take it as it is without comparison with theirs. Moreover, facing such a difficulty might be caused by the teacher's lack of knowledge in the English culture and they need to involve themselves more in that culture. Thus, it is necessary that an EFL instructor have wide knowledge in the English culture since it is useful for learning and teaching second language as Zhao (2011) states "second language learning is often second culture learning and cultural competence is an integral part of language competence." (p.850)

Finally, the respondents expressed their satisfaction with the level of the cultural aspects in the textbooks in relation to the students' levels. Despite the fact that there are some places in the textbooks where the level of the cultural content is higher than the students' level, it seems that generally this content is suitable for students to know about both cultures.

## 5.4 Conclusions:

The questions of the study can be answered as follows:

- Several cultural aspects can be found through the investigated textbooks that are: names, pictures, addressing people, celebrations and social events and woman in addition to general aspects such as food, sports, men, media, art, literature, and monuments.
- After analyzing the above aspects it was found that despite the existence of several important cultural aspects, it is a must to pay more attention to those cultural elements and more emphasis should be given to them.
- The Ministry of Education in its objectives of teaching English language for the secondary stage showed interest in cultural aspects.
- Teachers of the English language reported that the Arabic cultural content in the textbooks of the 5<sup>th</sup> and 6<sup>th</sup> grades is not enough.
- The teachers also assumed that the English culture is dominating over the Arabic culture and there must be a parallel between the two cultures because the students need to express their own culture in English.
- Teachers of English find it difficult to deliver the cultural content in the textbooks. One of the reasons behind this difficulty is that the level of the content is higher than the level of the students.

## **5.5 Recommendations:**

In the light of the results provided above the researcher recommends what follows:

1. Further research on the cultural aspects embedded in EFL textbooks in Iraq be conducted.
2. The Ministry of Education should work to strike a balance between the foreign and Arabic cultures embedded in these textbooks.
3. The Ministry of Education should evaluate textbooks in other stages so as to find suitable methods to address any cultural deficiency found there.
4. Textbooks designers should take into consideration the value of striking a balance between the target culture and the source culture While designing an English textbook.
5. when designing a textbook other variables ought to be focused on such as bias and gender.
6. Academics should collaborate with textbooks authors to develop curricula that sufficiently cover both Arabic and English cultures.

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## Appendix (A)

### The checklist

Students' Book Cultural Aspects								
No.	Cultural Aspect	Total	Arabic		Foreign		Intercultural Cultural	
			No.	%	No.	%	No.	%
1	Names							
2	Addressing People							
3	Celebrations							
4	Woman's occupation							
5	Pictures							
General Situations								
6	Food							
7	Media							
8	Art							
9	Literature							
10	Monuments							
11	Sports							
12	Male's occupation							

## Appendix (B)

### The Questions of the interview

Dear participants,

I am, Lubna Ali AL-Obaidi, an M.A. student in the Department of English Language, at the Middle East University in Amman – Jordan, , conducting an applied linguistics study as a partial requirement for the Masters' degree in English.

I would like to express my gratitude in advance for your taking the time in answering the following questions of the interviews ,**aboutTheCultural aspects in the English textbooks “English for Iraq” for 5<sup>th</sup> and 6<sup>th</sup> preparatory classes.**

All information provided is used by the researcher only for scientific research purposes.

Thank you for your cooperation.

Lubna Ali AL-Obaidi

E-mail: [bonaa\\_ali@yahoo.com](mailto:bonaa_ali@yahoo.com)

## PART I

You are kindly requested to mark the following questions by (x) in the item that applies to your condition.

1- What are your qualifications?

Diploma ( )    BA ( )            MA ( )            Other ( )

2- Years of teaching experience?

0—5 ( )            6—10( )            11-15 ( )

3- How many training courses you have attended?

None ( )            1 ( )            2 or more ( )

## PART II

Kindly, answer the following questions:

1- Do you think these textbooks have enough Arabic cultural aspects

related to our culture?

.....

.....

.....

.....

.....

2- Do you think these textbooks have enough foreign cultural aspects?

.....

.....

.....

3. What are the obstacles that you face in teaching cultural aspects?

.....

.....

.....

.....

.....

4- Are cultural aspects suitable for the grades you teach?

.....

.....

.....

## اسئلة مقابلات الدراسة

أعزائي المشاركون،

أنا الطالبة لبنى علي العبيدي إحدى طالبات برنامج الماجستير في قسم اللغة الإنجليزية في جامعة الشرق الأوسط في عمان / الأردن. أقوم بإجراء دراسة لغوية تطبيقية كمتطلب للحصول على درجة الماجستير في اللغة الإنجليزية .

أود أن أعرب مسبقا عن شكري و امتناني لمساعدتكم لي في إنجاز هذه الدراسة من خلال الاجابة عن اسئلة المقابلات المرفقة للدراسة ، الموسومة:العناصر الثقافية في الكتب المدرسية "الانجليزية للعراق" للصفين الخامس والسادس التحضيريين .

وسيتم استخدام جميع المعلومات المقدمة من الباحث لأغراض البحث العلمي فقط .

هذا ولكم جزيل الشكر لتعاونكم معنا في هذه الدراسة .

الباحثة

لبنى علي العبيدي

bonaa\_ali@yahoo.com البريد الإلكتروني

## الجزء الاول

1- ماهي مؤهلاتك ؟

دبلوم ( ) بكالوريوس ( ) ماجستير ( ) دكتوراة ( )

2- سنوات الخبرة في مجال التدريس ؟

( ) 5—0 ( ) 10—6 ( ) 15—11

3- كم عدد الدورات التدريسية التي حضرتها في مجال التدريس ؟

لاشئ ( ) 1— ( ) 2—فما فوق ( )

## الجزء الثاني

- هل تعتقد أن هذه الكتب المدرسية لديها ما يكفي من العناصر الثقافية العربية 1

المتعلقة بثقافتنا؟

.....

.....

.....

.....

.....

2- هل تعتقد أن هذه الكتب المدرسية لديها ما يكفي من العناصر الثقافية الاجنبية؟

.....

.....

.....

.....

.....

3- ماهي العقبات التي تواجهونها في تدريس العناصر الثقافية؟

.....

.....

.....

.....

.....

4- هل العناصر الثقافية مناسبة للمراحل التي تدرسها؟

.....

.....

.....

.....

.....

## Appendix (C)

### Panel of Experts

<b>Name</b>	<b>University</b>	<b>Specialization</b>
<b>Pro. SabbarAl-Sadoun</b>	<b>Middle East University</b>	<b>English Literature</b>
<b>Prof. TawfiqYousef</b>	<b>Middle East University</b>	<b>English Literature</b>
<b>Dr.Norma Al-Zayed</b>	<b>Middle East University</b>	<b>Teaching English as a foreign Language</b>
<b>Prof. Abed A RaufZuhdi</b>	<b>Middle East University</b>	<b>Arabic Language &amp; Literature</b>

## Appendix (D)

### General Objectives of teaching English in Iraq

#### الأهداف العامة لتدريس مادة اللغة الانكليزية:

لقد اهتمت جميع البلدان العالم بدراسة اللغات الأجنبية منذ قديم الزمان ، وازدهر تعلم تلك اللغات في القرن العشرين خاصة بعد انتهاء الحرب العالمية الثانية ، وأصبح الهدف النهائي لتعليم اللغات الأجنبية (الانكليزية بشكل خاص ) هو التواصل والذي يعني استخدام اللغة في مختلف الأغراض والمواقف .  
ولعبت الطريقة التواصلية دورا كبيرا في تعليم اللغات الأجنبية ومنها الانكليزية وأحدثت هذه الطريقة تغييرا استراتيجيا في النظرة إلى اللغة أولاً ، وفي النظرة إلى أساليب التعلم والتعليم والأسس التي تحكمها ثانياً ، وفي محتوى التعلم والتعليم ثالثاً وفيما يلي ندرج الاهداف التربوية العامة لتدريس اللغة الانكليزية :

1. تمكين الطلبة من التواصل اللغوي مع أقرانه في البيئة الصفية أو في المجتمع الذي يعيش فيه باللغة الانكليزية بمهاراتها المختلفة (السماع والفهم ، التحدث ، القراءة ، الكتابة ) .
2. الاطلاع على ثقافات وآداب الأمم الأخرى والإفادة منها .
3. تجنب الفكر الإقليمي الضيق والعصبية والتمييز العرقي .
4. توسيع آفاق الطلبة من خلال تشجيعهم على المطالعة باللغة الانكليزية وبالتالي الحصول على المعرفة من أحدث الكتب والمطبوعات العالمية .
5. التأكيد على أهمية دور اللغة الانكليزية في حل بعض المشكلات بين البلدان لغرض تحسين العلاقات بين مختلف البلدان .
6. الحصول على جيل متقن لأهم اللغات الحية في العالم مما يساعد ذلك على رفع الكفاءة في وطننا العراق في جميع مرافق الحياة سواء السياسية والاجتماعية والاقتصادية (سوق العمل ) .
7. إشاعة مبادئ وأفكار حقوق الإنسان وعدم التجاوز على حقوق الإنسان ويتم ذلك من خلال خلق وسيلة التواصل بين الأفراد الأوا وهي اللغة .
8. تمكين الطلبة من اكتساب الخبرات المباشرة عن طريق الاحتكاك المباشر وزيارة البلدان المتقدمة وتعلم لغتها .

## Appendix (E)

### Facilitation Task Letter

**MEU** جامعة الشرق الأوسط  
MIDDLE EAST UNIVERSITY  
كلية الآداب والعلوم  
Faculty of Arts & Sciences

---

الرقم، ك/ع/1/74  
التاريخ، 2014/5/5

إلى من يهمه الأمر

**تحية طيبة وبعد،**

أرجو التكرم بالعمل على تسهيل مهمة الطالبة لبنى علي عزيز العبيدي/ ماجستير لغة انجليزية وادابها والتي تشرف عليها الدكتورة فاطمة جعفر ، لتطبيق الأداة المعدة للبحث الذي سيتم تطبيقه على طلبة المدارس للمرحلة المتوسطة في اللغة الانجليزية بالمدارس الحكومية والاهلية في مديرية تربية بغداد بعنوان (العناصر الثقافية في الكتب المدرسية "فرص العراق" للمراحل المتوسطة) .

**وتفضلوا بقبول شائق الاحترام والتقدير**

عميد كلية الآداب والعلوم  
أ.د. وليد عوجان

الخبر، بيروت والدراسات  
لائحة زمايلين  
المدى العام  
2014/5/5

نسخة الصادر الخارجي

---

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## Appendix (F)

## Facilitation Task Letter

المديرية العامة لتربية بغداد / الرصافة الاولى شعبة البحوث والدراسات العدد: التاريخ: ٢٠١٤ / ٥ /	بسم الله الرحمن الرحيم 	جمهورية العراق وزارة التربية 
إلى /ث. كلية بغداد /ع. عمر بن عبد العزيز/ع. الحريري للبنات/ث.سما بغداد		
<p style="text-align: center;">م/ تسهيل مهمة</p> <p style="text-align: right;">تحية طيبة.....</p> <p>بناءً على هامش السيد المدير العام على اصل كتاب جامعة الشرق الاوسط المرقم          كـ ا ع/خ/٧٤/١/٥ في ٢٠١٤/٥/٥          يرجى تسهيل مهمة طالبة الماجستير ( لبنى علي عزيز العبيدي ) قسم لغة انكليزية عند          زيارتها لكم لغرض اجراء مقابلة مع مدرسي مادة اللغة الانكليزية لغرض اكمال متطلبات          بحثها الموسوم (العناصر الثقافية في الكتب المدرسية "برص العراق" للمراحل المتوسطة          ) للفصل الثاني من العام الدراسي الحالي ٢٠١٣/٢٠١٤ .          لاتخاذ مايلزم ..... مع التقدير</p>		
عبد المحسن حسن الموسوي المدير العام ٢٠١٤/٥/		
<p style="text-align: right;"><u>نسخة منه الى</u>          مكتب السيد المدير العام المحترم.....للعلم مع التقدير.          شعبة البحوث والدراسات .....مع الأوليات.</p>		

