

**T.C.
ISTANBUL AYDIN UNIVERSITY
INSTITUTE OF GRADUATE STUDIES**



**CULTURAL CONTENT ANALYSIS OF THE ELT TEXTBOOKS
IN LIBYA**

MASTER'S THESIS

İman RAMAZANOĞLU

**Department of English Language Teaching
English Language Teaching Program**

MARCH, 2023

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MARCH, 2023

APPROVAL FORM

DECLARATION

I hereby declare with respect that the study “Cultural Content Analysis of The ELT Textbooks in Libya”, which I submitted as a Master / PhD thesis, is written without any assistance in violation of scientific ethics and traditions in all the processes from the Project phase to the conclusion of the thesis and that the works I have benefited are from those shown in the Bibliography. (13/03/2023)

İman RAMAZANOĞLU

FOREWORD

In the name of Allah S.W.T, the Beneficent, the Merciful, who has blessed me in completing this paper. From the sincere of my deepest heart, I would like to express my gratitude and give my best appreciation to:

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İman RAMAZANOĞLU

CULTURAL CONTENT ANALYSIS OF THE ELT TEXTBOOKS IN LIBYA

ABSTRACT

Language and culture are two crucial factors in building any civilization; they undoubtedly work alongside and have influenced each other for generations. This study aims to measure to what extent do the ELT textbooks applied in Libya reflect the cultural references; source culture, target culture, international culture, and culture free. It also observes the cultural categories that have had the most emphasis and are subdivided into subcategories highlighted afterwards. In order to achieve this, this research analyses two ELT textbooks used in Libya. The first book being analysed is the *Second Preparatory* English textbook out of the ELT series *English for Libya* which is applied for the 8th grades in the Libyan public schools. Whereas the second textbook is the first level of the *Face2Face* series which is *Face2Face Starter* and it is published by the Cambridge University Press and applied by the language teaching institutions in Libya. In order to analyse the cultural content in the textbooks, the study used the model prepared by Ramirez and Hall (1999). The research ended up with many interesting findings that clarified the dominance of the source culture, the humble presence of the international and free culture, in addition to a poor existence for the target culture. Out of the percentages of the cultural categories and subcategories, the study shows the Libyan textbooks' high interest in the Social, Personal, and Environmental categories at the expense of the Political and Religion categories. Whereas the international version of the ELT textbook *Face2Face Starter* tends to focus on all these categories evenly and in a balanced way except the Religion category which shows less attendance in general.

Keywords: Source culture; Target culture; International culture; Cultural categories; Cultural references.

LİBYA'DA KULLANILAN İNGİLİZCE DERS KİTAPLARININ KÜLTÜREL İÇERİK ANALİZİ

ÖZET

Dil ve kültür, herhangi bir uygarlığın kuruluşunda çok önemli iki faktör olup nesiller boyu birbirini etkileyen iki öğedir. Bu çalışma, Libya'da kullanılan İngilizce Öğretimi ders kitaplarının kültürel referansları -yerel kültür, hedef kültür, uluslararası kültür ve özgür kültür- ne ölçüde yansıttığını ölçmeyi amaçlamaktadır. Ayrıca, en çok vurgulanan alt kategorilere ayrılan kültürel kategorileri ile alt kategorileri de gözlemler. Bunu gerçekleştirmek için, bu araştırma, gerekli verileri toplamak amacıyla Libya'da okutulan iki farklı seriye ait İngilizce ders kitapları arasında bir karşılaştırma yapmaktadır. Bu amaçla Libya devlet okullarında 8. Sınıflara yönelik olarak okutulan *English for Libya* serisine ait *Second Preparatory English Textbook* ders kitabı analiz edildi. İkinci analiz edilen ders kitabı ise Cambridge University Press tarafından yayımlanan ve Libya'daki dil öğretim kurumları tarafından okutulan *Face2Face* serisinin birinci seviyesi olan *Face2Face Starter* ders kitabıdır. Ders kitaplarındaki kültürel içeriği analiz etmek için çalışmada Ramirez ve Hall (1999) tarafından hazırlanan model kullanılmıştır. Araştırma sonucunda elde edilen veriler; yerli kültürün hakimiyetini, uluslararası ve özgür kültürün mütevazı varlığını ve hedef kültürün zayıf bir şekilde kitaplarda yer aldığını göstermiştir. Aynı zamanda bu çalışma, Kültürel kategorilerin ve alt kategorilerin yüzdelerinden, Libya ders kitaplarının Siyaset ve Din kategorilerinin aleyhine Sosyal, Kişisel ve Çevresel kategorilere olan yüksek ilgisini göstermektedir. ELT ders kitabının uluslararası versiyonu *Face2Face Starter* ise genel olarak daha az yer verilen Din kategorisi haricinde diğer tüm kategorilere eşit ve paralel bir şekilde yer verdiği ortaya konmuştur.

Anahtar Kelimeler: Yerel kültür; Hedef kültür, Uluslararası kültür; Kültürel kategoriler, Kültürel referanslar.

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LIST OF ABBREVIATIONS

ELT	English Language Teaching
EFL	English as a Foreign Language
C1	Source Culture
C2	Target Culture
C3	International Cultures
CEFR	The Common European Framework of Reference
CC	Communicative Competence
CF	Culture Free
ST	Street
<i>Italic</i>	Source Culture
Bold	Target Culture
<u>Underlined</u>	International Culture

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I. INTRODUCTION

A. Background of the Study

Language represents an extremely important part of our existential entity, in one way or another it constitutes the pristine identity of human beings and reflects their lifestyle through the culture they are living into. However, the culture; in turn, plays a prominent role in determining and orienting the language the way that serves the community, as well as its legacy, and keeps it connected to its past, present, and its future. And this emerges in both communities' behaviours and traditions (Al-Sofi, 2018).

As it has been the very essential key tool for learning languages in general and English in particular, the textbook was the fundamental material in this work and analysing it in terms of the cultural content was the main aim of the research. This paper has tried to focus on one of the North African countries and choose Libya and the Libyan textbooks to be our study field. Therefore, this study picked two of ELT textbooks applied in Libya for addressing the following; the cultural references, the cultural (categories) themes, and the subcategories that have been illustrated in the analysis.

The research analysed, the textbook belongs to *Face2Face* ELT textbook series *Face2Face Starter* as well as the *Second Preparatory* ELT textbook *English for Libya* in order to make a detailed comparison between them; as both are used in this country as part of the educational curriculum. The analysis will be considering the cultural (categories) themes, the cultural references, and the cultural subcategories of each textbook respectively.

The research starts with the introduction, which explores the background of the study, and clarifies the research plan which consists of several chapters; the first chapter is the introduction and it includes the study's background, the statement of the problem – which sheds the light on the North Africans' struggles with learning English in general and the Libyan's in particular. The introduction also includes the part belongs to the significance of the study which provides information about the importance of bringing up the issue of cultural existence in ELT textbooks. And then the research questions –

which inquire the cultural distribution in terms of cultural (categories) themes, cultural subcategories, and cultural references.

The second chapter which is the literature review recalls -in the beginning- the previous similar studies and research papers that help us understand and comprehend more about the relationship between language and culture, the significance of learning languages and especially English around the world, and it also stressed the importance of the textbook usage –as an essential material- during the process of learning the language.

The methodology of this study consists of the base material of the research which is the textbook. Besides, the data collection phase and the procedure that will be explained in details later, also the results of the study will take place, and it follows with the chapters of the discussion & conclusion, the references. Then it ends eventually with the appendices and resume.

C1, C2, C3, and CF, as they will be mentioned under the name of cultural references, they indicate to the cultural varieties in ELT. Where, the source culture refers to the first and indigenous culture, it is indicated with C1, the target culture refers to the countries' culture in which English is used as their first language -like American and British cultures- and it is indicated with C2, the international culture and it refers to the other international cultures, which are indicated with C3. Whereas CF is the culture free and it is all the items or names that are universally common and do not specifically represent or belong to any culture.

B. Statement of the Problem

As it is exceedingly recognized that textbook is considered one of the most common foreign language teaching materials (Allen, 2008). It creates the very first connection between the teacher and students, besides it allows learners to gradually gain knowledge for being prepared to facilitate the learning process for learners and help them digest it in an organized way (Mithans, 2020).

For teaching their first language it is quite understandable, by examining the first and official language textbooks in Libya -which is Arabic-, to observe and notice the dominance of the visual and written source cultural patterns in each and every Arabic subject for all Libyan grades. Hence, we can address to what extent this country concerns about educating its people their first language, and how does it deal with teaching it.

However, since we mention the Arabic language, the first thing that comes to mind is the Islamic Culture. Hence, it would not be reprehensible to see the Islamic idioms, expressions, and special terminology in the curriculum of the countries that embrace this language. For example, Mosque = مسجد, sheik = شيخ, salat/prayer = صلاة, call to prayer = أذان الصلاة, etc, which are certainly Islamic Expressions. And these types of expressions exist in almost all the Arabic curricula even though the ones are internationally published. Thus, it is clear to figure out the dominance of the source culture in the first language textbooks, which might explain the source culture significance for Libyan people, in addition to their efforts to consolidate the foundations of this genuine culture in their generations.

On the other hand, teaching and learning English language in the North African countries is still a critical issue and suffers from different aspects, we can figure that out obviously through observing the English level of the students of these countries, they generally struggle with expressing their feeling and needs. For the sake of attempting to understand the reasons of the North Africans struggles with learning English, this research picked one of the North African countries –and that was Libya-, and study its ELT textbooks in terms of the distribution of the cultural content to create an adequate contextualization about the Libyan ELT textbooks used in the Libyan public schools, and thus, we can assign the mainlines about the reasons of the gap between the cultures and how might the sufficient textbook cause huge difference in the learning process.

C. Significance and Implications

English, as it has been the most important language in the world in terms of many reasons such as; its being one of the official languages of the UN, the most used language on the internet, the press language for many centuries, and of course almost all the advanced technological achievements and the political predomination belong to English speaking countries (Crystal, 1997).

All these aspects and more pushed other societies to make learning English one of their priorities in the educational plans. Therefore, English has become a common medium to make different countries share a mutual interest of learning it and make English at the same time meet different cultures in return. Due to this phenomenon, English has become the first official foreign language in the Libyan educational system as well as other governmental institutions. And learning it has become a necessity before

it would be a superficial activity. Therefore, all the Libyan schools –without any exception- teach English as an obligatory lesson and it apply the *English for Libya* chain of book as an educational material in addition to other tools which reinforce the assigned curriculum.

According to Ulum (2014), the textbooks should fulfil students' needs by developing students through interacting with different cultures. He claims that exposing students to different cultures would improve their linguistic, cultural, and social skills. One of the issues threatening the concept of cultural interdependence is being sufficient with learning the indigenous culture and neglecting other cultures. For the sake of achieving reliable study, this paper will analyse the 8th grade of the Libyan ELT textbooks -the *Second Preparatory English for Libya*- that is applied in the Libyan public schools, and the *Face2Face Starter* from the *Face2Face* ELT textbook series. Content analysis will be conducted as a research method for analysing the cultural content in the selected textbooks.

This study ends up with interesting findings in which we can comprehend some of the reasons behind Libyan students' difficulties in learning English as well as their limited perceptions about other cultures besides the target culture. It clarifies an overall dominance of the source culture, a weak presence of the international culture with a poor presence of the target culture. In one word, most of the curriculums applied in Libyan schools are particularly focused on the source culture. The target and international culture are in the second plan, taking into consideration that the international culture is distinctly attached to great importance in the Libyan textbooks compared with the target one.

D. Limitation of the Research

The research in this study focused on the written version of the used materials for the entire chapters of the textbooks "*English for Libya*" as well as "*Face2Face Starter*" that represent cultural content, where every single written word whether it exists in a text or a picture is considered in the finding data. The researcher- based on Cortezzi and Jin's theory- classified the data into four aspects of culture referred to them as cultural references and they are; Source Culture, Target Culture, International Culture, and Culture-Free. Then, according to Ramirez and Hall (1999:53), the researcher classified the contents into five categories related to the culture which are subdivided into

subcategories which are; Social, Personal, Religion, arts, humanities, Political systems, institutions, and Environmental.

E. Research Questions

- Which cultural (categories) themes are presented in the ELT textbooks *English for Libya* and *Face2Face Starter* in Libya?
- What are the subcategories of each cultural (category) theme, and which one is mentioned the most?
- What cultural references in the ELT textbooks in Libya have received the most emphasis?

II. LITERATURE REVIEW

A. Language and Culture

1. The Relationship Between Language and Culture

The relationship between language and culture is quite complicated and unique. Researchers such as Kaikkonen (1994) cited in Lappailanen (2011:9) sees that culture is a reflection of the language and without it the world's cultures would not be exist. In his turn, Moran also (2001:9) highlighted in his studies on the remarkable and symbiotic relationship between language and culture where both affect each other and reflect each other as well.

In this field Jiang (2000:328) preferred the notion of “iceberg” in order to express the relationship between language and culture, he believes that language embodies the visible part whereas the hidden and the more significant part lies underneath the surface and that is the culture.

“All words have the ‘taste’ of a profession, a genre, a tendency, a party, a particular work, a particular person, a generation, an age group, the day and hour. Each word tastes the context and contexts in which it has lived its socially charged life.” (Bakhtin, 1981:293).

Bakhtin discussed in his studies to what extent can the human being deal with his/her life with a totally different background; a different language and different society. Would these conditions create new perceptions of life in this person? Would his/her attitudes, beliefs, or even values differ? Or what if he/ she rise up with no language or alone without any cultural activities does his/ her perception of the world around even change.

According to Nasir and Hand, (2006), it is extremely important to highlight the fact of that the language and culture are- in one way or another- related to each other. Both are affected by where a person was born and raised in a social group, and how he relates to that group, where culture itself as it is the stock of the beliefs, experiments, perceptions, values, and behaviours which group of people shared and

followed to assist them overcome the difficulties of their life and realize the world around them.

Brown (2001) emphasizes that language and culture are interconnected in a complex way so that they cannot be separated without losing the significance of either language or culture. Byram (1991) in addition, confirms that language should 'unlock the door' to the culture. Whereas Kramersch (2013: 71) indicates to the culture as "outdoor gardens with no meaning in themselves unless they are related to and contrasted with indoor apartments and dwellings". By the same token Allen (1985) stated that there was a distinct relationship between language and culture, and the phenomena and efforts of learning the language was not in vain but to read the literary masterpieces of the civilization in the 1900s.

2. The Impact of Culture on Language

Culture creates that brilliant mixture of completeness which includes knowledge, beliefs, art, morals, laws, customs and any other abilities and traditions a human being gains as one of the community members (Tylor, 1871). In this line McKay (2000) declares that the language curriculum should cover several cultural components so as it can help learners improve their linguistic skills in a dynamic way and create an interest in language learning and to reinforce learner's motivation.

According to his definition, Kramersch (1996:2) defines culture as "the attitudes and beliefs, ways of thinking, behaving and remembering shared by members of the community".

For achieving the extreme objective in learning any language which is reaching the intercultural competence of that language, it will not be sufficient for the textbooks to concentrate only on the native culture of the learners or the target culture, but focusing on the native, target and international culture, in this way language learners would be able to think differently, to behave differently, also to overcome the language barriers for communication with the other, Victor (1999) and Majdzadeh (2002).

Kramersch also (1998) states that culture is the reflection of the discourse in its historical and social appearance and what endows its shape and identity is the language in itself. Forming our awareness of reality is one of the things that language plays an important role in it; it holds considerable prominence according to

American linguists and Anthropologists -in the very early decades of the 20th century-, who believe that language learning depends on several factors including the culture of the people who speak that language as their first language, and ignoring this issue will affect learners' competence in that language (O'Neil, 2006).

In this flow of studies, McKay discusses the Cultural impact on Language in two separate aspects; the first one is the linguistic aspect and the second is the pedagogical one. The linguistic aspect refers to the influence that the culture may form upon the semantic, pragmatic, and discourse levels of language, whereas pedagogically, the culture affects the process of choosing the language teaching materials, due to the language materials' cultural content as well as the cultural dimension of the teaching methodology that should be taken into account during the process of adopting the language materials.

3. The Impact of Language on Culture

It has become known in linguistic studies that language is not just a tool of communication, nor it is a group of sounds with which all people express their intentions and needs through; It far exceeded that and became a bridge for communication and unification of concepts between individuals, groups, and generations (Niswa, 2022; Daulay, 2022), thus it is the means that enables the individual to join a group or even exclude him. Hence, Halliday and Hasan (1989) pointed out that the situation in which linguistic interaction takes place gives the participants a great deal of information about the meanings that are being exchanged, and the meanings that are likely to be exchanged.

4. Senses of Culture

According to the researchers, Adaskou, Britten, and Fahsi, there exist four types of culture that should be known by language educators. These types of culture have been named the senses of culture and they are; aesthetic sense, sociological sense, semantic sense, and pragmatic sense. Every single sense has its own features and it covers certain aspects. Aesthetic sense is all the seen and heard media sources that can be interacted with, such as music, movies, cinema, and literature, it is the kind of sense that can be used and exist anytime, anywhere, and within everyone's reach. Thus, it is considered the most attractive type of sense.

The sociological sense includes the largest area in this group, it consists of the all the natural and social organizations, family, home life, interpersonal relations, material condition, work, customs, traditions, and leisure. The sociological sense reflects the daily life relations very naturally and it can be simply referred to it with a plain relation between two friends.

In the semantic sense, the language, English for example, could differ from one English speaking country to another in terms of the sociological sense, such as India and Singapore. Whereas some conceptual aspects could be the same in societies that speak the same language but have different cultural backgrounds like the concepts of time, place, emotions, colours, and lexical hyponyms, this can be seen clearly when people live their first cultural shock with their foreign friends.

Besides the mastery of the language code, the pragmatic sense (sociolinguistic sense), the background knowledge, social expertises, and linguistic skills create the ability to achieve an effective communication. The pragmatic (sociolinguistic) sense is generally reflected in the linguistic and grammatical attitudes, which exist in the formal form such as business and educational form. Hence, it is obvious why people do not use the pragmatic sense in their daily basis as they do not use the language very artificially or in a contrived way, but they prefer to consider the simplest way to communicate and express their thoughts.

5. Big C” Culture, and “Little C” Culture

The “Big C” culture is the concept that refers to the most evident elements of culture with which people learn about and realise the outlines that determine any culture. Therefore, in order to learn about a new culture, the initial features and elements that become the most distinguished and easy to be noticed about that culture are the “Big C” cultural elements those are; literature, architecture, music, dance, and history creating the solid side of a culture (Hu, 2002). On the other hand, there are the elements which belong -in one way or another- to the culture itself. However, it creates the intangible type of it, and that is the “little c”. The “little c” concept reflects those elements of culture which do not exactly form the culture itself but it adds values and principles on, to learn a new culture it might require a bit longer time to comprehend and observe the “little c” elements. Furthermore, it refers to the culturally influenced beliefs and perceptions explained by the language that belongs to it. The “little c” framework

includes communication etiquette, common gestures, language symbols, community's customs and norms, proper behaviours and manners, etc. (Halverson, 1985).

B. Review of Relevant Previous Studies

1. ELT Textbook Significance

Textbooks are all types of books published for educational purposes and used specifically in classrooms (Lappal, 2011; Johnsen, 1993). Since the textbook represents a remarkable value in presenting the culture through language and vice versa. Cortazzi and Jin (1999) demonstrate that a textbook is potentially a teacher, a map, a trainer, an authority, a resource, a restrictor, and an ideology. Thus Ahmad and Shah (2014: 12) confirmed that learners "feel influenced by the textbooks they exercise for learning English language and in the process they come across social, religious, cultural, and linguistic diversities".

In his turn, Brown (2001) stresses the importance of the textbook as an essential material for ELT. It is indisputable to say that ELT classes deem -to a marked extent- the textbook as their very first material in the classroom, where it provides students with authentic and high quality content. Furthermore, teachers choose to seek the assistance from textbooks for being neatly-organised tool, having well-prepared activities, and error-free as well as informative content. Not to mention the curriculum intensity that makes it quite difficult for teachers who have no time to prepare their own materials and find textbooks as a safe haven for them to conduct the lessons in most cases (Ahmed, 2017).

Although each and every textbook can be useful by itself, however, it is necessary for teachers to choose the correct textbook for the correct class in order to obtain good results. English language learning process differentiates from class to class, from nation to nation, and from culture to culture, and using the correct textbook plays a substantial role in orienting both teachers and students in an appropriate way. And most of the researchers like Altay (2013) emphasise the idea of teachers' awareness of their students' demands and needs, and choosing ELT textbooks carefully and accordingly should be one of their early priorities according to Brown (1995) who sees that the textbook has to be suitable for the approaches, needs, syllabus, goals, objectives, and contents of the curriculum.

Using textbooks as a primary material in ELT classrooms generates various viewpoints in this field. And Richards (1998) was one of them where he sees that deeming the textbook in the class might cause negative effects on those students who cannot afford the textbook price or who find it difficult to pay for it, he also believes that depending on textbooks may deskill teachers and make them dependant more on the certain materials rather than trying to create their own materials which fulfils students' needs. Other researchers, like Akbari (2015) discussed the insufficiency of textbooks that are prepared and published by the Ministry of Education which are weak in many aspects, most notably the communication activities. Aziz (2014) and Hasanah (2016) also indicate the inadequate listening content and tools in the English textbooks they analysed.

On the other hand, many researchers such as Harmer (2007) believes that textbook is a necessity in the classroom since it is prepared as an organized material, including attractive items, coherent grammatical syllabus, compatible vocabulary and adequate practical exercises. Thus, it enables teacher to take charge and conduct the lesson with the most efficient way as well as providing him with new ideas. Besides, it might help students study in a planned way and facilitate their learning much more than if they depend on other various sources of learning.

2. Different Viewpoints of the Cultural Presence in ELT Curriculum

A large number of studies addressed the impact and the association between the language and the culture in foreign language education and stressed the significance of cultural integration within school curriculums as it has a great role in promoting cultural rapprochement (McKeown & Diboll, 2011), related to the various cultural orientations such as; aesthetics, philosophy, history, and science (Çelik, 2013; Erbay, 2013). Thus, McDaniel and Samovar (2014:9) stated that culture "is an extremely popular and increasingly overused term in contemporary society".

Nevertheless, there exists a different orientation by many researchers, in which they see culture as a threat to the learner's source culture. Some of them claim that students should establish their own source culture adequately in their very first years of school before moving on to learn about other different cultures including the target culture. Hence, this section observes various arguments related to the cultural content in the ELT curriculum.

The first view tends to promote to the belief in the inseparability relationship between language and culture. The defenders of this trend believe that there is no way for learners of any foreign language to learn it without learning the culture that belongs to this language. For them, it seems to be an impossible task to learn a language without its culture just like the baby who acquires his mother tongue by being exposed to the language of his parents at the same time as receiving their source culture. Therefore, it is a conditional process and associated in the first place with the time synchronization of language and culture acquisition. Out of those who support this tendency and stand strongly behind it, is Valdes (1986) who believes that teaching the language without its cultural tenor seems to be an impossible mission. The same for Jiang (2000: 328-329) who clarifies culture in metaphorical expressions:

“Philosophically: Language and culture makes a living organism; language is flesh, and culture is blood. Without culture, language would be dead; without language, culture would have no shape.

Communicatively: Communication is swimming, language is the swimming skill, and culture is water. Without language, communication would remain to a very limited degree (in very shallow water); without culture, there would be no communication at all.

Pragmatically: Communication is like transportation: language is the vehicle and culture is traffic light. Language makes communication easier and faster; culture regulates, sometimes promotes and sometimes hinders communication.”

Pulitzer (1959: 100-101) who defends the similar idea emphasized that learning language without learning the culture it belongs resembles learning “meaningless symbols or symbols to which the student attaches the wrong meaning”. Also in turn, Kramsch (1993) states teaching the culture side by side with language to a better language learning results, claiming that culture forms the skill that provides the best experience of learning a language as well as it promotes the best version of CC (Communicative Competence) for learners.

The second view in this matter confirmed the significance of the target culture on the expense of the source culture; it even stresses the necessity of teaching the target culture away from the source culture, and gives the privilege only for the target culture to be inserted in the curriculum. Therefore, there are many researchers follow this direction and Valdes (1986: 121) provides an example of them, where he indicates that using the source culture in foreign language teaching is like a ‘trap’

leads to a 'gross misfit' or an 'impasse'. Whereas, Byram and Flemming (Byram, 1997; Byram and Fleming, 1998) hypothesises that in order to get students acculturates into the English countries' culture there should be an integration of the target culture into the English language teaching process.

The third opinion about the cultural presence in ELT implies the idea of which the source culture in ELT strengthens and accelerates learners' learning experiment, in addition to its role in creating a familiar atmosphere for students and present them a good opportunity of interacting with English language syllabus in a less stressful environment and more friendly and close to their backgrounds. And Alptekin (1993: 140) in his turn pointed out that there exists a huge number of voices that support this attitude, and he refers in his study to the role of the cultural knowledge in paving the way in front of the foreign language learners, and how does it help them in acquiring the language as well as comprehending it.

“Instead of diving simplistically into the narrow confines of a given target language culture, in a manner devoid of comparative insight and critical perspective, EFL writers should try to build conceptual bridges between the culturally familiar and the unfamiliar in order not to give rise to conflicts in the learner's 'fit' as he or she acquires English (ibid).“

Besides, Bear (1987: 24) mentions in his study how harmful the English culture might be upon the English language students in terms of their own indigenous culture, he recalls the old misconception about that there might be too many strange values, traditions, and customs in English culture, which reflect and create in somehow mischievous beliefs that might not be appropriate or even acceptable for other nations and cultures.

However, the fourth opinion defends the say of no culture in language learning, this opinion sees that language and culture are separated and they are completely two different issues. the defenders of such a trend overstate that culture has a frustrating impact on the students it creates a barrier between student and language learning, where sometimes students themselves refuse the idea of learning or dealing with culture. And thus, Valdes (1990: 20) signifies, that “there are still those who either ignore the concept [of culture] or deny its validity”. However, some who support this view think that in many cases students are not able to present their own cultural thoughts nor they can distinguish its characteristics and the differences and similarities between it and the target culture, they do not have the experience to

express or produce any cultural discourse, not to mention the target culture in which they would already struggle dealing with it.

And eventually a bunch of researchers who promote the most general and comprehensible belief which is called; English is a Lingua Franca. English has become the most used language all around the world. It belongs -according to Zohrabi and Shah (2009) - to the whole world not to a certain culture or even specific countries. And thus, it is a mutual language that reflects a common tool of communication among countries all over the world. It also acquires another role of playing a multicultural role in which unites other cultures under one umbrella, and at the same time it absorbs from every culture various attributes and features, which makes it a unique and unparalleled language on earth.

C. The Importance of Learning English around the World

English language as it is a lingua franca is also considered as an invisible passport where learners can reach many language fellows all around the world and communicate with them through words without any travel visa.

As it is cited in (Nihalani, 2010: 24) a Chinese child wrote a comment referring to the importance of learning English in China: “if you cannot speak English, it’s like you’re deaf and dumb”. The Chinese people gives learning English a special priority, they believe that it would help them understand and improve their economic and technological progress in the short as well as long term future. Besides, they use it to access scientific source and references and to make contacts with others around the world.

Since South Korea, as a developed country, concerns about equipping its society with the needed knowledge and keeping it informed of new developments, the president and former of South Korea Kim Dae Jung stressed the importance of learning English for the sake of winning the world competition and encouraged the South Korean people that “we will not gain the world competition unless South Korea excels at the lingua franca of the internet age, thus, it is a matter of learning English or confronting the fact of being left behind” Nihalani (2010: 24).

Nihalani (2010) also sees Japanese people need to learn English for the sake of better future. The situation is almost the same for the Taiwanese people who make a

considerable effort to learn English so they can find good jobs, they consider English their passport to the world, when it is a lingua franca in this tiny village called world. It is even a government orientation push citizen to learn English to use them to send them as labourer overseas, which is something Vietnamese people strive for it to get eminent jobs with high wages.

Since Singapore is a multi-cultural country, it has four official languages used in the official departments. However English is considered as the most significant language among them and yet it is the most applied in the education system.

In Europe English is the only official language in the European Union, where Europe consists of many different countries which speak various European languages. Hence, English has been accounted the common used language between the Union's countries.

In the case of Turkey, English seems to be the one and only official foreign language of the country, where the Turkish government pays great attention to inserting English in business, politics, and education, furthermore, English is almost the only approved language in educational system as a foreign language besides some private schools which apply German or French as their foreign language (Kirkgöz, 2005).

In countries like Greece, Germany, Hungary, and Bulgaria English is the language of knowledge, prestigious professions and the progression in life, where English is the most important and used language in the whole world (Gass & Reed, 2011).

Most of the African countries have similar tendency in terms of learning English as it is the medium of instruction. People in some African countries prefer to send their children to international schools, to get them receive high quality education and as a result having better opportunities at finding jobs (Mckay, 2006; Dardig, 2007).

Learning English in the Arab countries is also an indispensable part of the educational system, where in Saudi Arabia English is the official language in all educational departments (Al-Seghayer, 2005). In Syria and Lebanon, teaching English in the public schools starts from the 1st grade and the duration of teaching English is the same of teaching Arabic in some Arab countries (Shaaban, 2005).

As it is seemed English ranks first in the most learned, used, approved language in the globe and the lingua franca in almost all the countries around the world. Hence, many voices rose to make English more vital language and a tool of communication with

the others, although Libyan people find learning Italian as a language much easier to learn, due to the Italian colonization of Libya in 1911. However, Italian language still does not have the importance of being lingua franca, nor it is the language of technology or even a common language to be used as a tool of communication among world's nations.

III. METHODOLOGY

The main aim of this study is to obtain thorough data about the cultural content of the English textbooks used in Libya. Out of the qualitative research method, this study adopted the content analysis in textbooks as a research tool to calculate the results, reach percentages, and make a comprehensive analysis based on the collected data.

A. Materials Used in This Study

- The *Second Preparatory* textbook, *English for Libya*, Garnet Education
- *Face2Face Starter*, Cambridge University Press

The first selected textbook *English for Libya* was prepared to serve the 8th graders attending the Libyan public schools. The book is written and published in 2020 by a group of Libyan educational publishers in the Curricula and Educational Research Centre in the State of Libya. *English for Libya* is a series of textbooks prepared and organized to be appropriate for Libyan students and culture, the series is divided into three stages; primary (1-6), preparatory (1-3), and secondary (1-3). It is worthy to mention that the Libyan school system consists of; six years of primary school, three years of middle school, and three years of high school, and the curricula are distributed accordingly, where each grade has its copy of *English for Libya* with its student's book and workbook. For The Cover Page of *English for Libya* Student's book, see Figure 1.

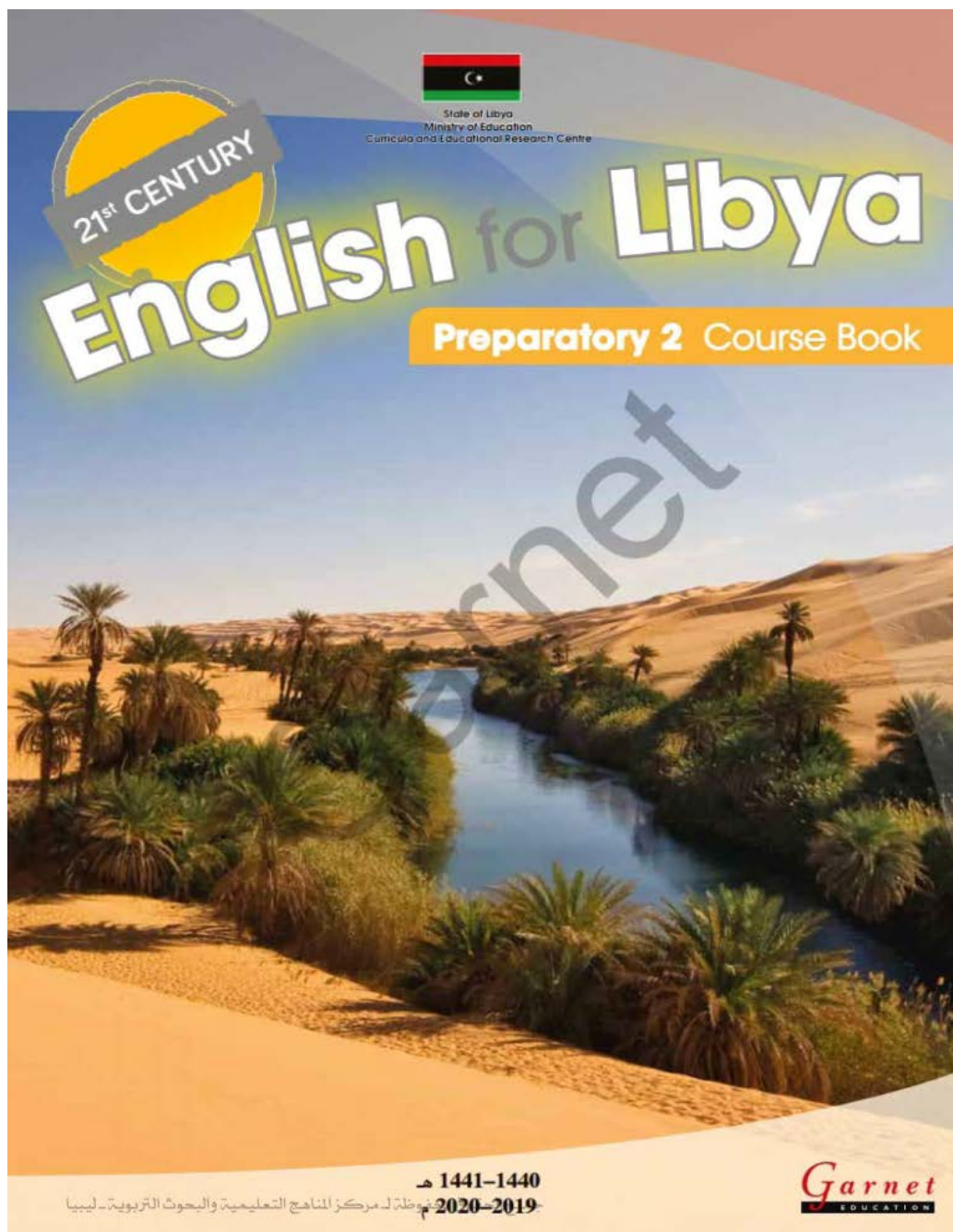


Figure 1 The Cover Page of English for Libya Student's Book

The *English for Libya Second Preparatory* student's book consists of eight units, each unit studies certain topic which is divided into 8 lessons, except units four and eight they are divided into four lessons that are prepared to be a revision for the previous units that came before. Each unit covers the various language skills respectively, Listening and Speaking, Reading and Writing, Structure and Language, and Vocabulary. See Table 1.

Table 1 The Units and Topics of *English for Libya* Textbook

Units	Topics	Pages
1	My Space-Time	6-17
2	Seasons and Nature	18-29
3	Great Inventions	30-41
4	Fun with English 1	42-47
5	Around the World	48-61
6	Friends Abroad	62-73
7	Danger!	74-85
8	Fun with English 2	86-91

The target structures that have been included in *English for Libya Second Preparatory* student's book for the first four units were; past and present simple, past continuous tense, adjectives, possessive 's' and possessive plurals, adverbs of frequency, question formation, future tense, time adverbials, comparatives and superlatives, present perfect tense, adverbs of manner, and Grammar and vocabulary. Whereas the second four units have covered; present perfect tense with ever/ never, present perfect and past simple tense, comparatives and superlatives, questions with prepositions at the end, link words and phrases, future continuous tense, frequency adverbs, imperative sentences, relative pronouns, first conditional, and grammar and vocabulary. See Figure 2.

In terms of vocabulary, the units have focused on certain vocabulary in the eight units of the textbook as follows; the first four units have covered vocabulary of; the holidays, spare- time activities and hobbies, routine activities, weather words, months, seasons, ordinals, adjectives and adverbs describing moods and feelings, activities. And for the last four units the vocabulary that have been included were; names of countries, industries, products, personal description, customs, nationalities, dangers at home and in the street. See Figure 2.

Book Map

	UNIT 1 My Spare Time Page 6	UNIT 2 Seasons and Nature Page 18	UNIT 3 Great Inventions Page 30	UNIT 4 Fun with English 1 Page 42
Listening and speaking	<ul style="list-style-type: none"> Listening for gist and information; writing notes Using a questionnaire to ask and answer questions □ Playing language games Two rhymes Syllabus stress 	<ul style="list-style-type: none"> Listening for detail and writing notes Asking and answering questions Telling a foreigner about a local festival Trying to improve oral fluency Intonation: performing two rhymes 	<ul style="list-style-type: none"> Talking about inventions Listening and writing notes Using pictures to retell a story □ Project work: a scrapbook presentation □ A song Past tense endings Intonation and stress in conversations 	<ul style="list-style-type: none"> Speaking with expression
Reading and writing	<ul style="list-style-type: none"> Reading for detail and inference □ Writing sentences, paragraphs and a friendly letter Editing and improving your own writing □ Reading for enjoyment Project work: a scrapbook □ 	<ul style="list-style-type: none"> Using pictures to predict speech □ Reading for detail and interpreting charts and symbols □ Reading for enjoyment Practising punctuation Writing an account of a festival Project work: a scrapbook presentation □ 	<ul style="list-style-type: none"> Reading for gist and detail Scanning for words Reading for enjoyment Writing a short story 	<ul style="list-style-type: none"> Working out meanings of unknown words from the context □ Making your writing more interesting
Structure and language	<ul style="list-style-type: none"> Past and present simple Past continuous tense Adjectives Possessive 's' and possessive pronouns Adverbs of frequency Question formation 	<ul style="list-style-type: none"> Future tense: <i>will</i> Time adverbials Comparatives and superlatives 	<ul style="list-style-type: none"> Present perfect tense Adverbs of manner 	<ul style="list-style-type: none"> Grammar and vocabulary from Units 1 to 3
Vocabulary	<ul style="list-style-type: none"> The holidays Spare-time activities and hobbies Routine activities 	<ul style="list-style-type: none"> Weather words Months Seasons Ordinals 	<ul style="list-style-type: none"> Adjectives and adverbs describing moods and feelings Activities 	

Checklist for Written Work: Page 92 Transcripts: Page 93

جميع الحقوق محفوظة - مركز المناهج التعليمية والبحوث التربوية - ليبيا

Figure 2 The Book Map of the First Four Units of *English for Libya* Textbook

UNIT 5 Around the World Page 48	UNIT 6 Friends Abroad Page 62	UNIT 7 Danger! Page 74	UNIT 8 Fun with English 2 Page 86
<ul style="list-style-type: none"> Listening for detail and writing notes Using a questionnaire to ask and answer questions Project work: a scrapbook presentation about famous sites A song Playing language games Intonation and stress in conversations 	<ul style="list-style-type: none"> Listening for gist Listening and writing notes Performing conversations Project work: a scrapbook presentation about friends online Introductions and greetings Identifying feelings from intonation 	<ul style="list-style-type: none"> Listening and identifying a situation Listening and writing notes Performing conversations Talking about pictures Project work: a scrapbook presentation about staying safe Intonation and stress in conversations 	<ul style="list-style-type: none"> Listening for detail Pronunciation of Yes/No questions and answers
<ul style="list-style-type: none"> Comparing countries Inferring information from factual texts Reading for enjoyment Writing about a country giving reasons for visiting it 	<ul style="list-style-type: none"> Reading a text about customs in Japan Reading a friendly email and identifying paragraph topics Reading a description and identifying people Reading a narrative for enjoyment Writing a description of self and others Sending an email while on holiday 	<ul style="list-style-type: none"> Identifying dangers in pictures Inferring information from posters Writing warnings Reading a narrative for enjoyment 	<ul style="list-style-type: none"> Using titles, headings and pictures to predict content of texts Scanning a text for direct information Inferring information from a text
<ul style="list-style-type: none"> Present perfect tense with <i>ever/never</i> Present perfect and past simple tense Comparatives and superlatives Questions with prepositions at the end 	<ul style="list-style-type: none"> Link words and phrases Future continuous tense Frequency adverbs 	<ul style="list-style-type: none"> Imperative sentences Reflexive pronouns First conditional 	<ul style="list-style-type: none"> Grammar and vocabulary from Units 5 to 7
<ul style="list-style-type: none"> Names of countries, industries and products 	<ul style="list-style-type: none"> Personal description Customs Nationalities 	<ul style="list-style-type: none"> Dangers at home and in the street 	

Key Words: Page 106 Phonetic Symbols: Page 118

جميع الحقوق محفوظة لـ مركز المناهج التعليمية والبحوث التربوية - ليبيا

Figure 2 The Book Map of the First Four Units of *English for Libya* Textbook Continued

At the end of the eight units of the textbook, there is a Checklist for Written Work page, which guides students at their written tasks, as well as thirteen Transcripts pages that support the textbook's different activities, especially the listening exercises. Twelve keywords pages cover the very new and most important words in the course of the textbook. And eventually, there is a page for Phonetic Symbols, which aims to provide students with a piece of info about phonetics. See Table 2.

Table 2 The Appendices of the *English for Libya* Textbook

Sections	Topics	Pages
1	Checklist for Written Work	92
2	Transcripts	93-105
3	Key Words	106-117

The second selected textbook *Face2Face Starter* was published by the Cambridge University Press in 2009. The Textbook has been authorized and prepared through the cooperation between Chris Redston and Gillie Cunningham. Where -according to Cambridge- Chris Redston is an active ELT teacher and trainer, teaches in Turkey, Argentina and the UK, besides his being an author for ELT course materials. Whereas Gillie Cunningham is an ELT teacher as well as a teacher-trainer, she also took part in Cambridge ESOL DELTA examinations.

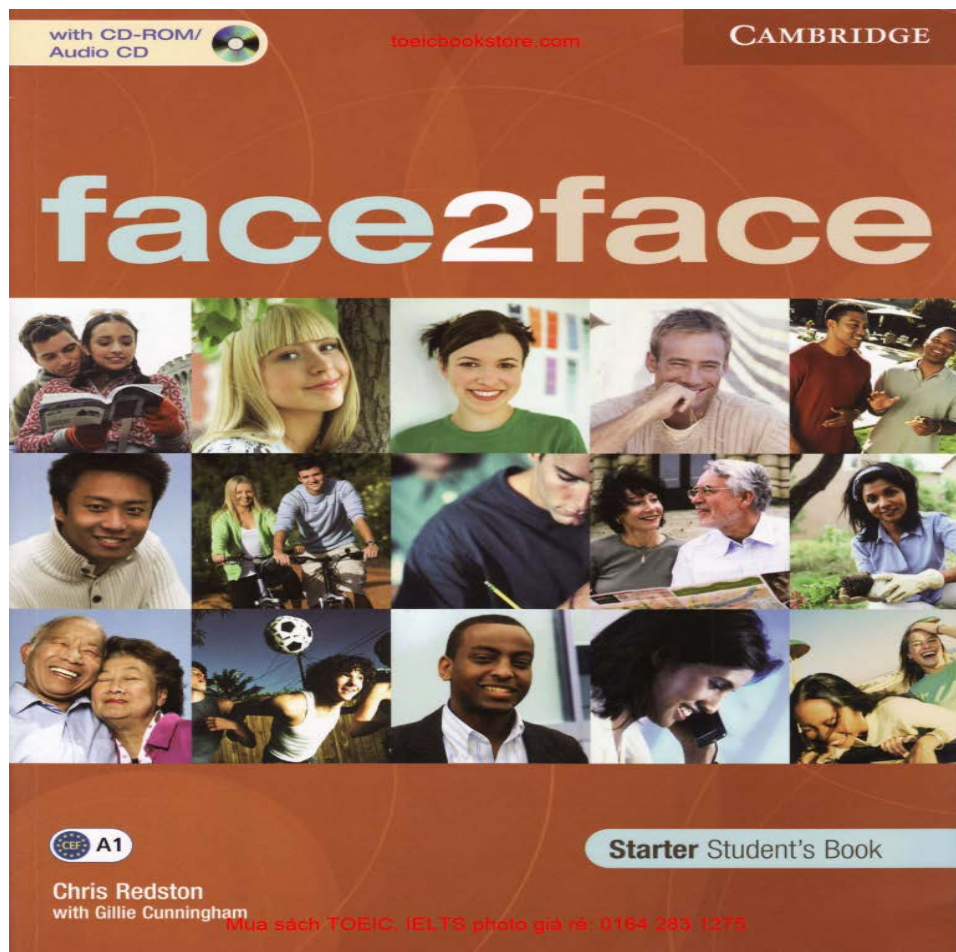


Figure 3 The Cover Page of *Face2Face Starter Student's Book*

Face2Face is a series of six levels (A1- A2- B1- B2- C1- C2) depending on the CEFR (Common European Frame Work) and covering the general English language for adults and young adults. It goes from Starter level through to Advanced. The series is an international edition applied in various countries of the world. It is oriented to serve English language learners as well as private educational institutions around the world.

The *Face2Face Starter* student's book consists of ten units, each unit covers certain topic which is divided into four parts, for instance, Unit 1 consists of (1A, 1B, 1C, and 1D), and at the end of each unit there exists a Review page, which is prepared to be a revision and a repetition for the whole unit. Each unit covers the various language skills respectively, Vocabulary, Grammar and Real World, Reading, Listening, Help with Listening and Help with Sounds, Speaking, and Writing. And the units of the book- as they are shown in Table 3 are one by one: New Friends, All About You, People and Places, My World, Day-to-Day Life, Towns and Cities, Love It, Like It, Hate It!, Days to Remember, Going Away, and My Future.

Table 3 The Units and Topics of *Face2Face Starter* Textbook

Units	Topics	Pages
1	New Friends	6-13
2	All About You	14-21
3	People and Places	22-29
4	My World	30-37
5	Day-to-Day Life	38-45
6	Towns and Cities	46-53
7	Love It, Like It, Hate It!	54-61
8	Days to Remember	62-69
9	Going Away	70-77
10	My Future	78-85

At the end of the 10 units, there are Pair and Group Work activities covering the pages (86- 99) they include (Student Group A, Student Group B, and Other activities) which provide students with extra pair and group work activities that resemble the previous ones but presented in a way that helps creating stronger interaction and communication among students as well as give them the opportunity to recall the learned topics in an interactive way. Afterwards, the part of language summaries, which are from one to ten and they present the book's ten unites separately and each summary consists of two pages, and they all cover the pages from 100 to 119. And then the Recording Scripts part (120- 125) which is prepared to support the activities of the listening skill, as well as help students read the scripted version of the spoken dialogues and learn the new vocabulary; it also supports teacher's work too.

Page 126 is for the Phonemic Symbols which takes part in this textbook to provide students with brief information about phonetics with its vowel sounds and constant sounds, at the same page there is a small part presents the key answer which provides teacher with precise answers of previous activities in the textbook. Page 127 is the Classroom Instructions; this page shows the very basic instructions that would be mentioned in any English class and that students should be familiar with them. The last two pages of the book (128 and 129) are divided into two parts; the first one is the CD-R0M/Audio CD Instructions, which has a comprehensive explanation of using the audio materials related to the listening activities and attached to the textbook's back cover. And then the Acknowledgements part come, which contains the authors' brief messages, thanks and gratitude. See Table 4.

Table 4 The Appendices of the *Face2Face Starter* Textbook.

Sections	Topics	Pages
1	Pair and Group Work: Student Group A	86- 91
2	Pair and Group Work: Student Group B	92- 97
3	Pair and Group Work: Other Activities	98- 99
4	Language Summary 1	100- 101
5	Language Summary 2	102- 103
6	Language Summary 3	104- 105
7	Language Summary 4	106- 107
8	Language Summary 5	108- 109
9	Language Summary 6	110- 111
10	Language Summary 7	112- 113
11	Language Summary 8	114- 115
12	Language Summary 9	116- 117
13	Language Summary 10	118- 119
14	Recording Scripts	120- 125
15	Phonemic Symbols	126
16	Classroom Instructions	127
17	CD-R0M/Audio CD Instructions	128-129

The target structures in this textbook are divided into Grammar and Real World, the Grammar section in the first five units includes; I, my, you, your. Be (singular+ plural) positive, negative, questions and short answers. Possessive s'; subject pronoun (I, you, they, etc.) and possessive adjectives (my, your, etc.), Present Simple (positive, negative, questions, and short answers).

The vocabulary that has received the most emphasis in these units is; numbers 0-12, countries, the alphabet, things in your bag (1), a and an, people, things, plurals, nationalities, jobs, titles, greetings, numbers 13, 100, adjectives (1); word order with

adjectives, very, family, food and drink (1)-(2)-(3); love, like, eat, drink, a lot of. Phrases with like, have, live, work, study, free time activities, things to buy; this, that, these, those, days of the week, time words, daily routines, time phrases with on, in, at, frequency adverbs and phrases with every.

The structures in the second five units of this textbook has covered the following; a, some, a lot of; there is, there are, positive- negative, yes, no questions and short answers; any, object pronouns, can for ability, past simple of (be); questions and short answers; was born, were born, past simple; positive (regular and irregular verbs), negative, questions and short answers, be going to; positive and negative, questions and short answers.

The Real-World section in these units has covered; at the tourist information centre, asking for and giving directions, talking about days and dates; making suggestions, buying train tickets, saying goodbye and good luck.

The vocabulary in the second five units were about; places in town or city (1)-(2), things in your bag (2), clothes, colours; favourite, things you like and don't like; love, like, hate, abilities, prepositions of place, things people do online, adjectives (2), years and past time phrases, months and dates, big numbers, transport, holiday activities, at the station, question words, future plans, future time phrases, phrases with have, watch, go, go to, adjective (3) feelings. See figure 4.

Contents

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		Vocabulary	Grammar and Real World	Reading
1 New friends CD-ROM 1A-D				
1A	What's your name?	p6 numbers 0-12	<i>I, my, you, your</i> Real World saying hello; introducing people; phone numbers; saying goodbye	Conversations at a party
1B	Where's she from?	p8 countries	<i>he, his, she, her</i> Real World <i>Where are you from?</i>	
1C	In class	p10 the alphabet; things in your bag (1); <i>a</i> and <i>an</i>	Real World first names and surnames; classroom language	Conversations in class
1D	People and things	p12 people; things; plurals		
1	Review and Progress Portfolio	p13		
2 All about you CD-ROM 2A-D				
2A	She's British	p14 nationalities	<i>be</i> (singular); positive and negative	True and false sentences
2B	What's your job?	p16 jobs	<i>be</i> (singular); questions and short answers	
2C	Personal information	p18 titles; greetings	Real World email addresses; personal information questions	Email addresses
2D	How old is she?	p20 numbers 13-100	Real World <i>How old ... ?</i>	
2	Review and Progress Portfolio	p21		
3 People and places CD-ROM 3A-D				
3A	Two cities	p22 adjectives (1); word order with adjectives; <i>very</i>	<i>be</i> (plural); positive, negative, questions and short answers	Two emails
3B	Brothers and sisters	p24 family	possessive 's; subject pronouns (<i>I, you, etc.</i>) and possessive adjectives (<i>my, your, etc.</i>)	Fiona's family
3C	Eat in or take away?	p26 food and drink (1)	Real World money and prices; <i>How much ... ?</i> ; in a café	A price list in a café
3D	Bread and cheese	p28 food and drink (2); <i>love, like,</i> <i>eat, drink, a lot of</i>		
3	Review and Progress Portfolio	p29		
4 My world CD-ROM 4A-D				
4A	I like it!	p30 phrases with <i>like, have, live,</i> <i>work, study</i>	Present Simple (<i>I, you, we, they</i>); positive and negative	Life in Peru and Australia
4B	My free time	p32 free time activities	Present Simple (<i>I, you, we, they</i>); questions and short answers	An online interview
4C	Buying things	p34 things to buy; <i>this, that, these, those</i>	Real World in a shop	Four conversations in a shop
4D	Days and times	p36 days of the week; time words	Real World telling the time; talking about the time	
4	Review and Progress Portfolio	p37		
5 Day-to-day life CD-ROM 5A-D				
5A	A typical day	p38 daily routines	Present Simple (<i>he, she, it</i>); positive and negative	Carol's routine Tom's routine
5B	Where does she work?	p40 time phrases with <i>on, in, at</i>	Present Simple (<i>he, she, it</i>); questions and short answers	
5C	The New Moon	p42 food and drink (3)	Real World in a restaurant	A restaurant menu
5D	A day off	p44 frequency adverbs and phrases with <i>every</i>		Sunday routines
5	Review and Progress Portfolio	p45		

2

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Figure 4 The Contents of the First Five Units of *Face2Face* Textbook

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	Vocabulary	Grammar and Real World	Reading
6 Towns and cities CD-ROM 6A-D			
6A My home town	p46 places in a town or city (1)	a, some, a lot of; there is / there are: positive	Susan's home town
6B Are there any shops?	p48 places in a town or city (2)	there is / there are: negative, yes / no questions and short answers; any	
6C Tourist information	p50 things in your bag (2)	Real World at the tourist information centre	Conversations at a tourist information centre
6D It's my favourite	p52 clothes; colours; favourite		
6 Review and Progress Portfolio	p53		
7 Love it, like it, hate it! CD-ROM 7A-D			
7A We're twins	p54 things you like and don't like; love, like, hate	object pronouns	We're very different
7B Can you drive?	p56 abilities	can for ability	
7C Directions	p58 prepositions of place	Real World asking for and giving directions	Three conversations in the street
7D I love the Internet	p60 things people do online		
7 Review and Progress Portfolio	p61		
8 Days to remember CD-ROM 8A-D			
8A I was there!	p62 adjectives (2)	Past Simple of be: positive and negative	Three amazing days
8B Happy anniversary!	p64 years and past time phrases	Past Simple of be: questions and short answers; was born / were born	
8C When's your birthday?	p66 months and dates	Real World talking about days and dates; making suggestions	A conversation about this evening
8D Festivals	p68 big numbers		Fantastic festivals
8 Review and Progress Portfolio	p69		
9 Going away CD-ROM 9A-D			
9A Amazing journeys	p70 transport	Past Simple: positive (regular and irregular verbs)	Let's go by tuk-tuk! Around the world by bike
9B My last holiday	p72 holiday activities	Past Simple: negative, questions and short answers	Favourite places
9C Last weekend	p74 at the station	Real World buying train tickets	
9D Who, what, when?	p76 question words		The Travel Quiz
9 Review and Progress Portfolio	p77		
10 My future CD-ROM 10A-C			
10A Life changes	p78 future plans; future time phrases	be going to: positive and negative	A world language
10B What are you going to do?	p80 phrases with have, watch, go, go to	be going to: questions and short answers	
10C Good luck!	p82 adjectives (3); feelings	Real World saying goodbye and good luck	See you soon!
10 Review and Progress Portfolio	p84		
End of Course Review	p85		
Pair and Group Work	p86	Language Summaries	p100
		Recording Scripts	p120

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Figure 4 The Contents of the First Five Units of *Face2Face* Textbook Continued

B. Data Collection

In the phase of the Cultural Content Analysis in Textbooks, the model prepared by Ramirez and Hall (1999:53) is considered to analyse the content of *English for Libya* and *Face2Face Starter* textbooks. The model contains two main sections, the categories of culture which are; Social, Personal, Religion, arts, humanities, Political systems, institutions, Environmental, which subdivided into subcategories that are mentioned in Table 5 below, and belonged to those categories indicated before. On

the other hand, there is the reflection of those cultural categories which is presented through the cultural references; and denoted by: the Source Culture, Target Culture, International Culture, and Culture Free (refers to the category that does not have any source of culture). And these references will be presented in separated tables mentioning the various percentages that the textbooks in Libya have in terms of the cultural references. Table 7 provides a sample of the cultural references.

This study attempts to collect data to analyse the cultural content in the textbook of the *Second Preparatory* graders in the public schools in Libya *English for Libya* as well as the International ELT Textbook used in the Libyan educational institutions and private language teaching centres *Face2Face Starter*, the conducted model is the one adapted by Ramirez and Hall (1999:53) and used by the instructor *MOHSIN ALI SHREEB* (Ph.D. in ELT) (2017) who modified the model by making some changes and adding certain subcategories to provide an appropriate analysis for the textbook he analyzed *English for Iraq*.

Since Libya and Iraq are both Arab countries, and they are quite close to each other, in terms of the common language and many other cultural aspects, this study conducted the model of the content analysis modified by the researcher *MOHSIN ALI SHREEB*, where it would support the study and make the analysis much more comprehensive. However, this study makes some changes on the model modified by *MOHSIN ALI SHREEB* (Ph.D. in ELT), in a way that facilitates the analysis process and serves our study aim.

As we can see below, Table 5 clarifies categories of culture and their subcategories (adopted from Ramirez and Hall 1999:53, and modified by *Mohsin Ali Shreeb 2017*), which is as follows; the Social category and it consists of the subcategories; Leisure, Population/nationality, Work/business, Social classes, and Attitudes. The personal category consists of Eating/shopping, Family relationships, Housing/ accommodation, Health problems, Technology, Transport, Money, and Parts of the body. The Religion, arts, humanities category contains Literature/music/arts, Folklore/history, Linguistic variation/ nonverbal behaviour, and Religion, whereas the Political systems, institutions category includes Government/non-government institutions, Education, Law, order, and justice, Machines/tools, Publications, and Products. And the Environmental category covers

the subcategories of Natural resources, Geography, Weather, Economic development, and Urban vs. rural.

Table 5 Categories of Culture and Their Subcategories (Adopted from Ramirez and Hall 1999:53, and Modified by *Mohsin Ali Shreeb*).

Categories of Culture	Subcategories
1 Social	Leisure Population/Nationality Work/Business Social Classes Attitudes
2 Personal	Eating/Shopping Family Relationships Housing/ Accommodation Health Problems Technology Transportation Money Parts of the body
3 Religion, Arts, Humanities	Literature/Music/Arts Folklore/History Linguistic Variation/ Nonverbal Behavior Religion
4 Political Systems, Institutions	Government/Non-government Institutions Education Law, Order, and Justice Machines/Tools Publications Products
5 Environmental	Natural Resources Geography Weather Economic Development Urban vs. Rural Animals and Pets Plants

According to the Textbooks *English for Libya* and *Face2Face* that have been selected for this study, and during collecting the data and analysing it, the need for modifications has emerged and led to some changes in the used model. Table 6 below reveals the modifications that have been applied on *Mohsin Ali Shreeb* (2017) model.

Table 6 Categories of Culture and Their Subcategories (Adopted Model for the Current Study).

Categories of Culture	Subcategories
1 Social	Leisure Population/Nationality Work Social Classes and Attitudes
2 Personal	Eating/Shopping Family Relationships Housing/ Accommodation Health Problems & Parts of the Body Technology& Machine Transportation Money & Business
3 Religion, Arts, Humanities	Literature/Music/Arts Folklore/History Linguistic Variation/ Nonverbal Behavior Religion
4 Political Systems, Institutions	Government/Non-government Institutions Education Law, Order, and Justice Publications Products and Tools
5 Environmental	Natural Resources Geography Weather Economic Development Urban vs. Rural Animals& Pets and Plants

In Table 6 above; the first change in this table was the combination between the Social classes and Attitudes subcategories in one subcategory called Social Class & Attitude and the reason behind it is that the findings in these subcategories are quite similar and combining it in one subcategory would help analysing it in a valid way. Besides, removing the Business subcategories from the Social theme and add it to the personal theme at the same subcategory with Money subcategory due to the close relationship between money and business. In the personal theme as well, Health problems and Parts of the body have been combined to be in one subcategory. Machine subcategory from the Political systems, institutions has been moved to the

personal theme to be beside Technology subcategory; the analysis gets certain data related to this field and uniting them in one subcategory facilitates the data analysis. There are no changes happened in the Religion, arts, humanities theme, whereas in the Political systems, institutions theme, the Tool subcategory has been combined with the Products subcategory at one place. And finally, the Animals & Pets and Plants subcategory has been added to the Environmental theme due to the relatedness between the two areas, and also the Economic and Development subcategory has been totally removed and this is because no data was found related to this area.

Table 7 below provides a sample of the cultural references that are Culture free, Source Culture, Target Culture, and International Culture.

Table 7 The Percentages of the Cultural References Mentioned in the Textbook.

	Cultural reference	The total number mentioned	Percentage
1	Culture Free		
2	Source Culture		
3	Target Culture		
4	International Culture		
	Total		

In Table 7 above, each piece of data has been traced back to its cultural origin, and the collected data has been classified and analysed according to its cultural background. Where the normal font refers to the Culture Free Reference, the italicized words in the appendices refer to the Source Culture, and the bolded words refer to the Target Culture, whereas the underlined words refer to the International Culture. See Appendices (1-10).

C. Procedure

The coding process is considered one of the assisting tools in building analytical documentation and files and validating data through specifying codes, words, or phrases that classify topics or issues and pieces of data they refer to. Furthermore, it helps in organizing the data to be reused for more analytics (Bailey, 2007).

Considering the coding scheme, the texts as the essential pillar of the work are categorized, during the analysis, into words, word sense, sentences, theme, and the whole text is applied in the present work. Each word or word sense is categorized

into one of the main categories of culture as shown in Table 6, after that it will be positioned into the subcategories of the main categories. There is a numerical calculation of the results, and after the percentages are gained, the analysis takes place according to each of the results and percentages.

During the analysis, each source of culture, written word, visualized written word, and sentence, etc, will be considered, analysed, and classified into the most appropriate cultural category and subcategory, and after that it will be categorized according to its Cultural reference whether it belongs to; source culture, target culture, international culture, or culture-free, see Table 10 and 11.

IV. RESULTS

This chapter consists of two parts of results; the first one is the analytical results of the English for Libya textbook, whereas the second one is the Face2Face Starter textbook analysis results, and these two parts of results include; the subcategories' percentages of the themes; Social, Personal, Political, Environmental, and Religion, Arts, Humanities, as well as the cultural references of each of these themes whether it is Culture Free, Source Culture, Target Culture, or International Culture, also the overall percentages of the cultural themes' presence in the textbook.

A. *English for Libya* Textbook Analysis Results

Table 8 below presents the number of times each one of the themes shown below; Social, Personal, Political, Environmental, and Religion, Arts, Humanities, has mentioned according to the number of words related to that theme as well as the percentages of each of these themes in the textbook. The processed data is displayed in Appendices (1-5).

Table 8 The Percentages of the Cultural Themes Mentioned in the Textbook.

Theme	The total number mentioned	Percentage
1 Social	171	33.13%
2 Personal	113	21.89%
3 Political	85	16.47%
4 Environmental	111	21.51%
5 Religion, Arts, Humanities	36	6.97%
Total	516	100%

As it is shown in Table (8) above the theme that has the most emphasis is the Social theme with 33.13% per cent, follows by convergent proportions between the Personal theme and the Environmental theme with 21.89% and 21.51% percentages for each respectively, whereas the Political and Religion, arts, humanities themes get the least emphasis in the *English for Libya* ELT textbook.

Table 9 below shows the number of times each subcategory of the Social Theme has mentioned according to the number of words related to that subcategory as well as the percentages of these subcategories in the textbook. See Appendix 1.

Table 9 The Percentages of the Subcategories of the Social Theme.

Subcategory	Total number mentioned	Percentage
1 Works	24	14.03 %
2 Population/Nationality	77	45.02 %
3 Leisure	31	18.12 %
4 Attitude& Social Class	39	22.8 %
Total	171	100 %

In terms of the social theme, *English for Libya* textbook shows great attention to the population and nationality subcategory 45.02 %, the Attitude and Social class subcategory gets the second place with 22.8 & per cent, 18.12 % per cent of the social theme occupied by the Leisure subcategory where the Works subcategory reflect less emphasis with 14.03 % percentage. See Table 9.

Table 10 below shows the number of the processed data which has been classified according to its cultural background whether it is Culture Free, Source Culture, Target Culture, or International Culture. The table shows also the percentage of these cultural references in the textbook in terms of the Social Theme. Besides, Appendix 1 clarifies the classification of the Cultural References, where the normal font refers to the Culture Free reference, the Italicized words refer to the Source Culture, and the bolded words refer to the Target Culture, whereas the underlined words refer to the International Culture. See Appendix 1.

Table 10 The Cultural References Represented by the Social Theme.

Cultural reference	Total number mentioned	Percentage
1 Culture Free	62	36.25%
2 Source Culture	49	28.65%
3 Target Culture	15	8.77%
4 International Culture	45	26.31%
Total	171	100%

Table 10 above, shows the cultural references (Culture Free, Source Culture, Target Culture, International Culture) represented by the Social Theme. Where high attendance of the Culture Free with 36.25% percentage, followed by 28.65% for the

Source Culture, the International Culture has less attendance by 26.31% percentage, however the Target Culture is the least focused with quite low percentage 8.77%.

Table 11 below shows the number of times each subcategory of the Personal Theme has mentioned according to the number of words related to that subcategory as well as the percentages of these subcategories in the textbook. See Appendix 2.

Table 11 The Percentages of the Subcategories of the Personal Theme.

Subcategory	Total number mentioned	Percentage
1 Money/ Business	3	2.65 %
2 Technology& Machine	23	20.35 %
3 Eating/ Shopping	30	26.54 %
4 Family Relationships	14	12.38 %
5 Health Problems& Parts of the Body	18	15.92 %
6 Housing/ Accommodation	10	8.84 %
8 Transportation	15	13.27 %
Total	113	100 %

The Personal theme has the second place in the attendance according to the data collected from the textbook and shown in Appendix 2. It shows a humble emphasis on the Eating/ shopping with 26.54 % percentage, and then the Technology & Machine subcategory with 20.35 % per cent, the Money/ business subcategory has the least percentage 2.65 %. The Family relationships, Health problems& Parts of the body, and the Transportation subcategories get extremely similar percentages, the same for the Housing/ accommodation subcategory, see Table 11.

Table 12 below shows the number of the processed data which has been classified according to its cultural background whether it is Culture Free, Source Culture, Target Culture, or International Culture. The table shows also the percentage of these cultural references in the textbook in terms of the Personal Theme. Besides, Appendix 2 clarifies the classification of the Cultural References, where the normal font refers to the Culture Free Reference, the Italicized words refer to the Source Culture, and the bolded words refer to the Target Culture, whereas the underlined words refer to the International Culture. See Appendix 2.

Table 12 The Cultural References Represented by the Personal Theme.

Cultural reference	Total number mentioned	Percentage
1 Culture Free	56	49.55%
2 Source Culture	0	0%
3 Target Culture	5	4.42%
4 International Culture	52	46.01%
Total	113	100%

Table 12 clarifies the cultural references (Culture Free, Source Culture, Target Culture, International Culture) represented by the personal theme. Whereas it is shown that the most emphasis divided between the Culture Free and International Culture with quite high percentages 49.55% and 46.01% for each of it respectively, little emphasis of the Target Culture 4.42%, with no attendance of the Source culture 0%.

Table 13 below shows the number of times each subcategory of the Political Systems/ Institutions Theme has mentioned according to the number of words related to that subcategory as well as the percentages of these subcategories in the textbook. See Appendix 3.

Table 13 The Percentages of the Subcategories of the Political Systems/ Institutions Theme.

Subcategory	Total number mentioned	Percentage
1 Products& Tools	55	64.7%
2 Law/Order/Justice	6	7.05 %
3 Education	3	3.52 %
4 Publications	1	1.17 %
5 Government/Non-government	20	23.52 %
Total	85	100 %

Table 13 determines the percentages of the subcategories of the political systems/ institutions theme. The most emphasis belongs to the Products& tools subcategory 64.7% per cent, the Government/non-government subcategory get 23.52%, where the other subcategories Law/order/justice, Education, and Publications have the least emphasis with small percentages between 7.05% per cent, 3.52% per cent, and 1.17% per cent respectively.

Table 14 below shows the number of the processed data which has been classified according to its cultural background whether it is Culture Free, Source

Culture, Target Culture, or International Culture. The table shows also the percentage of these cultural references in the textbook in terms of the Political Systems/Institutions Theme. Besides, Appendix 3 clarifies the classification of the Cultural References, where the normal font refers to the Culture Free Reference, the Italicized words refer to the Source Culture, and the bolded words refer to the Target Culture, whereas the underlined words refer to the International Culture. See Appendix 3.

Table 14 The Cultural References Represented by the Political Systems/Institutions Theme.

Cultural reference	Total number mentioned	Percentage
1 Culture Free	65	76.47%
2 Source Culture	1	1.17%
3 Target Culture	13	15.29%
4 International Culture	6	7.05%
Total	85	100%

Table 14 clarifies the cultural references (Culture Free, Source Culture, Target Culture, International Culture) represented by the Political Systems/Institutions theme. The Cultural mark in this theme is almost absent, where the dominance in this theme belongs to the Culture Free reference 76.47%, where the Target Culture is shown in the second place with 15.29% percentage, whereas the International Culture references and the Source Culture references show little presence with 7.05% per cent and 1.17% per cent for each respectively.

Table 15 below shows the number of times each subcategory of the Environmental Theme has mentioned according to the number of words related to that subcategory as well as the percentages of these subcategories in the textbook. See Appendix 4.

Table 15 The Percentages of the Subcategories of the Environmental Theme.

Subcategory	Total number mentioned	Percentage
1 Natural Resources	33	29.72 %
2 Weather/Environment	20	18.01 %
3 Animals and Pets& Plants	18	16.21 %
4 Geography	33	29.72 %
7 Urban vs. Rural	7	6.3%
Total	111	100 %

As it is shown above, Table 15 clarifies the percentages of the subcategories of the environmental theme. And we can notice the percentages of the Natural resources, and Geography subcategories to be identical as the highest percentage of this theme 29.72%, the Weather/Environment gets 18.01% percentage, and Animals & Pets & Plants subcategory get a bit little percentage which is 16.21%. However, the Urban vs. Rural subcategory has not large emphasis and it occupies just 6.3% per cent out of the Political Systems/Institutions theme.

Table 16 below shows the number of the processed data which has been classified according to its cultural background whether it is Culture Free, Source Culture, Target Culture, or International Culture. The table shows also the percentage of these cultural references in the textbook in terms of the Environmental Theme. Besides, Appendix 4 clarifies the classification of the Cultural References, where the normal font refers to the Culture Free Reference, the Italicized words refer to the Source Culture, and the bolded words refer to the Target Culture, whereas the underlined words refer to the International Culture. See Appendix 4.

Table 16 The Cultural References Represented by the Environmental Theme.

Cultural reference	Total number mentioned	Percentage
1 Culture Free	53	47.74%
2 Source Culture	28	25.22%
3 Target Culture	6	5.4 %
4 International Culture	24	21.62%
Total	111	100%

Table 16 above clarifies the cultural references (Culture Free, Source Culture, Target Culture, International Culture) represented by the Environmental theme. The great dominance belongs to the Free Culture reference 47.74%, and the Source Culture get the second high percentage 25.22%. The International Culture has 21.62% per cent attendance where the lowest presence and lowest percentage belong to the Target Culture with 5.4% percentage.

Table 17 below shows the number of times each subcategory of the Religion, Art, Humanities Theme has mentioned according to the number of words related to that subcategory as well as the percentages of these subcategories in the textbook. See Appendix 5.

Table 17 The Percentages of the Subcategories of the Religion, Art, Humanities Theme.

Subcategory	Total number mentioned	Percentage
1 Literature, Music, Arts	4	11.11 %
2 Linguistic Variation/ Nonverbal Behaviour	9	25 %
3 Folklore/ History	9	25 %
4 Religion	14	38.88 %
Total	36	100 %

Table 17 above shows the percentages of the subcategories of the religion, art, humanities theme. This theme has the lowest presence in English for Libya textbook, due to the little references refer to this theme, nevertheless, there is a large existence of the Religion subcategory with 38.88% percentage, followed by identical presence for both the Linguistic variation/ nonverbal behaviour and Folklore/History subcategories with 25% per cent for each of it, whereas the Literature, music, arts subcategory get the lowest emphasis with 11.11% percentage.

Table 18 below shows the number of the processed data which has been classified according to its cultural background whether it is Culture Free, Source Culture, Target Culture, or International Culture. The table shows also the percentage of these cultural references in the textbook in terms of the Religion, Art, Humanities Theme. Besides, Appendix 5 clarifies the classification of the Cultural References, where the normal font refers to the Culture Free Reference, the Italicized words refer to the Source Culture, and the bolded words refer to the Target Culture, whereas the underlined words refer to the International Culture. See Appendix 5.

Table 18 The Cultural References Represented by the Religion, Art, Humanities Theme.

Cultural reference	Total number mentioned	Percentage
1 Culture Free	11	30.55%
2 Source Culture	12	33.33%
3 Target Culture	3	8.33%
4 International Culture	10	27.77%
Total	36	100%

Table 18 above clarifies the cultural references (Culture Free, Source Culture, Target Culture, International Culture) represented by the Religion, Art, Humanities theme. the dominance reference belongs to the Source Culture with a percentage of 33.33%, followed by the Culture Free with 30.55% per cent of presence. The

International culture shows 27.77% per cent of presence and the Target Culture percentage 8.33% reflects the lowest attendance in the religion, art, humanities theme.

Table 19 below shows the themes/ categories that have been observed in *English for Libya* textbook with a cultural perspective. This table gathers the results of the all cultural references that are represented by the themes; Social, Personal, Political, Environmental, Religion, Arts, Humanities.

Table 19 The Cultural References of the Themes in *English for Libya* Textbook.

Cultural Reference /Theme	Culture Free	Source Culture	Target Culture	International Culture
Social	36.25%	28.65%	8.77%	26.31%
Personal	49.55%	0%	4.42%	46.01%
Political	76.47%	1.17%	15.29%	7.05%
Environmental	47.74%	25.22%	5.4 %	21.62%
Religion, Arts, Humanities	30.55%	33.33%	8.33%	27.77%
Total	48.11%	17.67%	8.44%	25.75%

Table 19 above presents the percentile distribution of the cultural references of each theme/category, it shows the presence of each cultural reference; Culture Free, Source Culture, Target Culture, International Culture, according to the theme it belongs. It emerges in the table above that the Culture Free reference covers a great range of the textbook in the all themes, whereas the International Culture attained the second place with 25.75% percentage, the Source Culture then comes with the percentage 17.67%, while the Target Culture cover the least range in the textbook with 8.44% percentage.

B. *Face2Face Starter* Textbook Analysis Results

Table 20 below presents the number of times each one of the themes shown below; social, Personal, Political, Environmental, and Religion, Arts, Humanities, has mentioned according to the number of words related to that theme as well as the percentages of each of these themes in the textbook. The processed data is displayed in Appendices (6-10).

Table 20 The Percentages of the Cultural Themes Mentioned in the Textbook.

Theme	The total number mentioned	Percentage
Social	329	39.54%
Personal	149	17.9 %
Political	165	19.83 %
Environmental	115	13.82 %
Religion, Arts, Humanities	74	8.89 %
Total	832	100 %

A comprehensive analysis of the *Face2Face Starter* ELT textbook is seen in the Table 20 above, there is a quite large concentration on the social theme where its percentage presence is the highest with 39.54% per cent, with a convergent percentages of the political systems and institutions theme as well as the personal theme which are 19.83% and 17.9% respectively, followed by the Environmental theme presence that is 13.82% per cent, and the lowest presence theme belongs to the Religion, Arts, and Humanities theme with 8.86% percentage.

Table 21 below shows the number of times each subcategory of the Social Theme has mentioned according to the number of words related to that subcategory as well as the percentages of these subcategories in the textbook. See Appendix 6.

Table 21 The Percentages of the Subcategories of the Social Theme.

Subcategory	Total number mentioned	Percentage
1 Works	22	6.68 %
2 Population/ Nationality	228	69.3 %
3 Leisure	39	11.85 %
4 Attitude& Social Class	39	11.85 %
Total	329	100 %

Table 21 above illustrates the percentages of the cultural subcategories but those belong to the Social theme. The Table observes quite high percentage of the Population/ Nationality subcategory 69.3%, followed by identical proportions for the Leisure and Attitude& Social class subcategories with 11.85% of percentage for each. And the lowest presence as well as percentage belongs to the subcategory of Works with 6.68% percent out of the Social theme.

Table 22 below shows the number of the processed data which has been classified according to its cultural background whether it is Culture Free, Source Culture, Target Culture, or International Culture. The table shows also the percentage of these cultural references in the textbook in terms of the Social Theme. Besides, Appendix 6 clarifies the classification of the Cultural References, where the normal font refers to the Culture Free Reference, the Italicized words refer to the Source Culture, and the bolded words refer to the Target Culture, whereas the underlined words refer to the International Culture. See Appendix 6.

Table 22 The Cultural References Represented by the Social Theme.

Cultural reference	Total number mentioned	Percentage
1 Culture Free	63	19.14 %
2 Source Culture	11	3.34 %
3 Target Culture	162	49.24 %
4 International Culture	93	28.26 %
Total	329	100 %

Table 22 above observed the elements in Appendix 6 related to the social theme, and classified the findings according to their cultural references whether they are (Culture Free, Source Culture, Target Culture, International Culture),

The Table shows considerable emphasis on the target culture with a percentage of 49.24% represented –to some extent- with the names and nationalities used in the textbook that refer directly to the target culture. The international culture comes in the second place with 28.26% percentage, which represents the words used in the textbook and reflect various cultures around the world and thus it is called international culture, the culture free represent 19.14% per cent of the social theme, whereas the source culture has the lowest proportion which is 3.34% per cent, and due to the edition of *Face2Face Starter* as it is an International one, the percentage reflect the Middle Eastern culture, which can be Egyptian, Turkish, Moroccan, is accepted as a source culture, and that is because of the cultural similarity among these cultures in many aspects, as well as the non-existence of the Libyan culture in such edition.

Table 23 below shows the number of times each subcategory of the Personal Theme has mentioned according to the number of words related to that subcategory as well as the percentages of these subcategories in the textbook. See Appendix 7.

Table 23 The Percentages of the Subcategories of the Personal Theme.

Subcategory	Total number mentioned	Percentage
1 Money/ Business	8	5.36 %
2 Technology	32	21.47 %
3 Eating/ Shopping	58	38.92 %
4 Family Relationships	28	18.79 %
5 Health Problems& Parts of the Body	0	0 %
6 Housing/ Accommodation	6	4 %
8 Transport	17	11.4 %
Total	149	100 %

As Table 23 above clarifies the percentages of the subcategories of the personal theme, it is quite obvious to observe the great exist of Eating/ shopping part with a 38.92% percentage, in addition to the other subcategories which show differ percentage between 21.47% per cent to 5.36% per cent averagely, whereas the Housing/ accommodation part occupies a low presence with a percentage of 4%. Not to mention the dead percentage of Health problems and Parts of the body subcategory that is surprisingly 0%.

Table 24 below shows the number of the processed data which has been classified according to its cultural background whether it is Culture Free, Source Culture, Target Culture, or International Culture. The table shows also the percentage of these cultural references in the textbook in terms of the Personal Theme. Besides, Appendix 7 clarifies the classification of the Cultural References, where the normal font refers to the Culture Free Reference, the Italicized words refer to the Source Culture, and the bolded words refer to the Target Culture, whereas the underlined words refer to the International Culture. See Appendix 7.

Table 24 The Cultural References Represented by the Personal Theme.

Cultural reference	Total number mentioned	Percentage
1 Culture Free	103	69.12 %
2 Source Culture	0	0 %
3 Target Culture	24	16.1 %
4 International Culture	23	15.43 %
Total	149	100 %

Table 24 above clarifies the cultural references (Culture Free, Source Culture, Target Culture, International Culture) related to the personal theme. The findings reveal the huge presence of the culture free in the personal theme, it emerges at most in the Eating& Shopping and Family& Relationship subcategories, and that is with a percentage of 69.12% per cent. While the target culture obtains an almost equal emphasis with the International culture, according to their percentages, as they are 16.1% per cent and 15.43% per cent for each, respectively.

Table 25 below shows the number of times each subcategory of the Political Systems/ Institutions Theme has mentioned according to the number of words related to that subcategory as well as the percentages of these subcategories in the textbook. See Appendix 8.

Table 25 The Percentages of the Subcategories of the Political Systems/ Institutions Theme.

Subcategory	Total number mentioned	Percentage
1 Products and Tools	51	30.9 %
2 Law/Order/Justice	5	3 %
3 Education	15	9 %
4 Publications	5	3 %
5 Government/Non-government	89	53.93 %
Total	165	100 %

As it is shown, Table 25 above determines the percentages of the subcategories of the political systems/ institutions theme. It indicates the high existence of the Government/non-government subcategory with 53.93% percentages as well as the Products part with 30.9% percentage. However, the Education, Law and order and justice, and Publications subcategories have lower emphasis with 9%, 3%, and 3% percentage for each of it respectively.

Table 26 below shows the number of the processed data which has been classified according to its cultural background whether it is Culture Free, Source Culture, Target Culture, or International Culture. The table shows also the percentage of these cultural references in the textbook in terms of the Political Systems/ Institutions Theme. Besides, Appendix 8 clarifies the classification of the Cultural References, where the normal font refers to the Culture Free Reference, the Italicized

words refer to the Source Culture, and the bolded words refer to the Target Culture, whereas the underlined words refer to the International Culture. See Appendix 8.

Table 26 The Cultural References Represented by the Political Systems/ Institutions Theme.

Cultural reference	Total number mentioned	Percentage
1 Culture Free	91	55.15 %
2 Source Culture	0	0 %
3 Target Culture	55	33.33 %
4 International Culture	19	11.51 %
Total	165	100 %

Table 26 above clarifies the cultural references (Culture Free, Source Culture, Target Culture, International Culture) related to the Political Systems/Institutions theme. The dominance culture in this category is the free culture where it emerges at most in the Products & Tools and Education subcategories with a percentage of 55.15%, followed by the target culture with 33.33% presence emerges significantly in the Government/ non-government subcategory, where the textbook seems to be used too many geographical landmarks belonging to the target culture and the Appendix 8 illustrates the findings below.

Table 27 below shows the number of times each subcategory of the Environmental Theme has mentioned according to the number of words related to that subcategory as well as the percentages of these subcategories in the textbook. See Appendix 9.

Table 27 The Percentages of the Subcategories of the Environmental Theme.

Subcategory	Total number mentioned	Percentage
1 Natural Resources	12	10.43 %
2 Weather/Environment	2	1.73 %
3 Animals& Pets& Plants	4	3.47 %
4 Geography	91	79.13 %
7 Urban vs. Rural	6	5.21 %
Total	115	100 %

As it is shown above, Table 27 clarifies the percentages of the subcategories of the environmental theme. The Table shows remarkable presence of the Geography

subcategory with 79.13% percentage where it covers too several geographical areas from all over the world - all mentioned in the Appendix later on-, other subcategories have less emphasis with 10.43% per cent for the Natural resources section, 5.21% per cent for the Urban vs. rural section, and eventually Weather/Environment section with 1.73% per cent as a lowest percentage in this theme.

Table 28 below shows the number of the processed data which has been classified according to its cultural background whether it is Culture Free, Source Culture, Target Culture, or International Culture. The table shows also the percentage of these cultural references in the textbook in terms of the Environmental Theme. Besides, Appendix 9 clarifies the classification of the Cultural References, where the normal font refers to the Culture Free Reference, the Italicized words refer to the Source Culture, and the bolded words refer to the Target Culture, whereas the underlined words refer to the International Culture. See Appendix 9.

Table 28 The Cultural References Represented by the Environmental Theme.

Cultural reference	Total number mentioned	Percentage
1 Culture Free	22	19.13 %
2 Source Culture	9	7.82 %
3 Target Culture	33	28.69 %
4 International Culture	51	44.34 %
Total	115	100 %

As it is clear in Table 28 the cultural references (Culture Free, Source Culture, Target Culture, International Culture) relevant to the Environmental theme divides as follow; the largest proportion is associated with the international culture where the textbook covers many international cities, countries, etc, as it is shown in Appendix 9, and this is the reason of its percentage 44.34%. The target culture comes secondly with 28.69% percentage, and 19.13% of the environmental theme belongs to a free culture, while the source culture has a lowest percentage which is 7.82%.

Table 29 below shows the number of times each subcategory of the Religion, Art, Humanities Theme has mentioned according to the number of words related to that subcategory as well as the percentages of these subcategories in the textbook. See Appendix 10.

Table 29 The Percentages of the Subcategories of the Religion, Art, Humanities Theme.

Subcategory	Total number mentioned	Percentage
1 Literature, Music, Arts	38	51.35 %
2 Linguistic Variation/ Nonverbal Behaviour	10	13.51 %
3 Folklore/ History	25	33.78 %
4 Religion	1	1.35 %
Total	74	100 %

Table 29 above shows the percentages of the subcategories of the religion, art, humanities theme. These subcategories presence emerges as follow; 51.35% per cent of the Literature, music, arts section as a highest percentage, 33.78% per cent for the Folklore/ history section, where the textbook contains many implications related to this subcategory. Whereas the Linguistic variation and nonverbal behaviour subcategory with the percentage of 13.51%. And the Religion section has the lowest emphasis with 1.35% percentage in this theme.

Table 30 below shows the number of the processed data which has been classified according to its cultural background whether it is Culture Free, Source Culture, Target Culture, or International Culture. The table shows also the percentage of these cultural references in the textbook in terms of the Religion, Art, Humanities Theme. Besides, Appendix 10 clarifies the classification of the Cultural References, where the normal font refers to the Culture Free Reference, the Italicized words refer to the Source Culture, and the bolded words refer to the Target Culture, whereas the underlined words refer to the International Culture. See Appendix 10.

Table 30 The Cultural References Represented by the Religion, Art, Humanities Theme.

Cultural reference	Total number mentioned	Percentage
1 Culture Free	7	12.72 %
2 Source Culture	1	1.81 %
3 Target Culture	40	72.72 %
4 International Culture	7	12.72 %
Total	55	100 %

The Religion, Art, Humanities theme occupies the smallest place in the ELT textbook *Face2Face Starter*. Nevertheless Table above 30 shows the distribution of the cultural references (Culture Free, Source Culture, Target Culture, International Culture) reflecting the Religion, Art, Humanities theme. Considering the findings of the Appendix 10, where it exposes the high presence of the target culture especially

in the Literature, music, arts subcategory with 54.05% percentage, an equal presence for each the international culture as well as the free culture with the percentage of 9.45% for each, while that the source culture is barely present with 1.35% percentage.

Table 31 below shows the themes/ categories that have been observed in *Face2Face* textbook with a cultural perspective. This table gathers the results of the all cultural references that are represented by the themes; Social, Personal, Political, Environmental, Religion, Arts, Humanities.

Table 31 The Cultural References of the Themes in *Face2Face* Textbook.

Cultural Reference /Theme	Culture Free	Source Culture	Target Culture	International Culture
Social	19.14 %	3.34 %	49.24 %	28.26 %
Personal	69.12 %	0 %	16.1 %	15.43 %
Political	55.15 %	0 %	33.33 %	11.51 %
Environmental	19.13 %	7.82 %	28.69 %	44.34 %
Religion, Arts, Humanities	12.72 %	1.81 %	72.72 %	12.72 %
Total	35.05%	2.59%	40.01%	22.45%

Table 31 above presents the percentile distribution of the cultural references of each theme/category, it shows the presence of each cultural reference; Culture Free, Source Culture, Target Culture, International Culture, according to the theme it belongs. It emerges in the table again that the Target Culture reference covers a largest range of the textbook in many themes with 40.01% percentage, whereas the Culture Free attains the second place with a quite high percentage 35.05%, the International Culture then comes thirdly with the percentage of 22.45%, while the Source Culture shows a very poor existence in the textbook with 2.59% percentage.

V. DISCUSSION AND CONCLUSION

A. Discussion

This paper examined two different type of ELT textbooks applied in the Middle Eastern Country, Libya; the first one is the *Second Preparatory English for Libya* ELT textbook which is applied in the Libyan public schools and specifically for the 8th graders whereas the second textbook is the international edition of ELT textbooks *Face2Face Starter* which is used in the educational institutions and language teaching private centres in Libya. This study comes up with certain findings as follow:

In terms of the themes, both Textbooks showed high attention to the Social theme with quite similar proportion of each, where the Social theme presence was 33.13% per cent in *Second Preparatory English for Libya* ELT textbook, the *Face2Face Starter* textbook assigned 39.54% attendance out of the Social theme, the other percentages were surprisingly similar in terms of the textbooks themes distribution, where the lowest percentage in both textbooks belong to the same theme which is the Religion, Art, Humanities theme. That this theme occupied 6.97% per cent in the *Second Preparatory English for Libya* ELT textbook, whereas the presence of it in the *Face2Face Starter* textbook recorded 8.89% per cent. The other themes had slightly convergent percentages both in *Second Preparatory English for Libya* and *Face2Face Starter* textbooks, however, they differentiated in order, where the order in the *Second Preparatory English for Libya* textbook assigned as the Personal, Environmental, and Political theme as they went decreasingly. Whereas in the *Face2Face Starter* textbook the presence of the themes were in the order; Political, Personal, and Environmental, see Table 8 and 21.

In terms of the Social theme for each textbook, starting with the *Second Preparatory English for Libya* textbook the Population/ Nationality ranked high percentage comparing to other subcategories with 45.02% per cent, the Works subcategory had the lowest emphasis with 14.03% percentage. The same for the

Face2Face Starter textbook in focusing on the Population/ Nationality subcategory with much higher percentage 69.3%, and the Works subcategory as lowest percentage 6.68%. See Table 9 and 20. For the cultural reference in *Second Preparatory English for Libya* the Free Culture ranked the highest proportion with 36.25% per cent, whereas the highest presence in the cultural reference belonged to the Target Culture with 49.24% per cent. See Table 10 and 21.

In the Personal theme the Eating/Shopping subcategory in *Second Preparatory English for Libya* had the highest emphasis with 26.54% percentage, and the lowest percentage belonged to the Housing/Accommodation subcategory with 8.89% percentage. In return the Housing Accommodation in *Face2Face Starter* textbook get quite low presence with 4% percentage, however the lowest percentage belonged surprisingly to the Health Problems and Parts of the Body subcategory as 0%. See Tables 11 and 22. The Culture Free reference was dominant in the Personal theme of the *Second Preparatory English for Libya* 49.55%, the same in terms of the highest presence in *Face2Face Starter* textbook with higher percentage 69.12%, but the lowest presence is ranked by the Source Culture with no reference of culture belonged to it 0%. See Table 12 and 23.

The Political systems and Institutions theme in the *Second Preparatory English for Libya* showed the highest attention to the Products and Tools subcategory 64.7%, the lowest emphasis belonged to the Publication subcategory. For *Face2Face Starter* the most emphasis belonged to the Government/ Non-government subcategory 53.93% per cent, where the lowest emphasis was the same as in *Second Preparatory English for Libya* which is the Publication subcategory, Tables 13 and 24. The highest Cultural reference in this theme belonged to the Culture Free in *English for Libya* 76.47%, and the lowest was the Source Culture 1.17%. The case in *Face2Face Starter* was-in somehow- the same but with different proportions 55.15% for the Free Culture and 0% for the Source Culture. Both textbooks showed higher attention in this theme to the Target Culture comparing to the International Culture, Table 14 and 25.

In the *Second Preparatory English for Libya*, the emphasis is divided equally between the Natural Resources and the Geography subcategory with an equal percentage 29.72% per cent. The lowest emphasis belonged to the Urban vs. Rural subcategory with 6.3 & per cent. The proportions showed big differences in

Face2Face Starter textbook, where the highest percentage 79.13% belonged to the Geography subcategory, however the Natural Resources presence was just 10.43% and the lowest percentage is for the Weather/ Environment subcategory. See Tables 15 and 26. In terms of the Cultural References the one who got the most emphasis was the Culture Free reference in *English for Libya*, and the least emphasis assigned to be the Target Culture, whereas in *Face2Face Starter* textbook, the International reference had the most emphasis with 44.34%, and the Source Culture got the lowest percentage which was 7.82%. See Table 16 and 27.

The Religion, Art, Humanities theme has received the least emphasis as a theme in both textbooks. In *English for Libya* the Religion subcategory received the most emphasis with 38.88% per cent, where the Literature, Music, Arts got the least emphasis 11.11%, and in reverse the highest emphasis in *Face2Face Starter* belonged to the Literature, Music, Arts subcategory, and the Religion had the least emphasis with 1.81% percentage. In terms of the Cultural References in this theme, the Target Culture in *English for Libya* surprisingly got the least emphasis 8.33% where the Source Culture had the most emphasis with 33.33% percentage, whereas in *Face2Face Starter* textbook the Cultural Reference that got the highest percentage was the Target Culture 72.72%, whereas the Source Culture got the least emphasis among all the Cultural References with 1.81% percentage, which reflects totally different results.

In terms of the Cultural References of the Social Theme in *English for Libya* textbook the textbook showed the emphasis on the Culture free 36.25%, when the Target Culture had the lowest percentage, which reflected poor existence in this textbook. In terms of the cultural reference of the Personal Theme after the Culture Free reference 49.55%, the International Culture took the second place with quite high presence 46.01%, and 0% presence in the Target Culture. The Political Systems/Institutions Theme showed a bit difference where the Source Culture had the lowest emphasis and the Target Culture had a bit higher percentage 15.29%. The Environmental Theme got similar results with high emphasis on the Culture Reference and the Target Culture got the lowest percentage 5.4%. However, in the Religion, Arts, Humanities theme the Source culture had the highest presence of 33.33%, and the target culture got the lowest presence of 8.33% which reflected an extremely little presence of the Target culture in general.

On the other hand, the textbook *Face2Face*, in the Social Theme also showed a great emphasis on the Culture free 19.14%, where the Source Culture got the lowest percentage 3.34%, which reflected the poor existence in this textbook. In terms of the Cultural Reference of the Personal Theme, the Culture Free displayed a considerable percentage 69.12%, where the Target Culture took the second place with a humble presence 16.1%, a convergent proportion belonged to the International Culture 15.43%, whereas the Source Culture had surprisingly 0%. The Political Systems/ Institutions Theme showed slightly similar results in terms of the Source Culture where it had the lowest emphasis with 0% percentage, the highest percentage covered by the Culture Free reference 55.15%, in terms of the Target Culture it had a little less percentage 33.33% although it is a considerable proportion. However, the International Culture reflected 11.51%. The Environmental theme result differs a little bit due to the great emphasis on the International Culture reference 44.34% as a highest percentage in this theme, followed by the Target Culture with 28.69% percentage. The lowest two percentages belonged to the Culture Free reference and Source Culture with 19.13%, and 7.82% percentages respectively. However, in the Religion, Arts, Humanities theme the Source culture had the lowest presence of 1.81%, followed by similar proportion to both the International and Culture Free reference with 12.72% for each. And the largest percentage belonged to the target culture 72.72% which reflected an extremely huge presence of the Target culture in this textbook in general.

B. Conclusion

This paper aimed to reach a clear finding of how ELT Textbooks in Libya deal with the cultural content, in the respect of the cultural references; source culture, target culture, international culture, and Culture Free, in addition to the cultural categories and subcategories. The materials used in this study were the *Second Preparatory English for Libya* textbook which have being taught in the Libyan public schools as well as the ELT textbook of *Face2Face Starter* which is an international edition applied in the educational institutions and English language private centres. The study concluded with findings covering the Cultural Categories and Subcategories presence as well as the Cultural References for each *Second Preparatory English for Libya* and *Face2Face Starter* textbooks, the results

underlined the remarkable emphasis on the Social Theme in both textbooks with 33.23% and 39.54% respectively. The same case for the Religion theme, that it got the lowest presence in both textbooks with 6.97% per cent for *English for Libya* textbook and 8.89% per cent for *Face2Face Starter* textbook.

In terms of the Cultural References, the Culture Free in *English for Libya* textbook occupied the largest place with a percentage equals almost the rest of the Cultural References which is 48.11% per cent, where the second most expended Cultural Reference is the International Culture that it shows 25.75% per cent of the Cultural References in the textbook. 17.67% per cent was the percentile presence of the Source Culture, and the Target Culture took the least emphasis with 8.44% percentage.

The *Face2Face* textbook, on the other hand, had somehow different results, because of the great presence of the Target Culture with 40.01%, followed by the Culture Free reference with a significant percentage 35.05%, the International Culture also showed a decent presence 22.45%, where the Source Culture had an interesting result that it covered only 2.59% per cent of the textbook.

Consequently, both of the textbooks *English for Libya* and *Face2Face* have somehow similar results in terms of the Cultural Categories and Subcategories, where both of them showed the high emphasis on the Social theme they also present the lowest emphasis on the Religion, Arts, Humanities Theme. Nevertheless, the Textbooks display different results in the case of the Cultural References that is because in the textbook *English for Libya* it emerges that the Culture Free reference was the dominant with the highest percentage and the lowest presence belonged to the Target Culture. However the issue differs when it come to the *Face2Face* textbook, it was noticeable the great emphasis on the Target Culture, with a poor existence of the Source Culture.

Hence, this study would help the educators as well as the curriculum designers in Libya to reorganize the priorities in the process of designing and conducting the ELT textbooks in school and the private educational centres, and I think this study presents distinct as well as remarkable results in the educational field that might help the researchers who are interested in such domain to develop their related studies and serve the authorities concerned who want to achieve serious changes in this field.

Hopefully, this study can be useful to the readers, particularly to the interested researchers. This paper is far from being perfect. Therefore, it is a great pleasure for me to receive constructive criticism and suggestion from anyone who read this paper.

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APPENDICES

Appendix-1: Analytical Table of Social Theme Content in *English for Libya* ELT Textbook

Appendix-2: Analytical Table of Personal Theme Content in *English for Libya* ELT Textbook

Appendix-3: Analytical Table of Political systems, institutions Theme Content in *English for Libya* ELT Textbook

Appendix-4: Analytical Table of Environmental Theme Content in *English for Libya* ELT Textbook

Appendix-5: Analytical Table of Religion, Arts, Humanities Theme Content in *English for Libya* ELT Textbook

Appendix-6: Analytical Table of Social Theme Content in *Face2Face Starter* ELT Textbook

Appendix-7: Analytical Table of Personal Theme Content in *Face2Face Starter* ELT Textbook

Appendix-8: Analytical Table of Political systems, institutions Theme Content in *Face2Face Starter* ELT Textbook

Appendix-9: Analytical Table of Environmental Theme Content in *Face2Face Starter* ELT Textbook

Appendix-10: Analytical Table of Religion, Arts, Humanities Theme Content in *Face2Face Starter* ELT Textbook

Appendix-12: Researcher's Permission Request Document

Appendix-13: Researcher's Approval Document.

Appendix-14: Pages from *English for Libya* ELT Textbook

Appendix-15: Pages from *Face2Face Starter* ELT Textbook

Appendix-1: Analytical Table of Social Theme Content in *English for Libya* ELT Textbook

Works	Population/ Nationality		Leisure	Social Class & Attitude
Birdwatcher	<i>Faisal</i>	<i>Khalid</i>	<u>Shopping</u>	Driving fast
Sailing the ocean	<i>Muna</i>	<u>Emile</u>	<u>Cooking</u>	British greeting (how do you do)
Clean windows	<i>Huda</i>	<u>Sultana</u>	<u>Going zoo</u>	
Wash floor	<i>Ahmed</i>	<u>Raji</u>	<u>Camping</u>	Angry
Swept path	<i>Rasha</i>	<u>Yoki</u>	<u>Fishing</u>	Upset
Paint door	Joe	<i>Fawzi</i>	<u>Seeing friends</u>	Happy
Finnish homework	<i>Maysam</i>	Sarah	<u>Going football match</u>	Excited
Tidied garden	<i>Adel</i>	<i>Muna</i>	<u>Making clothes</u>	Frightened sad
Water plants	<i>Muna</i>	<i>Saif</i>	<u>Listening to music</u>	Worried
Talk to uncles	<i>Adem</i>	<u>Emile</u>	<u>Going museum</u>	Angrily
Talk to aunts	<i>Amna</i>	<u>Sultane</u>	<u>Reading books</u>	Hungry
Archer	<i>Jamil</i>	<u>Raji</u>	<u>Collecting countries stamps</u>	Politely
Inventor	<i>Waleed</i>	<u>Yuki</u>		Slowly
Pilot	<i>Adel</i>	<i>Hassan</i>	<u>Collecting birds' stamps</u>	Beautifully
Shepherd	<i>Adam</i>	<u>Yuki Ono</u>	<u>Collecting animals' stamps</u>	Well
Artist	Karen	<i>Fawzi Taher</i>		Quickly
Waiter	Miller	<u>Japanese</u>	<u>Collecting matches'</u>	Loudly
Doctor	Jane	<i>Salim</i>	<u>stamps</u>	Dangerous
Farmer	<i>Hala Taher</i>	<u>Mitsubishi</u>	<u>Collecting pants' stamps</u>	Funny
Delivery newspaper	<i>Ahmed</i>	<u>Giro</u>	<u>Walking park</u>	Dead
Stalk shelver	<i>Muna</i>	<u>Reiko</u>	<u>Going cinema</u>	Busy
Work for a farm	Tom	<i>Saih Jabali</i>	<u>Watching videos</u>	Pleased
Coast guards	<u>Susan</u>	<i>Mustafa</i>	<u>Playing games</u>	Noisy
Fisherman	Simon	<i>Liyan</i>	<u>Collecting photographs</u>	Quietly
	<i>Yassir</i>	<i>Hisham</i>	<u>Playing tennis</u>	Carefully
	<i>Hala</i>	John	<u>Swimming</u>	Easily
	Archer	Harper	<u>Going picnics</u>	Confused
	Gwen	Canadian	<u>Playing in the sand</u>	Freezing
	<i>Len</i>	Clare	<u>Singing</u>	Luckily
	<i>Yassir</i>	Lucy	<u>Holding hands</u>	Starving
	<i>Jamil</i>	Ben	<u>Having party</u>	Calm
	<i>Hala</i>	<i>Hassan</i>	<u>Visiting cousins</u>	Shouted
	<i>Muna</i>	<i>Mazin</i>	<u>Going baseball matches</u>	Leap
	<i>Zeyneb</i>	<i>Khalid</i>	<u>Learning judo</u>	Grab
	<i>Salman</i>	<i>Ahmed</i>		Chase
	<i>Noora</i>	<i>Saeed</i>		Knocked over
	<i>Hamad</i>	<i>Amal</i>		Spilled onto
	Jack			Escape
	<i>Noora</i>			Thirsty
	<i>Khalid</i>			Mess
	<i>Ahmed</i>			
	<i>Taher</i>			

Appendix-2: Analytical Table of Personal Theme Content in *English for Libya* ELT Textbook

Money& Business	Technology& Machine	Eating& Shopping	Family& Relationship	Health problems Parts of the Body	Housing& Accommodation	Transportation
Business	Digital skills	Lunch	<u>Father</u>	Sick	<u>Shed</u>	<u>Car</u>
Credit-card	Meeting	Dinner	<u>Grandparents</u>	Medicine	<u>Home</u>	<u>Plane</u>
Pocket	friends online	Fish	<u>Brother</u>	Burn himself	<u>House</u>	<u>Boat</u>
	Facebook	<u>Barbecue</u>	<u>Mother</u>	Hurt	<u>Pool</u>	<u>Skateboard</u>
	E-mail	<u>Ice cream</u>	<u>Mum</u>	Cut himself	<u>Kitchen</u>	<u>Train</u>
	Phone	Breakfast	<u>Dad</u>	Accident	<u>Garden</u>	<u>Motorbike</u>
	Information	<u>Rice</u>	<u>Sister</u>	Agony	<u>Bathroom</u>	<u>Bicycle</u>
	Internet	Chicken	Mummy	Feather	<u>Bedroom</u>	<u>Rocket</u>
	Programme	Lemonade	<u>Aunt</u>	Wings	<u>Sitting room</u>	<u>Bus</u>
	Net	Meat	<u>Uncle</u>	Leg	<u>Window</u>	<u>Afriqiyah</u>
	Cyber friend	<u>Chocolate</u>	<u>Friend</u>	Hand		<u>Airways</u>
	Television	Vegetables	<u>Pen-friend</u>	Foot		<u>Cyclist</u>
	Camera	Oranges	<u>Cyber-friend</u>	Teeth		<u>Jet ski</u>
	Lens	Apples	<u>Online-friend</u>	Neck		<u>Moped</u>
	Computer	<u>Tea</u>		Hair		<u>Lorry</u>
	Alarm	Pepper		Mouth		<u>Helicopter</u>
	Mouse	<u>Coffee</u>		Head		
	Keyboard	<u>Rubber tree</u>		Arm		
	Screen	<u>Ape</u>				
	CD	Burger				
	Engine	<u>Salad</u>				
	Phone	Drinks				
	Compass	Water				
	Motor	Fruit				
		<u>Sauce</u>				
		<u>Frog's legs</u>				
		Flour				
		<u>Pizza</u>				
		Beef				
		Cake				

Appendix-3: Analytical Table of Political systems, institutions Theme Content in
English for Libya ELT Textbook

Products & Tools	Law & Order & Justice	Education	Publication	Government & Non-government
Ruler	Watch	Autumn	Homework	Moon <i>Independence day 2th December</i>
Pen	Camera	term	School	rocket Park
String	Trousers	Spring	English	game Mall
<u>Ribbon</u>	MP3 player	term		Shop
<u>Binoculars</u>	Ruler	Summer		Amusement park
<u>Bell</u>	Pencil	term		Restaurant
Punch	Book	Holiday		Café
Paper	Pullover	Part-		Police
Glue	Window	time job		Big bill shop
<u>Clock</u>	Door	Light		Modern store
Bill	sofa	walk		Museum
Magazine	floor			Building
Wheels	Shelf			Disney land
English book	Bed			Airport
Goast story	Chair			Road
Key	Desk			Supermarket
<u>Map</u>	Picture			School
Sign	Table			Street
Ticket	Light			Pavement
<u>Oar</u>	Jacket			Zebra crossing
Red bag	Belt			
Black bag	Shirt			
Games	Scarf			
Television	Tie			
CDs	Skirt			
Radio player	Jumper			
Computer	T-shirt			
	Trainers			

Appendix-4: Analytical Table of Environmental Theme Content in *English for Libya* ELT Textbook

Natural Sources	Weather & Environment	Animals& Pets & Plants	Geography	Urban vs. Rural
Sea shells	Cold	<u>Fish</u>	<u>Egypt</u>	Farm
Sea shore	Snow	<u>Birds</u>	<u>Italy</u>	Village
Beach	Warm	Duck	<u>Spain</u>	Town
Temperature	Rain	<i>Elephant</i>	<u>Zimbabwe</u>	Field
Rain	Sunny	<i>Fox</i>	<i>Libya</i>	<u>Agriculture</u>
Snow	Hot	<i>Wolf</i>	<u>Sydney</u>	<u>Industry</u>
Wind	Cool	<i>Sheep</i>	<u>Australia</u>	<i>Oil industry</i>
Sun	Windy	<i>Monkey</i>	<i>Tripoli</i>	
Sand	Spring	<u>Monster</u>	<i>El-kouf</i>	
Sky	Winter	<i>Horse</i>	England	
Clouds	Autumn	<i>Gorilla</i>	<u>Aboulia Island</u>	
Mountains	Summer	<i>Snake</i>	<i>Deek River</i>	
Lake	Forecast	<i>Ape</i>	<u>Jena</u>	
River	Dry	<u>Bird of paradise</u>	<i>Sardet city</i>	
Island	Cloudy	<i>Camel</i>	<u>The River Thomas</u>	
Coast	Volcanoes	Grass	<u>France</u>	
Stone	Weather	Tree	<i>Oman</i>	
Sea	Wet	White stork	<u>India</u>	
Fire	Dusk		<u>Japan</u>	
Moon	Season		<i>Lebanon</i>	
Wood			America	
Forest			<u>Africa</u>	
Rainforest			Wales	
Space			<u>Indonesia</u>	
Meteor			<u>Mountain Rinjani</u>	
Planet			Europe	
Earth			<u>China</u>	
Jupiter			<i>The country of three</i>	
Satum			<i>sand Island</i>	
Desert			<i>Libya</i>	
Desert			<i>Libya</i>	
Wind			<u>Mexico</u>	
Sea wave			<u>South Africa</u>	
			<u>Canberra capital</u>	

Appendix-5: Analytical Table of Religion, Arts, Humanities Theme Content in
English for Libya ELT Textbook

Literature& Music& Arts	Linguistic variation& Nonverbal behaviour	Folklore& History	Religion
Song	Birthday	<i>The Pyramids</i>	<i>Friday Prayers</i>
Poem	Congratulations	Big ben clock	<i>Mosque</i>
Rhyme	Invitation	<u>Leptis Magna city</u>	<i>Eid Al-fitir</i>
Stubbs	Present	<u>Leaning Tower of Piza</u>	<u>Fort night holiday of Christmas</u>
	Emergency landing	<u>Park Guell</u>	<i>The holy month of Ramadan</i>
	Warning	<i>Historical cities in</i>	<i>Muslim's fasting</i>
	Instructions	<i>Libya</i>	<i>Eid Mubarak</i>
	Clue	<i>Forts (Oman)</i>	<i>Happy Eid</i>
	Idea	<u>Eiffel Tower</u>	<u>Festival</u>
		<u>The Louvre Museum</u>	<i>Down</i>
			<i>Dusk</i>
			<u>New year's eve</u>
			<u>Temple</u>
			<u>The Istiklal Mosque</u>

Appendix-6: Analytical Table of Social Theme Content in *Face2Face Starter* ELT Textbook

Works	Population & Nationality			Leisure	Attitude & Social Class
Manager	Steve	Jim	British	<u>Football</u>	Good morning
Doctor	Claire	Jason	<u>German</u>	<u>Go cinema</u>	Good afternoon
Actor	<u>Daniela</u>	Geoff	<u>Mexican</u>	<u>Go Shopping</u>	Good evening
Actress	Anna Roberts	George	<u>Italian</u>	<u>Go with friends</u>	Good night
Shop assistant	Katy king	Jane	<u>Russian</u>	<u>tennis</u>	Beautiful
Teacher	William	Jan	American	<u>Watch TV or DVD</u>	Ugly
Police officer	Brown	Jessica	<u>Spanish</u>	<u>Computer games</u>	Good
Waiter	Eve Smith	Jenny	<u>Egyptian</u>	<u>Eat out</u>	Bad
Waitress	Karen	Julia	<u>Brazilian</u>	<u>Free time activities</u>	Hot
Taxi driver	Amanda	Juliet	<u>Turkish</u>	<u>Swimming</u>	Cold
Musician	<u>Han Ming</u>	Joanna	<u>Chinese</u>	<u>Go to spa</u>	Big
Student	<u>Paula</u>	Jill	<u>Australian</u>	<u>Flying</u>	Small
Assistant	Alfredo	Gillian	<u>French</u>	<u>Dancing</u>	New
Customer	Tony	Gina	Colombian	<u>Visiting new places</u>	Old
Rock star	Amy Foley	<u>Adam</u>	<u>Japanese</u>	<u>Love animals</u>	Expensive/
Announcer	Blake	<u>Mario</u>	<u>Chinese</u>	<u>Watch sport on TV</u>	Cheap
Writer	Charlie	<u>Sue</u>	English	Soap operas	Friendly
Tourist	Emily	Maria	English	Classical music	Unfriendly
Raise money for charity	Bonnie	Patricia Jones	<u>German</u>	<u>Basket ball</u>	Love
Ticket seller	<u>Evrin</u>	Ella	<u>French</u>	<u>Ride a bike</u>	Right
Explorer	<u>Philip</u>	Daniel	<u>Spanish</u>	Play piano	Wrong
	Fiona	Sharon	<u>Turkish</u>	Play guitar	Good bye
	Nick	Smith	British	<u>Cooking</u>	Short
	Sally	Fiona	<u>Egyptian</u>	<u>Singing</u>	Long
	Dan	Nick	<u>Russian</u>	<u>Skiing</u>	Happy
	Anne	Liam	<u>Indian</u>	<u>Chatting with friends</u>	Unhappy
	Kevin	Wesley	<u>Spanish</u>	<u>Go concert/ theatre</u>	Interesting
	Mary	Melanie	<u>Egyptian</u>	<u>Listen to radio</u>	Boring
	Sid	Tania	<u>Chinese</u>	<u>Book flights</u>	Full
	<i>Ali</i>	Pascal	American	<u>Download music</u>	Empty
	Prince	<u>Rajeet</u>	<u>Russian</u>	<u>Sport match</u>	Difficult
	Lucas	<u>Gita</u>	<u>Brazilian</u>	<u>Go journey</u>	Easy
	Pablo	Joe	<u>Mexican</u>	<u>Sightseeing</u>	Old
	<u>Zara</u>	Adela	<u>Italian</u>	<u>Climb</u>	Young
	Simon	<i>Mehmet</i>	<u>Chinese</u>	<u>Running</u>	Great
	<u>Mia</u>	Helen	<u>Japanese</u>	<u>Go to the GYM</u>	Fantastic
	Harry	Sam	British	<u>Go party</u>	Amazing
	<u>Love Olga</u>	Antonio		<u>Dinner with friends</u>	Excited
	Eva	Jessica		<u>Coffee with friends</u>	Scared
	Lola	Jo Huxster			Hungry
	Colin	Antonia			Tired
	<u>Ricardo</u>	Bolingbrakekent			Nice
	<u>Carlos</u>	Nancy			Angry
	<u>Diego</u>	Jeff			
	<u>Cecilia</u>	Maria			
	Mike Black	Mary			
	Kim Black	Jeff			
	Fredrico	John			
	Sophie	Christopher			
	Colin	Chris			
	<u>Tom</u>	Stef			
	Carol	Alex			
	<u>Nadine</u>	Martin			
	<u>Yoshi</u>	Adela			

<u>Gustavo</u>	Alex
Pete	Dagmar
Meggie	Maja
Rico	Lily
Susan	Lola
Isabel	Freddie
Francesca	Mark Beaumont
Lee	Nancy
<u>Stefan</u>	Jeff
<i>Emel</i>	Bob
Sue	Liz
Mario	Caroline
Meg	James
Adam	Paul
Tim	Ed
Anita	<u>Sabrina</u>
Nina	<u>Carmen</u>
David	<u>Luca</u>
Polly	<u>Wing Wu</u>
Lucy	Lin
Miki	Sid
Kate	Darla
<u>Magda</u>	Will
<u>Janowska</u>	<u>Magda</u>
<i>Hasan Yousef</i>	<i>Hasan</i>
Kara	Julie
Andy	Alan
Vicky	Kerry
Bill	Megan
Sally	Susan
Dan	David
<u>Nadine</u>	<u>Nina</u>
Roman	Polly
Susan	<u>Roberto</u>
Isabel	Wendy
Gabi	<u>Alex</u>
Wayne	<u>Silvio</u>
Monica	<u>Yi Chen</u>
Brad	<i>Omar</i>
Lisa	
Jack	
James	
John	
Joe	
Justin	
Jeremy	

Appendix-7: Analytical Table of Personal Theme Content in *Face2Face Starter*
ELT Textbook

Money & Economic	Technology & Machine	Eating & Shopping	Family & Relationship	The Body & Health problems	Housing & Accommodation	Transportation
Dollar	i-pad	Apple	Boy		House	<u>Mercedes</u>
Pence	Mobile	Sandwich	Girl		Window	Chrysler
<u>Euro</u>	Computer	Hot drinks	Man		Hotel	Car
Cent	e-mail	Cold drinks	Woman		Room	Bus
Money	Yahoo	Food	Person		Flat	Train
Dollar	Webmail	Coffee	People		Bath	Plane
Pound	Online Interview	<u>Cappuccino</u>	Wife			Boat
Pound	e-music	<u>Espresso</u>	Husband			Bike
sterling	eBay	<u>Tea</u>	Son			Bicycle
	iTV.com	Mineral water	Daughter			Motorbike
	real radio	Coke	Father			Taxi
	cheapflight.com	Orange juice	Mother			<u>Tuk-tuk</u>
	Ticket Master	<u>Croissant</u>	Brother			Cab
	Amazon	Egg sandwich	Sister			<u>The Trans-Asian Express</u>
	i-pod	Cheese and tomato	Children			<u>The Trans-Siberian Express</u>
	Video	sandwich	Grandchildren			<u>The Orient Express</u>
	Download	<u>Black coffee</u>	Parents			<u>The Orient Express</u>
	TV programme	Fish	Grandparents			Rolls Royce
	On air	Egg	Grandfather			Silver Ghost
	Chat web	Pasta	Grandmother			
	Camera	<u>Chocolate</u>	Grandson			
	Watch	Bread	Granddaughter			
	Battery	Cheese	Child			
	TV	Milk	Mum			
	DVD	Sugar	Dad			
	ATM	Meat	Male			
	Cash point	Rice	Female			
	Laptop	Vegetables	Family			
	Radio	Fruit	Friend			
	Ticket machine	Water				
	Computer	<u>Italian food</u>				
		<u>Chinese food</u>				
		<u>Mexican food</u>				
		Red hot chilli pepper				
		Chewing gum				
		Sweets				
		Breakfast				
		Lunch				
		Dinner				
		Chicken				
		Chicken salad				
		<u>Vegetables</u>				
		<u>lasagne</u>				
		Burger				
		Mushroom				
		<u>Pizza</u>				
		Dessert				
		Apple pie				
		<u>Cream</u>				
		<u>Fruit salad</u>				

Strawberry
Vanilla ice
cream
Still water
Sparkling
water
Sugar
Tomatoes
Garlic
Garlic bread
Garlic chicken
Garlic ice
cream

Appendix-8: Analytical Table of Political systems, institutions Theme Content in
Face2Face Starter ELT Textbook

Products & Tools	Law& Order& Justice	Education	Publication	Government& Non-government
Bag	Eat or takeaway	School	The Cyrkle	<u>Lacoste</u>
Pen	Weekend	Vocabulary	The Ronettes	Capital
Pencil	Holiday	Alphabet	The Remains	Company
Book	<u>Single ticket</u>	Language	The Green Mile	<u>Nintendo</u>
Notebook	<u>Return ticket</u>	Homework	Film	Big Ben
Umbrella		English		<u>BMW</u>
Diary		<u>German</u>		Hollywood
Chair		<u>language</u>		Employment Agency
Table		<u>Italian</u>		Restaurant
Photo		<u>language</u>		Internet café
Magazine		<u>Chinese</u>		Shop
Newspaper		<u>language</u>		School
Map		University		Office
Post card		Lesson		Car company
Birthday card		English class		Café
Box		Computer		University
Tissue		course		New Moon restaurant
Wallet		Exam		Chemist
Purse		English test		Post office
Clothes				Cash Point
Suit				Bank
Tie				Bus Stop
Shirt				Station
T-shirt				Market
Skirt				Building
Jumper				Airport
Dress				Museum
<u>Jeans</u>				Thermae Bath Spa
Trousers				Jane Austen Theatre
Jacket				Park
Boots				South Gate Shopping
Shoes				Centre
Trainers				Bus Station
Picture				Sally Lunn Restaurant
Seat				Roman Bath Museum
Window				Hot Spa St
Power cell				Hot Bath St
battery				Manvers St
Piano				Lan's Road
<u>Guitar</u>				New Road
English				King St
dictionary				U2 Rock Band Stadium
Bill				The Beatles
Map				Opera House
Guide book				Old St
Ticket				<u>Indian Restaurant</u>
Key				Grand Theatre
Money				Glasgow University
ID card				Charity
Passport				<u>Blue Mosque</u>
Page				The Cavern Club
Diary				Platform
UK map				Ticket office
				Liverpool

Classroom
Bologna University
York St
Abbey Green
Pierre Point St
Ting Tong Tuk Tuk
James Street West
Milk St
Avar St
Corn St
ST James Parode
Lower Borough Walls
West Gate BLDS
Beau St
Stall St
Bath St
West gate St
Green Park Road
Brood Quay
Lower Bristol Road
Cheap St
Orange Grove
Tourist Information
Centre
New Castle
Odeon Cinema
Weldon Road
Red Square

Appendix-9: Analytical Table of Environmental Theme Content in *Face2Face Starter* ELT Textbook

Natural Sources	Weather & Environment	Animals& Pets & Plants	Geography			Urban vs. Rural
River	Hot	Cat	<u>Madrid</u>	<u>Cuzcu</u>	Brington	City
Hot water	Cold	Dog	<u>Italy</u>	<u>Melbourne</u>	<i>Istanbul</i>	Capital
Water		Fish	<u>Brazil</u>	<u>Sydney</u>	<i>Turkey</i>	Island
Hot springs		Chicken	<u>Russia</u>	Los Angeles	Colombia south	Road
Beach			The USA	<u>Frankfort</u>	America	Street
Island			<u>Germany</u>	Bogota	Cartagena	City
Sea			<i>Egypt</i>	<u>Vienna</u>	Providacia	centre
Moon			<u>Australia</u>	England	Island	
Sun			<u>Mexico</u>	Bath	<u>China</u>	
Wind			<i>Turkey</i>	Bristol	<u>Guilin</u>	
Sark			The UK	Barton	<u>Japan</u>	
Island			<u>China</u>	Hampton	Oxford	
<u>Avon</u>			<u>Spain</u>	<u>Sydney</u>	<u>Moscow</u>	
<u>River</u>			<u>Japan</u>	<u>Brazil</u>	<u>Beijing</u>	
			Colombia	<u>France</u>	<u>Italy</u>	
			<u>France</u>	San	<u>Portugal</u>	
			<u>Moscow</u>	Francisco	<u>Russia</u>	
			<u>Beijing</u>	<u>Mumbai</u>	<u>Miami</u>	
			Washington	<u>India</u>	<u>Mexico city</u>	
			London	<u>Paris</u>	Cambridge	
			<u>Shanghai</u>	The UK	Bath	
			<u>Cuba</u>	<u>Australia</u>	The UK	
			<u>Havana</u>	<i>Dubai</i>	<u>Rome</u>	
			<i>Ankara</i>	<u>Banol</u>	<u>Italy</u>	
			<i>Cairo</i>	<u>Spain</u>	<u>China</u>	
			New York	Gilroy	<u>Australia</u>	
			San	California	<i>Bodrum</i>	
			Francisco	New York	<i>Turkey</i>	
			Manchester	<u>Rome</u>	Bristol	
			<u>Pisa</u>	<u>Thailand</u>	Birmingham	
			<u>Peru</u>	<u>Bangkok</u>	Manchester	
			The UK		<u>Budapest</u>	

Appendix-10: Analytical Table of Religion, Arts, Humanities Theme Content in
Face2Face Starter ELT Textbook

Literature & Music & Arts	Linguistic variation & Nonverbal behaviour	Folklore & History	Religion
Rock Music	<u>Lapiz = pencil</u>	<u>New Year's Eve</u>	<i>Blue</i>
Concert	<u>Numero = Number</u>	<u>Fireworks</u>	<i>Mosque</i>
Soap opera	Sir	<u>Party</u>	
Film	Miss	<u>World</u>	
JK Rowling	Mrs	<u>Cup Final</u>	
Tiger Woods	Ms	<u>Wedding</u>	
<u>Cameron Diaz</u>	Friend	<u>Bride</u>	
Kylie Minogue	Single	<u>Groom</u>	
<u>Robbie Williams</u>	Married	<u>Wedding anniversary</u>	
James Bond	Please	<u>Indian wedding</u>	
Keira Knightley		<u>Festival</u>	
Tom Cruise		<u>La Tomatina festival</u>	
Frank Moon		Gilroy Garlic Festival	
U2 Rock Band		Glastonbury festival	
The green Mile film		<u>Kumbh Mela festival</u>	
Madonna		Buzz Aldrin	
Jonney Depp		Neil Armstrong	
Sport news		Titanic	
<u>Juliette Binoche</u>		Christopher Columbus	
Daniel Craig		<u>Edmund Hillary</u>	
<u>Nicole Kidmen</u>		<u>Birthday</u>	
Will Smith		Greeting from London	
<u>Penélope Cruz</u>		Good luck with your job/	
<u>Jackie Chan</u>		exam/ school	
<u>Molina Pedro</u>		See you	
The Beatles		Have a good day	
The Cyrkle			
The Ronettes			
The Remains			
John Lennon			
Jane Austen			
<u>Youri Djorkaeff</u>			
<u>Rivaldo</u>			
Louis Armstrong			
Spice Girl Band			
Bad Day Band			
No Problem			
Titanic			

Appendix-12: Researcher's Permission Request Document

The screenshot shows an email in a Gmail interface. The sender is Ram Ram (mraeebb6@gmail.com) and the recipient is mohsinh77. The email is dated 8 Jun 2022, 09:05. The subject is 'Ask for Permission'. The body of the email contains a request for permission to use a modified model of analysis for a thesis. The sender lists specific conditions for the use of the instrument and offers to provide a copy of the completed research study upon completion. The email ends with a signature 'Sincerely, iman'.

Ask for Permission

8 Jun 2022, 09:05

Iman Ram - mraeebb6@gmail.com
to mohsinh77

Good morning Mr. Mohsin,

I am IMAN SAIED RAMADAN, a student at Istanbul Aydın University completing a thesis in English Language Teaching. I am writing to ask written permission to use your modified model of analysis (categories of culture and their subcategories) that proposed by Ramirez, and Hall (1999:33) in your research paper "AN ANALYSIS OF CULTURAL CONTENT OF IRAQI EFL TEXTBOOKS", as well as the instruments used to complete the analysis results. My research "Cultural content analysis of the EFL textbooks English in Libya" studies the cultural distribution in the Libyan EFL textbooks, and how does that influence the process of learning the language. My research is being supervised by my professor, Asst. Prof. EYYUP YAŞAR KURUM.

The research I am working on analyzes the second preparatory English textbooks in Libya. Since my study is quite similar to what you have done. I want to use your method to complete the analysis and analyzing the results.

I would also appreciate receiving copies – if found- of supplemental materials that will help administer the test and analyze the results, for example, (1) coding scheme procedures, (2) the standard instructions for administering the test.

I would like to use and reproduce your instrument under the following conditions:

- I will use the instrument only for my research study and will not sell or use it for any other purposes
- I will include a statement of attribution and copyright on all copies of the instrument. If you have a specific statement of attribution that you would like for me to include, please provide it in your response.
- At your request, I will send a copy of my completed research study to you upon completion of the study and/or provide a hyperlink to the final manuscript

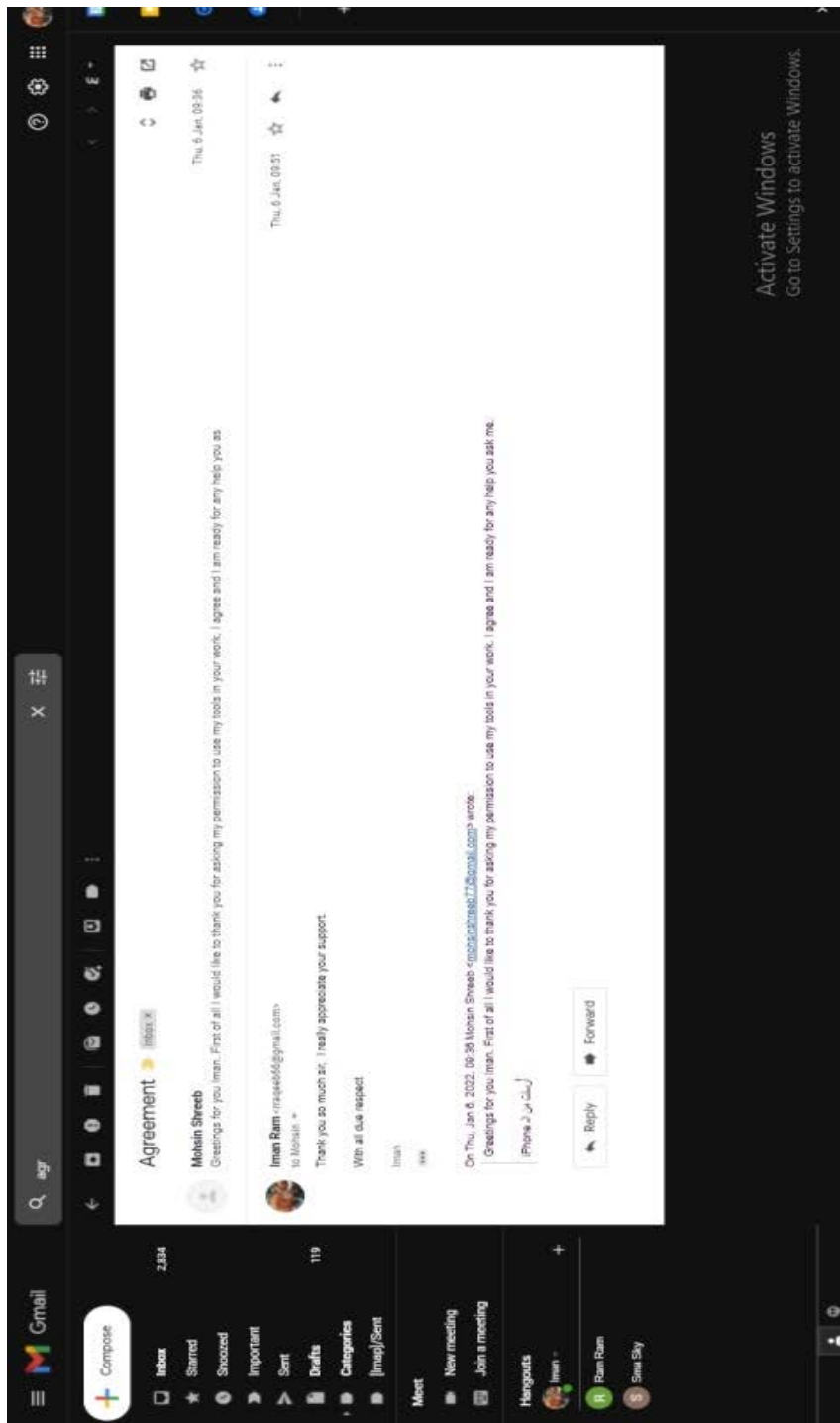
If you do not control the copyright for these materials, I would appreciate any information you can provide concerning the proper person or organization I should contact.

If these are acceptable terms and conditions, please indicate so by replying to me through e-mail at mraeebb6@gmail.com.

Sincerely,
Iman

Activate Windows
Go to Settings to activate Windows.

Appendix-13: Researcher's Approval Document.



Unit 4 Lesson 3: The Monkey in the Café

Reading tip: Working out the meanings of words

When you read, you will find some words that you don't understand. This is not a problem. You can often work out what they mean. Look for clues in the same sentence or in other sentences.



A Work out the meaning of the red words.

- 1 The amusement park is very **popular**. A lot of people go there every day.
- 2 When I went to England last winter, it was **freezing**. I had to buy more clothes to keep warm.
- 3 Stubbs is a very famous English **artist**. He painted many pictures of horses.
- 4 **Luckily**, I saw the car coming before I started to cross the road.

B Read this story and work out the meaning of the red words. Look for clues in the sentences.

One day Muna was having lunch in the café with her mother and father. Suddenly a monkey came in through the door. Muna was frightened.

'Look, Mummy!' she **screamed**.

'A gorilla!'

'No, no, Muna. It's not a gorilla. It's just a little monkey,' said Mrs Saif. She wanted to **calm** Muna **down**.

The monkey stayed near the door. It was very thin.

'It's **starving**,' said Mr Saif. 'It wants some food.'

Suddenly the monkey jumped up onto their table and **grabbed** a burger from Mr Saif's plate.

'Hey! Stop that!' he shouted.

The monkey **leapt** over to another table and grabbed some salad. All the waiters **chased** the monkey, but they



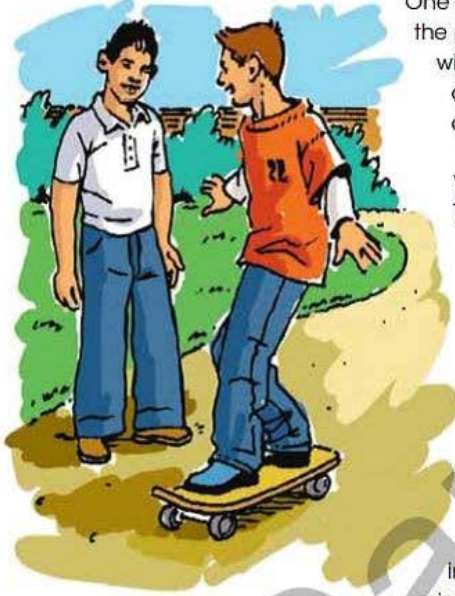
could not catch it. It knocked over a table and all the drinks **spilled** onto the floor. It threw food everywhere and then **escaped** through the door. All the people in the café helped tidy up the **mess**.

'Where did it come from?' asked Mr Saif.

C Now do Exercises A to E on pages 43 and 44 of the Workbook.

Lesson 6: Different Schools

A Read and answer the questions.



One afternoon, Yassir was playing in the park. It was December and it was windy. Another boy was playing on a skateboard. He was playing alone. He was not from Libya.

'Hello,' said Yassir. 'My name's Yassir. Where are you from?'

The other boy was from England and his name was Simon. 'My father works in Tripoli,' he said. 'I'm on holiday here.'

'On holiday!' said Yassir.

'Don't you go to school?'

'Yes,' said Simon, 'but we have holidays now.'

'Holidays in December!' said Yassir.

Simon explained. There are three terms in the school year in England - the autumn term, the spring term and the summer term. The

students have a fortnight's holiday at Christmas and two weeks' holiday in spring. They also have six weeks' holiday in summer. The school year begins in September.

'And we have one week's holiday in the middle of each term. That's called a half-term holiday,' Simon added. 'What about you?'

'We don't have terms. We have semesters,' Yassir began. 'Some of our holidays are at the same time every year. Independence Day, for example. But other holidays are at different times every year. Eid Alfitr, for example.'

'What's Eid Alfitr?' asked Simon.


- 1 How many half-term holidays does Simon have in a year?
- 2 Which holidays are at the same time every year in Libya?

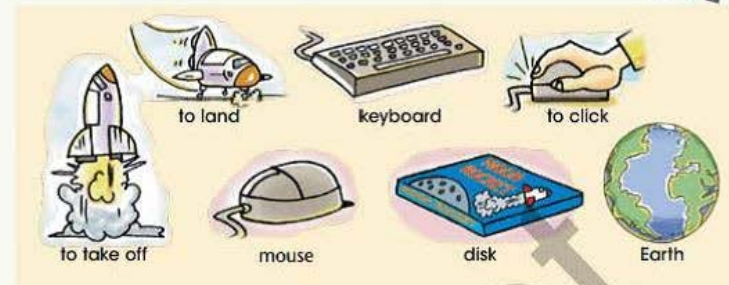


B  Make a calendar for your school year. Talk about your school year to your class.

C Now do Exercises A to D on pages 21, 22 and 23 of the Workbook.

Unit 5 Lesson 8: Where Have You Been?

A   Listen, read and answer the questions.



Sarah was working on her computer in her bedroom. Her mother shouted from the hall. 'Sarah, what are you doing? Your favourite programme is on TV at 8 o'clock.'

'I'm doing my homework, Mum,' said Sarah. 'I've nearly finished.'

Sarah finished her work.

'Right,' she thought. 'That's that. I've done all my homework. Now I'll play my new computer game - Moon Rocket.'

She picked up the disk and put it into the computer. The game was all about space and Sarah had to fly the moon in a rocket.

Sarah's rocket took off and flew up into space. Then suddenly ... *Danger left! A monster! Click on the mouse!* Sarah clicked on the mouse. *Good. Danger right! A meteor!*

'Quick!', Sarah thought. 'Use the keyboard! Bang! Go on!

Then a voice said, 'Answer the question.' A question appeared on the screen and Sarah read it.

Which is the biggest planet?

- A Earth
- B Jupiter
- C Saturn

'Click on B,' thought Sarah. There were more monsters, more meteors and more questions. Finally, these words - *Congratulations! You can land on the moon.*

Sarah's rocket landed on the moon very slowly. Then Sarah saw pictures of the moon on her screen. There were dead volcanoes and huge deserts. A very long way away, Sarah saw Earth - our home.

'That was fun,' Sarah thought, and turned the computer off. She went down to the sitting room to watch TV.

'Sarah, where have you been?' asked her father. 'It's 10 o'clock. You've missed your favourite TV programme.'

'Oh, dear,' said Sarah. 'Never mind, Dad. I've been to the moon instead!'

Sarah's father was confused. He smiled at Sarah then carried on reading his book.

- 1 Sarah played a computer game. How long did she play?
- 2 How did Sarah describe the game?
- 3 What did Sarah miss while playing the game?

B Now do Exercises A to J on pages 57 to 60 of the Workbook.

Unit 3 Lesson 8: Khalid and the Key

A  Read the story and answer the questions.



One day Khalid went fishing with his father. When they got to the beach, Uncle Waleed's car was already there. He was waiting for them on his boat. Khalid's father gave Khalid the car key. 'Look after this, please, Khalid,' he said. 'I'll be busy. Don't lose it.'

'No, Dad,' said Khalid.

He put the key round his neck on some string. They sailed out to sea and Uncle Waleed and Khalid's father started fishing.



Khalid put the key round his neck.

'I've caught one!' said Uncle Waleed. 'Me too,' said Khalid's father. They both caught two more. Then ...

'Help! Quickly, Khalid. Help me. This one is huge!'

Khalid helped his father pull the huge fish into the boat.

'OK,' said Uncle Waleed. 'That's enough fish. Let's go back.'

They sailed back to the beach. Khalid's father said, 'The key, please, Khalid.'



Khalid helped his father pull the huge fish into the boat.

Khalid put his hand to his neck. 'It's gone! The key's gone! I've lost it,' he said. 'Oh, no!'

They looked inside the boat and on the beach. They looked in the sand near the car. The key wasn't there.

'I'm sorry, Dad,' said Khalid. 'I'm very sorry.'

'All right, Khalid. Don't worry,' said his father. 'I have another key at home.'

'Perhaps the fish has eaten it,' said Uncle Waleed. They all laughed.

'Right, let's go home,' Waleed said. 'We'll come back for your car tomorrow.'

Khalid's mother was very pleased with the big fish. 'I'll cook it for dinner,' she said. 'Can you cut it up, please, Khalid?'

'Yes, Mum,' said Khalid sadly.

'Khalid, don't worry,' said his father. 'It was only a car key. Now cut up the fish.'

Khalid was cutting up the fish when suddenly, he stopped. 'Dad! Dad!' he shouted. 'I've found something!'

- 1 Why did Uncle Waleed take Khalid and his father home?
- 2 What has Khalid found?

B  Now listen to the story.

C Now do Exercises A to F on pages 38, 39 and 40 of the Workbook.

Unit 3 Lesson 3: What's the matter?

C21
SKILLS

A Read and match.

A What's the matter, Yassir?

B What's wrong, Jamil? Why are you angry?

C Hala, why are you upset?

D Why are you so happy, Muna?

E What is it, Zaynab? Why are you so excited?

F Salman, what's the matter? Why are you frightened?

G Noora, what's the matter? Why are you sad?

H What's the matter, Jack? Why are you worried?

- 1 I've just read a ghost story.
- 2 Ahmad has gone to the beach without me.
- 3 I feel sick. I've eaten too much chocolate.
- 4 Somebody has taken my elephant.
- 5 I've forgotten my English books.
- 6 Somebody has drunk all the lemonade.
- 7 Dad phoned. He's bought me a new computer.
- 8 Daddy has given me a present.

B Now listen and check your answers.

C21
SKILLS

C Talk about two incidents in your life. How did they make you feel?

D Now do Exercises A to D on pages 31, 32 and 33 of the Workbook.

9B My last holiday

Vocabulary holiday activities
Grammar Past Simple: negative, questions and short answers
Review Past Simple: positive; frequency adverbs

QUICK REVIEW ●●●

Write five regular or irregular verbs and their Past Simple forms. Work in pairs. Say the verbs. Your partner says a sentence with the Past Simple form: **A** go. **B** I went out with friends last night.

Holiday activities

- 1 a) Tick (✓) the phrases you know. Then do the exercise in **V9.2** p116.

go on holiday take photos go to the beach
stay with friends or family stay in a hotel
go sightseeing go swimming go for a walk
rent a car travel around have a good time

- b) **R9.6** **P** Listen and practise.

- c) What are the Past Simple forms of the verbs in 1a)?

go → went take → took

- 2 a) Write four sentences about things you do on holiday. Use *always*, *usually*, *sometimes* and phrases from 1a).

I always go to the beach.

I usually stay with friends.

- b) Work in pairs. Say your sentences. Are any of your partner's sentences true for you?

Favourite places

- 3 a) Check these words with your teacher.

the sea an island the scenery

- b) **R9.7** Read and listen to Nancy, Jeff and Bob. Match the people to the photos. Which countries are the places in?

- c) Read the texts again. Fill in the gaps in these sentences with *Nancy*, *Jeff*, *Bob* or *Liz*.

- Nancy* and _____ went on holiday last year.
- _____ stayed with friends.
- _____ visited an island.
- _____ and _____ went for a walk every day.
- _____ only went to one city.
- _____ and _____ stayed in hotels.



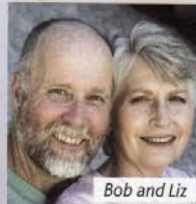
Nancy

I went on holiday to Istanbul last year. I didn't stay in a hotel, I stayed with some friends from university. I went sightseeing in the afternoons and I took a lot of photos. My favourite place was the Blue Mosque – it's very beautiful. I was only in Turkey for a week, so I didn't visit any other places. Next time, maybe!



Jeff

Last year I travelled around Colombia, in South America. My favourite place was Cartagena, a beautiful old city by the sea. I stayed in a nice hotel and went to the beach every afternoon. I also visited Providencia Island – the beaches there are fantastic. But I didn't go swimming because I can't swim!



Bob and Liz

We didn't go on holiday last year, but two years ago we went to China. Our favourite place was Guilin – the scenery is amazing. We stayed in a small hotel and went for a walk every morning. We also rented a car and visited some beautiful places. We only stayed in Guilin for four days, but we took 300 photos!

Help with Grammar Past Simple: negative

- 4 a) Look at these sentences. Notice the word order.

I	didn't	stay	in a hotel.	(didn't = did not)
She	didn't	visit	any other places.	

- b) Write these sentences in the table.

- He **didn't** go swimming.
- We **didn't** go on holiday last year.

R9.2 p117

8 Days to remember

8A I was there!

Vocabulary adjectives (2)
Grammar Past Simple of be: positive and negative
Review adjectives (1); favourite

QUICK REVIEW ●●●

Write the opposites of these adjectives: *good, hot, big, new, cheap, beautiful*. Work in pairs. Compare answers. Then say one sentence for each adjective: **A** I have a new computer. **B** My computer is very old.

Three amazing days

2 a) Check these words with your teacher.

a stādium a seat New Year's Eve
fireworks a pārtý a match

b) RB.2 Read and listen to Melanie, Tania and Pascal. What were their 'amazing days'?

c) Read the texts again. Choose the correct words in these sentences.

- The Beatles' last concert was in *the UK* / *the USA*.
- The concert was about *an hour* / *half an hour* long.
- Tania was in Sydney with her *parents* / *friends*.
- The fireworks at midnight were *fantastic* / *boring*.
- Pascal's friends were from *France* / *Brazil*.
- He was at the match with *two* / *three* other people.

I was at the Beatles' last concert. It was in San Francisco in 1966. There were 25,000 people at the concert, but the stadium wasn't full – there were about 17,000 empty seats! The concert wasn't very long, only 33 minutes, but I was very happy to be there. I was only sixteen at the time.



Adjectives (2)

1 a) Match these adjectives to pictures a)–h).

- | | | |
|-------------------|---------------------------------------|---------------------------|
| 1 short | <input checked="" type="checkbox"/> a | long |
| 2 happy | <input type="checkbox"/> | unhappy |
| 3 interesting | <input type="checkbox"/> | boring |
| 4 full | <input type="checkbox"/> | empty |
| 5 difficult | <input type="checkbox"/> | easy |
| 6 right | <input type="checkbox"/> | wrong |
| 7 old | <input type="checkbox"/> | young |
| 8 terrible, awful | <input type="checkbox"/> | great, fantastic, amazing |

b) RB.1 P Listen and practise.



Melanie

3 People and places

3A Two cities

QUICK REVIEW ●●●

Work in pairs. Count from 1 to 100 in threes: A one. B four. A seven. Then count from 1 to 100 in fours: A one. B five. A nine.

Vocabulary adjectives (1); word order with adjectives; very
Grammar be (plural): positive, negative, questions and short answers
Help with Listening contractions
Review numbers; be (singular)

Adjectives (1)

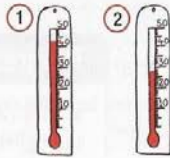
- 1 a) Match the adjectives to pictures a)–h).
- | | | | |
|---|-----------|-------------------------------------|------------|
| 1 | good | <input checked="" type="checkbox"/> | bad |
| 2 | hot | <input type="checkbox"/> | cold |
| 3 | big | <input type="checkbox"/> | small |
| 4 | new | <input type="checkbox"/> | old |
| 5 | expensive | <input type="checkbox"/> | cheap |
| 6 | beautiful | <input type="checkbox"/> | ugly |
| 7 | friendly | <input type="checkbox"/> | unfriendly |
| 8 | nice | <input type="checkbox"/> | |



b) **R3.1** **P** Listen and practise.

Help with Vocabulary **Word order with adjectives; very**

- 2 a) Read these rules about adjectives.
- Adjectives go after **be**: *Your watch is nice.*
 - Adjectives go before **nouns**: *It's a new car.*
 - Adjectives are **not** plural with **plural nouns**: *They're good friends.*
- b) Match sentences a) and b) to pictures 1 and 2. Then read the rule.
- a) It's hot.
 b) It's very hot.



• We put **very** before **adjectives**: *It's very hot.*

V3.2 p104

- 3 Make sentences with these words.
- 1 a / It's / computer / old / very .
It's a very old computer.
 - 2 a / He's / good / very / actor .
 - 3 an / camera / It's / expensive .
 - 4 very / nice / friends / are / His .
 - 5 friendly / dogs / Your / very / are .

An email to friends

- 4 a) Check these words with your teacher.

a hotel a room a restaurant an Internet café near

- b) Read email A. Where are Sally and Dan?

A

new reply reply all forward print

Hi Fiona and Nick
 How are you? We're in Moscow! It's a beautiful city and the people are friendly, but it's very cold here. The restaurants are good and they aren't very expensive. We're in a new hotel near Red Square. The rooms are nice and they're very big. We aren't in the hotel now, we're in an Internet café. Where are you? Are you in London?
 Love Sally and Dan



5 R2.3 P Listen and practise the sentences in 4.

I'm → I'm British.

6 a) Fill in the gaps with 'm or 's.

- 1 She 's from São Paulo and she a student.
- 2 I from London and I a teacher.
- 3 It isn't a Mercedes. It a Chrysler.
- 4 She isn't Australian. She from the UK.
- 5 He isn't from Beijing. He from Shanghai.
- 6 I'm not American. I from Havana, in Cuba.

b) Work in pairs. Compare answers. Then match the sentences to photos A–D.

Help with Grammar *be* (singular): negative

7 Look again at 6a). Then fill in the gaps with 'm not, aren't or isn't.

NEGATIVE (-)

- 1 I American. (= am not)
- 2 You a teacher. (= are not)
- 3 He from Beijing. (= is not)
- 4 She Australian.
- 5 It a Mercedes.

G2.2 p103

8 R2.4 P Listen and practise the sentences in 7.

I'm not → I'm not American.

True or false?

9 a) Check these words with your teacher.

the cāpital (city) a sīnger a cōmpany

b) Work in pairs. Look at photos 1–10. Tick (✓) the true sentences. Make the other sentences negative. Write the correct sentences.

- 1 Ankara is the capital of Turkey. ✓
- 2 Tiger Woods is British.
Tiger Woods isn't British. He's American.
- 3 Cameron Diaz is Spanish.
- 4 Nintendo is a Japanese company.
- 5 Cairo is the capital of Egypt.
- 6 Big Ben is in New York.
- 7 Kylie Minogue is American.
- 8 Robbie Williams is an Australian singer.
- 9 BMW is a German company.
- 10 Hollywood is in San Francisco.

c) Check on p126. Are your answers correct?

Get ready ... Get it right!

10 Work in new pairs. Write three true sentences and three false sentences.

*JK Rowling is British.
Lacoste is a Russian company.*

11 a) Work in groups of four. Read your sentences to the other pair. Are the other pair's sentences true or false?

JK Rowling is British.

I think that's true / false.

Yes, you're right. / No, you're wrong.

b) Tell the class two of your true sentences.



RESUME

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