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TEACHING ENGLISH IN IRAQ:
AN ANALYSIS OF AN EFL TEXTBOOK

by

SARAB AL-AKRAA
BA.UNIVERSITY OF BAGHDAD, 2007

A thesis submitted in partial fulfillment of the requirements
for the degree of Master of Arts in TESOL
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at the University of Central Florida
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ABSTRACT

This study evaluates the fifth- grade beginning English textbook, *Iraq Opportunities 3*, which was introduced in elementary schools by the Iraqi Ministry of Education in 2012. This mixed methods research aims to analyze the content of a new textbook that is considered to be the foundation of the English language program in Iraq. This is a valuable research project since its findings reveal the strengths and weaknesses of *Iraq Opportunities 3* based on three critical components: grammar, vocabulary, and culture. A survey questionnaire was used in this study to elicit the perspectives of English language teachers who are using this textbook in their classrooms along with the personal evaluation by the researcher. Three research questions were addressed in this study: 1) How are grammar and vocabulary addressed in *Iraq Opportunities 3*? 2) How are English-speaking and Iraqi cultures represented in *Iraq Opportunities 3*? and 3) Is the L2 culture represented in this textbook in a way that exposes students to the English-speaking culture? The findings are generally in favor of the textbook in terms of grammar and vocabulary and their appropriateness for the age and level of students. However, the study criticizes the limited role and the poor representation of culture in this curriculum.

In memory of my father
Swady Yousif AL-Akraa

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LIST OF ACRONYMS/ABBREVIATIONS

C1	Native Language Culture (Iraqi culture)
C2	Target Language Culture (English-speaking culture)
EFL	English as a Foreign Language
ELT	English Language Teaching
ESL	English as a Second Language
ESOL	English for Speakers of Other Languages
L1	First Language
L2	Second Language

CHAPTER ONE: INTRODUCTION

Statement of the Problem

Iraq has a long tradition of teaching English as a Foreign Language (EFL). All schools in Iraq, public or private, offer English courses. French and Kurdish are also taught in most Iraqi schools, but English has obtained a privileged status in the education system for many decades. English was taught in Iraq for the first time in a few Iraqi schools in 1873, but later, the primary education of English was expanded to all Iraqi towns during the first year of British occupation after the First World War (Kareem, 2009).

In Iraq, English education starts in the third grade and continues until high school. In the third and fourth grades, students learn English orally by memorizing chunks of vocabulary, the alphabet, and a few simple questions and answers. Basically, the fifth grade constitutes the building block for primary English language education, and that this is where students make their first contact with a foreign language truly. The students learn reading, writing, and the basic grammatical rules of speaking. They learn more advanced English in middle and high schools, including more sophisticated grammar and pronunciation. They also read longer and more difficult passages, such as short stories and novels.

In Iraq, English teachers are typically non-native English speakers. Most teachers hired by the Ministry of Education have bachelor's degrees in English literature or English education. In spite of their language proficiency, most teachers are not prepared to teach English to different ages and levels. For instance, the teachers who graduate from the School of Education are

allowed to teach different ages, but there are no training programs in second language acquisition pedagogy and teaching methodology. This is different compared to some states in the United States, where teachers who work with ESOL students are often required to take TESOL classes in order to teach ESOL learners in their classrooms. Therefore, Iraqi teachers may have difficulty in creating their lesson plans because they lack the education and experience in using different instructional approaches with their students depending on their age. Gambrell, Malloy, and Mazzoni (2007) state that “Teachers are ultimately the instructional designer who implement best practices in relevant, meaningful ways for their particular community of learners” (p.16).

Since the Iraqi Ministry of Education provides the curriculum, English teachers have no control over the materials they use or the teaching approach they take. They depend on the textbook and syllabus that they have been given for guidance. Furthermore, they do not have the opportunity to choose additional resources in teaching English because their syllabi and lesson plans are limited by the set Ministry of Education schedule (Kareem, 2009). Thus, the textbooks selected by the Iraqi Ministry of Education are essential for those teachers who use the textbook as a day to day guide; that is both the ends and a means to instruction (Posner, 1992).

There can be no doubt that evaluating the official textbooks for learning English in Iraq is a task of great importance to the future success of English learning programs. The decision of which textbook to use is a critical decision that can affect an entire generation of Iraqi children. This is why teachers should be able to analyze the textbook which they depend on and negotiate how useful it will be for the age and level of their students. Consequently, Iraqi teachers’ views on the appropriateness of the English Language Textbook (ELT) are important for analyzing and

evaluating essential criteria in these materials. Cunningsworth (1995) and Ellis (1997) assert that textbook analysis or evaluation can help teachers to move beyond impressionistic assessments and it can help them to acquire useful, accurate, systematic, and contextual insights into the overall nature of the textbook. Since language teachers use textbooks in their classrooms, they have the right to be involved in the process of evaluation in order to identify the strong and weak points in relation to their own teaching situation (Tok, 2010). Hutchinson and Waters (1987) define a textbook evaluation as “matching process: matching needs to available solutions” (p.97). It is crucial to match the ELT textbook to the context where it is going to be used and particular group for whom it is used. For example, the appropriateness and the effectiveness of content for the level and age of students, and the target language culture are sufficient tools that can be utilized to measure the significance of an ELT textbook in learning process.

The present study aims to analyze an official Iraq textbook *Iraqi Opportunities 3*. This textbook was published and adopted only recently, so evaluating it is an urgent need and has great value. An evaluation can provide a reference for the subsequent revisions and improvement of certain criteria of this fundamental textbook. This study investigates how the grammar and vocabulary are represented and whether the approaches used in introducing grammar and vocabulary in *Iraq Opportunities 3* are appropriate for the level and age of students. In addition to addressing both grammar and vocabulary, this research study examines the cultural context of the book, both in regard to Iraqi culture (C1) and English-speaking culture (C2) represented by the publisher. In order to fulfill these aims, evaluation criteria and teacher questionnaires were developed by the researcher for the analysis of the textbook content.

The Purpose of the Study

The purpose of this study is to analyze an official Iraqi textbook that is currently used to teach English as a Foreign Language. The study investigates how grammar, vocabulary, and culture are represented in the textbook through the researcher evaluation and teacher survey. The research questions that will guide this study are:

Research Questions

1. How are grammar and vocabulary addressed in *Iraq Opportunities 3*?
 - a) Do teachers find the grammar and vocabulary presented in *Iraq Opportunities 3* useful for Iraqi students as a foundation for acquiring a second language?
 - b) What approach is used to introduce grammar and vocabulary in *Iraq Opportunities 3* for the level and age of fifth grade students?
2. How are the English-speaking and Iraqi cultures represented in *Iraq Opportunities 3*?
3. Is the L2 culture represented in *Iraq Opportunities 3* in a way that exposes students to English-speaking culture?

Background of Iraqi Textbooks

For about a decade, the Iraqi Ministry of Education has been trying to improve EFL in schools. The Ministry intends to develop teaching English in Iraq and take into account all the latest changes in language teaching approaches over the last few years. During and after Saddam Hussien's regime, all Iraqi textbooks espoused Grammar Translation and Audio-lingual Methods

as the main approaches in learning English in all ELT textbooks. The main emphasis was on grammar, and vocabulary was presented by using Arabic translations or memorizing dialogue. In regards to the integration of cultural elements into ELT textbooks, the whole emphasis was put on Iraqi and Arab culture, whereas English culture remained outside of the classroom. English culture was totally neglected due to political and social reasons in that period.

Later, the Ministry of Education adopted the *Iraq Opportunities* series for all Iraqi schools to set the groundwork for successful future English language learning. This series is designed for students in Iraq. It is co-produced by York Press and Pearson Education Ltd in the United Kingdom and the Educational Research Center in Lebanon. Iraqi schools have been using this series since 2012. This set of textbooks takes Iraqi students from beginner to more advanced levels. The *Iraq Opportunities* series embraced Communicative Language Teaching, an approach that encourages an emphasis on practice as a way of developing communication skills in the target language (Richards & Rodgers, 2001), as a modern approach in teaching and learning English.

The present study centers its attention on one textbook within this series, *Iraq Opportunities 3*. The selected textbook falls under the category of beginning level. It has been developed for primary students in fifth grade in Iraq. *Book 3* aims to teach the basics of English language to young EFL pupils. It combines spoken language skills with written language literacy. *Iraq Opportunities 3* consists of 25 units and each unit focuses on the four skills of reading, listening, writing and speaking. According to Ward (2011), the author of the textbook, the material is written using a carefully graded structural and communicative syllabus, and covers topics which are interest to children of this age.

In spite of the fact that various researches have been conducted on evaluation and analysis of ELT textbooks, the area of ELT textbook evaluation is still under-researched and lacks the relevant literature that can be adopted in evaluating and analyzing textbooks (Sheldon, 1988). Therefore, researchers in this field have suggested different tools in analyzing and evaluating ELT textbooks. As Dendrinos (1992) points out, creating a checklist based on supposedly generalizable criteria, a scoring assessment method, and an evaluation guide can be available tools to assist in selecting and evaluating ELT textbooks even if the literature on the subject of textbook evaluation is not extensive. The present study intends to evaluate the *Iraqi Opportunities 3* textbook based on its content. Cunningsworth (1984) includes textbook content or language content as one of the principles and criteria that he discusses for course book analysis.

To evaluate the content of the textbook adequately, it is indispensable to define the three essential components of *Iraq Opportunities 3*. Because learning a language goes beyond the knowledge of grammatical rules, vocabulary items and culture, the researcher has selected these three significant components of the textbook as effective tools in this evaluation.

Grammar in EFL Textbooks

Grammar is the fundamental system organizing a language (Stathis & Gotsch, 2011). According to Swain (2005), language production forces learners to engage in deep syntactic processing. Canale and Swain (1990) explain that communication in the target language cannot be developed without grammar knowledge, which is why grammar plays an essential role in English Language Teaching (ELT) textbooks. Grammar presentation has been an issue in

evaluating ELT textbooks. Most EFL/ ESL textbook have adopted different approaches in presenting grammatical structures. Ellis (2006) discusses two approaches relating to grammar teaching: deductive and inductive.

Deductive and inductive are the most common approaches used to conceptualize and apply grammar in ELT materials. The deductive approach introduces grammatical rules first and then they are applied by students (Mohammed & Jaber, 2008). On the other hand, the inductive approach presents new grammatical structures to students in a real language context, so that the students learn the rules from the context (Ming-jun, 2008). Many researchers are in favor of using the inductive approach in presenting grammar. Nassaji and Fotos (2004) point out that, in terms of grammar approaches “learners must have the opportunities to encounter, process, and use instructed forms in their various form meaning relationships so the form can become part of interlanguage behavior”(p.130). They conclude that grammatical forms can be presented in meaningful context. Presenting grammar inductively can promote learner awareness of meaning–form relationships and to permit processing of the form to occur over time. In addition, Celce-Murcia and Larsen-Freeman (1999) make a stronger emphasis on inductive presentation by connecting the way people use language with grammatical form by using them in the communicative process.

This research focuses on whether grammar is represented deductively or inductively in the *Iraq Opportunities 3* textbook and how this approach is useful and appropriate to learners’ level and age in a way that enables young learners to apply grammar subconsciously in their L2 production.

Vocabulary in EFL Textbooks

Vocabulary learning plays a major role in acquiring basic language skills. Wilkins (1972) states “without grammar very little can be conveyed, without vocabulary nothing can be conveyed” (p.111). According to Silverman (2007), vocabulary is a major building block in children’s early literacy development because it provides a foundation for learning to decode and comprehend text. Therefore, vocabulary is one of the most critical components in learning and teaching a second language. ELT textbooks are one of the main sources and materials for learners to be exposed to new words, especially in EFL settings where exposure to the target language is limited. Exposing learners to target words need a strong presentation that is appropriate to their age and level. According to Cunningsworth (1995), “Recycling of new vocabulary in different contexts is also necessary to ensure effective learning, so we should explore how systematically the coursebook recycles new items” (p.102). In an EFL textbook, a Foreign Language vocabulary task presents a L2 word paired with either a picture or its native language translation (Carpenter and Olson, 2011). Ellis (1990) believes that using L1(native) translation does not only shape elementary level learners’ way of thinking but also supports their using the L2 as it helps them understand the influence of one language on another. Folse (2004) states, “Research is clear: Translations are not bad, but are in fact a helpful tool in learning new foreign language vocabulary” (p. 68). However, most language teaching approaches discourage using the language translation in teaching and learning a L2 (Hummel, 2010). On the other hand, using visuals aids is one of the most common approaches adopted in ELT textbook. According to Gambrel, Morrow, and Pressley (2007), “The use of image for teaching word identification skill

can be counterproductive if one allows students to use the image as a crutch for identifying the word instead of teaching them to use the word's orthographic" (p.119). Using visual in teaching and learning vocabulary has been supported by the finding that it is easier to name a picture than to form a mental image of a word (Carpenter & Olson, 2011).

Because language learning involves the acquisition of new words, vocabulary should be carefully represented in an appropriate way according to students' abilities. According to Krashen's (1985) Input Hypothesis theory has emphasized the significant role of the comprehensible input in learning a language. Krashen claims that "Humans acquire language in only one way— by understanding messages, or receiving comprehensible input. We move from I, our current level to $i+1$, the next level along the natural order, by understanding input containing $i+1$ " (p.2). In light of the need for comprehensible input in learning vocabulary, ELT textbooks should present vocabulary knowledge in a way that is close to the current level of learners. In other words, the vocabulary word knowledge that students are exposed to should be just far enough beyond their current level. The current research examines how vocabulary is represented in *Iraq Opportunities 3* and if the vocabulary words are useful and appropriate for the level and age of students. This paper investigates whether the vocabulary presentation is appropriate for fifth grade students to foster acquiring the new words.

Culture in EFL Textbooks

Brown (2007) defines culture "as the ideas, customs, skills, arts, and tools that characterize a given group of people in a given period of time" (p. 188). Integrating culture, either native or target, in language learning has an impact on the acquisition of foreign and

second languages. According to Mitchell and Myles (2004), “language and culture are not separate, but are acquired together, with each providing support for the development of the other” (p. 235). Peterson and Coltrane (2003) assert that learners need to be aware of the culturally appropriate ways to address people, disagree with someone, express gratitude or make requests. Thus, the lack of involving culture specific elements in language materials leads to failure to understand and communicate in the target language and societies.

Textbooks are one of the best resources for introducing C2 to EFL learners. Lee (2012) claims that textbooks introduce the culture of different countries and regions in order to make them comprehensible for students and exert a relatively remarkable influence on the fostering of students’ cultural awareness and competence of intercultural communication. According to Kramsch (1988), the target language and cultural information are often perceived by students as something authoritative since they are presented in textbooks. Moreover, the importance of culture in EFL education tends to move learners beyond an understanding of communication as an exchange of information to an understanding of people from other countries (Byram, 1997).

The present study analyzes cultural elements that are presented explicitly in the physical appearance of the textbook and implicitly in the contents of dialogues in each unit to find out which culture is highlighted in *Iraq Opportunities 3*. For example, having read a passage based on a dog, the researcher examines whether the dog is presented as a friendly family member according to English culture communities or as an unclean and untouchable animal according to Iraqi and Arabic culture. Furthermore, this research investigates the influence of culture

presentation on students' motivation as perceived by their teachers who are using this textbook to teach them EFL.

Organization of the Study

Chapter 1 provides a detailed background on teaching English in Iraq, as well as the purpose and significance of the research. The explicit research questions is provided in addition to the limitations of the study. Chapter 2 summarizes a comprehensive review of the literature. Chapter 3 defines the methodology used, including the data analysis. The results and data analysis from the survey and analysis criteria can be found in Chapter 4. Chapter 5 offers a thorough discussion and postulates a set of conclusions.

Definitions

Audio-lingual method (ALM): a language teaching methodology that isolates patterns in the target language, sequences them from simple to complex, and presents drills designed to make these patterns automatic to learners (Horwitz, 2008, p.240).

Dual coding theory (DCT): explains human behavior and experience in terms of dynamic associative processes that operate on a rich network of modality specific verbal and nonverbal (or imagery) representations. (Clark and Paivio, 1991).

First language (L1): The first language a human being learns to speak is his/her native language (Bloomfield, 1965, p. 43).

English as a Foreign Language (EFL): refers to learning or teaching English in an overseas context where English is not spoken (Horwitz, 2008, p.242).

English as a Second Language (ESL): refers to learning or teaching English in an area where English is spoken (Horwitz, 2008, p.242).

English Language Learners (ELL): students from another language background who are learning English (Horwitz, 2008, p.242).

Evaluation: the act of considering something to decide how useful or valuable it is (Longman Dictionary of Contemporary English, 2001).

Grammar Translation method: a language teaching methodology that emphasizes understanding the target language and how it is put together (Horwitz, 2008, p.243).

Post-use (Retrospective) evaluation: an evaluation employed for identifying strengths and weaknesses of a particular textbook or coursebook after a period of continued use to help teachers to decide whether to use the same text book or not (Ellis, 1997 & Cunningsworth, 1995).

Second language (L2): a language that you speak and learned in addition to your first language. (Brown, 2007)

Target language: a language other than one's native language that is being learned (Encyclopedia Britannica, 2012).

Target culture: refers to the culture of a second language. (Cortazzi & Jin, 1999)

The Zone of Proximal Development (ZPD): the distance between learners existing developmental state and their potential development. (Brown, 2007)

The Significance of the Study

Textbooks play an essential role in ELT classrooms all over the world (Dendrinos, 1992). Hutchinson & Torres (1994) state “the textbook is an almost universal element of ELT teaching” (p.315). The current study analyzes the textbook *Iraq Opportunities 3* which is adopted for the use in Iraqi elementary schools for fifth grade students, so this curriculum presents the fundamentals of English to those students. This makes the evaluation of the textbook a matter of high importance. Dendrinos (1992) explains the relative importance of a textbook connected with educational policy in a country and how the textbook should foster the goals of the curriculum and the methodology of teaching.

This study will be an evaluation of *Iraq Opportunities 3* with regard to grammar, vocabulary, and cultural influences. It will analyze the textbook’s particular theoretical approaches utilized in presenting grammar and vocabulary.

This present study also aims to investigate the integration of culture in this internationally published textbook. In addition, it is of great importance to know the perceptions of the teachers, who use this book, and whether they believe the presented culture C2 motivates their young students to acquire the target language or not. Finally, the study offers insights for those involved in educational administration and material planning in how to look at the quality of the

textbooks and their appropriateness for students in terms of their level and age. According to Cunningsworth (1995), “Coursebook analysis and evaluation is useful in teacher development and help teachers to gain good and useful insights into the nature of the material” (p.14).

Limitations

Although steps will be taken to ensure the validity and reliability of this study, some limitations may arise. The most significant limitations are:

1. The study of the analysis of only one EFL textbook may not provide a wide enough perspective to make generalizations.
2. The study is conducted on a small scale with 30 teachers from five primary schools. The researcher distributed the survey papers to a limited number of teachers who were in schools for training and administration purposes; because of this, the applicability of conclusions drawn here will be limited.
3. It is assumed that teachers (participants) answered the questions honestly and seriously.
4. The topic of textbook analysis was narrowed to the evaluation of grammar, vocabulary, and culture presentation. That is why the results may be counted as reliable only when all the limitations are taken into consideration.
5. The researcher is the instrument of data collection and analysis, always carrying the potential for bias.

6. The study is a micro-level analysis study which aims to assess specific elements in a particular textbook.

CHAPTER TWO: LITERATURE REVIEW

Introduction

Because English is a lingua franca around the world, EFL textbooks have increased widely as supplemental materials for learning and teaching English. Among all language teaching and learning materials, ELT textbooks have played a significant role in acquiring a second language. The textbook not only represents the visible heart in any ELT program but also provides advantages for both students and teachers when they are being used in ESL/EFL classrooms (Sheldon, 1988). According to Hutchinson and Torres (1994), the role of the EFL textbook can be summarized in five points. First, a textbook provides a basis for negotiation. The textbook not only represents concrete subjects of dialogues, but it provides a strong structure for controlling and managing social interaction inside the classroom. Second, textbooks provide a flexible framework for learning process. Textbooks can enable both teachers and students to develop their creativity through a secure and structured outline. Textbooks can also be freely negotiated. In this case, textbooks provide a subject that can be debated clearly in classroom interaction. Fourth, textbooks develop teaching skills. Textbooks can bring different skills and practices to the classroom, so they provide teachers with an opportunity to develop their teaching skills and instructions. Finally, textbooks cannot be more than a workable compromise. They fail to accommodate all students' needs. However, they can reflect the range of the requirements and interests that exist within any educational situation.

Regarding the multiple roles of textbooks in the ESL/EFL situation, Sheldon (1987) identifies a textbook as a published book designed to help learners to improve their linguistic and

communicative abilities. In fact, Hutchinson and Torres (1994) argue that the textbook plays an important role in teaching and learning a foreign or second language. ELT textbooks affect learners' attitudes towards language learning and influence their performance in the classrooms (Tolk, 2010). On behalf of EFL/ESL teachers, ELT textbooks support them in designing, organizing, and managing their syllabi and provide them with the framework of their teaching instruction.

Since ESL/EFL textbooks have a massive impact on the teaching and learning processes, textbook selection, analysis, and evaluation are very important issues for teachers and researchers. In fact, the area of textbook analysis and evaluation seems to be under-researched with a limited supply of clear literature (Dendrinis, 1992). In 1970, Stevick and other researchers introduce analysis standards which were established in detail and the results of ELT textbook analysis were shown in an objective form of numeric rating (as cited in Lee, 2012). Then, Skierso (1991) suggests an evaluation checklist, which includes subject matter, exercises, grammar, vocabulary, and culture integration. Similarly, Cunningsworth (1995) provides a checklist for evaluation and selection of ELT textbooks. He has taken into consideration the evaluation of a textbook based on theoretical approaches, design, language content, and skills. Some theorists in ELT textbook analysis, such as Williams (1983), Sheldon (1988), Brown (1995), Cunningsworth (1995) and Harmer (1996) suggest different criteria and characteristics in order to establish the theoretical foundation for analyzing and evaluating textbooks (as cited in Jahangard, 2007). For example, Cunningsworth (1995) proposes general criteria for textbook evaluation including 45 criteria in eight categories: aims /approaches, design /organization, language content, study skills, topic, methodology, teacher's book, and practical considerations.

Besides the checklist, Grant (1987) suggests questionnaires and interviews as effective tools can be used to evaluate and analyze textbook. Moreover, Gunningsworth (1995) has suggested an impressionistic overview by quickly looking through the textbook to provide a quick opinion. The impressionistic overview is based on the first impression which is determined by looking through the materials and visual aids. Elissondo (2001) uses this approach to analyze the heterogeneity of cultures through visual images and voices represented in texts.

Chambers considers evaluating and analyzing the textbook as a complex process because it considers pedagogical factors, including suitability for the age group, cultural appropriateness, methodology, level of quality, number and type of exercises, skills, teacher's book, variety, pace, personal involvement, and problem solving (as cited in Hashemnezhad & Maftoon, 2011). Cunningsworth (1995) distinguishes three types of textbook evaluation: predictive, in-use, and retrospective. A predictive (pre-use) evaluation is designed to examine the future or potential performance of a textbook. Cunningsworth states "pre-use evaluation is also the most difficult kind of evaluation as there is no actual experience of using the book for us to draw on" (p.14). An in-use evaluation examines material that is currently being used. According to Cunningsworth, this kind of evaluation is used "when a newly introduced coursebook is being monitored or when a well-established but ageing coursebook is being assessed to see whether it should be considered for replacement" (p.14). A post-use (retrospective) evaluation is concerned with the evaluation of textbooks after they have been used in a specific institution or situation. A retrospective (post-use) evaluation is considered the most valuable evaluation that can be used to determine the actual effect of textbook. Tomlinson (2003) claims that post- use evaluation can measure the actual outcome of the use of the materials and thus provide the data on which

reliable decisions about the use, adaptation or replacement of the materials can be made in the future.

To sum up, the current study is a post-use evaluation that focuses on the content of the textbook based on three selected criteria vocabulary, grammar, and culture to determine the strengths and weaknesses of this official curriculum.

Selection Criteria for Analysis

Grammar and Vocabulary

Skierso (1991) incorporates grammar and vocabulary into important criteria for assessing a textbook's effectiveness. He suggests examining grammar and vocabulary in terms of their acceptable level of usefulness and clarity, and their appropriateness for learners with whom they are being used.

There is no doubt that increasing learners' grammar knowledge helps significantly with accuracy and speeds second language learning (Nazari & Alahyar, 2012). On the other hand, Thornbury (2002), who considers a textbook as a source of words, indicates that vocabulary is realized in the actual content of a textbook by means of segregated vocabulary activities, integrated task-based activities, grammar explanations which are implicit in exercises, and task instructions (as cited in Catalan & Francisco). Additionally, Thornbury claims that usefulness of vocabulary words can be achieved if they can be put to immediate use.

Both grammar and vocabulary are considered the major components of any language course. It is through effective presentation of grammar and vocabulary that learners are equipped with the ability to create their own utterances in their daily use of a language.

Grammar: Inductive and Deductive

ELT textbooks currently include grammar tasks by using one of two common approaches: deductive or inductive. On the one hand, a deductive approach explains the grammar structures to learners and then trains them to apply these structures (Nazari & Alahyar, 2012). This means that rules and patterns are presented before examples are encountered. On the other hand, an inductive approach tends to introduce the target structural rules in a language context. The inductive approach fosters practicing the syntactic structure in context and then asks students to induce such rules from the grammatical examples (Nazari and Alahyar, 2012). Further, the inductive approach has been linked with a social constructivist perspective (Vogel, Herron, Cole & York, 2011) since it can provide learners the opportunity to reflect upon the language knowledge they are acquiring with the guidance of the instructor or their peers. Vygotsky's theory (1978) of the zone of proximal development (ZPD) supports collaborative discussion and learning between learners and instructor, which is fostered by an inductive approach to grammar. Krashen's natural hypothesis (1981) is in favor of presenting grammar inductively. In this hypothesis, Krashen distinguishes between conscious learning and unconscious acquisition of language (as cited in Ellis 2002). He claims that language should be acquired through natural exposure, not learned through formal instruction. The deductive approach, on the other hand, offers rules first and then examples so that an immediate application

of the rules can be provided through practicing direct examples. On the contrary, the inductive approach was equated with the Audio-lingual Method which is based on the concept that learning is a process of habit formation, which tends to present numerous examples of the structure being learned in order to help learners figure out the underlying structure until the structure becomes automatic for them (Shaffer, 1989).

Shaffer (1989) investigates the relative effectiveness of a deductive and an inductive presentation either when difficult grammatical concepts are being learned or when the students are weak. Shaffer finds that there are no significant differences between the results of using the two presentations. However, he indicates that the inductive approach can be successful in teaching adults conversational ability with modern foreign languages, but not with classical languages. Many researchers have maintained that a deductive approach is more logical and leads to a higher degree of certainty of structural knowledge (Fischer, 2002). Goner (1978) and Mountone (2004) claim that the deductive approach seems to work best with students of a high level of proficiency or with students who are accustomed to quickly and accurately solving problems, which worked in class and at the work . In contrast, other scholars, such as Ausubel and Carrol, assert that the inductive approach can be too difficult for slower learners and that only brilliant learners are capable of discovering the underlying rules and patterns (as cited in Shaffer, 1989). However, Celce- Murcia and Olshtain (2000) assert that young learners do not benefit from formal grammar. They suggest using meaningful contexts that highlight the structural form. Other researchers find that the inductive approach has proved its success in achieving students' retention and deep understanding of grammatical form (Mohammed & Jaber, 2008). Cunningsworth (1984) stresses the significance of the inductive approach in learning L2:

“The L2 learner is more fortunate in this respect as the examples presented will (or should) be systematic and fully representative of the rule which is to be learned. The essential point here is that, from examples of language, the learner induces the rule and then uses it” (p.32).

In contrast to the inductive approach, introducing grammar structure deductively is criticized because grammar is emphasized at the expense of meaning in a way that promotes passive rather than active participation of students (Mohammed & Abu Jaber, 2008). Similarly, Shaffer (1989) explained that many ELL students may apply the various learned rules without fully understanding the involved concept. Vogel, Herron, Cole, and York (2011) investigate the effectiveness of the inductive versus the deductive approach in learning the grammatical structure after conducting a study with intermediate level French students. They find that the inductive approach has a positive effect on learning grammar. Nunan (1998) and Celce Murcia and Hilles (1991) claim that learning a language through meaningful and natural context can help learners to elaborate their own discourses without worrying about committing mistakes.

Vocabulary: Visuals

Numerous studies have supported the widespread use of pictures in foreign language instruction. Gunningsworth (1995) states “The use of visuals for presentation and practice in order to provide meaningful context is almost universal in textbooks and forms one of the planks of language-teaching methodology” (p.103). Appealing pictures are effective in terms of attracting students’ attention in the language learning process (Sheldon, 1988) Using images and other visuals would be an easy way to recall and retain newly learned vocabulary. Connecting words with images can help language learners understand and memorize the meaning of new

words. The first known theoretical account of the picture superiority effect was based on Paivio's (1971, 1976) dual-coding theory. According to Clark and Paivio (1991), "Dual coding theory (DCT) explains human behavior and experience in terms of dynamic associative processes that operate on a rich network of modality specific verbal and nonverbal (or imagery) representations" (p.149). In other words, the dual -coding theory assumes that pictures are remembered better than words since they are more likely to be represented by both verbal and image codes.

Visuals have appeared to be effective in enhancing learning vocabulary words for children. According to Ellery (2009), Visual imaging is a technique for vocabulary development that can be used effectively with children who are stronger in spatial rather than verbal intelligence. Linking verbal and visual images can help children more easily store and retrieve information about words. Ellery illustrates "When students use visual imaging, they think of a word that looks like, or even sounds like, the word they are learning. The more vivid the imagery, the more likely students will be able to connect and mentally recall the vocabulary word to its meaning" (p.148)

Most EFL/ESL textbooks have relied heavily on using visual imagery to convey the meaning of words. Carpenter and Olson (2011) report that most current textbooks and computer-assisted language learning (CALL) programs are replete with examples of colorful pictures and illustrations to convey the meaning of concepts in a distinctive way that words alone cannot. However, these pictures used in textbooks should be age-appropriate for a number of vocabulary

activities, as these books can engage learners and prove comprehensible to limited-English speakers (Manyak, 2010).

Culture Integration

Culture can be defined as the way of life of people, the social constructs that evolve within a group, and the ways of thinking, feeling, believing and behaving that are imparted to members of a group in the socialization process (Hinkle, 1999). Kramsch (1998) describes culture as “membership in a discourse community that shares a common social space and history, and common imaginings” (p. 10).

Many investigations and studies have found a deep connection between second language culture (C2) and language. Brown (1994) indicates that “A language is a part of a culture and a culture is a part of a language; the two are intricately interwoven so that one cannot separate the two without losing the significance of either language or culture” (p. 165). Language cannot be taught without understanding the knowledge of the culture. Kramsch (1993) argues the impact of culture on language learning. She emphasizes that second and foreign language learners necessarily become learners of a second culture because a language cannot be learned without an understanding of the cultural context in which it is used.

Since the importance of culture in learning language is widely recognized, culture has been presented in teaching language materials. Cortazzi and Jin (1999) state “ A textbook is also a map that gives an overview of structural program of linguistics and cultural elements, showing teachers and learners the ground to be covered and summarizing the route taken in previous lessons” (p.199). Most English language textbooks present culture as a “hidden curriculum”.

Many C2 elements and values are presented indirectly through folklore, food, and behavioral and communicative paradigms. According to Peterson and Coltrane (2003), “The idea of teaching culture is nothing new to second language teachers. In many cases, teaching culture has meant focusing a few lessons on holidays, customary clothing, folk songs, and food. While these topics may be useful, without a broader context or frame they offer little in the way of enriching linguistic or social insight—especially if a goal of language instruction is to enable students to function effectively in another language and society.” Subsequently, ESOL learners gain a complete picture about C2 through presenting relevant information about what people of this culture eat, wear, behave, and celebrate.

In teaching English, there is a variety of English language materials from around the world, such as the books which are used in teaching ESL and books which are used for teaching EFL. In both types of books, culture should be included. Further, C2 has been represented as a behavior and an attitude in EFL and ESL books. Hinkle (1999) states “culture can be seen as the framework of assumption of ideas and beliefs that are used to interpret other people’s actions, words, and patterns of thinking” (p.197). Kramsch (1998) identifies three ways of how C2 and language are linked together. First, language expresses cultural reality (with words people express facts and ideas but also reflects their attitudes). Second, language embodies cultural reality (people give meaning to their experience through the means of communication). Finally, language symbolizes cultural reality (people view their language as a symbol of their social identity).

Integrating culture has been a concern for educators and linguists, and many studies have highlighted the significant benefits of integrating culture in learning language materials. For one thing, teaching C2 can help the learners get rid of their unreasonable culture restrictions to see the world differently (Abdollahi-Guilani, Yasin, Hua, & Aghaei, 2012). Further, learning C2 would help a learner to relate the sounds and structures of a language with real people and entities (Chastain, 1971). This would make students recognize and understand how native speakers actually use the language. Besides reading, writing, listening, and speaking, culture can be the fifth skill that is required in learning a second language (Damen, 1985). If learners are not familiar with the C2, they will not be able to take up the important materials of the target language, such as vocabulary, gestures, linguistics components, and social behaviors.

Many scholars agree that the main goal of teaching culture is to develop learners' ability to use a second or foreign language effectively and appropriately in various situations. Tomalin and Stempleski (1993, pp.7-8) have modified Seelye's (1988) seven goals of cultural integration, According to them, the integration of culture in language education has the following goals:

- To develop students' understanding of the fact that all people exhibit culturally-conditioned behaviors.
- To develop students' understanding that social variables such as age, sex, social class, and place of residence influence the ways in which people speak and behave.
- To help students to become more aware of conventional behavior in common situations in the target culture.

- To increase students' awareness of the cultural connotations of words and phrases in the target language.
- To develop students' ability to evaluate and refine generalizations about the target culture, in terms of supporting evidence.
- To help students to develop the necessary skills to locate and organize information about the target culture.
- To stimulate students' intellectual curiosity about the target culture encourages empathy towards its people.

Cortazzi and Jin (1999) distinguish three types of cultural information that can be used in English language teaching (ELT) textbooks:

1. Source Culture materials (C1) which use learners' own culture.
2. Target Culture materials (C2) which use the culture of countries where English is spoken as a first language.
3. International Culture that use both cultures of English and non- English speaking countries around the world.

ESL textbooks concentrate on target culture for second language acquisition purposes. On the other hand, EFL textbooks and materials vary in using different types of culture. Some curricula focus primarily on the students' culture in lieu of L2 culture. For example, many EFL curricula approved by the Iraqi Ministry of Education emphasize the students' home country traditions, special events, and festivals in the L1, whereas the other textbooks present the L2 culture or both cultures.

Many researchers have investigated the analysis of culture in ELT textbook.

Gunningsworth (1995) encourages teachers to ask whether the cultural contexts of textbooks are interpretable by students and express social and cultural values. Kramsch (1991) stresses the culture in language material should not be limited to the “Four F’s”, which means foods, fairs, folklores and statistical facts. On the other hand, Byram (1993) examines eight areas that can be used in evaluating the cultural content in ELT textbook (As cited in Juan, 2010):

- a. Social identity and social group (social class, regional identity, ethnic minorities)
- b. Social interaction (differing levels of formality as outsider and insider)
- c. Belief and behavior (moral, religious beliefs, daily routines)
- d. Social and political institutions (state institutions, health care, law and order, social security, local government)
- e. Socialization and the life cycle (families, schools, employment, rites of passage)
- f. National history (historical and contemporary events seen as markers of national identity)
- g. National geography (geographical factors seen as being significant by members)
- h. Stereotypes and national identity (what is a “typical” symbol of national stereotypes).

Theorists in linguistics and SLA consider C2 to have a prevailing importance in ELT textbooks. Cortazzi and Jin (1999) underscore the importance of ELT textbook in teaching C2 culture, “for many teachers the textbook remains the major source of cultural content, because in their situation supplementary materials on target cultures are simply not available” (p.199). Since teaching and learning processes involve a new language, it appears there is a need for a new

culture to be incorporated in language materials. Byram (1997) indicates that the L2 culture should be taught to facilitate learners' acculturation into the English speaking countries.

Integrating C2 bears some advantages. First, it will enhance student motivation and develop positive attitudes toward learning a language (McKay, 2002). Gardner (2007) hypothesized that an individual learning a L2 must adopt certain behavior patterns characteristic of another cultural group, so attitudes toward that group partly determine success in learning the L2. According to Gardner and Lambert (1972), students need to be motivated in order to achieve success in learning EFL. Thus, presenting L2 culture in ELT material can increase students' motivation towards learning a Foreign Language. Second, besides the significant benefits of learning cultures as a means for embracing a new language, a learner can be familiar with the geography, history, customs, life styles, agriculture, and industry of the country or countries where the target language is spoken (Abdollahi-Guilani, Yasin, Hua & Aghaei, 2012).

Ching-Ho's study (2010) presents two important advantages of integrating C2 in EFL materials and classrooms. First, introducing culture can provide learners with a sense of reality since they study the way of the life, behavior and values of the real life of the target community. Second, presenting C2 can meet students' needs, such as traveling to the countries that speak English, where the language is spoken, getting a job or creating a friendship. As long as students feel that learning a foreign language meets their needs, they will be more motivated to acquire it.

To sum up, textbooks are the foremost important materials that can be embedded with the cultural elements of the target language in an L2 classroom. According to Cortazzi and Jin (1999), the textbook can be a teacher, a map, a resource, a trainer, an authority, and an ideology.

Consequently ELT textbooks' cultural content should be critically analyzed to provide valuable insight into whether or not the culture imported via textbooks achieves the aim of promoting cultural awareness for language learners.

CHAPTER THREE: METHODS

The purpose of this study is to analyze a fifth grade English textbook for beginners titled *Iraq Opportunities 3*, which has been used in Iraqi schools since 2012. The significance of this study derives from the fact that textbooks are central tools in teaching and learning a foreign language (Zacharias, 2005). For research purposes, three important critical elements have been selected for analyzing this particular textbook: vocabulary, grammar, and culture. Based on these elements, the present study analyzes the content in *Iraq Opportunities 3*. The research questions are:

1. How are grammar and vocabulary addressed in *Iraq Opportunities 3*?
 - a) Do teachers find the grammar and vocabulary presented in *Iraq Opportunities 3* useful for Iraqi students as a foundation for acquiring a second language?
 - b) What approach is used to introduce grammar and vocabulary in *Iraq Opportunities 3* for the level and age of fifth grade students?
2. How are the English-speaking and Iraqi cultures represented in *Iraq Opportunities 3*?
3. Is the L2 culture represented in *Iraq Opportunities 3* in a way that exposes students to English-speaking culture?

This study includes mixed research; both qualitative and quantitative data are presented in the course of the present investigation. The two types of data are collected, combined, and analyzed with the purpose of supporting the textbook evaluation. *Iraq Opportunities 3* is obtained and analyzed by the researcher, along with survey responses collected from EFL teachers who have used this book in their classrooms. After combining the analysis results and

survey responses, conclusions are drawn about the usefulness of using *Iraq Opportunities 3* for EFL elementary school learners in Iraq.

This study is a post-use (retrospective or reflective) evaluation, which is useful for identifying strengths and weaknesses of the particular textbook after a period of use (Ellis, 1997). Gunningsworth (1995) indicates that “Evaluation of this kind can be useful in helping to decide whether to use the same coursebook on future occasions” (p.14). The results of this study reveal the areas that need to be improved in that particular EFL textbook. The qualitative analysis in this study is a micro-analysis by the researcher of grammar, vocabulary and culture in *Iraq Opportunities 3*. The micro-analysis is defined as analysis of discrete point elements of a whole, so in this study, the researcher uses her expertise to qualitatively analyze how grammar, vocabulary, and culture are presented in the textbook. According to Ellis (1997), a micro evaluation of a task can show the appropriateness of the task for a particular group of learners and reveal certain weaknesses in the design of that task for the future. For the quantitative portion of the study, the survey results are presented and analyzed regarding grammar, vocabulary, and culture. In addition, an overall analysis of the effectiveness of *Iraq Opportunities 3* is presented

Participants

There are 30 teachers who agreed to take part in the present research. All the teachers work at public schools in Iraq, teach English to fifth graders and use *Iraq Opportunities 3* as an official curriculum in their classrooms. The teachers were chosen randomly from a total of five public elementary schools in Baghdad, Iraq. The participants are asked to carefully and honestly

fill in a survey questionnaire prepared by the researcher and issue their opinions about *Iraq Opportunities 3*. The respondents were asked to put only a tick mark in the column of their choice.

Methodology of Analysis

This paper is divided into two parts: researcher analysis and survey analysis. The researcher's analysis summarizes the researcher's evaluation of the three components of the textbook, including vocabulary, grammar, and culture. The data are collected by paper and pen, tables, notes, and outlines. The second instrument utilized is a survey (See Appendix C) conducted to investigate how EFL teachers report their analysis for *Iraq Opportunities 3*. Their evaluation is indicated by the survey results, with items designed to align with the same analysis criteria. The survey questionnaire is developed after all the relevant literature and similar data collection tools have been analyzed. It is developed in accordance with the goals and the research questions set by the researcher. Thus it is not an adaptation of any existing questionnaire.

The survey instrument is written in two versions: English and Arabic. In spite of the fact that all participants are EFL teachers, the surveys are administered in Arabic to avoid any doubts regarding the validating of responses. The demographic section of the survey asks for participants' age, sex, and number of years teaching EFL.

The survey contains 13 questions using a scale of 1 to 5. On the basis of teachers' responses, the statements are presented in the form of items for subjects to endorse on a five point Likert-type scale from "strongly disagree" to strongly agree". The survey questions concentrate on the usefulness and the appropriateness of the textbook in terms of vocabulary,

grammar, and culture. Most of the items in the questionnaire are adapted from the checklists and criteria used to evaluate ELT materials by Cunningsworth (1995) and Tomlinson (1998). The first four questions are asked to determine if EFL teachers found the grammar approach in the textbook to be appropriate and useful for the age and level of the learners. The next five questions address whether the grammar and vocabulary in the textbook enhance L2 vocabulary learning for elementary level students. The next three questions are asked to determine which culture, C1 or C2, in this textbook is presented clearly. Finally, the last question asked if *Iraq Opportunities3* is a relevant and useful guide for non-native English speaking teachers. The purpose of this question is to verify if the teachers found this textbook a useful tool in general.

Criteria of Analysis of the Textbook

Grammar and Vocabulary

Cunningsworth (1984) emphasizes the importance of presenting grammar and vocabulary appropriately with students' comprehension level in an ELT coursebook "Once the learner has even limited competence in English it is possible and desirable that new language items should be presented in relationship with what is already known" (p.34). This research shows how the target grammar and vocabulary are represented in the textbook's unit to determine the following:

- i. The usefulness of grammar and vocabulary is examined based on their appropriateness in terms of students' age and level of proficiency.
- ii. The use of the structural approach in introducing grammar and vocabulary.

Table 1: A Sample of Grammar Analysis

Grammar Structure	Approach	Description
Present continuous (Unit 12, p. 36)	Inductive approach. Using the new structure in a meaningful way	The author presented the grammar point implicitly without introducing the pattern of the structure

Table 2: A Sample of Vocabulary Analysis

Unit	Method	Description
Unit eight (p.25)	Visuals used in a communicative way that explained the setting , characters, and things	The images were clear in describing the meaning of the new words and the content of the conversation.

Culture

Since a textbook is one of the best resources for introducing C2 to learners in Iraq, this paper will focus primarily on analyzing the culture that is integrated in *Iraq Opportunities 3*. The data are collected in two ways. One is by examining the content of dialogs and conversation, and whether the information that embodies C2 or C1 in the texts .The second is by noting the visuals, and characters that are represented within the textbook. An impressionistic overview is

conducted to form a quick judgment on how the book presents the cultural elements.

Cunningsworth (1995) identifies an impressionistic overview as a useful kind of evaluation which can give a general introduction to the whole material by looking for anything that is noteworthy and interesting.

The cultural content in this study is analyzed based on Cortazzi and Jin's (1999) framework regarding cultural content for English materials and textbooks. The analysis of an ELT textbook concentrates on the representation of culture; whether the textbook content is based on source culture (C1), target culture (C2), or international target culture (C3). Further, the role of integrated culture, either C1 or C2, is investigated in terms of motivating students in learning a foreign language.

Table 3: A Sample of Culture Analysis

Dialogues	Pictures
<ol style="list-style-type: none"> 1. The dialogue interlocutors presents C1 (7 of 9 names of dialogue interlocutors are Iraqi names) 2. The content and the general information of the dialogue, which is embodied in the conversations and dialogues primarily presents C1. 	<ol style="list-style-type: none"> 1. The appearances of people in these pictures present C1 (clothes, face features) 2. The settings (furniture, places) introduce C2 3. The life style presents C1 and C2

Procedures

In this study both qualitative and quantitative data were obtained through three criteria, grammar, vocabulary, and culture, selected by the researcher and gathered through textbook analysis and by survey questionnaire. The data collection procedures were carried out in September 2013. A 5 point Likert -scale survey was sent to EFL elementary school teachers in Iraq who currently use *Iraq Opportunities 3* in teaching fifth grade EFL learners. Survey administration took place in September 2013 in the schools where they are teaching. Participants were informed of the nature and purpose of the study, what they would be asked to do, and the voluntary nature of their participation. The main points in the consent form were also explained orally as it was distributed. Participants were encouraged to take the time to read the form thoroughly before distributing surveys.

As forms were collected, surveys were distributed and participants were instructed to complete the top (demographic information) portion. Participants were asked to choose from the scale 1 to 5 without writing or explaining anything regarding their responses. Participants took approximately 30- 35 minutes to complete the surveys.

Data Analysis

This study produces both qualitative and quantitative data through research evaluation criteria and survey questionnaires. Qualitative data is obtained by evaluating three selected criteria: grammar, vocabulary, and culture. These criteria elements are selected and carefully analyzed by the researcher.

Regarding the quantitative data gathered from the Likert scale, the results of the survey questions are entered into Microsoft Excel to organize the results. Dividing the numbers from this data by the total number of surveys returned create percentages that are easily used for comparison. Percentages and frequencies are calculated for each item to describe the overall picture of how the teachers rated the textbook in terms of three criteria. The survey items (1,2,3,4,5,6,7,& 8) are compared to address the first question regarding vocabulary and grammar in this particular textbook. The responses to survey items 9 and 10 are compared to address the question of representation of culture, the responses to survey items 11 and 12 are compared to address the third question regarding the importance of C2 in learning, and survey item 13 is asked to address the usefulness of the *Iraq Opportunities 3* in terms of these criteria: grammar, vocabulary, and culture. (See Appendix C)

CHAPTER FOUR: FINDINGS

This chapter presents the results of this study which analyzes the textbook *Iraq Opportunities 3*, the text that has been used in Iraqi schools. The presentation of results and findings is divided into three sections according to the research questions. The researcher's analysis focuses on how three specific elements are represented in the textbook, namely grammar, vocabulary, and culture. The survey analysis shows teachers' attitudes towards these elements as well. The information is collated and analyzed in order to answer the following three research questions:

1. How are grammar and vocabulary addressed in *Iraq Opportunities 3*?
 - a) Do teachers find the grammar and vocabulary presented in *Iraq Opportunities 3* useful for Iraqi students as a foundation for acquiring a second language?
 - b) What approach is used to introduce grammar and vocabulary in *Iraqi Opportunities 3* for the level and age of fifth grade students?
2. How are the English-speaking and Iraqi cultures represented in *Iraq Opportunities 3*?
3. Is the L2 culture represented in *Iraq Opportunities 3* in a way that exposes students to English-speaking culture?

First, demographic information is supplied about the researcher and the teachers surveyed for this study. For each research question, the researcher's analysis is presented through tables and textual breakdown. The survey results are presented in tables with explanations provided accordingly.

Demographic Characteristics of the Participants

The researcher is a female Iraqi teacher with four years of experience in the EFL classroom in Baghdad. She taught in both elementary and secondary schools, and was chosen as a scholar by The Higher Committee of Developing Education in Iraq. She is currently an MATESOL student in the United States.

The survey participants are fifth- grade elementary EFL teachers in Baghdad, Iraq. Fifty survey questionnaires were originally sent to Iraqi schools. The total number of teachers who agree to participate in this study and complete the survey was 30, and of the 30 participants, 21 were female and nine male. The age range was 32 years – 62 years old. Their years of experience ranged from three to 40 years. The homogeneity of the participants may be an advantage, since they are all Iraqi teachers with similar teaching experiences (See Tables 3 & 4).

Table 4: Sample Distribution according to Gender

Gender	Frequency	Percent
Female	21	70%
Male	9	30%
Total	30	100%

Table 5: Sample Distribution according to Experience

Teaching Experience	Frequency	Percent
1-5 years	2	7%
6-15 years	13	43%
16-25 years	9	30%
26 and over	6	20%
Total	30	100%

Research Question One

Research question number one states: How are grammar and vocabulary addressed in *Iraq Opportunities 3*? Do teachers find the grammar and vocabulary presented in *Iraq Opportunities 3* useful for Iraqi students as a foundation for acquiring a second language? and what approach is used to introduce grammar and vocabulary in *Iraqi Opportunities 3* for the level and age of fifth grade students? For the researcher analysis, a qualitative method of micro-analysis is utilized to determine the appropriateness of the structural approach used in the textbook to present grammar and vocabulary in term of age and level of students. As indicated above, the results are analyzed both qualitatively and quantitatively. The qualitative results are reported from the perspective of the researcher and the quantitative results come from the survey results.

Qualitative Analysis

Grammar in *Iraq Opportunities 3* is introduced through short conversations. The grammar points in this textbook are immensely important. They are critical for basic communication with others, such as the simple present tense, present progressive, can, and some questions words (How many, where, and so on). The textbook has 96 pages and the grammar is presented in 77 pages. The grammar structures are explained in meaningful contexts where the focus is primarily on meaning-focused communication, and grammar rules are not explained. Grammar structure is introduced inductively through the whole book. In other words, the students learn the use of the specific structure through practical examples of the language in context. The grammar is always presented communicatively. For example, in teaching the present progressive (continuous) in Unit 12, the rules of this tense are not presented to the students as patterns, but rather in practical examples (See Appendix F). “What are you eating, I am drinking cherry juice, I am reading a story,” and so on. This type of approach may seem less suitable for third grade students who have very limited language proficiency and have not been exposed to any grammatical rules before.

However, based on the literature review, most researchers are in favor of presenting grammar inductively for lower level learners because this approach encourages learners to discover the grammatical patterns by themselves and apply them in communicative situations (Thornbury, 1999). Presenting grammar inductively can increase the interaction between those younger learners and their teachers. This is in accordance with Vygotsky’s theory (ZPD) which stresses on learning new concept under the guidance of an expert (the teacher), and in

collaboration with peers (Mitchell & Myles, 2004). Presenting grammar in a meaningful and communicative way increases learners' interaction with their teacher or their peers. This interaction enables learners to express themselves in the target language (Nunan, 1998) and improves their level of language proficiency (Vogel, Herron, Cole, and York, 2011)

With respect to introducing vocabulary in the analyzed textbook, the vocabulary items are presented through a visual imagery approach. The presented visuals and images are clear, colorful, descriptive, and appropriate to the age and level of students. These images help learners to make a connection between L2 vocabulary and their images. The visual aids are presented in two ways. One way, visuals are presented without any print words. For instance, in Unit 8, p. 25, the visuals and the context of conversation are clear and easily predictive of the meaning of the word "restaurant" (See Appendix G).

However, this way does not seem appropriate for young EFL learners who may not be familiar with this word. The meaning of the word should be included with the image. Second, visuals are used with printed single words or meaningful descriptive sentences. For example, in Unit 18, p. 54, there is a list of different kinds of food names, for example, *eggs, watermelon, bread, cheese, and fish*. Each item has a picture to support the real meaning and help students to recall these new words. Additionally, in Unit 6, p.19, the names of animals are represented in meaningful sentences below or above their pictures (See Appendix, H). Overall the presentation of vocabulary seems appropriate for the level and age of the students. The author of *Iraq Opportunities 3* utilizes clear, colorful, and descriptive visuals in introducing L2 vocabulary.

Quantitative Analysis

For the quantitative data, the results are presented from the teachers' responses to survey Responses are in the form of a 5-point Likert scale (See Appendix C), ranging from strong agreement to strong disagreement. The survey questionnaires display the most and least significant analyses that related to grammar and vocabulary presented in *Iraq Opportunities 3*. The results are presented in Table 6:

Table 6: Teachers' Responses to the Questionnaires of Grammar and Vocabulary

Items	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. <i>Iraq Opportunities 3</i> is a useful textbook for teaching students English structures.	8 (27%)	15 (50%)	3 (10%)	4 (13%)	–
2. Grammar points presented in this textbook are beyond the students' level of language.	–	–	–	8 (27%)	22 (73%)
3. An effective approach is employed in <i>Iraq Opportunities3</i> to help lower level students utilize English grammar rules.	20 (67%)	10 (33%)	–	–	–
4. I prefer to utilize the textbook's approach to explain grammar structures to my students.	8 (27%)	15 (50%)	2 (7%)	4 (13%)	1 (3%)
5. The introduction and recycling of vocabulary in <i>Iraq Opportunities 3</i> is carefully controlled for appropriate level and age.	17 (56%)	11 (37%)	–	2 (7%)	–
6. The vocabulary chosen in this textbook is relevant to pupils at this age and level.	14 (47%)	13 (43 %)	2 (7%)	1 (3 %)	1 (3%)
7. The visuals are useful in introducing and reviewing the meaning of vocabulary words.	7 (23%)	10 (34%)	–	13 (34%)	–
8. I often use Arabic to translate new words for my students.	7 (23%)	16 (53%)	–	8 (27%)	–

As can be seen in Table 6, questions 1, 2, 3, and 4 focus on grammar topic, whereas questionnaires 5, 6, 7, and 8 focus on the topic of vocabulary.

The first statement of the questionnaire aims at determining whether or not *Iraq Opportunities 3* is a useful textbook for teaching students English structures. The results indicate that an extremely high percentage of the participants supported the statement; eight participants (27%) indicate “Strongly Agree”, and 15 respondents (50%) choose “Agree”. So it can be said that the majority of the participants believe that the English structure of the textbook is useful for teaching and learning.

Over 90% of the respondents do not support the statement (2) that grammar points presented in the textbook are beyond the students’ level of language and age. All the participants select either “Strongly Agree” (73 %) or “Agree” (27%). This means that the teachers are completely satisfied with the grammar level in *Iraq Opportunities 3*.

Table 6 also shows a complete consensus on the statement (3) that an effective structural approach is employed in *Iraq Opportunities 3* to help lower level students utilize English grammar (67% strongly agree and 33% agree). This means that the teachers find the structural approach employed in the *Iraqi Opportunities 3* meets the needs of learners and suits their level.

Regarding the statement (4) of whether or not teachers prefer to utilize the approach which is used in the book to explain grammar structures to their students. The results indicate that the majority of participants support the statement, as 27% of respondents strongly agree and half of them agree on using the same approach in teaching grammar to their young students.

Concerning the issue of vocabulary introduction in *Iraq Opportunities 3*, there is a large percentage of participants who agree with the statement (5) that the vocabulary introduction is carefully controlled for appropriate level and age. Almost 56% of the participants choose “Strongly Agree” and 37% choose “Agree” while only two respondents did not support this statement (See Table 6).

Table 6 also shows clearly that the teachers’ responses are quite positive to the statement (6) that the vocabulary chosen in *Iraq Opportunities 3* is relevant to pupils at this age and level. 90% of the participants either strongly agree or agree with it.

Statement (7), on the other hand, yields mixed responses. While 56% of the respondents support the statement that visuals are useful in introducing and reviewing the meaning of vocabulary words, 43.33% of the participants argue against the claim. The reason behind this conflict might be due to the fact that some pictures do not have printed vocabulary words but have a predictive meaning from the context of dialogues and words with meaning related to the intended vocabulary.

Finally, it can be seen from Table 6 that the teachers are in favor of using the native language of students to clarify the meaning of new words. The majority of participants select “Strongly Agree” 23%, and “Agree” 53% with the statement (8). Only about 7 (27%) participants choose “Disagree”.

Research Question Two

The second research question is: How are the English-speaking and Iraqi cultures represented in *Iraq Opportunities 3* textbook? The cultural content in this textbook is analyzed based on Cortazzi and Jin's (1999) framework regarding cultural content for English materials and textbooks. Their framework concentrates on the representation of sources of culture (target, native, and international) in ELT textbooks. As a reminder, when referring to Iraqi culture, results indicate this as C1. When referring to English-speaking culture, the results are indicated as C2.

Qualitative Analysis

Qualitative findings are analyzed as related to an impressionistic overview by looking through the textbook's units to investigate the presentation of cultural content. To make the general analysis of culture more specific, the cultural content is collected from dialogues and pictures of the book. The names of the characters from dialogues are Arabic names that are common in Iraq. There are nine main characters presented in the textbook. Seven of these characters have Iraqi names, *Nadia, Waleed, Hassan, Zeena, Selma, Hussein, and Ali*. The dialogue interlocutors are people of the same background and culture as the students. Most of these characters are the same ages as the Iraqi school learners. Only two characters have English names. Dan and Dana are two small robots who appear throughout the dialogues. Therefore, the content primarily presents C1 culture as opposed to C2 culture. The students' and teachers' names are Iraqi; however, C2 appears as well because the greeting between the teacher and students is different from the greetings used in an Iraqi classroom. Iraqi students are used to

standing in front of the teacher to show their respect and appreciation to him or her. Another example is in Unit 13, p.39 (See Appendix, I) the content and the general information of the dialogue, which is embodied in the conversations and dialogues presents C1. The mother is busy preparing food, the father washes his car, and the sons play on the computer. In Iraqi culture, the responsibilities of family members are categorized based on gender. For example, it is not common in Iraq for a husband or father to cook or clean the house. These tasks are limited to the wife. The general information; therefore, presents C1.

The pictures, on the other hand, exemplify both C1 and C2, including food, furniture, life style, and setting. These pictures are descriptive. For example, in Unit 9, p.28, the pictures present a real classroom setting (See Appendix, J). They portray a real classroom in Iraq in which the students wear Iraqi school uniforms, and they are sitting in two rows, the boys in one row and the girls in the other. As for the cultural presence, the textbook appears to have both C1 and C2 present in its dialogues and visuals. However, the pictures show C2 more than C1. For example, in Unit 4, p.15, there is a picture of dog riding a car (See Appendix K). In Iraqi culture, people do not keep dogs as pets. Iraqi people have dogs when hunting or for guarding livestock. Consequently, it is obvious that the content of a dialogue shows C1, whereas the visuals are closer to C2.

The cultural content of dialogues and pictures is reduced to the "Four F's", which includes food, fairs, folklores, and statistical facts (Kramsch, 1991). To illustrate, the cultural information in the dialogues and pictures covers some cultural traditions, people's clothing, and some facts of typical life in C1 and C2. Kramsch (1991) states that presenting culture should not

be limited to the “Four F’s”. She (1993) emphasizes that the impact of culture on language learning should be complex in order to enable learners to gain insight into their own culture and the foreign language culture.

To sum up, pictures presented in the *Iraq Opportunities 3* show the obvious emphasis on the C2, which is not surprising since this textbook is aimed at teaching English as a foreign language. However, the culture content appears to be quite poor. C2 is not taken into consideration in the content of the book, except some general information that is covered explicitly. In other words, the presence of target culture (C2) is identifiable in dialogues and pictures of the textbook. The cultural information; however, is limited and does not enhance students understanding to the culture of the language which they learn. The textbook in general demonstrate the basic information of C1 more than C2.

Quantitative Analysis

In regards to quantitative analysis, the survey questions utilize to convey the teachers’ perception of the culture that is presented in *Iraqi Opportunities 3* is measured by the questionnaire. Statements 9 and 10 aimed at determining which culture is primarily reflected in this textbook according to the teachers. The results of the teachers’ responses are presented in Table 7.

Table 7: Teachers' Responses to the Questionnaires of Integrating Culture

Items	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
9. Iraqi culture is primarily represented in <i>Iraq Opportunities 3</i> textbook content.	19 (63%)	11 (37%)	–	–	–
10. English culture has been shown in <i>Iraq Opportunities 3</i> textbook content.	–	–	4 (13%)	17 (57%)	9 (30%)

In Table 7, the teachers are asked whether C1 is represented in the textbook content. The results show that all teachers agree that C1 is primarily represented in *Iraqi Opportunities 3* as 63% of the participants selected “Strongly Agree” and the rest agree with the statement and no one has negative response against the claim. This means that there is complete agreement that C1 is the major culture that has been focused on in *Iraq Opportunities 3*.

As it is seen in Table 7, the majority of teachers do not support the statement 10 that English culture has been shown in *Iraq Opportunities 3*. Seventeen participants disagree and nine strongly disagree with the statement. Only four teachers select “Neutral”. According to the teachers’ responses, it seems that C2 is not adequately represented in the textbook.

Summing up, the analyses of both the textbook and teachers' questionnaire responses show that the cultural elements, either C1 or C2, included in the dialogue and pictures is significantly low, and the most frequent items are names and lifestyle. There is an emphasis put on C1. On the other hand, the cultural information of C2 appears to be sterile in terms of the content. The cultural content of the textbook does not present any real life situation from which students can learn the traditions or behaviors of people who speak English as their native language.

Research Question Three

Research question number three states: Is the L2 culture represented in *Iraq Opportunities 3* in a way that exposes students to English-speaking culture? As noted in the literature review, several researchers have highlighted the necessity of integrating C2 in ELT textbooks. Both Kramsch (1991) and Byram (1993) underscore the importance of C2 input in the textbook as a background for learning a foreign a language. McKay (2002) asserts that the integration of cultural components into language teaching can heighten learners' motivation. As a reminder, when referring to Iraqi culture, results indicate this as C1. When referring to English (British) culture, the results are indicated as C2.

Quantitative Analysis

To answer this question, items 11 and 12 of the survey questionnaire are developed to report teachers' responses. Their perception is uniquely important, not only because they are the ones who will be ultimately responsible for teaching with this book, but because it is informed

by experience. In other words, the respondents are teachers who are the only ones experiencing the motivation or lack thereof of their students. The results are tabulated in Table 8.

Table 8: Teachers’ Responses to the Statements of Integrating Culture

Items	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
11. The culture, either C1 or C2, represented in <i>Iraq Opportunities 3</i> increases my students’ interest in learning the target language.	–	1 3%	2 7 %	14 47 %	13 43%
12. <i>Iraq Opportunities3</i> does a comprehensive job of representing English community culture to Iraqi students	–	3 10%	–	21 70%	6 20%

Table 8 shows that 90% of the respondents do not support the statement 11 that the culture, either C1 or C2, represented in *Iraq Opportunities 3* increases students’ interest in learning the target language (47% disagreeing and 43% representing “Strongly Disagree”). Only

one participant is in agreement with the statement and two select “neutral”. In general, almost all the responses are negative. So it can be said that the majority of the participants believe that the presented culture in this curriculum does not have any impact on students’ motivation to learn English.

Concerning the issue of whether or not *Iraq Opportunities3* does a comprehensive job of representing English community culture to Iraqi students, the results show negative responses as well. The high percentage of respondents do not agree with the statement, 70% selecting “Disagree” and 20% selecting “Strongly Disagree”, while only 10% of participants agree with the statement.

The results in Table 8 show that the participants tend towards a largely negative view of the presentation of culture in *Iraq Opportunities 3*. The majority of participants have negative views as regards the role of presented culture, either C1 or C2, in motivating students. In addition, almost all the teachers do not agree that the culture content in this textbook represents C2.

The last statement of the survey (13) is a comprehensive statement that asks whether *Iraq Opportunities 3* is useful guide for non-native teachers. This statement yields mixed responses. Most respondents, however, strongly agree 30% and agree 53% with the statement. While 17% (five teachers) do not support the claim and only one respondent pick up “neutral”. A conclusion can be drawn that most teachers consider this textbook a useful guide to their daily use.

Table 9: Teachers' Responses to the Last Survey Statement (13)

Item	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
13. Overall, <i>Iraq Opportunities 3</i> is a relevant and useful guide for me for a non-native teacher	9 30%	16 53%	1 3%	3 10%	2 7%

CHAPTER FIVE: DISCUSSION AND CONCLUSIONS

This study was conducted to analyze and evaluate the content of the fifth- grade English language textbook Iraqi *Opportunities 3*, which has been used in Iraqi schools since 2012. Grammar, vocabulary, and culture were investigated as three main components to determine the effectiveness of the analyzed textbook in teaching and learning English as a foreign language. Skierso (1991) includes grammar, vocabulary, and culture integration as components for the evaluation of a coursebook. The research questions that guided this study are:

1. How are grammar and vocabulary addressed in *Iraq Opportunities 3*?
 - a) Do teachers find the grammar and vocabulary presented in *Iraq Opportunities 3* useful for Iraqi students as a foundation for acquiring a second language?
 - b) What approach is used to introduce grammar and vocabulary in *Iraqi Opportunities 3* for the level and age of fifth grade students?
2. How are the English-speaking and Iraqi cultures represented in *Iraq Opportunities 3*?
3. Is the L2 culture represented in *Iraq Opportunities 3* in a way that exposes students to English-speaking culture?

The study provided retrospective evaluation. Cunningsworth (1995) highlighted the importance of retrospective evaluation in identifying particular strengths and weaknesses in textbooks already in use. The evaluation was divided into two parts: the textbook analysis and survey questionnaire analysis. Firstly, the researcher evaluation reflected the researcher's evaluation based on the literature review. The researcher evaluation was a qualitative analysis of

the textbook through an investigation of its three components, including grammar, vocabulary, and culture. Secondly, the survey questionnaire was used in this study to elicit the perspectives of 30 English language teachers who have used *Iraq Opportunities 3* in teaching English for fifth grade students at elementary schools in Baghdad. The questionnaire consisted of 13 items concerning three major criteria: grammar, vocabulary, and culture. Survey responses showed agreement with the researcher analysis. In general, the findings of this research study revealed important points related to the effectiveness of the textbook in teaching and learning English in an EFL classroom. The findings were in favor of the textbook except for C2 integration content.

The first research question addressed how grammar and vocabulary are represented in the textbook *Iraq Opportunities 3*. The grammatical structures were represented in a meaningful way through short conversations. The grammar rules were introduced inductively to young students. The grammar structures were presented through conversation. The majority of researchers were in favor of using the inductive approach as an effective approach in explaining grammatical structures of the target language. Celce- Murcia and Olshtain (2000) encourage introducing grammar in a meaningful context since learning formal grammar does not benefit the young learners. Also, most teachers who responded to survey questionnaire, items (1, 2, 3, 4) strongly agreed or agreed that the book used an effective structural approach in introducing English grammar to their fifth grade students.

Concerning vocabulary, English words were introduced in *Iraq Opportunities 3* by visuals. The visuals used were descriptive and colorful, which can convey the real meanings of the words. According to Carpenter and Olson (2011), using pictures can make it easier to recall

words. The new vocabulary items were represented in two ways. First, visuals were provided with the exact name. Second, visuals were represented without printed words. The meaning was comprehensible from the context of the dialogues and the settings of the pictures. The pictures with printed words are more effective in retaining the new words. Based on survey responses, over 90% of the respondents reported “Strongly Agree” and “Agree” regarding vocabulary introduction and that chosen vocabulary words are appropriate for the level and age of students (items 5 and 6). Additionally, the majority of the teachers agreed on item 7 (visuals are useful in introducing and reviewing the meaning of new words), and 34 % of the participants responded to this statement with Neutral. On other hand, over 70% of the teachers agreed on using native language translation to clarify the meaning of words. The remaining 27% (eight respondents) selected “Neutral”. This shows that the teachers prefer to use native translation along with pictures to convey the meaning to their students. The results of quantitative analysis (survey responses) were in line with the qualitative analysis (researcher’s evaluation). The findings revealed that the teachers agreed on the usefulness of grammar and vocabulary in terms of the level and age of learners. In addition, the approaches that introduced grammar and vocabulary were effective in learning and teaching English to young learners from the perspectives of researcher and teachers.

The second research question aimed to examine the cultural content of both Iraq culture (C1) and English-speaking culture (C2) in *Iraq Opportunities 3* based on the framework of Cortazzi and Jin (1999). The qualitative findings revealed that both C1 and C2 cultures were presented through the dialogues and pictures. C1 was the dominant culture in the textbook. C2, on the other hand, was quite poor. The cultural information of C2 appeared to be sterile in terms

of the content. The cultural content of the textbook did not present any real life situation from which students could learn the traditions or behaviors of people who speak English as their native language.

With regard to survey responses, the teachers showed a high level of satisfaction with statement 9 (Iraqi culture is primarily presented in the Iraq Opportunities 3 textbook content). All the respondents strongly agreed or agreed that C1 is the main culture in this textbook; whereas the teachers showed negative responses on statement 10 (English culture has been shown in the Iraq Opportunities 3 textbook content). The remaining 13% of respondents (4 teachers) responded with “Neutral”.

In general, it can be inferred from these results that both qualitative and quantitative analyses supported that C1 is represented in *Iraq Opportunities 3* more than C2. The textbook, however, lacked strong cultural information. The cultural content was limited to minor cultural references, such as the names of dialogue interlocutors and some elements of lifestyle.

The third research question intended to investigate whether the C2 is presented in *Iraq Opportunities 3* in a way that exposes students to English-speaking culture. The theoretical literature review has shown that presenting C2 in an ELT textbook can affect students' motivation to learn a second language. According to McKay (2000), the use of cultural content in the classroom will foster learner motivation and increase their positive attitudes toward learning a language. The survey responses revealed negative results. Teachers' ratings were very negative for statement 11, whether C1 or C2 represented in *Iraq Opportunities 3* increases my students' interest in learning the target language, and statement 12, *Iraq Opportunities 3* does a

comprehensive job of representing English community culture to Iraqi students. A high percentage of respondents select “Disagree” and “Strongly Disagree” for both statements. It is quite evident C2 does not affect or increase students’ interest or motivation in learning English.

Conclusions and Suggestions for Future research

The present study is initiated with the aim of analyzing three critical components, grammar, vocabulary, and culture as the main criteria for evaluating the textbook *Iraq Opportunities 3*. The findings are generally in favor of the textbook in terms of grammar and vocabulary and their appropriateness for the age and level of students. Both grammar and vocabulary are satisfied in the book. They are represented appropriately, but vocabulary presentation still needs to be improved. As indicated, some visuals do not have printed words referring to their meaning, which requires connecting all pictures with their corresponding words. According to Paivio’s (1971- 1976) dual-coding theory, it is easier to recall new words if they are presented by both verbally and with image codes. In addition, the study criticizes the limited role and the poor presentation of culture in this textbook. The textbook writer and editor do not take culture into account except for some superficial appearance of culture in the visuals and the names of dialogue interlocutors. In fact, both analyses (qualitative and quantitative) data revealed that the cultural content has not received due attention in writing and organizing this textbook. Theoretical studies have confirmed the positive impact of C2 on language learning and teaching. Mitchell and Myles (2004) stressed that language and culture should be acquired together.

Based on the results obtained from this study, the following suggestions for further researches:

1. The present study concentrated on three criteria for analysis of the textbook: grammar, vocabulary, and culture. The study therefore could be expanded by adopting different criteria. According to Gunningsworth (1995), different criteria can be developed for different contexts and needs.
2. Teachers' interviews could be adopted to elicit teachers' perceptions by including open-ended questions. This would raise the validity of the results and foster more in depth data on the subject. Teachers' suggestions concerning the improvement of textbook quality could be obtained as well.
3. Class observations could be conducted to examine students' interest and motivation regarding using this textbook in learning English. This would give the results more objectivity, since students reactions could be recorded directly by the researcher.

**APPENDIX A:
UCF APPROVAL OF EXEMPT HUMAN RESEARCH LETTER**



University of Central Florida Institutional Review Board
Office of Research & Commercialization
12201 Research Parkway, Suite 501
Orlando, Florida 32826-3246
Telephone: 407-823-2901 or 407-882-2276
www.research.ucf.edu/compliance/irb.html

Approval of Exempt Human Research

From: **UCF Institutional Review Board #1
FWA00000351, IRB00001138**

To: **Sarab Y. AL-Akraa**

Date: **August 21, 2013**

Dear Researcher:

On 8/21/2013, the IRB approved the following activity as human participant research that is exempt from regulation:

Type of Review: Exempt Determination
Project Title: Teaching English in Iraq: An analysis of an EFL official
Textbook
Investigator: Sarab Y. AL-Akraa
IRB Number: SBE-13-09476
Funding Agency:
Grant Title:
Research ID: N/A

This determination applies only to the activities described in the IRB submission and does not apply should any changes be made. If changes are made and there are questions about whether these changes affect the exempt status of the human research, please contact the IRB. When you have completed your research, please submit a Study Closure request in iRIS so that IRB records will be accurate.

In the conduct of this research, you are responsible to follow the requirements of the Investigator Manual.

On behalf of Sophia Dziegielewski, Ph.D., L.C.S.W., UCF IRB Chair, this letter is signed by:

Signature applied by Patria Davis on 08/21/2013 10:52:59 AM EDT

IRB Coordinator

**APPENDIX B:
TEXTBOOK PUBLISHER'S PERMISSION FOR PHOTOCOPYING**

Educational Research Center

Boutros Al Boustani St.
Zokak El Blat, Beirut - Lebanon
P.O.Box: 11-9232 - Beirut - Lebanon

VAT # 1347964-601



مركز البحوث التربويّة

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زقاف البلاط، بيروت - لبنان
ص.ب: ١١-٩٢٣٢، بيروت - لبنان

Date: 13/9/2013

This is to confirm that Miss Sarab Al-Akraa can photocopy parts of 'Iraq Opportunities 3' for her research and thesis entitled "Teaching English in Iraq: an Analysis an official EFL textbook", as she is an MA student at University of Central Florida/ USA.

Carol Sallou

مركز البحوث التربويّة
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فاكس: +٩٦١ ٩ ٢١ ٥٩ ٤١

**APPENDIX C:
IRAQ OPPORTUNITIES 3 SURVEY QUESTIONAIR IN ENGLISH**



Iraq Opportunities Book 3 Survey

Note: This survey is designed for educational research purposes only.

Teacher's information:

Gender: Female Male

Age:

Years of Experience:

*Please choose the best answer for each of the following:

Questions	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. Iraq Opportunities 3 is a useful textbook for teaching students English structures					
2. Grammar points presented in this textbook are beyond the students' level of language.					
3. An effective approach is employed in Iraq Opportunities 3 to help lower level students utilize English grammar rules.					

4. I prefer to utilize the textbook's approach to explain grammar structures to my students					
5. The introduction and recycling of vocabulary in Iraq Opportunities 3 is carefully controlled for appropriate level and age.					
6. The vocabulary chosen in this textbook is relevant to pupils at this age and level.					
7. The visuals are useful in introducing and revising the meaning of vocabulary words.					
8. I often use Arabic to translate new words for my students.					
9. Iraqi culture is primarily represented in Iraq Opportunities 3 textbook content.					
10. English-speaking culture has been shown in Iraq Opportunities 3 textbook content.					
11. The culture, either the native or the target culture, represented in Iraq Opportunities 3 increases my students' interest in learning the target language.					
12. Iraq Opportunities 3 does a comprehensive job of representing English community culture to Iraqi students					
13. Overall, Iraq Opportunities 3 is a relevant and useful guide for me for a non-native teacher.					

Sarab AL-Akraa

MA. TESOL student

University of Central Florida

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2013

**APPENDIX D:
SAMPLE OF STUDY CONSENT**



EXPLANATION OF RESEARCH

Title of Project: *Teaching English in Iraq: An Analysis of an Official EFL Textbook*

Principal Investigator: Sarab AL-Akraa, MA student

Faculty Supervisor: Kerry Purmensky, PhD

You are being invited to take part in a research study. Whether you take part is up to you.

- The purpose of this study is to investigate how an EFL and ESL teacher can analyze a textbook which he/she depends on in teaching language for his /her students, in addition, how grammar, vocabulary, and culture can be useful tools to determine the effectiveness of language materials. The researcher will analyze an EFL official textbook used currently in Iraqi schools, and she will look by addressing special elements in this textbook. The study aims to examine the usefulness of the textbook based on your answers, as EFL teachers who have been using this curriculum in teaching English.
- You will be asked to fill out a survey contained 14 statements. You are not required to write down your response, but all you have to do is to choose from 1 (strongly agree) to 5 (strongly disagree). You will take the survey in the same school where you work.
- You will probably take 30- 35 minutes to fill out the survey.

This study is meant to be anonymous; therefore, the research does not know which subject completed the information. In other words, the researcher is not able to recognize your answer from other participants' answers

**APPENDIX E:
IRAQ OPPORTUNITIES 3 SURVEY IN ARABIC**



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Iraq Opportunities Book 3 Survey

بحث خاص عن المنهج الدراسي فرص العراق

Note: This survey is designed for educational research purposes only.

تنويه: هذا البحث قد تم اعداده للاغراض الدراسية فقط

معلومات عن المعلم:

الجنس: أنثى ذكر

العمر:

عدد سنوات الخبرة:

أختر ماتجده مناسباً لكل مما يأتي:

أوافق بشدة	أوافق	محايد	لا أوافق بشدة	لا أوافق	الأسئلة
					فرص العراق 3 كتاب مفيد لتعليم الطلاب قواعد اللغة الانكليزية
					قواعد اللغة الانكليزية الواردة في هذا الكتاب المدرسي تعتبر غير ملائمة لقدرات الطلاب على فهمها واكتسابها
					الطريقة المستخدمة لشرح قواعد اللغة الانكليزية كانت جيدة

					لمساعدة الطلبة المبتدئين في تعلم اساسيات اللغة
					أنا أفضل أن التزم بتباعد طريقة الكتاب لشرح قواعد اللغة الانكليزية لطلابي
					الصور المستخدمة في الكتاب كانت مفيدة في ايضاح معنى الكلمات
					الصور لم تكن جيدة في التعبير عن معنى بعض الكلمات والمفردات الجديدة
					أنا غالبا ما استخدم اللغة العربية لترجمة كلمات جديدة لطلابي
					كتاب فرص العراق يمثل أساسا الثقافة العراقية
					اظهر كتاب فرص العراق ثقافة المجتمعات التي تتحدث الانكليزية
					الثقافة التي برزت في كتاب فرص العراق سواء كانت ثقافة المجتمع العراقي او الاجنبي ساهمت في زيادة اهتمام الطلبة لتعلم اللغة الانكليزية
					المنهج الدراسي فرص العراق نجح في اظهار ثقافة المجتمعات التي تتحدث الانكليزية
					يعتبر المنهج الدراسي فرص العراق بشكل عام دليل جيد ومفهوم لي كمدرس لايتكلم اللغة الانكليزية كلغة ام

سراب الاكرع

طالبة ماجستير في تدريس اللغة الانكليزية لغير الناطقين به

sarabyousif@knights.ucf.edu

جامعة سنترال فلوريدا/الولايات المتحدة

٢٠١٣

**APPENDIX F:
GRAMMAR EXAMPLE**

UNIT 12



1 Listen and read

Hello. How are you?

Fine, thank you.

What are you eating, Waleed?

I'm eating lemon ice cream.

What are you drinking, Hassan?

I'm drinking cherry juice.

What are you reading, Dan?

I'm reading a story.

**APPENDIX G:
EXAMPLE OF VISUALS WITHOUT PRINT WORDS**

UNIT 8



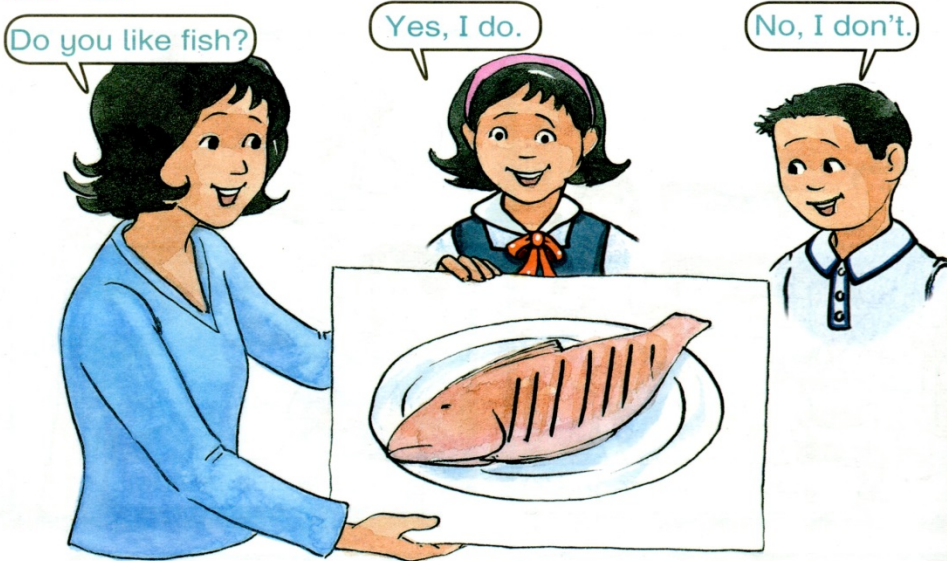
1 Listen and read



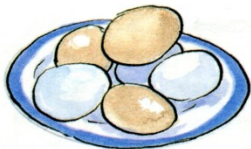
**APPENDIX H:
EXAMPLE OF VISUALS WITH PRINTE WORDS**



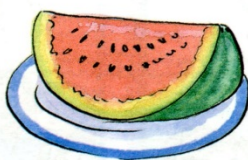
2 Ask and answer



eggs



watermelon



bread



cheese



chicken



**APPENDIX I:
EXAMPLE OF CULTURE PRESENTATION**

UNIT 13



1 Listen and read

Hello Selma. It's Grandma.

Hello Grandma.

What's your mother doing, Selma?

She's making dinner.

What are your brothers doing?

They're playing on the computer.

What's your father doing?

He's washing his car.

What are you doing, Grandma?

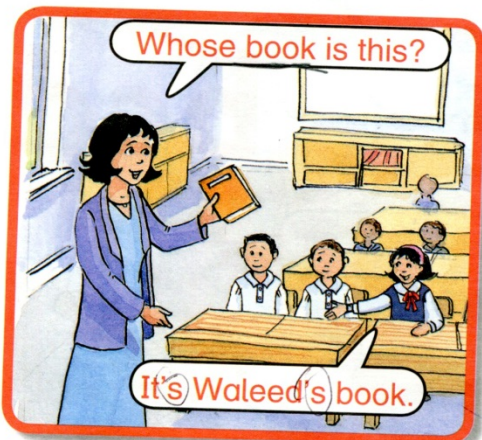
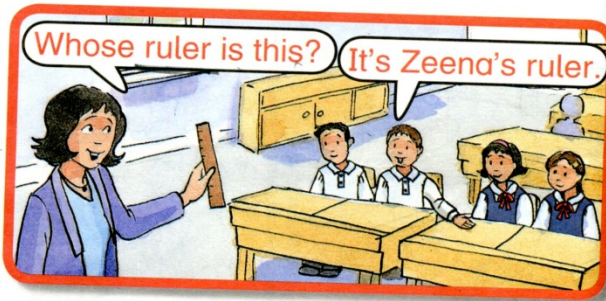
I'm talking to you, Selma.

**APPENDIX J:
EXAMPLE OF CULTURE PRESENTATION**

UNIT 9



1 Listen and read



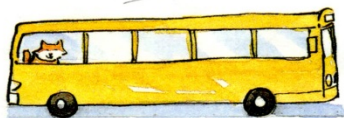
**APPENDIX K:
EXAMPLE OF CULTURE PRESENTATION**



2 Listen and read



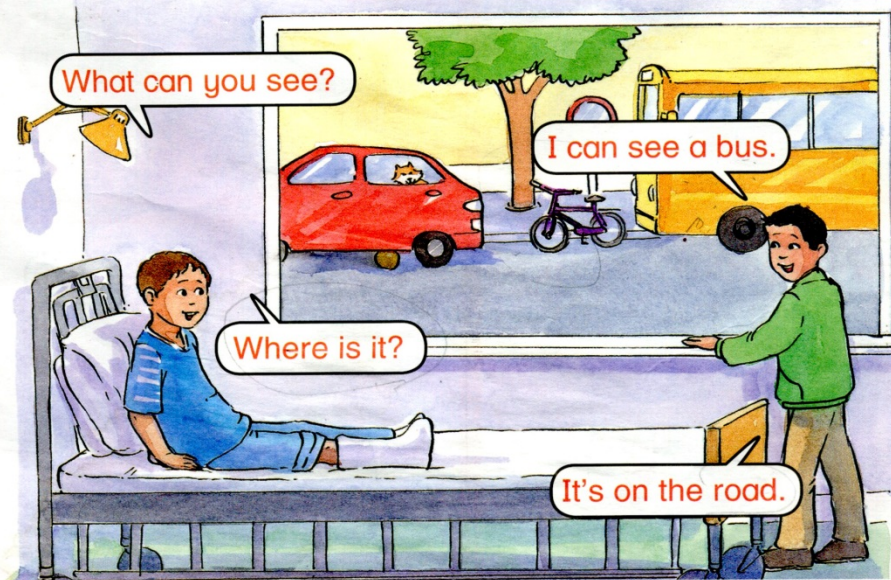
The car is on the road. The dog is under the tree.



The cat is in the bus. The bus is near the bus stop.



3 Ask and answer



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