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Ministry of Higher Education and Scientific Research
University of Babylon
College of Basic Education
Department of English



**A Content Analysis of the Literary Texts' Authenticity in Students'
English Textbooks "English for Iraq" of Iraqi Preparatory Schools**

A Thesis Submitted to the Council of College of Basic
Education\ University of Babylon in Partial Fulfillment of the
Requirements for the Degree of Master of Education in Methods of
Teaching English as a Foreign Language

**By
Ula Mahdi Rahman**

Supervised by

Asst. Prof. Muna Mohammed Abbas(Ph.D)

Asst. Prof. Hadeel Aziz Mohammed (Ph.D)

2022 A. D

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ﴿١﴾ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ﴿٢﴾ اقْرَأْ وَرَبُّكَ
الْأَكْرَمُ ﴿٣﴾ الَّذِي عَلَّمَ بِالْقَلَمِ ﴿٤﴾ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ﴿٥﴾

صدق الله العظيم

من سورة العلق

DEDICATION

To all my beloveds,

I dedicate my humble work.

The researcher

Supervisors' Certificate

I certify that I have read this thesis entitled "**A Content Analysis of the Literary Texts' Authenticity in Students' English Textbooks 'English for Iraq' of Iraqi Preparatory Schools**" submitted by "**Ula Mahdi Rahman**" to the council of the College of Basic Education \ University of Babylon in partial fulfillment of the requirements for M. E Degree in Methods of Teaching English as a foreign language, and it is found scientifically adequate.

Signature:

Supervisor: Asst. Prof. Muna Mohammed Abbas (Ph.D)

Date: / / 2022

Signature:

Co-Supervisor: Asst. Prof. Hadeel Aziz Mohammed Rihda (Ph.D)

Date: / / 2022

In view of the available recommendation, we forward this thesis for debate by the Examining Committee.

Signature:

Prof. Dr. Firas Saleem Hayawi
Deputy of Dean for Scientific
Affairs and Higher Studies

Date: / / 2022

Signature:

Asst. Prof. Mais Flayh Hassan(Ph.D)
Head of English Department

Date: / / 2022

Scientific Evaluators' Certificate

I certify that I have read this thesis entitled “**A Content Analysis of the Literary Texts' Authenticity in Students' English Textbooks "English for Iraq" of Iraqi Preparatory Schools**” submitted by “**Ula Mahdi Rahman**” to the council of the College of Basic Education \ University of Babylon in partial fulfillment of the requirements for M. E Degree in Methods of Teaching English as a foreign language, and it is found scientifically adequate.

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Signature:

Name:

Date: / / 2022

(Member)

Signature:

Name:

Date: / / 2022

(Member)

Signature:

**Asst. Prof. Muna Mohammed Abbas
(Ph.D)**

Date: / / 2022

(Supervisor & Member)

Signature:

**Asst. Prof. Hadeel Aziz Mohammed
(Ph.D)**

Date: / / 2022

(Co-Supervisor & Member)

Signature:

Name:

Date: / / 2022

(Chairman)

Approved by the Council of College of Basic Education, University of Babylon
in: / /2022

Signature:

**Prof. Dr. Ali Abdul-Fattah Al-Haj Farhood
Dean of the College of Basic Education.**

Date: / / 2022

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The researcher

ABSTRACT

Authentic materials have long been used in foreign language learning. Henry Sweet, who has taught and wrote at the end of the nineteenth century and is regarded as one of the first linguists, used authentic texts in his books on a regular basis and is well aware of their potential advantages over contrived materials. Therefore, it has frequently been advised to incorporate authentic materials into the curriculum in order to simulate a real-world situation and to teach students the skills they may need when they are not in the environment of the classroom. Literary works can be considered authentic because they are not created with the intention of teaching a language. Literary texts play an important role in English language learning, especially in improving communication skills, raising cultural awareness, and motivating students. Several studies have demonstrated the potential benefits of using literary texts in EFL classrooms, which promote authentic materials, help increase language skills, and broaden linguistic knowledge. As a result, the purpose of this study is to determine whether the literary texts used in the preparatory stages textbook 'English for Iraq' are compatible with checklist of authenticity. Therefore, the researcher used a descriptive mixed method using content analysis and two analytical tools a checklist analysis and an interview. A sample of 124 male and female EFL teachers for preparatory schools has been selected to answer the checklist analysis items, while a sample of 17 participants (male & female teachers) to conduct the interview to support the study and to know if the teachers are familiar with the term authenticity and in order not to be subjective. To accomplish the study's aims, a variety of statistical techniques are employed, with the use of the SPSS. The results are as follows: the literary texts demonstrated a high level of authenticity across the checklist analysis subcomponents. The level of authenticity remains constant regardless of gender or years of experience. Furthermore, the researcher discovers that the use of literary texts in the classroom is marginalized due to the lack of interest among students, their proficiency level, and literature in general receives less attention in the classroom than it should.

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CHAPTER ONE
INTRODUCTION

Introduction

1.1 Statement of the Problem

Every language transmits culture; in fact, culture and language are strongly intertwined. According to Kramersch (1998), no one can use or learn a language unless they are familiar with the culture of its speakers. Foreign language textbooks, whether written or visual, may then modify culture(s) buried in their linguistic content. Since all "teaching materials (e.g. textbooks) directly or indirectly transmit cultural values to a certain degree" and particularly textbooks do communicate explicitly or implicitly "sets of social and cultural values which are inherent in their make-up" (Cunningsworth, 1995, p. 90). Textbooks remain an important part of the English language teaching and learning processes; in the words of Hutchinson and Torres (1994), "No teaching-learning situation, it seems, is complete unless it has its relevant textbook." (p. 315)

English in Iraq is considered as a foreign language where students lack the real opportunity to use the language in their daily lives outside the classroom. English class might be the only environment with the opportunities to use the target language effectively and develop their communication skills. To use English for communicative purposes, students should be exposed to authentic materials that allow them to utilize the target language in real-world contexts.

Tomlinson (2012) claims that most textbook materials students use should be authentic, so that learners can be prepared for the future uses of English in real life and the ability to communicate using the target language. Since textbooks are useful tools that help English teachers bring real-life communication into the classroom, decision makers and syllabus designers should think about how important it is to include authentic materials within text-based materials when designing an English textbook.

Introduction

Mitchell (1995) and Azri et al. (2014) define authentic material as a material that is made for native speakers in the first place. According to McGrath (2002), while selecting relevant authentic texts, eight elements of authenticity must be examined. These are: (1) relevance to the course book and the needs of the learners, (2) topic interest, (3) cultural appropriateness, (4) logistical issues, (5) cognitive demands, (6) linguistic demands, (7) quality, and (8) exploitation. Therefore, a text is considered authentic when it meets the criteria of authenticity made by McGrath (2002). A study in Indonesia (2017) proclaims that prepared materials for EFL contexts must be selected according to the idea of authenticity. Therefore, the students are exposed to language as it is used in the actual world.

One of the requirements and goals of English classes is to perform appropriately and successfully in real-world circumstances and beyond the classroom. (Dudley-Evans & ST John 1998, in Azri et al 2014), Therefore, real content is deemed valuable when it fits these requirements.

Due to the interviews with teachers and supervisors as well as reviewing the previous studies; it has been noticed by the researcher, that there is a gap between the language used inside the classroom and the language used in the textbook, and this is against the nature of authentic texts.

Therefore, the researcher is interested in performing a study analyzing the literary texts included in the preparatory "English for Iraq" textbooks in order to determine how consistent the present literary texts are with the requirements for authenticity.

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1.2 Research questions

This study sets out the following questions:

- 1- What are the authenticity criteria that should be available in the literary text in "English for Iraq" textbook for the preparatory stage?
- 2- To what extent are the current literary texts in "English for Iraq" textbook of preparatory stage compatible with the criteria of authenticity and its subcomponents?
- 3- To what extent authenticity is affected by gender and years of experience?

1.3 Aims of the Study

This study aims at:

- 1- Defining the literary text in the Iraqi preparatory textbook "English for Iraq".
- 2- Analyzing the literary texts in order to find out whether the criteria of authenticity and the literary text are compatible or not.
- 3- Analysing the effect of gender and years of experience on authenticity.

1.4 Limits of the Study

The limits of the current study are:

- 1- analysing the content of literary texts' authenticity in "English for Iraq" students' book for the preparatory public schools in Iraq,
- 2- the academic year of 2021-2022, and
- 3- the teachers of preparatory schools in the center of Hillah district.

1.5 The Value of the Study

The value explains why this study is needed;

- 1- This study may help teachers who are interested to provide their students with authentic texts, which reflect real life language use and encourage authentic language use.

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- 2- This study may lead to recognize the pros and cons of the authentic literary texts and provide a better way to deal with them through the textbook.
- 3- The findings of this study may be useful to both Iraqi curriculum designers and teachers of English across the country.
- 4- This study focuses on finding authentic texts in the textbook "English for Iraq" preparatory students because students in preparatory stages should be prepared for university and they are required to strengthen their language skills and represent their language practice for real-world application.

1.6 Procedures

In order to achieve the aims of the study, certain steps will be followed:

- 1- Deciding on the content that needs to be analysed that is literary texts in "English for Iraq" for preparatory stages.
- 2- Selecting a checklist analysis to analyze the authenticity in the literary texts of the textbook adopted from McGrath (2002) and Arias (2007).
- 3- Establishing face validity of the checklist analysis by presenting them to a jury of experts.
- 4- Analysing the content of the literary texts according to the criteria established.
- 5- Collecting data and percentages and write them down in tables.
- 6- Giving results and conclusions and suggesting new topics for further works.

Introduction

1.7 Definitions of Basic Terms

1- Content Analysis

Weber (1990, p. 117) writes that “content analysis is a research method that uses a set of procedures to make valid inferences from text” and it has various benefits over other research methods.

Neuendorf (2002, p. 10) believes content analysis to be scientific in terms of objectivity, intersubjectivity, a priori design, reliability, validity, generalisability, replicability, and hypothesis testing, without regard to the measurable kinds of variables or the context of the communications.

The operational definition of the study refers to the process of summarizing and interpreting written material, but in a more specific meaning, it refers to a set of techniques for rigorously analyzing, examining, and verifying the contents of written data.

2-Literary Texts

Literary writings, according to Hoey (2001, p. 13), provide a site of interaction that other texts cannot because, as Gough and Wren (2003, p. 179) remark, the meaning must arise in the reader's mind.

A literary text is a communicative oriented verbal work that possesses aesthetic value which can be found out in the acquisition process (Pishalnikova, 2017, p. 81). It is also considered by other scientists as a lingual and material category as well as something aesthetic and ideal.

The operational definition of the Literary texts are excellent sources of figurative language, good sentences, idiomatic expressions, fascinating phrases, appropriate vocabulary items, and words with connotative meanings. Readers are always captivated by the variety of terminology, grammatical constructions, and writing style used in a compelling narrative.

Introduction

3 -Authenticity

Gilmore (2007, p. 3) states that authentic language input is “any input introducing a real message produced to communicate ideas to real audience.” Authentic materials are not necessarily compiled by native speakers, nor professionals, but the key is that they present language in context and expose students to genuine communication, i. e. realistic models of language.

Nunan (1988, p. 99) states that authentic materials are "those which have been produced for the purposes other than to teach language".

The operational definition of authenticity is the communicative activity of language use, the engagement of interpretative procedures for making sense, even if these procedures are operating on and with textual data that are not authentic in the first sense.

4- Textbook

Textbooks are books on specific topics that serve as a guide for the teaching and learning process, mostly at a school or university (Richards & Schmidt 2010, p. 595).

A textbook, as an instructional material, may be regarded as one of the most important components of English classes as it serves as a framework or a guide for both teachers and students on the way of achieving objectives of the courses (Turhan & Kirkgoz, 2000, p. 12).

The operational definition refers to the student's textbook for English language study in Iraqi schools' preparatory stages "English for Iraq".

CHAPTER TWO
THEORITICAL BACKGROUND
AND PREVIOUS STUDIES

Theoretical Background

2.1 An Introductory Note

This chapter is divided into two sections. The first section seeks to give a review of the theoretical framework in order to show comprehension of ideas and words pertinent to the study's subject. The second one discusses earlier research that is linked to the present topic.

2.2 An Overview of Content Analysis

Content analysis is a method that uses specialized steps. It can be seen as a part of the researcher's authority. As a research method, content analysis gives the researchers new ideas, helps them understand a certain phenomenon better, or suggests actions they can take. Content analysis is a tool used in the sciences (Krippendorff, 2004).

Content analysis has been used in business, sociology, journalism, and psychology for a long time. It has been used more and more often by a growing number of researchers. Universities are more likely to teach the content analysis method. In the middle of the 1980s, more than 84% of master's-level journalism courses have just included content analysis (Neuendorf, 2002).

Content analysis is a method for methodically assessing written, spoken, or visual materials that may be utilized qualitatively or quantitatively. It dates back to the 1950s and the study of mass communication (White & Marsh, 2006).

According to Cohen et al. (2007, p. 475), content analysis is the process of summarizing and interpreting written data. In a more specific sense, it is "a strict and systematic set of procedures for rigorous analysis, examination, and verification of the content of written data". Weber (1990) says that "Long texts with loads of words are represented by a few words or expressions in content analysis." This is one of the main things about content analysis. Content analysis can be used to look at any

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written material, from documents to interview transcriptions, and it can be used to look at variant texts (Cohen et al. 2007).

There are many definitions of content analysis, among which:

1- Anderson and Arsenault (1998, p. 102) describe content analysis saying "at its most basic level, content analysis includes counting ideas, phrases, or occurrences in texts and presenting them in tabular form."

2-Neuendorf (2002, p. 10) believes content analysis to be scientific in terms of "objectivity-inter-subjectivity, a prior design, reliability, validity, generalizability, replicability, and hypothesis testing", without regarding to the measurable variables or the context of the communications.

3-Berelson (1952, p. 18) proclaims that content analysis is "a research technique for the objective, systematic and quantitative description of the manifest content of communication".

2.3 The Process of Content Analysis

Ezzy (2002) says that content analysis begins with a sample of texts (the units), and defines the units of analysis (e. g. , words, sentences) and the categories to be used for analysis. He also reviews the texts to code and categorizes them, and then counts and logs the occurrences of words, codes, and categories. Subsequently, statistical analysis and quantitative methodologies are used to analyze the data.

Simply put, content analysis entails coding, categorizing (creating meaningful categories into which the units of analysis – words, phrases, sentences, and so on – can be placed), comparing (comparing categories and making links between them), and concluding – drawing theoretical conclusions from the text.

The following are the fundamental aspects of the process of content analysis, according to Cohen et al. (2007).

1. Breaking down text into units of analysis,

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2. Doing statistical analysis of the units,
3. Presenting the analysis in the most economical way feasible.

Another significant aspect of content analysis which is often overlooked is the evaluation of the interconnection of different units of analysis (categories), the way in which themes evolve through time, and the process by which theories are developed and tested.

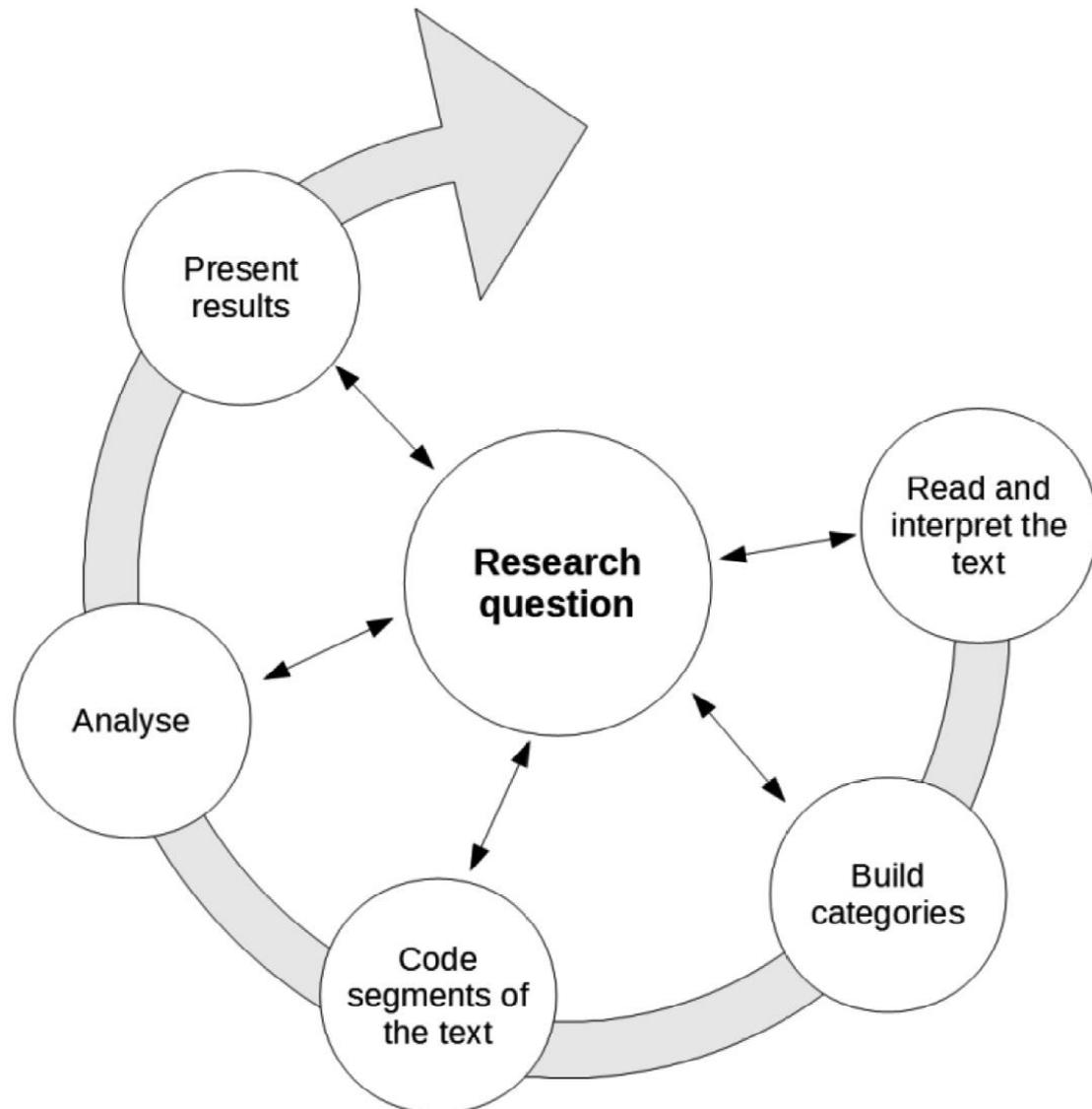


Figure 2.1: General Process of Qualitative Content Analysis as presented in Kuckartz (Buendía& Laguna 2017, p. 165).

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2.4 Content Analysis VS Evaluation

Content analysis is a method for efficiently assessing written, spoken, or visual evidence that may be utilized qualitatively or statistically. It dates back to the 1950s and the study of mass communication (White & Marsh, 2006). After the materials have been sorted and coded, certain themes emerge. Books, manuscripts, paintings, pictures, recorded conversations, filmed events, communications on electronic mailing lists and online forums, blog postings, and other sources may all be used to create content. The content is broken down into conceptual parts, which are subsequently coded or labeled.

The categories for qualitative analysis grow as the study progresses. The findings are utilized to form assumptions about the text's messages. Quantitative analysis begins with a hypothesis and a specified coding system that will be used to test it. Statistics are used to characterize the outcomes (Wilson, 2011).

An evaluation is a kind of assessment that includes a value judgment. It is concerned with the application of its results and implies some assessment on the efficacy, social usefulness or acceptability of a product, process or advancement in terms of well specified and agreed-upon goals or values. Its findings are concerned. Recommendations for future improvement are often included in evaluations. As a result, appraisal is a qualitative measure of the current condition. It demands proof of the program's efficacy, applicability, or goodness. In order to arrive at meaningful conclusions regarding a product, process, or program, it is necessary to estimate its value (Manichander, 2016).

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2.5 Approaches of Content Analysis

Content analysis is a group of different approaches to analyze something, from impressionistic, intuitive, and interpretive to systematic, strict textual analyses (Rosengren, 1981 in Shanon & Hsieh 2005). The type of content analysis method a researcher chooses depends on his\her theoretical and practical interests, as well as the problem being studied (Weber, 1990). Content analysis has helped a wide range of researchers because it can be used in many different ways. However, the lack of a clear definition and set of rules has made it harder to use (Tesch, 1990).

2.5.1 Basic Content Analysis

The approach for assessing data using word counts and other quantitative analytical tools are referred to as basic content analysis. To code for manifest data, most basic content analyzers rely on sets of codes derived by deductive or inductive reasoning. Quantitative criteria are used to verify the validity and reliability of the coding process. Basic content analyzers evaluate previously prepared texts for reasons other than current research on a regular basis (Drisko & Maschi, 2016). They make an effort to be methodical, rational, and unambiguous in their approach .

Basic content analyses may be found in many professions and jobs. They are often employed in fields including medical, marketing, journalism, linguistics, communication, engineering, literary studies, and ethical and religious studies.

2.5.2 Interpretive Content Analysis

Interpretive content analyses are methods that a researcher can use instead of word counts or other quantitative methods of analysis to get information and explanations from a text (Drisko & Maschi, 2016). Content analysts use both explicit and implicit or context-based

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communication content. Usually, code lists are made by figuring out what codes go with what. Even though quantitative terms are still used, researchers use qualitative measures to figure out how valid and reliable an analytical method is. Interpretive content analysis usually looks at newly made documents, but it can also look at already made data sets. The study of interpretive material should be systematic, but it should not be completely objective (Drisko & Maschi, 2016).

2.5.3 Qualitative Content Analysis

Qualitative content analysis is an "approach of experimental, conceptually guided analysis of texts in the context of communication, following content analytical guidelines and step-by-step models, and avoiding hasty quantification." Based on how well the researcher understands the text and the questions he/she has chosen, the qualitative content analysis tries to set up carefully defined categories that the researcher finds and changes to make sure they are accurate and useful. In qualitative content analysis, the study of texts involves both the inductive understanding of categories and the deductive application of those categories to specific data (Drisko & Maschi, 2016, p. 6).

2.6 Types of Content Analysis

2.6.1 Conceptual Analysis

In conceptual analysis, a concept is selected for investigation, and the research entails quantifying and calculating its existence. It focuses on the appearance of certain words in a text or set of texts, albeit these terms may be inferred as well as evident. While distinguishing words is simple, coding inferred phrases and determining their amount of implication is difficult due to the requirement to make judgments based on a rather subjective methodology (Busch, et. al, 2012). To reduce subjectivity,

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reliability, and validity issues, they are normally coded using either a specialist lexicon or contextual translation rules.

The conceptual analysis begins with the selection of samples and the identification of research questions. The text must be organized into categories that may be used. Coding is fundamentally a process of methodical removal. The researcher may focus on and code for specific terms or patterns that represent the study topic by reducing the text to categories consisting of a single word, a group of words, or a phrase. The researcher is simply concerned with measuring these concepts, not with examining their relationships (Busch, et. al, 2012). The researcher intends to investigate presence of authenticity criteria within the literary texts in relation to his\her study topic through a conceptual analysis.

2.6.2 Relational Analysis

The act of defining ideas in a text or collection of texts is the starting point for relational analysis, just as it is for conceptual analysis. The relational analysis, on the other hand, aims to go beyond presence by examining links between pre-existing notions. It's also known as semantic research. In other words, relational analysis is concerned with finding semantic or substantive linkages.

Individual conceptions believe that they are devoid of significance. Instead, the meaning of a text is determined by how its ideas are connected. Concepts, according to Carley (1992, p. 41), are "ideational kernels". These kernels may be thought of as symbols that gain meaning as a result of their interactions with other symbols.

It is crucial to think about which type(s) of analysis are investigated first while doing relational analysis. Of course, having too many categories might skew the results, while having too few can lead to

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erroneous conclusions. As a result, it is vital to let the study background and requirements guide the coding techniques (Carley, 1992).

2.7 Advantages of Content Analysis

1- Content analysis has a number of benefits for academics who want to use it. Content analysis, in particular:

The content of textual data is analyzed to reduce bias during data gathering. It may help prevent some issues that may arise when using surveys and experimental procedures. One of these issues is the anomalous relationship that may occur between researchers and their informants while collecting data without their knowledge, resulting in erroneous results (Delfico, 1996).

2- Content analysis has the ability to regulate enormous volumes of content. It entails the application of specific processes that enable a small or big number of analysts to analyze enormous amounts of textual material. Furthermore, the specified processes allow two or more analysts to operate on the same kind of data in various geographical locations (Delfico, 1996).

3- Content analysis may support other ways of assessment. If the content analysis findings are not the primary evidence in the review, they might be utilized to support alternative conclusions .

4- According to Stempel and Westley (1989), content analysis is context-sensitive. As a result, it can deal with data that has symbolic significance. Although it is often thought of as a quantitative approach, it may also successfully handle qualitative material.

5- If the researcher discovers that any of the required information is missing or incorrectly encoded, he/she may return to the text and finish the missing data. Because this is not always attainable in empirical or

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survey research, content analysis is seen as a secure approach (Woodrum, 1984, in Prasad, 2008).

6- Content analysis is applicable to all types of written materials, including handwritten and digital texts. For instance, letters, essays, speeches, as well as material presented visually in the form of pictures, videos, and movies. It is used to evaluate a text's manifest and latent content. Countable, observable components of the message are referred to as manifest content, while the meaning behind the apparent content is referred to as latent content (Roes et al, 2015).

2.8 Textbooks

The Oxford Advanced Learner's Dictionary (OALD) defines a textbook as “a book that teaches a particular subject and that is used especially in schools and colleges” (OALD, 2000, p. 1238). EFL textbooks, according to the definition, are designed to provide students with the required knowledge, language skills, and information about English-speaking nations, as well as to prepare them for interactions with people from other countries and cultures.

Hutchinson and Torres (1994) write that a textbook is a virtually major phenomenon of (English language) training. Every year, millions of copies are sold, and several humanitarian initiatives have been established to make textbooks in (a variety of) nations. It seems that no teaching-learning scenario is complete unless it has its appropriate textbook (Torres, 1994).

Cortazzi and Jin (1999 in Mbakop and Tabe 2020) suggest that a textbook is similar to a teacher, a map, a resource, a trainer, and an authoritative figure. It acts as a teacher by presenting English-speaking nations' grammar, vocabulary, and culture. It is called a map because it is

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designed to help teachers and students navigate the linguistic phases. It may also serve as a resource since it has a variety of materials and activities that are suitable for use in the classroom. Furthermore, it is a trainer that gives help and direction to beginner instructors in terms of structuring their training. Finally, it may be considered as a source of authority since it is prepared by specialists and authorized by education ministries (Cortazzi and Jin 1999 in Mbakop and Tabe 2020).

2.9 What is a Text?

Beaugrande (1997, p. 11) suggests that a text is a “communicative event where in linguistic, cognitive and social actions convergence, and not just a sequence of words that were uttered or written”. The text is a collection of linguistic, cognitive, and social behaviors, and as such, it has been seen as a model for comprehending the universe.

According to Brinker (2014), the text is made up of a collection of linguistic indicators that are subject to grammatical and thematic coherence while also serving a communication purpose. The text is also the outcome of linguistic activities of people engaged in social contact, and these activities are based on the participants' cognitive evaluations of the communication process, and they make use of a wide range of the recipient's knowledge. This knowledge is expressed in a certain manner in writings, and it is what gives them their three-dimensional structure (Heinemann & Viehweger 1991, in Suzana & Arijana, 2017).

Three distinct categories of texts have prototype examples according to Togeby (2014):

- 1- Practical Texts. They are often written to people who have roles, rights, and responsibilities in institutions, organizations, society, and culture. They are usually made up of connected sentences on a page or

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two and serve one social purpose, like a reader's letter in a newspaper debate.

- 2- Factual Prose: It is supposed to be a true representation of the things that are being talked about. It is usually written language, but it can also be read aloud. It is usually a book-length piece of work, and it is only for people who are interested in the subject, like a book about ornithology.
- 3- Literature (imaginative) is a work of art that has a unique form. It is not part of a set of rules, but is a work of art in itself. A literary text is not read as a means to an end, but as an end in itself, being a ritual of play, entertainment, or pastime for the audience and an opportunity to look at life and human affairs in general, like a poem (Togebly, 2014).

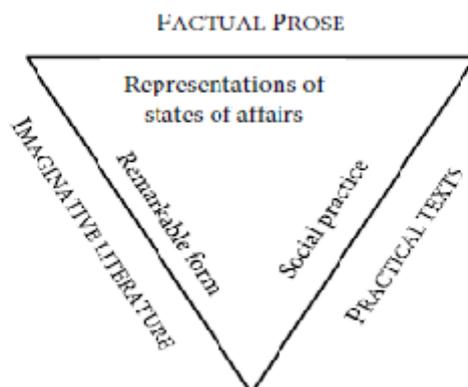


Figure : 2.2 Three types of text Togebly (2014)

2.10 Centrality of Textbook

Most language programs rely heavily on textbooks. In other cases, they serve as the foundation for most of the language input and practice that students get in the classroom. Textbooks may serve as a foundation for the content of lessons, the mix of skills taught, and the types of language practice students engage in. Occasionally, the textbook may mainly act as a complement to the teacher's lesson. Apart from teacher-

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provided information, the textbook may be the primary source of interaction with the language for students (Richards, 2001).

Because textbooks seem to play such a significant role in the teaching of English, their texts and contents become an integral component of students' education. As a result, according to Chegeni et al. (2016) textbook selections are critical, and instructors must analyze them in order to understand their purposes.

Some EFL instructors have the mistaken belief that the textbook is a holy document that should not be messed with, which might cause problems (Graves, 2000). This mindset is based on the erroneous belief that there is a certain technique to teach a textbook and that the outcomes will always be consistent. Actual classroom experiences demonstrate that an experienced, skilled teacher may turn a "poor" textbook into a "excellent" one by changing and supplementing particular elements of the textbook to meet the specific goals of the classes (Bahumaid, 2008, P. 424).

2.11 The Significance of the Textbooks

There has been debate for decades over whether textbooks are the best medium for conveying language learning content. Allwright (1981, in Berardo, 2006), starts a controversy by presenting counter-arguments to textbooks' methods of offering language learning materials. On the other hand, O'Neil (1982, in Tomlinson (2012), is adamant about the importance of textbooks in imparting language-learning resources. Several scholars have contributed to this issue since then.

Alshumaimeri (2015) states that in 2008 the British Council conducted a survey and found that 65 percent of teachers utilized a textbook on a regular basis, while just 6 percent never did. It is also

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discovered by Tomlinson (2010) that the majority of conference attendees utilized textbooks on a regular basis since it was a necessity. On the other hand, 78% of the participants expressed some degree of displeasure with the textbooks they received. It is said that the textbook is a cost-effective method of teaching that gives security, structure, growth and review for the student. Teachers also save time by relying on textbooks, which will provide them as EFL teachers with the materials they need to supplement their courses. Furthermore, it encourages teachers to achieve course stability, lesson scheduling, and high-quality teaching (Alshumaimeri, 2015).

According to Tomlinson (2001), textbooks enforce curriculum and method uniformity, limiting EFL teachers of their creativity and authority. Another criticism against textbooks, Tomlinson (2010) believes, is that they are created primarily to please supervisors and teachers while neglecting the needs and interests of students.

Gilmore (2007) emphasizes the importance of international textbooks being adaptable, allowing teachers and students to choose materials that best fit their particular preferences and local circumstances. Publishers might also create online worldwide 'course books' that allow users to choose, adapt, and alter language resources. This may facilitate a continuous process in which materials are created and then reformed as needed during the process.

2.12 English Language Textbooks in Iraq

Teaching English as a Foreign Language (TEFL) in Iraq has a long history. English lessons are available in all Iraqi schools, public and private. Although French and Kurdish are taught in most Iraqi schools, English has had a favored position in the educational system.

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Kareem (2009) states that English teaching originally taught in Iraq in a few Iraqi schools in 1873, but during the first year of British rule following World War I, the primary teaching of English is spread to all Iraqi towns. English teachers in Iraq are mostly non-native English speakers. The stakeholders hires instructors with bachelor's degrees in English language and literature or English education. English teachers have little discretion over the materials they use or the teaching strategy they employ since the curriculum is provided by the Iraqi stakeholders.

Iraqi experts in ELT curriculum have been assembled into a committee by the Ministry of Education in 2001. The committee has succeeded in implementing Book (1) during the academic year 2002–2003. The committee has concluded that the new syllabus, which goes by the name "Rafidain English Course for Iraq," should be designed on the communicative approach. An entirely new series known as "Iraq Opportunities" have been introduced in 2010/2011. It is a tiered course that presents topics-based units of lessons with rich, up-to-date content based on a wide range of educational concepts. Iraq's natural environment is illustrated in the series, which also preserves national and local cultural, social, and moral standards. The Ministry of Education has implemented a new series called "English for Iraq" for the preparation stage in the academic year 2013–2014, and for the intermediate stage in the years that followed (Fayadh,2017).

2.13 Authenticity

The goal of learning a foreign language is to be able to use it in the actual world and in real situations. Therefore, recently, teaching a foreign language has got attention in almost every country in the world. As a consequence, finding relevant and effective instructional materials takes up a lot of time for educators.

As a result, most language teachers debate whether it is sufficient to teach the language using course book tasks, which are artificial

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because they are designed solely for teaching purposes, or whether authentic materials should be used to scaffold learners' learning processes in general and reading skills in particular (Al Azri& Al-Rashd, 2014).

The use of authentic texts as a hallmark of communicative language instruction. As a result of the communicative approach, syllabus designers no longer see English as simply another topic to be studied in school but as a vital tool for interacting with others both within and beyond the classroom. Because of this, syllabus designers should consider the needs of students and provide them opportunities to use the language they have learned in contexts outside the classroom (Larsen-Freeman, 2000).

There are many voices now advocating for authentic English language instruction for English language learners. Many linguists believe that authentic resources have a favorable impact on students, which is why they advocate its usage in classrooms Kilickaya (2004). Authentic resources, as defined by Carter & Nunan (2001, p. 68), are those that are not intended for "teaching aims."

According to Widdowson (1990), materials produced for native English speakers and utilized in schools in a manner comparable to how they are intended would be considered "authentic". Written or spoken word may be used as authentic content. In order to bridge the gap between the classroom and the actual world, the authors Kelly & Kelly; Offner & Vorland (2002) feel that authentic materials are an effective tool. Students learn best when they are exposed to real-world applications of the language they are learning. As a result, Richards (2001) says that the language used in the classroom should reflect the language used in the actual world. Authentic material definitions according to scholars are:

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1. Authentic materials according to Nunan (1988, p. 99) are the materials "which have been produced for purposes other than to teach language".
2. Materials that are authentic should be created in actual language by a real speaker or writer for a real audience and intended to communicate a real message (Morrow, 1977).
3. Authentic materials, according to Jacobson et al (2003, p. 1), are printed materials that are utilized in classrooms just as they would be used in real life.
4. Peacock points out that authentic materials have been produced to fulfill some social purposes in the language community (Peacock, 1997).

2.14 Concept of Authenticity

The proponents of CLT's constant call for students to concentrate on real-world communication has resulted in a need to provide students with the skills needed for real-world performance. As a result, authenticity has come to life in order to present students with resources that are identical to those found in the actual world (John Love Joy, 2011,).

The more authentically the classroom mimics the actual world, the more genuine the rehearsal will be, and the greater the learning and transfer will be, according to common belief (Arnold,1991). Therefore, maintaining the materials' original appearance, feel, content, and language is thought to enhance authentic language usage by students in the classroom. On the one hand, this language sample, with its naturalness of form, suitability of cultural and situational context (Rogers & Medley, 1988), mirrors reality, while on the other, it stimulates students to speak without constraint (Gatbonton & Gu, 1994). In a

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nutshell, "desirable attributes such as purity, uniqueness, and quality" are associated with authenticity (Mishan, 2004, p. 219).

As many researchers as those who favor authenticity disagree with the notion that anything brought into a school from outside the classroom is authentic. Some argue that authenticity is an overly broad term that is irrelevant to language teaching (Chavez, 1998). Others question the purpose of authenticity, believing that genuine materials do not always elicit authentic responses, and that unauthentic materials do not always fail to elicit authentic responses (Wallace, 1992). It is stated that a book may be considered genuine if it facilitates good learning outcomes; authenticity, however, is not a property of the text but of the reaction it elicits from students.

Attempts have been made to propose alternative words in the middle of this dispute. For example, Robinson (1980) offers the word "realia" instead of "authentic material," while Widdowson (1978) replaces authenticity with "genuineness" and left authenticity to the students' perception of the text. "Genuineness is a property of the passage itself and an absolute quality," he has remarked. Authenticity is a feature of the reader's interaction with the piece, and it has to do with proper reaction" (p. 80). Thus, efforts to define authenticity have increased its complexity and breadth. This diversity has led to many types of authenticity.

2.15 Types of Authenticity

There are four categories of authenticity, according to Breen (1985). Text authenticity, learner authenticity, task authenticity, and classroom authenticity. The following are examples of these types: the

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authentic properties of a text are referred to as text authenticity. In the context of language learning,

2.15.1 Text Authenticity

- Authentic texts refer to any source of information that aids learners in developing an authentic understanding. To employ authentic material for pedagogical objectives is to use text authenticity. Authentic content is thought to allow students to see, feel, and accomplish genuine tasks via literature. However, previous to CLT, textbook authors favor the original text's language above the updated version. Therefore, the text is not simplified to accommodate the recipient's linguistic ability (Morrow, 1977, p. 26). The attitude of authors towards simpler materials is shown by Allwright (1981, p. 173). He has said, "Use no materials, published or unpublished, actually conceived or designed as materials for language teaching". Authenticity has been defined by several thinkers. It is described by Little, Devitt, and Singleton (1988) as a text written to serve a social function in the linguistic community in which it was generated. It is a text that is neither produced or delivered for language instructional objectives, according to Tomlinson (1998).

A classroom work is genuine if it is originally produced for a non-classroom audience, according to Thornbury (2006). These three decades of text authenticity criteria reveal two obvious prohibitions. It should not be written particularly for educational purposes, and it should not be changed to fit students' backgrounds. Not all researchers agree. Some argue that students should not be exposed to linguistic complexity too early. According to Bacon (1989), authentic language must be understandable, informative, accurate, relevant, and sociolinguistically suitable.

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Authentic text is utilized in two ways in the classroom. One method is to use the text as it is, with no changes to the content, language, format, or layout. Authenticity is maintained by modifying the job difficulty, not the content. Another way is to gently change the language to anticipate potential student issues. Semi-authentic text is such.

2.15.2 Learner Authenticity

- Learner authenticity: refers to a student's capacity to perceive the meaning of a text in the same way as native speakers do in the actual world. It is utilized in a classroom combined with a well-crafted activity to foster learner authenticity, which is a method of learning meant to help students use language better by engaging with classroom materials. Van Lier (1996) believes that authenticity is a trait of students' self-determination and dedication to understanding. Students participate in what Morrow (1977) terms "authenticity of response" via personal interaction. Authentic learner involvement is not sufficient to achieve learner authenticity. Learner authenticity relies heavily on students' attitudes about the resources provided (Lee, 1995). Because he is a learner, he will re-define any text against his own priorities (Breen, 1985). For this reason, learning goals must be carefully examined to ensure that students' needs are met.

Students are forced to emulate real-life roles and functions, but the fact that real-life communication involves anxieties, fears, suspicions, and other psychological challenges is neglected. Despite this, little effort has been made to explore the nature of such psychological disorders. Students may have concerns and excitements while arguing with peers in an academic environment, but same concerns and excitements may differ when discussing on the same subject in a real-world situation. Any attempt to simulate variables that work like those in real life is outside the

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text, task, and teacher's control. As with the preceding classifications, the students' legitimacy is questionable.

2.15.3 Activities Authenticity

- Authenticity of the activities: From basic and fast exercises to sophisticated and extensive activities like group problem-solving or simulations and decision-making, Breen (1987, p. 23) defines a task as a spectrum of work plans which have the general objective of aiding language learning. Breen defines tasks as a spectrum of work plans which have the general objective of aiding language learning.

Nunan (1989, p. 205) defines task as a communication activity in which students perceive, manipulate, produce, or engage in the target language while focusing on meaning rather than form. An activity or action results from processing or interpreting language, as defined by Richards, Platt, and Webber (1985). Activities in the workplace, home, or other social situations are prepared by tasks, according to Newmann and Wehlage (1993).

When is a job authentic? Cronin (1993) defines an authentic task as having real-world significance. Aside from real-world relevance, authentic tasks must be feasible and sustainable for students to attain learning goals. Willis (1996) has created the task cycle to assist instructors have a pattern for task implementation and achievement of learning objectives. Thus, it is recognized that genuine tasks are supposed to create chances for students to utilize language without restraint. Making good judgments, providing appealing arguments, filling in data gaps, and resolving issues refers to the tasks that are assigned to learners in order for them to participate in genuine communication and learning goals. Some firmly think that a task should try to provide precisely what

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is anticipated of the actual world, while others feel that students may be educated to use language communicatively in the real world, which allows for deviating from the intended purpose. Therefore, distinct from real job, a pedagogic task has emerged.

It is described as “classroom activities designed to promote the knowledge and abilities necessary to handle real world tasks or placement tasks” by Gatbonton and Gu (1994, p. 16). An organized language learning assignment has a specific purpose, suitable material, a defined working method and a variety of results for individuals who execute it (Breen, 1979).

2.15.4 Classroom Authenticity

- Classroom authenticity: the classroom's most essential duty is to let students to engage in "public and interpersonal sharing of language learning information, sharing of issues with such content, and exposing of the most successful ways and techniques to overcome such problems." Breen is a character in the film *Breen* (1985). In an EFL setting, the classroom is typically the only location where students engage in English. They all work together to bring the real world into the classroom. Seeing authenticity as a trait of realness is one thing, but seeing it as a result of great contact is another. The former emphasizes on real-world communication, whereas the latter recognizes that in a classroom, students' language proficiency is critical. Taylor (1994, p. 5) notes that the “classroom has its own reality and naturalness. Participants in the language classroom create their own authenticity there as they do elsewhere”. Even if the classroom's authenticity is questionable, students' creative faculties should never be, since they are capable of requiring their own validity. According to Ellis (1993), a realistic learning objective might help students embrace classroom as real.

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When true work meets classroom reality, the unexpected is always conceivable. Good tasks on intriguing texts may fail, while poor tasks may surprise, and instructors are the main cause in both cases. According to Newmann and Wehlage (1993), it is the responsibility of instructors to design classroom learning environments that meet actual task needs. In spite of the post-method approach, courses are usually in a classroom. Thus, genuine settings may be created inside a classroom, which varies in size and amenities from university to school. It is the teacher's competence to anticipate task needs so that text, task, and learners connect meaningfully (Newmann and Wehlage, 1993).

2.16 Criteria for Choosing Authentic Text

The use of realistic materials prepares students for real-world scenarios. In order to determine whether a text is authentic McGrath has presented criteria for selecting authentic materials.

According to McGrath (2002), while selecting relevant authentic texts, there are eight characteristics to examine. These include (1) relevance to course book and student needs, (2) topic interest, (3) cultural appropriateness, (4) logistical issues, (5) cognitive demands, (6) linguistic demands, (7) quality, and (8) exploitation. "[S]uitability of the content, exploitability, and readability" are the three primary criteria for selecting and gaining access to books for classroom usage. Suitability is considered as the most crucial characteristic, as it implies that reading materials must pique the learners' attention, suit their needs, and inspire them.

Readability relates to the difficulty and complexity of a book, while exploitability refers to how the material is utilized to improve the reading skills of students. The reading material must not include words and structures that are excessively complex or demanding. It must also correspond to the trainees' English proficiency. Otherwise, it might have

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a demotivating impact on the students (Al-Rashdi & Al Azri, 2014, p. 251).

2.17 Authenticity in EFL

For both materials designers and language teachers who want to use authenticity in language instruction in EFL classes, defining 'authenticity' is critical. Authenticity and the use of real materials in EFL lessons have been the subject of many studies. Authenticity is important to many academics because it prepares learners for real-world scenarios in terms of utilizing the target language (Al Azri & Al-Rashd, 2014).

Using fewer authentic resources with students, on the other hand, may result in less practice in the actual world. "Authenticity is viewed as being equivalent with genuineness, realness, honesty, validity, [and] reliability... of materials," (Tatsuki, 2006). Furthermore, according to MacDonald et al. (2006), "if a relationship exists between the texts used by teachers in the classrooms and the types of texts utilized in the actual world, these texts may be considered authentic."

2.18 Literature VS literature

Literature with small initial symbolizes any written work on any given subject without much difficulty. On the other hand "Literature with capital initial" refers to a much smaller set or subset of written works. There is a controversial issue surrounding whether to consider a text literary or Literature with capital initial. Literature originally came from Latin and it refers to "the use of words" or "writing". Later, when the word entered the Romance languages, it took an additional meaning and is defined as "Literature with capital initial" is as writing that gives knowledge-writing that should be studied. This makes even a bigger question: what books or texts that are worth studying? Many critics find

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that answering such a question When cultural organizations such as schools, colleges, or award committees define a piece of literature as having permanent aesthetic or cultural significance, it becomes "canonical." Canonicity proved to be problematic for many reasons ("What is Literature ?", 2022).

- 1- The western canon's gatekeepers have generally been white males, making it a dubious metric of Literature (with a capital initial). Only in the late 20th century have the literary canon included more diverse writers.
- 2- If the canon is the sole definition of literature, there would be no current literature, which has not lasted the test of time.
- 3- Not every book with high reviews or a medal is considered worthwhile by later readers.

For example, Herman *Moby-Dick*, which is poorly regarded when it has been released in 1851, is now a pillar of the American Literary canon.

For some critics, textual features are what defines any text as Literature. Derek Attridge says that western literature has three features.

- 1- Inventive: a quality of invention or inventiveness in the text itself.
- 2- Singular: the readers' sense that what they are reading is singular. In other words, the unique vision of the writer him/herself.
- 3- Other-ing: a sense of 'otherness' that pushes the reader to see the world around them in a new way. ("What is Literature ?", 2022).

Literary material is not limited anywhere in this three-part definition. Literature impacts the reader's style and structure, not content. Literature is about anything. This definition of how a literary book might alter a reader is contemporary. Poetry was favored above novels in English tradition because it created mature, compassionate reader-citizens. In the Victorian period, it was believed that reading "great"

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works of literature helped readers fulfill their full potential in a secular society.

Some critics say a feeling of irony-or, more generally, that words may have many meanings-is crucial to "capital L" literature. Irony requires delayed or alternate reading. It requires attention to the language's objective difficulty. In a similar spirit, some critics say a literary piece should "defamiliarize" readers, meaning it should push them to perceive the world differently than previously. Roland Barthes believed there are two types of texts: the text of pleasure, or ordinary "literature" and the text of jouissance, or "Literature". ("What is Literature ?", 2022)

Jouissance increases sensations of strangeness and wonder that beyond the mundane and may be uncomfortable or unsettling. Barthes' definition is objective and subjective. Literature offers more and distinct experiences than non-literary writing. Literature for Barthes is neither subjective nor reducible to inherent qualities. This negative definition contains flaws. If literary writing must be new and unique, then fiction as a genre cannot be literary. Whatever definitions one may use to Literature, there can always be exceptions.

What qualifies as Literature depends on the world, the text, and the critic or reader. When readers meet a literary work, they do so with a field of expectations that includes what they have heard about the text or author [the world], how the text is presented to us [the text], and how responsive we are to the text's demands [the reader]. The "timeless" view of literature still has merit. Only a tiny fraction of what is written now will still be read 10, 20, or 100 years from now. While the processes that determine a text's lifespan are rarely impartial, one may hope that individual readers have some ability to influence what stays in print and gains cultural importance. As long as there are ardent readers, there will

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be literary books that challenge, thrill, and inspire us. ("What is Literature ?", 2022)

2.19 Literary Texts

Literary texts are authentic works that may be utilized in the classroom at any level. Fairy tales and stories, for example, may be utilized as a useful teaching material for children in a foreign language lesson. Similarly, teachers may employ famous books and poetry from throughout the globe as teaching materials in the classroom, making the lesson more entertaining and pleasant for students. McKay (2001) and Lazar (1993) outline the importance of including literary texts within the language classes as follows:

- Literary texts demonstrate the importance of author type selection in attaining communication objectives;
- They serve as a great resource for adapting the four core language skills;
- Literary texts are authentic and inspiring.
- They increase cultural understanding by enhancing students' interpretive abilities and are featured in most curricula.
- Students appreciate the lesson because it encourages them to express themselves verbally.

2.20 Literature in Classroom

The term "literature" is broad that various academics approach it in different ways. Teachers, syllabus designers, educationists, and even foreign language learners themselves have diverse perspectives on and perceptions of literature in the subject of foreign language instruction. For example, Kramsch and Kramsch (2000, p. 553) claim that "literature has

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symbolic prestige, artistic and cultural meaning, entertainment and educational value".

Literature has traditionally been distinguished from linguistic ephemera by efforts to preserve it in script or oral tradition; it has also been viewed as a powerful tool in the transmission and preservation of cultural values; and it has often been associated with a conservative or revolutionary elite or a powerful and self-respecting bourgeoisie. These factual cultural attitudes regarding literature come from anthropological and sociological investigations (Childs & Flower, 2006).

Kelly (1996, p. 8) says that literature emphasizes pleasure, aesthetics, understanding, imagination, knowledge, cognition, and language. Excellent literature provides readers with joy when read. Aesthetics is how readers perceive literary beauty. Literature teaches the beauty of words. It adds aesthetic characteristics to readers' lives, giving them fresh insights, creative expressions of events, people, and experiences, be it fiction, nonfiction, or poetry.

When it comes to literature in the classroom, things have changed a lot over the past few hundred years. In the Grammar-Translation Method, literature has been used to teach a foreign language because the language used in literary works has been thought to be correct. After GTM, literature has become less important in the EFL classroom. Several scholars thought that the language used in literature is different from what people have used in real life and that students should be encouraged to improve their communication skills. (Padurean, 2015)

Hence, the Communicative approach to language teaching has been all about studying language for real-world use. Scholars have thought that literature does not belong in the language classroom because it does not

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have a real-world use. Literature is thought to be a threat to the well-ordered world of language classes (Widdowson, 1984).

Literature should be used in the language classroom because language courses should also educate students and not just train them in a certain field. Due to that in the 1980s, literature has come back to the EFL classroom thanks to a lot of linguists and scholars. Scholars, on the other hand, have thought that literature should be taught in a different way for students who are not native speakers (Widdowson, 1984).

2.21 Effectiveness of Literary Materials within EFL Course books

1. Literary texts' interactivity.

Literary writings, according to Hoey (2001), are a site of an interaction that other texts cannot provide because meaning must form in the consciousness of the reader. Moreover, unlike regular dialogue, literature performs an unconscious action on the reader. The reader-response critic Iser (1980) claims that a literary text had two poles: the artistic pole is the author's text, and the aesthetic is the reader's realization.

This produces a 'virtual text', partially filled in by the reader, which causes 'invisibility' similar to that of a dialogue (Iser, 1980, p. 1675). Literary texts are representational materials which invite learners to respond and react, to question and evaluate, to interact with the text, to become involved emotionally and creatively, and to reread the text.

According to Widdowson (1983), the discourse is divorced from any normal social context and so demands the reader to build his/her own schematic knowledge via the increased procedural labour. This increased interaction with the text, he argues, promoted language learning.

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2. Autonomy and extensive reading

Learner's autonomy is defined as "the capacity or ability to learn autonomously" (Holec, 1981 in Sinclair, 1996, p. 140), which may be enhanced by encouraging wide reading. Reading is "the most independent and individualisable talent in language work, " according to Brumfit (1985, p. 105), literature, has been created to be read for pleasure, lends itself to such goals. Ciecierski and Bintz (2015) recognize the difficulties that actual literary texts present in the classroom, but they argue that their inclusion is desirable since the goal of a language instructor should be to foster lifelong literacy. Furthermore, research on vocabulary acquisition reveals that when students study literature extensively, their vocabulary and reading rate increase. Daskalovska and Dimova (2012) identify a number of research that suggest the prolonged reading improves language abilities, vocabulary development, and motivation.

3. Pedagogical value of stories, poetry, and theatre.

All poems/songs, plays, and tales have distinctive features. Poetry, by its very nature, provokes varied interpretations from different readers, and even from the same reader at different periods. A poet's language might 'take on a more native-like aspect', according to Richard-Amato (1996). Poetry's simplicity makes it suitable for younger learners. Moreover, because to its universality, pupils understand the concept of poetry and its subject substance (Maley, 1984). For students, poetry is a more advanced form of language. Poetry's structure (mainly rhyme and rhythm) enhances memory and recall. Most significantly, poetry's highly symbolic character stimulates intense personal emotions and emotional engagement.

Narratives. Students may immerse themselves in the characters, stories, and circumstances, unlike poetry (Richard-Amato, 1996). Literary

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characters make the reader 'eager to find out what occurs as events develop; he/she feels connected to certain characters and shares their emotional reactions (Collie & Slater, 1987). The episode hypothesis suggests that a text is better accessible if it is driven by 'conflict and the logical sequencing essential to excellent narrative'. Humans acquire and preserve knowledge in episodic fashion, according to this idea (Richard-Amato, 1996).

Plays. The play is another sort of storytelling that is particularly beneficial in a school context. Plays, as indicated by Lazar (1993), offer a genuine context for learning idioms, phrases, and expressions, as well as a natural manner to practice conversational language. Because a strong feeling of engagement is developed, the use of dramatic texts enhances classroom dynamics (Lazar, 1993). Furthermore, students seem to be better able to make the target language part of their memory by actively participating and "losing themselves in the difficulties and conflicts of others" (Richard-Amato, 1996).

4. Cultural significance

Although the 'world' of a narrative is constructed, it may provide a sense of the rules and preoccupations that govern a real society (Collie & Slater, 1987). While cultural information may obscure texts, many in the field think that the advantages of enhancing students' intercultural understanding far exceed any obstacles (Littlewood, 1986, & Ur, 1999).

It is critical to emphasize that learners are not expected to renounce their native languages and cultures in favor of English or any other language or culture, but rather to develop bicultural identities with English as the language of aspirational modernity and participation in a larger global community (Hall, 2015).

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5. Motivation and subject matter

Many people think that 'approximately 99 percent of teaching is making the student feel engaged' (Van Lier, 1996) in language learning. Because it is intended to be enjoyed, literature, according to the Emotional Filter Theory by Richards and Rodgers (2001), may help alleviate stress. Reading great literature might be challenging, but when it is seen as an accomplishment, it becomes a motivating activity. Literature, unlike other forms of media, is constantly relevant. Fictional writings, despite their lack of substance, may nonetheless contribute to 'cultural... general knowledge... moral... educational... political or societal concerns' despite the fact that many manufactured texts lack content (Ur, 1999). EFL will become a skill-based topic without substance if language training focuses only on how to speak rather than what to say. This kind of growth in new language users is also backed up by benchmark statements like "translingual and transcultural competence" (MLA) or "intercultural competence" (CEF). According to Hall's (2015).

6. Analytical and creative skills

It is another significant contribution of literature to help students develop their creative and critical thinking skills. However, these talents are "more frequent and ordinary in language usage than is commonly thought, " notwithstanding their prominence in literature (Carter, 1996, p. 12). Affective states such as "generally liberal, ethical and humanitarian attitudes [...] respect for the imagination and the intellect [...] respect for literary and cultural tradition" can be fostered by literature, but more importantly, "engaging imaginatively with literature enables learners to shift their focus of attention beyond the more mechanical aspects of the foreign language system" which can be fostered through literature (Collie & Slater, 1987, p. 5). As a result, the inclusion of literary texts in ESL is

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essential because they help students acquire 21st-century abilities like creativity and critical thinking.

7. Authenticity

Literature is "by definition an authentic text, and both verbal response and activity response are authentic language activities, " according to communicative methodology, which advocates for the use of authentic (or semi-authentic) texts (Long, 1986, p. 58). "[S]implified or non-genuine writings, by definition, are less fascinating or exciting than real ones" (Peacock, 1997, p. 144). Furthermore, literary text resources, rather than simplified texts, has a favorable influence on students' overall language proficiency, especially their reading ability, (Mart, 2017). The use of literature also offers a genuine environment for the use of language in the classroom. As a result, 'the imaginary universe is paradoxically more vivid, more psychologically genuine than the image offered by the sober factual encyclopedia (Smith, 1984).

For this reason, Widdowson (1984) says that EFL texts resemble fiction in that they depict a non-verifiable reality. This likeness, however, ends there since dialogue serves merely as a technique for showing language. It is not designed to be humorous, or even somewhat enjoyable (Widdowson, 1984). It is impossible for language to be intriguing or motivating if it is devoid of substance and meaning.

2.22 Approaches to Teaching Literature in EFL Classroom

Teachers and educators who teach English as a foreign language need to know how literature is already taught in the classroom in order to choose the best way to use literature as a tool. A summary of the different approaches that grown relevant in the recent years are shown below:

Traditional Approaches

- Wellek and Warren (1984)

Theoretical Background

Wellek and Warren (1984) say that there are two types of approaches to literature: intrinsic and extrinsic. The first only looks at the text, while the second looks into the social, political, or historical events that make up the text's framework.

The intrinsic approach helps organize texts into:

- 1- The grammatical level
- 2- The lexical level
- 3- The structural level
- 4- The cultural level

While the extrinsic approach includes the following:

- 1-The biographical factor.
- 2- The historical factor
- 3- The aesthetic factor
- 4- The philosophical factor

- Maley (1989)

Maley provides a comprehensive classification of approaches to teaching literature, distinguishing between “the study of literature” as a cultural artifact and “the use of literature as a resource for language learning”.

The author classifies these approaches into:

1- The critical literary approach

This approach focuses primarily on the literariness of the texts, which includes elements such as motive, characterization, and context. This method presupposes a high degree of linguistic skill as well as knowledge with literary traditions.

2-Stylistic Approach

The stylistic approach is literature-focused, with the text aiming to improve students' abilities to describe and evaluate literary language.

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- Carter & Long (1991).

Carter and Long (1991) advocate three basic literary teaching approaches, all of which are specifically designed to accommodate literature into EFL programs: the culture model, the language model, and the personal development model. That is, they expand on Maley's categorization and add a third viewpoint to the system that was originally presented.

- 1- The Cultural Model views literature as an appropriate medium for transmitting cultural concepts such as history, literary theories, genres, author biographies, and so on (Carter & Long, 1991). Learners must approach literary works from social, political, literary, and historical viewpoints since language is considered as a cultural property.
- 2- In light of Maley's Stylistic Approach, the Language model takes a back seat. The literature in this paradigm is focused at language development and awareness. Literary texts are seen as a rich source of contextualized linguistic qualities that may be applied systematically via a variety of activities. The literary quality of the writings is not taken into consideration.
- 3- When it comes to engaging students in the reading process, the Personal Growth Approach prioritizes personal experience (Carter, & Long, 1991). Students' interactions with literary texts are meant to help them grow as people and improve their language awareness. (Carter and Long, 1991).

- Lima (2005).

Lima (2005) argues two primary approaches to teaching literature, based on Carter & Long's (1991) classification: (a) intuitive analysis and (b) syntactic analysis. Carter and Long's Personal Growth and Language Techniques are quite comparable to these two approaches. As a result, literary and cultural qualities of the texts are ignored in favor of phenomena like linguistic arrangement and reader reactions.

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- 1- Intuitive analysis focuses on readers' natural reactions to the text, demystifying literature and relating it to personal experience (Lima, 2005).
- 2- Syntactic analysis investigates the linguistic arrangement of the text, that is, how what is said is stated and how meanings are formed.
 - Van (2009).

Van outlined Six Approaches:

1. The Stylistic Approach

Simon (2006) claims this approach “considers literature primarily as discourse and studies it from a linguistic perspective, which means, how literary texts exemplify the system of language”. In literary works, Widdowson (1989) has said that the objective of stylistic analysis is to explore how the resources of a linguistic code are put to use in the creation of real communications.

2. The Reader-Response Approach

This approach focuses on the relationship between the reader and the text rather than on the linguistic objects that appear on the page. When it comes to the creation of a text, "the reader as an active principle of interpretation" is an important component, according to Eco (1984).

3. The Language-Based Approach.

The Language-Based Approach believes literature to be an appropriate vehicle for CLT approaches that result in four-skill English language development via interactivity, collaboration, peer instruction and student freedom, Van (2009). Carter (1988) advocate for the employment of role play, poetry discussion, cloze, prediction, and rating exercises for language learning purposes (Carter, 1996 & Rosli, 1995).

The Critical Literacy Approach

Using critical literacy as a teaching tool, students are encouraged to study how texts are linked to a variety of social and political concerns.

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Literary reality is the realization of numerous connections, according to Osborn (2000). The education of language has so far failed to explore how literature confronts the most pressing issues of ideology and power in society (Cummins 2000).

New Criticism Approach

Poetic texts are examined in great detail in the New Criticism for their self-referential, self-centered aesthetic qualities, which may be interpreted by the reader. A generic, non-linguistic art may be translated without loss into a foreign language medium, but a particularly linguistic art cannot be transferred, according to Ogden and Richards (1923).

Structuralism

According to Barry (2002), proponents of structuralism examine a piece of prose narrative in relation to other connected texts using the following structures:

- a collection of inter-textual links;
- a set of literary genre norms
- a model of an underlying universal narrative structure; and
- a concept of story as a complex of recurring patterns of themes.

Integrated Approaches

Timuchin (2001), Savvvidou (2004), Divsar (2009), and Dhanapal (2010), among others, have questioned the conventional usage of literature in the EFL classroom, proposing a new and fresher integrated look at how literary works may be included into the language classroom. Their approaches to teaching literature are as follows:

1- Timecin's Integrated (2001).

Timucin (2001) disputes the usual systematic approach to literature education at Tertiary levels, arguing that it leaves students “dependent on teachers, books or exam-guides intended to the memorization of texts for instrumental purposes” (Timucin, 2001, p. 272). The author supports the

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favorable influence of his recommended strategy in terms of students' motivation, participation, and enjoyment of literary materials.

2- Integrated Approaches by Savvidou (2004) and Divsar (2009).

The integrated techniques of Savvidou (2004) and Divsar (2009) advocate the linguistic description of literary works. They also want to look at literary and non-literary works in terms of style and how it relates to content and form (Divsar & Tahriri, 2009). They propose models that combine linguistic description with textual analysis, in other words.

3- Dhanapal (2010) integrates a reader-response approach with a stylistics analysis approach to address Malaysian high school students' critical and creative thinking abilities. "Reader-response approaches would enlist a variety of interpretations, but with stylistics in play, readers would follow some similar interpretative standards," according to the authors.

4- The Integrative Model of Tasmanians (2012): A Five-Perspective Approach.

The Tasmanian Integrative Model for Literature Teaching, established by an Australian consortium of researchers, methodically reconciles the aforementioned methods (Tasmanian Curriculum: Rationale, 2012). Though it was designed specifically for L1 classrooms, it might also be a good model for EFL. Literary texts should be addressed not just from a language standpoint, but also from a social, cultural, and literary perspective, according to the Tasmanian Model.

2.23 Literature as Authentic Material

Here are some reasons why literature is believed to be authentic:

1. Originality

The use of words, style, and syntactical structure all contribute to the literary text's uniqueness. When writing a literary piece, the author

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utilizes words or terminology that are appropriate for the situation at the time. The author is unconcerned with the reader's comprehension of his work. The author's feelings, ideas, and emotion are reflected in the work he/she produces. He may speak in terms of his emotions and mood. As a result, he uses context-rich language and idiom (Setyowati 2018, p. 42).

The syntactic structure utilized in the work contributes to the literary work's uniqueness. The work's creator uses unusual syntactic structures that "stray" from the norm. In actuality, learners may gain a lot from the vast number of literary texts available. Subconsciously, they may learn and acquire language, style, and syntactical structure. The literary work's uniqueness in terms of language will provide a significant quantity of language input for language learners (Setyowati 2018, p. 43).

2. Genres abound

Literary materials range from classic to contemporary, and from children's to adult literature. Poems, prose, and plays are the three main types of literature. After that, each genre is divided into subgenres. Sonnet, limeric, epic, narrative, and free poems are all types of poems. Prose fiction (novels, short tales, and flash fiction) and nonfiction (biography and autobiography) are still separated. Some categories of plays (such as tragedy, comedy, and melodrama) may still be formed into sub genres. Language instructors have a range of teaching resources that they may get via the internet, books, periodicals, bulletins, and other forms of online and offline media (Setyowati 2018,p. 43).

3. Source of Language Input

Literature is a genuine substance that may provide linguistic input to readers without them even realizing it. The information is useful for readers of all ages, including children, teens, and adults. The language input may be in either the first or second language. Whatever literary work the students read, if they comprehend it properly, the input is

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available for them to absorb. This kind of information will undoubtedly aid learners (readers) in gaining understanding of the poem's topic as well as the linguistic structure. They will benefit from the feedback if they were able to utilize the language afterwards (Setyowati, 2017).

4. Training critical thinking skills

Critical thinking is a skill that should be held by everyone. Having the capacity to think critically allows a person to solve challenges. Critical thinking, according to Chance (1986), is the capacity to evaluate, think creatively, articulate viewpoints, compare and contrast, make conclusions, assess others' opinions, and solve issues. It is the role of the instructor to educate students how to think critically. The true problem lies in figuring out how to include critical thinking into the teaching and learning process (Schneider, 2002).

Schneider suggests a few methods for honing this talent (2002). Some of them teach kids how to compare and contrast, classify, convey ideas, and participate in creative activities that inspire others. According to research, literary texts may help pupils develop their critical thinking skills (Mohammad & Alizadeh, 2012). This is because literary works need imagination to comprehend, appreciate, and interpret them. Using literary works to develop students' critical thinking skills is not something that cannot be done in the classroom, according to the findings of this research.

5. Offering language exposure

A student must have enough exposure to a language, whether it is their native tongue or a foreign language, to master it. The environment may provide linguistic exposure. The macro linguistic environment influences language acquisition (Dulay, Krashen, Burt, 1988). Hearing, seeing, and reading may help learners. When the children are young,

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parents may read to them from books or magazines, or they may listen to and watch tales on television. Thus, children are exposed to the language they want to learn. Reading increases the intake. Language exposure is critical for the development of a learner's competency. A person with a large vocabulary will be able to express themselves better in writing or conversational form. In the classroom, legitimate resources like literary works, prose fiction/non-fiction, or poetry may be used to introduce new language (Setyowati 2018).

6. Providing cultural and historical Knowledge

Literature also provides cultural understanding about the people examined (Lazar, 1993). She claims that there is a connection between literature and culture since literature is a fictional reflection of reality. As a consequence, literature reflects not just actual life but also society's culture. Literature also provides historical information. Consider Margaret Mitchell's "Gone With The Wind" (1939).

After the Civil War, a lady works to keep herself and her family alive. Scarlett O'Hara, the primary female character, makes readers uneasy because she defies gender stereotypes while embodying traditional American (male) ideals. Despite its 1025 pages, "Gone With the Wind" educates its readers on culture and history. The work teaches the readers about values, morals, history, and gender roles ideals and their transgression in the Victorian period of American society at the time. If the book is too dense for the pupils to read, the instructor may use sections of it as reading materials, emphasizing on the intrinsic themes or guessing what happens before or after the occurrences. For extended reading, students should not only read but also analyze the literature. The examination is either about the novel's intrinsic or external features (Setyowati 2018).

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2.24 Criteria of Selecting Literary Texts in EFL Classroom

Text selection, according to Maley (2001), is critical in making literature a resource for language progress, personal enrichment, and cultural appreciation. According to McRae (1997), appropriate text selection is essential to the effective use of any kind of representational materials. The selection criteria for a book may be based on the requirements, cultural background, and language level of a particular set of students (Collie & Slater, 1994). In general, literature teachers should evaluate the students' current proficiency level as well as their primary motivations for studying English. Students' age, emotional and intellectual development, and interests are all equally important aspects.

This topic is raised by Collie and Slater (1994, p. 6), who assert that text selection is based on "each individual group of students, their requirements, interests, cultural background, and language level."

McKay (1982, p. 531), on the other hand, advises that "a work that is difficult on either a language or cultural level will have minimal advantages." As a result, instructors must take into account the text's complexity in terms of vocabulary and syntax. In other words, they should seek works that are appropriate for the level of instruction.

Lazar (1993) also looks at the relationship between the pupils' literary backgrounds and their language abilities. In other words, there is a link between the students' literary ability and their linguistic ability. If students are bookish and spend a lot of time reading in the target language, they may have established a degree of literary competence that allows them to comprehend the meaning of the work on both linguistic and literary levels.

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2.25 Features of Literature in EFL Classroom

Literature is used in EFL lessons for a variety of reasons. Literary texts differ from informational texts, which are often employed in EFL lessons, in that they have unique properties.

1- Language Enrichment

Literary texts are not created for teaching purposes. Instead, they discuss “things which mattered to the author when he wrote them” (Maley, 1989, p. 12). The language is therefore considerably richer and more diversified than the linguistic examples in textbooks. Language characteristics such as sentence creation and function, structure, and concept connection are taught at varying degrees of difficulty (Collie and Slater, 1994). By inviting students to study literary language, instructors really inspire students to consider language norms (Widdowson, 1975, in Lazar, 1993). Learners are encouraged to experiment with various language forms and norms.

2- Cultural Enrichment

Literature may also open up a new culture. Teach students to respect civilizations and ideologies that are distinct from their own in time and location, as well as traditions of thinking, emotion, and creative form that the literature of such cultures endows (Carter and Long 1991, p. 2). Students find that others live in quite different civilizations and observe human values and a distinct way of life. They will learn about current social, political, historical, and cultural events in a society. Literature may help students better comprehend cultures (Floris, 2014).

3- Authentic Material

Death, love, pollution, ethnic conflicts are all prevalent topics and ideals in literary texts. Genres, norms, and devices are ubiquitous. Short tales and novels have narratives with crises, conflicts, and resolutions. These subjects and norms are familiar to native speakers of various

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languages (Maley and Duff, 1989). It also contains all potential topic matter and linguistic variations that may be inherently intriguing. The texts are important because they address important topics and settings that most EFL textbooks lack (Duff and Maley, 1990). Literature introduces pupils to new ideas and words. Literature is actual writing with real language in context, to which we may immediately react (Brumfit and Carter, 1986). This feature seems to make literature useful in various situations and civilizations.

4- Personal Involvement

Literature presents universal topics that students may relate to and, unlike many pedagogical tools, it is a mirror that enhances the social world awareness of each student. This allows different interpretations and true engagement (Duff and Maley, 1990). Students may apply literary text ideas, events, and objects to their own life. It will assist spark students' imaginations, critical thinking skills, and emotional awareness (Lazar, 1993). It also improves reading enjoyment.

Reading competency is developed when EFL students appreciate literature and want to connect with it. To grasp the text's meaning, students must draw conclusions from both the reading and their own experiences. "The reader is placed in an active interactional role in working with and making sense of this (literary) language". Teachers function as facilitators to assist their students find the meanings of the texts (Carter and Long, 1991, p. 3).

Thus, literature has a broader purpose since it helps readers grow personally. It helps students develop as persons and in their connections with others and institutions. This is an important aspect of education that textbooks may not cover .

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2.26 Previous Studies

This section will be a review of prior similar research that have some degree of overlap with the current study. These studies will be examined chronologically. Following that, a comparison between previous studies and the present research will be made.

1- Al-Ghazo & M. Smadi (2013)

" A Content Analysis of the English Reading Text's Authenticity in Student's Book of Action Pack 11 in Jordan"

The study aimed to analyze the reading texts of the student's book in Action Pack 11 to determine to what extent the reading texts were authentic. The method used was content analysis to analyze reading texts of the student's book in Action Pack 11 like articles, the letters, the leaflets and the (short) stories in the textbook under study. The tool used in the study was General Guidelines and General and Specific Outcomes for English Language in Jordan of 2006. The findings of the analysis revealed that the reading texts of the student's book in Action Pack 11 have had a high degree of authenticity. There was a strong match between the reading specific outcomes and the reading text's authenticity in the textbook.

2- Alzyadi & Alshumaimeri (2015)

"Using Material Authenticity in the Saudi English Textbook Design: A Content Analysis from the Viewpoint of EFL Teachers"

The study attempted to identify the extent of using authentic materials in the new series of secondary English textbooks (*Flying High for Saudi Arabia*) used currently in Saudi schools. Therefore, a descriptive analytical method tool depending on content analysis was used. The tool was given to 112 EFL female instructors in Riyadh public secondary schools. The results revealed that the chosen textbook placed a considerable amount of emphasis on material authenticity. The resources

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available encourage genuine dialogue among EFL students, prepare them for future target language usage, and offer realistic language in real-world situations.

3- Purwandani, Raja& Suparman, (2017)

"The Analysis of the Authenticity of Authentic Reading Materials"

The aim of the study was to see whether the present authentic reading materials in students' textbooks were compatible with the authenticity criteria. The sample was three authentic reading passages extracted from Erlangga Publisher's Pathway to English 2. The tool included McGrath's (2002) criteria for authenticity with Arias's (2002) criteria for effective reading materials (2007). The chosen textbook's authentic reading materials had met the criteria for authenticity. That meant the books can be used as teaching materials.

4- Al Khazaleh, (2020)

" A Content Analysis of the Authenticity of the Reading Texts in the Seventh Grade EFL Book in Jordan"

The aim of the research was to examine the reading passages from the student's book in Action Pack 7 to see how authentic they were. The reading texts in action pack seven were analyzed by using General Guidelines and General and Specific Outcomes of the English Language Teaching Objectives (2007). The results of the analysis indicated that the reading texts in Action Pack 7 have had a high degree of authenticity, with 18 (86%) of the 21 reading texts being authentic.

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5- Artha, Marhaeni and Dewi, (2020)

"An Analysis of Authentic Material Used by English Teacher in Senior High School in Singaraja"

The aim of this study was to establish the degree of authenticity of the content utilized by English teachers, as well as the criteria that they used to choose authentic material. The study's data was gathered via document analysis and interviews. The study employed an explanatory mix-method approach using quantitative and qualitative data. The findings of the research showed that the resources utilized by English teachers at Singaraja's senior high schools are of good quality.

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Table 2.1

The Comparison between the Previous Studies and the Present Study.

The Title	Date	Aim	Method	Sample	Tool	Result
A Content Analysis Of The English Reading Texts' Authenticity In Student's Book Of Action Pack Eleven In Jordan	2013	The aim to analyzing the reading texts of the student's book in Action Pack Eleven to determine to what extent the reading texts are authentic.	Content analysis	Analysing reading texts of the student's book in Action Pack 11. articles, the letters, the leaflets and the (short) stories in the textbook under study	<i>General Guidelines and General Outcomes for English Language in Jordan of 2006</i>	The findings of the analysis revealed that the reading texts of the student's book in Action Pack 11 have a high degree of authenticity. There is a strong match between the reading specific outcomes and the reading text's authenticity in the textbook.
Using Material Authenticity in the Saudi English Textbook Design: A Content Analysis from the Viewpoint of EFL Teachers	2015	This study attempts to identify the extent of using authentic materials in the new series of secondary English textbooks (<i>Flying High for Saudi Arabia</i>) used currently in Saudi schools.	Content analysis	English textbook (Flying High for Saudi Arabia-level1)	<i>descriptive analytic method depending on content analysis</i>	The results reveal that the chosen textbook places a considerable amount of emphasis on material authenticity. The resources available encourage genuine dialogue among EFL students, prepare them for future target language usage, and offer realistic language in real-world situations.

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<p>The Analysis Of The Authenticity Of Authentic Reading Materials in Students Text's Book</p>	<p>2017</p>	<p>The aim of this study was to see whether the present authentic reading materials in students' textbooks were compatible with the authenticity criteria.</p>	<p>Content analysis</p>	<p>The data was gathered from three actual reading passages that were taken from Erlangga Publisher's Pathway To English 2.</p>	<p>A blend of McGrath's (2002) authenticity checklist and Arias's criteria for excellent reading materials</p>	<p>The chosen textbook's authentic reading materials met the criterion for authenticity. This means the books may be used as teaching materials.</p>
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The Title	Date	Aim	Method	Sample	Tool	Result
<p>A Content Analysis Of The Authenticity Of The Reading Texts in The Seventh Grade EFL Book in Jordan</p>	<p>2020</p>	<p>The aim of this research was to examine the reading passages from the student's book in Action Pack Seven to see how authentic they were.</p>	<p>Content Analysis</p>	<p>The reading texts in Action Pack 7.</p>	<p>General Guidelines and General and Specific Outcomes of the English Language Teaching Objectives (2007).</p>	<p>The results of the analysis also indicated that the reading texts in Action Pack 7 had a high degree of authenticity, with 18 (86%) of the 21 reading texts being authentic.</p>

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An Analysis Of Authentic Materials Used By English Teacher In Senior High School In Singaraga	2020	The aim of this research was to establish the degree of authenticity of the content utilized by English teachers, as well as the criteria that they use to choose genuine material.	Content Analysis	This study's data was gathered via document analysis and interviews.	Explanatory mix-method research was employed in this study, with quantitative and qualitative data supporting each other.	The findings of this research show that the resources utilized by English teachers at Singaraja's senior high schools are of good quality.
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Current study

Title	Date	Aim	Method	Sample	Tool	Result
A Content Analysis of the Literary Texts' Authenticity in Students' English Textbooks "English for Iraq" of Iraqi Preparatory Schools	2022	The aim of this study is to discover the extent of authenticity in literary texts.	Content Analysis	Preparatory textbook, Literary texts	Mixed Criteria of McGrath, Arias, to evaluate authentic literary texts	

Theoretical Background

2.27 Comparison of the Previous Studies

The previously mentioned studies are examined in light of the present investigation. The debate will focus on the key issues, including the study's topic, aims, sample, and data collection techniques. The theoretical underpinnings of the present investigation have benefitted from these earlier and similar works.

In relation with the topic, the current study agree with all the previous studies in terms of authenticity. As for *Al-Ghazo* (2013) and Al Khazaleh (2020) their study aim at analyzing the reading texts of the student's book in Action Pack Eleven and Action Pack Seven to see how authentic the reading texts are. The current study agrees with Purwandani et al. (2017) that aimed to see whether the reading texts in students' textbooks meets the criteria of authenticity. Whereas Alshumaimeri (2015) made an effort to determine the degree to which the series of (*Flying High for Saudi Arabia*) was authentic. On the other hand, Artha et al (2020) aimed to measure the degree of authenticity of the content used by English teachers as well as the factors utilized by teachers in selecting authentic material.

Samples

There are certain components that the researcher believes are necessary for his or her study are related to the kind of samples used in each of the previous studies. *Al-Ghazo* (2013) the reading material in Action Pack Eleven's Student's Book serves as the unit of analysis. Alshumaimeri (2015) used two samples in his study first, since content analysis is the chosen method for this study, the English textbook (*Flying High for Saudi Arabia-level1*) taught in Saudi Arabian public schools is the first population and its units are the participants. Therefore, the population and participation are the same.

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As 1st grade English teachers are the textbook's authentic users, they analyzed its content. The second participants in this research are (112) secondary EFL female teachers out of (593) secondary English language instructors in (189) public secondary schools in Riyadh. Second, there are 593 English instructors in Riyadh's public secondary schools. The Saudi Ministry of Education estimates this amount. The study's participants accurately reflect the population. Al Khazaleh (2020) The study's sample are areas include articles, conversations, short stories, paragraphs, texts, dialogues, and others in the textbook under consideration.

Purwandani et al. (2017) The reading material used in the sample is taken directly from Pathway to English 2 (for Senior High School Grade XI), which was prepared by Th. M. Sudarwati and Eudia Grace and released by Erlangga. Artha et al (2020) Three English teachers from Singaraja's senior high school served as the study's participants. The current study's first participant is the literary texts in 'English for Iraq' textbook for preparatory stages. The second one is the preparatory school teachers from the center of Babylon Governorate.

Instruments

The previous studies have used different analytical tools for gathering data through the research process. . *Al-Ghazo* (2013) used the presence of authenticity in the Action Pack Eleven reading materials as the study's criteria through content analysis. Alshumaimeri (2015), the researcher created a content analysis instrument as a data collecting instrument for this study after analyzing papers relevant to the issue of the investigation. Al Khazaleh (2020) used the content analysis criteria of Krippendorff (1980). Purwandani et al. (2017) designed analytical checklist. The elements on the checklist include the development of authenticity assessment criteria offered by McGrath (2002) and the

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criteria for choosing reading material proposed by Arias (2007). Artha et al (2020) used two instruments document analysis rubric and interview guide. This tool is a checklist analysis tool.

In the current study, the researcher has designed two instruments, the first which is an analytical criterion in the form of a checklist. The criteria consist of three levels, the content level, the student's level and the teacher's level. The second instrument is an interview with seven questions.

Results

The results will be explained as follows:

Al-Ghazo (2013) and Al Khazaleh (2020) showed a high level of authenticity that the student book's reading passages in Action Pack 11 and Action Pack 7. While Alshumaimeri (2015) demonstrated that the chosen textbook has a modest emphasis on material authenticity. Purwandani et al. (2017) and Artha et al (2020) showed that the used materials are authentic to some level.

CHAPTER THREE
METHODOLOGY AND
PROCEDERS

3.1 An Introductory Note

This chapter explains the researcher's methodology and processes of the current study. The research's design, procedures, sample, instrument, data collection and ultimately the statistical methods utilized respectively.

3.2 Research Design

The approach or method through which a researcher collects accurate data, analyzes that data, and then arrives at conclusions about the study issues is known as research design (Arikunto, 2013). Descriptive research is a kind of non-experimental, educational study that uses a combination of quantitative and qualitative data. It may also employ some qualitative data as well as quantitative data. Through descriptive research, questions like what, how, when, and where may be resolved (Best & Khan, 2006).

The goal of descriptive research is to identify and understand the present state of people, places, circumstances, or events. In descriptive analysis, the researcher investigates the topic of concern as it is; no attempt is made to change persons, events, or incidents (Mertler, 2015). This study is held as descriptive content analysis to analyze the level of authenticity in literary texts due to "English for Iraq" textbooks in Iraqi preparatory schools. The texts have been selected from the literary focus within the textbooks

This method according to Cohen, (2007, p. 275) is "a strict and systematic set of procedures for rigorous analysis, examination and verification of the contents of written data". The descriptive content analysis method's goal is to ask questions about certain variables'

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features. As a result, it necessitates the explanation of such variables (Riazi, 1999, p. 68).

3.3 Research Procedures

The content analysis method defines research procedures as the classification of data and the identification of themes or patterns. This leads to a subjective interpretation of the content (Hsieh & Shannon, 2005). However, as a form of communication study, the method has gained increasing appeal among social science academics (Wimmer and Dominick, 1994).

According to Harris (2001), the processes frequently employed to undertake content analysis include eight steps: 1) choosing the question to be asked and the construct to be employed, 2) selecting the text to be analyzed, 3) determining the quantity or kind of answer to be tallied in the analysis (unit of analysis), 4) determining the categories into which the replies are to be divided, 5) developing a coding system, 6) carrying out a sample or pilot research and update the categories and coding method as necessary, 7) gathering data, and 8) evaluating validity and reliability.

In the current study, the researcher has adopted the descriptive content analysis to analyze of the extent to which "English for Iraq textbook in preparatory schools reflect authenticity.

3.4 Population of the Study

A population is defined as a collection of people who share at least one characteristic that makes them different from other people. These groups' characteristics are of interest to scholars who are studying them (Best and Khan, 2006).

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A study population is a group of units that are being investigated and about which the researcher seeks to develop generalizations. The population might be fairly enormous, such as all published books, or it could be relatively little, such as two periodicals. In a big population, the researcher selects a random sample from the inter-population to be investigated; nevertheless, in a small population, the researcher should survey and evaluate all units (Neuendorf, 2002, pp. 74-5).

3.4.1 English Textbooks

The population of the current study includes the English textbooks entitled "English for Iraq" which is taught in public and private preparatory schools for three grades (4th, 5th, 6th) as clarified in Table 3.1 with the total of eight units for each of the textbooks in per grade.

Table (3.1)

Population of English textbooks.

Book	Grade	Total pages	Number of units
"English of Iraq" Student's Book	4 th Preparatory	185	8
"English of Iraq" Student's Book	5 th Preparatory	192	8
"English of Iraq" Student's Book	6 th Preparatory	128	8

3.4.2 Iraqi EFL Teachers

The population of Iraqi EFL teachers is (314) male and female teachers in public and private preparatory schools. Specially at Al-Hillah District in Babylon province.

3.5 Samples of the Study

Sampling is the process of choosing a sample from a population, and the population is made up of all the constituent parts from which the sample is drawn. Because of these restrictions, the sample is an exact representation of the population and consists of components drawn from a larger population (Johnson and Christensen, 2016).

It is thought that the sample is a very important part of the study because it gives the researcher a lot of information that will help her/him make accurate conclusions about the population, simplify the process of investigating certain characteristics by saving time, effort, and money, as well as, meeting the goals of the population to be the sample at the same time. Since this study is dealing with the existence of the authenticity within the literary texts, the first sample will be the literary texts and the second sample is the teachers that will evaluate the texts according to the criteria of authenticity. The current study has two samples represented by the English textbooks and the EFL teachers.

3.5.1 English Textbooks

The first sample is the literary texts within the textbook "English for Iraq" across the three textbooks of the three grades (4th four poems, 5th two short stories, 6th two plays). The table 3.2 demonstrates the sample in details.

Table 3.2

English textbooks

Book	Grades	Literary texts
"English for Iraq"	4 th preparatory	The Lady of Shalott When You are Old For the sake of Our Homeland Love Song for Words
"English for Iraq"	5 th preparatory	The Canary The swing
"English for Iraq"	6 th preparatory	Baghdadi Bath The Tempest

It is clearly mentioned that these texts are either correlated, simplified to modern English according to the recent language. Half of the literary texts are Arabic translated into English language. The original texts and the pieces provided in the textbook are mentioned in appendix V.

3.5.2 EFL Teachers

This sample is represented by the teachers who participated in filling up the criteria and their number is (124) teachers which represents (40%) of the teachers population. These teachers are males and females with years of experience ranging from 5-30. They have been chosen randomly from the center of Hillah District.

3.6 Data Collection

The researcher has conducted two analytical tools. To achieve the aims of this study, several previous studies, books and journals has been reviewed and the decision has fallen on adopting a mixed criteria from McGrath (2002) and Arias (2007) as the first analytical tool. The second tool is the interview.

3.6.1 Description of the checklist analysis

Based on McGrath (2002) and Arias (2007) criteria, a checklist analysis has been prepared to evaluate authenticity used in the literary texts in the textbooks "English for Iraq" for preparatory stages. The checklist items are the development of authenticity evaluation proposed by McGrath (2002) and the criteria of selecting reading materials by Arias (2007). These theories are chosen since they provide the criteria of authenticity for reading materials.

Describing and analyzing data about how well the chosen texts meet the stated items in the analytical tool. The first analytical tool is combined checklist analysis based on McGrath (2002) presenting a development of authenticity assessment, and Arias (2007) criteria for choosing reading content wisely.

The checklist analysis of authenticity contains three levels (content level, students' level, teachers' level). Content level composes five components, which are suitability of content involves 7 items, linguistic aspects includes 3 items, social cultural aspects contains 5 items, whereas notional-functional aspects and literary textbook activities involve 4 items each. Furthermore students' level includes 7 items, while teachers' level involves 4 items. The number of items are 34 item as shown in Table 3.3

The scales responses to the checklist analysis consists of: 3=suitable; 2= suitable to some extent; 1= unsuitable.

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Table 3.3

Checklist analysis levels

Levels	Checklist Components	No. of Items	Total
Content level	Suitability of the Content	7	24
	Linguistic Aspects	3	
	Social-Cultural Aspects	5	
	Notional-Functional Aspects	4	
	Literary Textbook Activities	4	
Students' Level	Text readability and students proficiency	7	7
Teachers' Level	Teachers expectations towards literary texts authenticity	4	4
Total			34

3.6.2 The Interview

Interviews allow participants to explain their perceptions of the environment in which they live, to articulate how they perceive circumstances from their own point of view and unravel the meaning of their experience, according to Cohen et al. (2000). In other words, they may be used to investigate interviewees' attitudes, beliefs, and points of view as well as their prejudices and sentiments. Therefore, interviews are crucial technique of study analysis.

The interviewer must be cordial with the subject of the interview (the interviewee) in order to build a strong rapport. The interviewer must also be impartial toward anything the subject says in order to prevent prejudice (Johnson and Christensen, 2016).

The interview questions may be designed to elicit information about the past, the present, or potential future projections. The recommended method for gathering data is to record the interview using a voice recorder or a smartphone, provided that the respondents are willing to do so. If not, the researcher (interviewer) should keep notes and

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supplement them as soon as possible after the interview, if necessary, while the information is still fresh in his/her memory (Best and Khan, 2006).

In this research the one-to-one interviews is used and the interview is recorded with the use of the smart phone. One-to-one interviews are a kind of data collection where the interviewer asks questions and gets answers from a single participant at a time Creswell (2015). Table 3.4 shows the researcher has interviewed 17 male and female teachers participants for the present study. All respondents are female teachers with experience ranging from (6-32) years from across the center of Hillah District in Babylon province from different schools to support the reliability of the research and limit the subjectivity of judgments.

Table 3.4

The size of the interview sample.

No. of the interviewees	Gender		Years of experience	Total
	male	female		
17	8	9	6-32	17

3.7 Pilot Study

According to Best and Khan (2006), it is a good idea to do a pilot study on the research instrument with a limited number of people who are close to those who will be included in the research. It should be used on friends or coworkers to eliminate any errors or ambiguities in the analytical tool.

The checklist analysis have been applied to an exploratory sample of 15 EFL teachers in Hillah District. In order to know the clarity of the items of the checklist, as well as calculating the time spent in answering the checklist. It has been found that all the items of the scale and its instructions are clear except for some linguistic idioms. The researcher has calculated the average time taken by calculating the time of the first

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teacher who completed the answer to the criteria + the second + the third + etc. and then divided that by the total amount of 15 and found that the average time taken is 17 minutes and thus the standard is ready for application.

3.8 The Validity of the Research Tool

Validity is concerned with determining if a concept test accurately measures the concept in question, or the degree to which the word measures what it claims to measure Singh (2007). Validity refers to a measuring tool's capacity to measure what it was designed to measure (Henning, 1987).

The validity of the instrument is determined by a jury of experts in teaching English methodology. The instrument has been offered in its first version to assess its face validity, taking into consideration their feedback and ideas.

Face validity, according to Oluwatayo (2012), relates to experts' subjective judgments of the measuring tool's presentation and relevance.

3.8.1 Face Validity

In order to attain the face validity, the researcher has used the following:

The analytical tool has been presented to a group of (10) experts and specialist in the field of English teaching methods to attain its face validity. There has been no objection of the criteria sections and points. All the sections have proved to comprehensible except for the design of two points. After the use of Chi Square test (χ^2) to measure the face validity of the criteria items, the researcher has reached the following results:

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Table 3.5

The results of the face validity of the analytical tool.

Std	Items	Experts No.	Suitable	Unsuitable	Degree of freedom	χ^2		Sig.
						Cal.	Tab.	
1	1-7	10	10	0	1	10	3,84	0,05
	1-3	10	10	0	1	10	3,84	0,05
	1-5	10	10	0	1	10	3,84	0,05
	1-4	10	10	0	1	10	3,84	0,05
	1-4	10	10	0	1	10	3,84	0,05
2	1-7	10	10	0	1	10	3,84	0,05
3	1-4	10	9	1	1	6,4	3,84	0,05

According to the table above, all of the computed Chi-Square test results, which are 10, are higher than the tabulated value (3.84) at the level of statistical significance of (0.05) and the degree of freedom of (1).

3.8.2 Construct Validity

Construct validity is "the extent to which an instrument accurately measures a theoretical construct that it is designed to measure," according to Ghazali's study (2016, p. 149). The item discriminating power of the survey items, the item-level relationship, the relationship of the item to the overall score of the criteria, and the relationship at the component-level can all be used to assess this type of validity.

3.8.2.1 Item's Relationship to Overall Score of the Checklist analysis. In order to attain construct validity Pearson correlation coefficient has been used to measure the item's relationship to the overall score of the checklist analysis and has got the following results as shown in Table (3.6)

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Table 3.6

Item's relationship to overall score of the criteria

Item	Squared Multiple correlation	Item	Squared Multiple correlation	Item	Squared Multiple correlation
1	0.334	13	0.475	25	0.706
2	0.493	14	0.638	26	0.657
3	0.551	15	0.606	27	0.511
4	0.640	16	0.664	28	0.557
5	0.659	17	0.511	29	0.654
6	0.616	18	0.570	30	0.694
7	0.533	19	0.669	31	0.549
8	0.690	20	0.670	32	0.343
9	0.449	21	0.401	33	0.456
10	0.509	22	0.567	34	0.706
11	0.639	23	0.649	-----	-----
12	0.458	24	0.573	-----	-----

From Table 3.6, the researcher has found that all of the Pearson correlation coefficient are significant, because it is bigger than the critical value (0.05) at the level of (0,17) statistical significance and degree of freedom 122.

3.8.2.2 Item-level Relationship. The item-level connection is calculated to demonstrate the usefulness of each item in the criteria as well as its link to other levels. The Pearson correlation coefficient is employed to create this connection, as shown in the following tables:

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Table 3.7

The items -levels relationship

Items	Squared Multiple Correlation	Items	Squared Multiple Correlation	Items	Squared Multiple Correlation
1	0.663	5	0.307	8	0.414
2	0.720	6	0.534	9	0.580
3	0.720	7	0.421	10	0.605
4	0.631				

Table 3.8

The items -levels relationship

Items	Squared Multiple Correlation						
11	0.403	14	0.613	16	0.415	19	0.598
12	0.595	15	0.584	17	0.624	---	-----
13	0.370	---	-----	18	0.489	---	-----

Table 3.9

The Items-levels relationship

Items	Squared Multiple Correlation						
20	0.396	22	0.399	24	0.320	28	0.585
21	0.314	23	0.323	25	0.357	29	0.322
				26	0.428	30	0.305
				27	0.522		

From the table 3.9, it has been found that all the values of Pearson correlation coefficient are statistically significant because they are greater than the critical value (0.05) at the level of 0.17 statistical significance.

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Table 3.10

The item-levels relationship

Items	Squared Multiple Correlation	Items	Squared Multiple Correlation
31	0.445	33	0.378
32	0.402	34	0.359

From the tables 3.10 it has been found that all of the Pearson correlation coefficient are significant, because they are bigger than the tabulated i. e (0.17) at the level of statistical significance 0.05 and degree of freedom 122.

3.8.2.3 Level-Level Relationship. In order to find the relationship of each of the criteria levels to the other level, the Pearson correlation coefficient has been used and reached the results the table below:

Table 3.11

Level-level relationship

	C1	C2	C3	C4	C5	C6	C7
C1	-	0.59	0.62	0.56	0.51	0.47	0.60
C2	-	-	0.67	0.55	0.48	0.66	0.51
C3	-	-	-	0.49	0.69	0.53	0.58
C4	-	-	-	-	0.51	0.49	0.61
C5	-	-	-	-	-	0.66	0.56
C6	-	-	-	-	-	-	0.63
C7	-	-	-	-	-	-	-

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Through the results obtained, it has been found that all values of Pearson's correlation coefficient are statistically significant a statistical significance level of 0.05 and a degree of freedom of 122, which indicates that all areas of the criteria are homogeneous.

3.8.2.4 The Statistical Results.

Table 3.12

The statistical trends of the overall results

N	Valid	T1	T2	T3	T4	T5	T6	T7	Sum
	Missing								
Mean		124	124	124	124	124	124	124	124
Std. Error of Mean		0	2q0	0	0	0	0	0	0
Median		25.79	11.23	17.52	13.90	12.78	22.02	12.73	115.97
Mode		0.592	0.287	0.421	0.396	0.383	0.524	0.319	1.888
Std. Deviation		27.50	11.50	17.00	14.00	12.00	22.00	13.00	116.50
Variance		35	15	15	20	8	18	14	101
Skewness		6.588	3.193	4.688	4.406	4.269	5.830	3.551	21.021
Std. Error of Skewness		43.403	10.197	21.975	19.412	18.220	33.991	12.607	441.885
Kurtosis		-.471-	-.634-	-.250-	-.046-	.141	-.175-	-.098-	-.086-
Std. Error of Kurtosis		0.217	0.217	0.217	0.217	0.217	0.217	0.217	0.217
Minimum		-.707-	-.124-	-.420-	-1.149-	-1.005-	-.363-	-.301-	-.278-
Maximum		0.431	0.431	0.431	0.431	0.431	0.431	0.431	0.431
Mean		10	3	5	6	4	7	4	61
Std. Error of Mean		35	15	25	20	20	35	20	167

It has been found that the statistical indicators of the tool are close to the equilibrium distribution, which gives an indication of the sample's representation of the surveyed community and the possibility of generalizing the results, as the kurtosis values approach the standard value of the kurtosis of the equilibrium distribution, while the skew values are described as symmetry because it falls within the range of the equilibrium distribution that ranges (+0.5 to (-0.5) (Awda and Al-Khalili, 2000), while the measures of central tendency (mean, median, mode) are close in degrees.

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For further illustration, each component which is expressed in each column in table 3.12 is given in a form of figure. Figures 3.1 to 3.8 express distribution of items' individuals in each component separately:

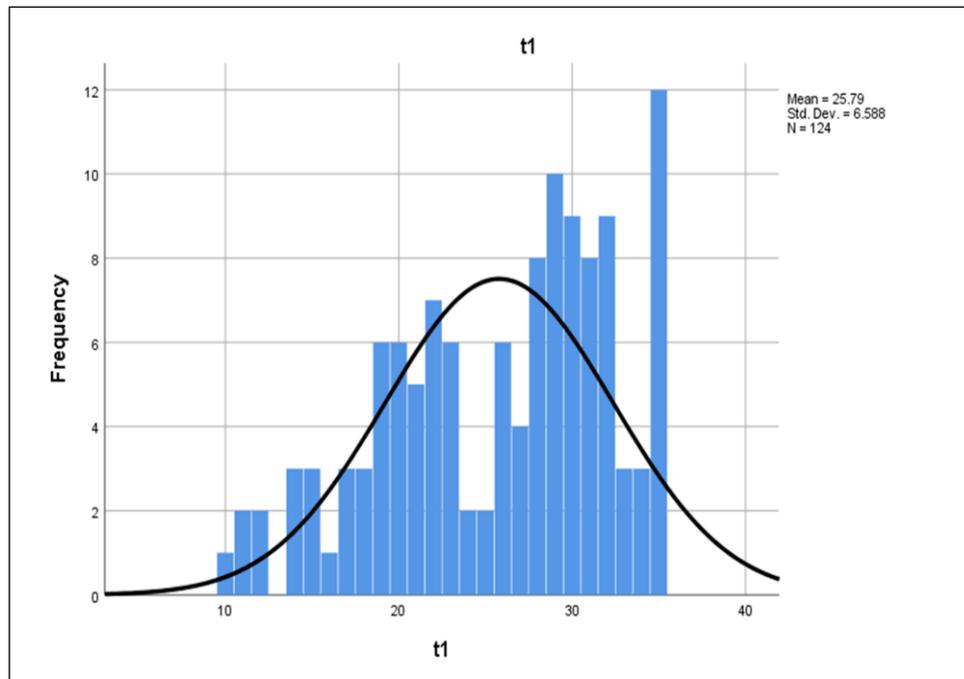


Figure 3.1: Distribution of item's in the 1st component
figure 3.1 illustrates the distribution of the (suitability of the content)
component in the content level in column C1Table 3.12

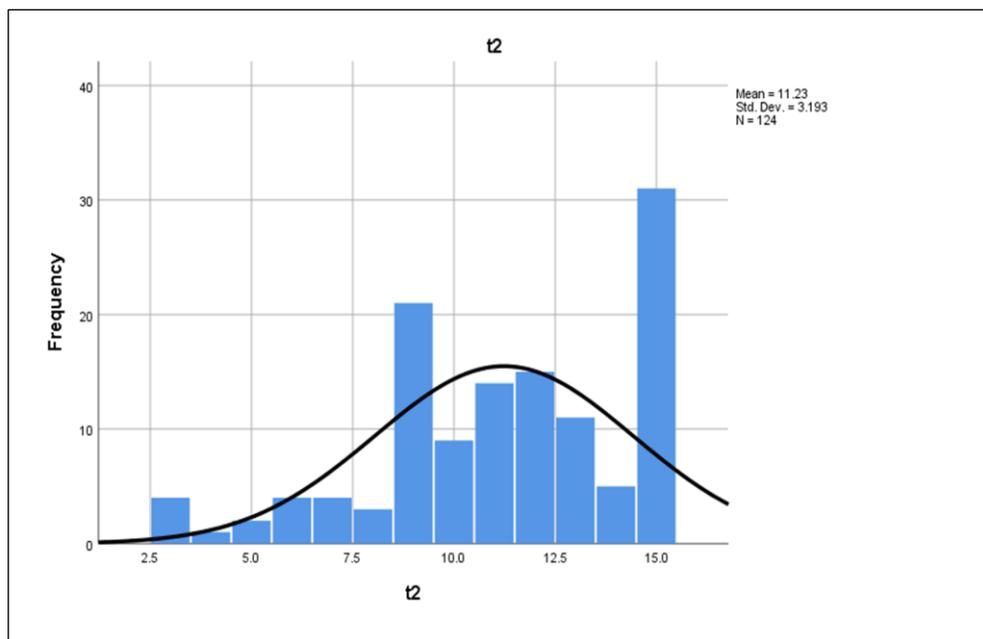


Figure 3.2: Distribution of item's in the 2nd component
figure 3.2 illustrates the distribution of the (linguistic aspects) component in the content level in column C2 Table 3.12

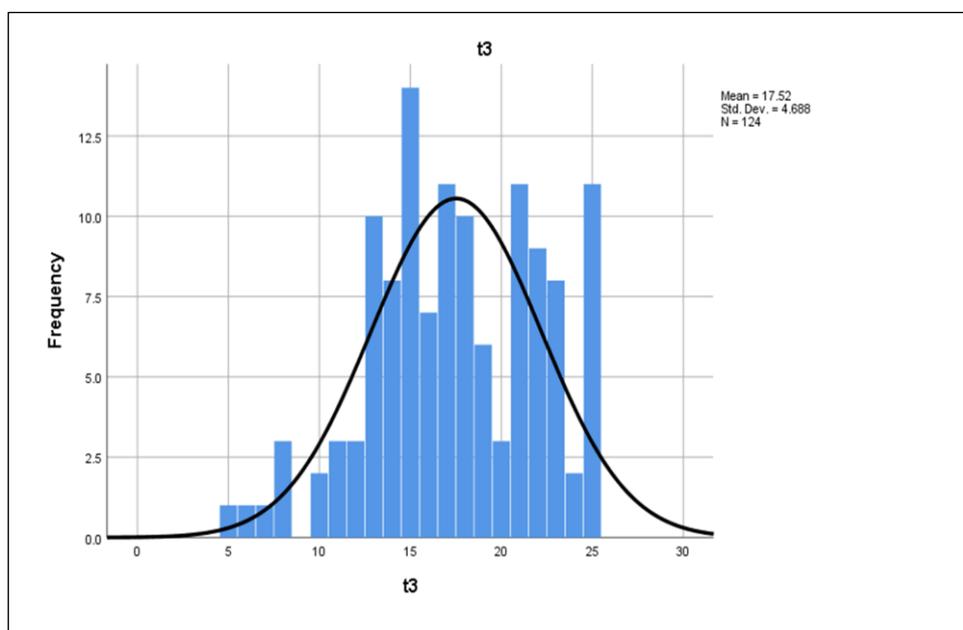


Figure 3.3: Distribution of item's in the 3rd component
figure 3.3 illustrates the distribution of the (social-cultural aspects) component in the content level in column C3 Table 3.12

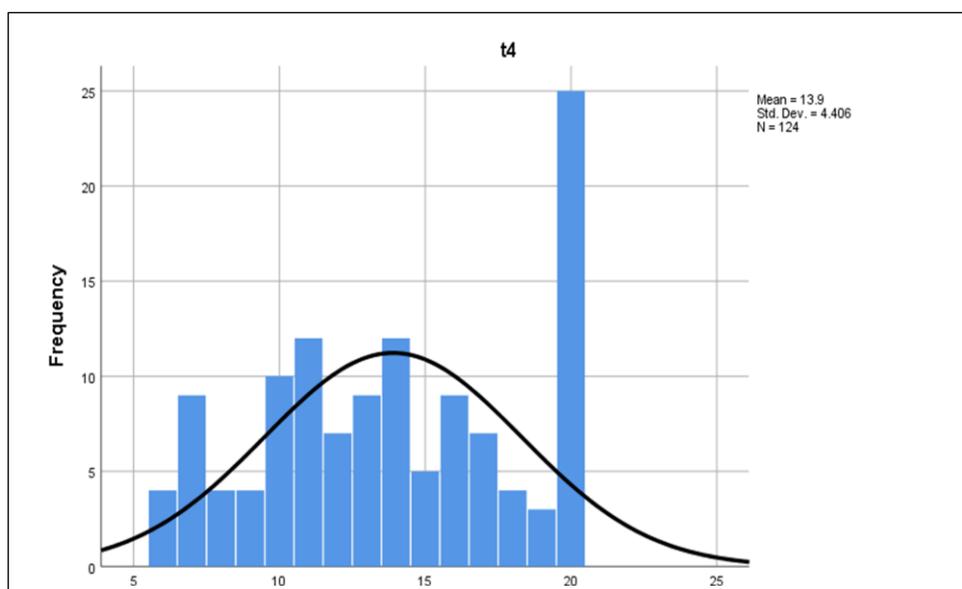


Figure 3.4: Distribution of item's in the 4th component
figure 3.4 illustrates the distribution of the (notional-functional aspects)
component in the content level in column C4 Table 3.12

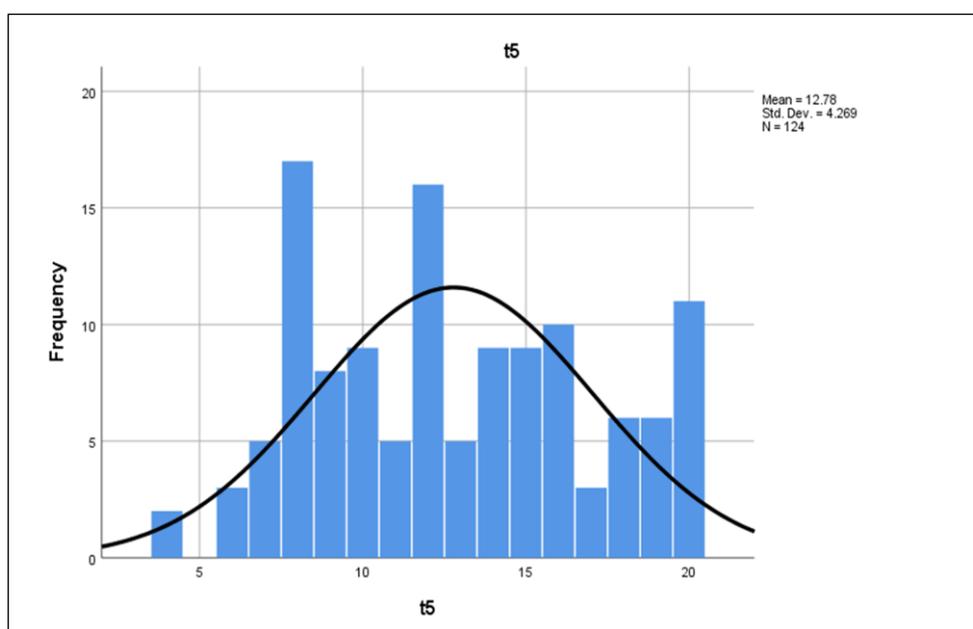


Figure 3.5: Distribution of item's in the 5th component
figure 3.5 illustrates the distribution of the (literary texts activities)
component in the content level in column C5 Table 3.12

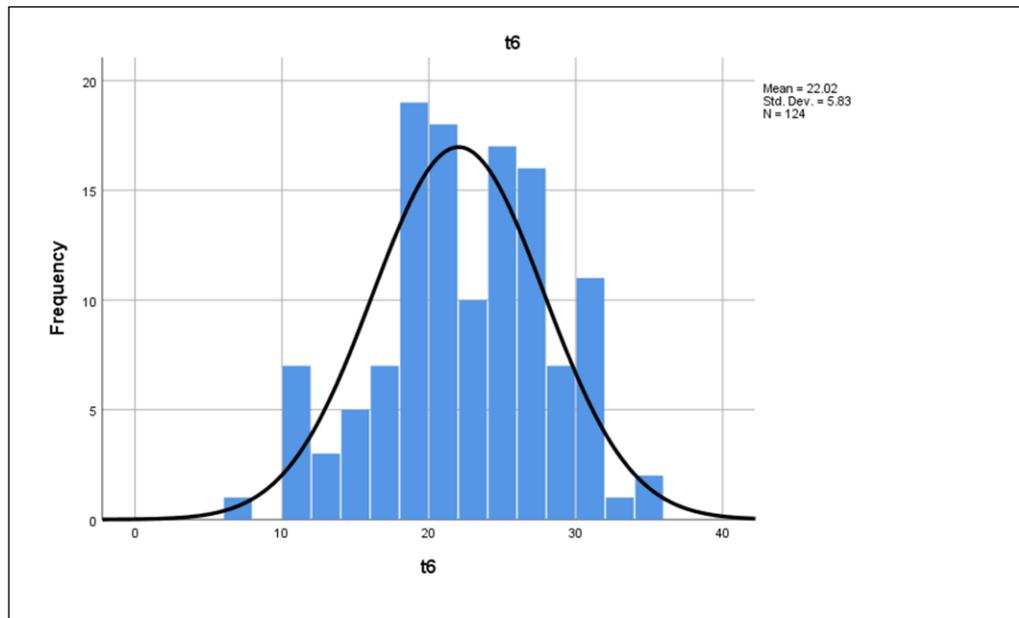


Figure 3.6: Distribution of item's in the 6th component
figure 3.6 illustrates the distribution of the second level (student's level)
in column C6 Table 3.12

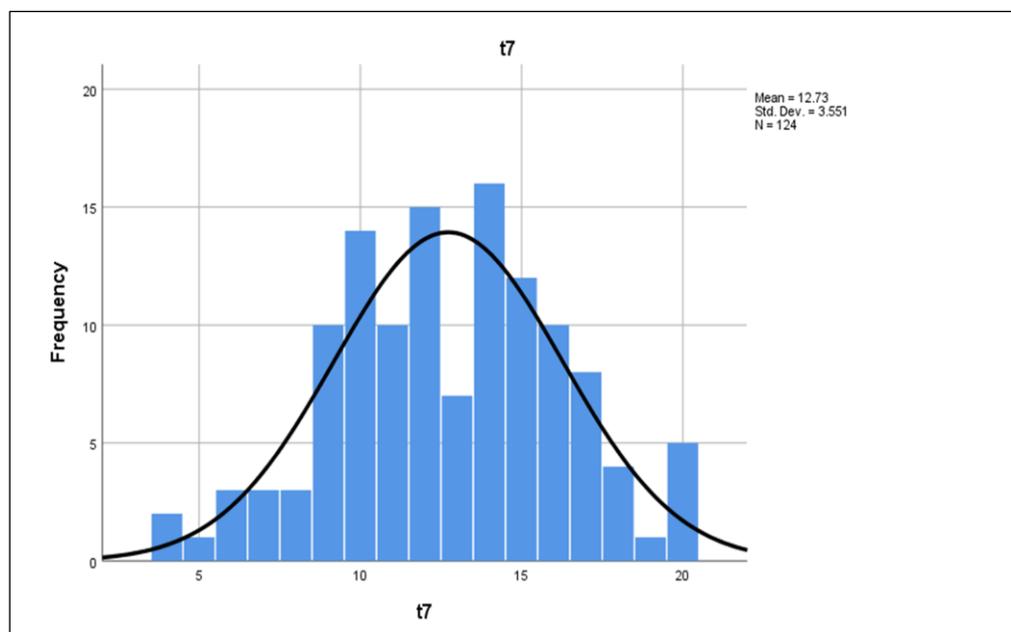


Figure 3.7: Distribution of item's in the 7th component
figure 3.7 illustrates the distribution of the third level (teacher's level) in
column C7 Table 3.12

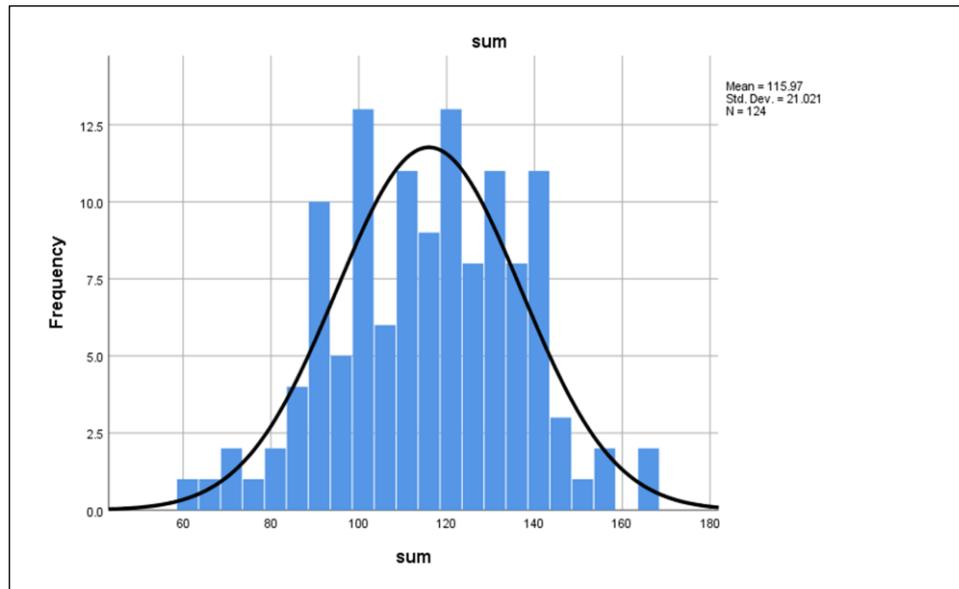


Figure 3.8: Distribution of item's in all of the components
C8 clarifies the data of all the components in Table 3.12

3.9 The Reliability of the Analysis

Brown (2003, p. 20) defines reliability as “the degree of consistency of a measure and the tool will be reliable when it gives the same repeated result under the same conditions”. Suter (2012, p. 356) says that reliability is “the degree to which the research tool gives the same or similar results if it is repeated in other situations and other time”. Singh (2007, p. 77) claims that in order to determine if a variable is consistent over time, researchers must first ask whether the results for a sample of respondents have changed. The first of these three characteristics is called consistency. This is followed by an issue of internal reliability, which is concerned with ensuring that the scale or index measures are correct. Inter-observer consistency is further enhanced when more than one observer is involved in actions such as documenting observation or converting data into categories.

Cronbach's alpha coefficient is used to calculate the reliability in the present research. With a total sample size of 124 (40 percent)

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participants, the reliability value for criteria items is (**0.906**). This number shows how trustworthy the criteria's items are.

3.10 The statistical Tools

With the use of SPSS the researcher is able to transform analytical data to statistical data in order to draw reliable inferences that allow her to understand the results, complete the research criteria, and draw conclusions. They are as follows:

- A. Chi square test (χ^2) has been used to find face validity.
- B. Pearson correlation coefficient has been used to find item-level relationship, item's relationship to overall score of the criteria and level-level relationship.
- C. Cronbach's alpha correlation coefficient has been used to assess the reliability of the items within the criteria in the pilot study as well as in the overall size of the sample.
- D. The measurement properties for each level are determined using mean, median, mode, variance, standard deviation, skewness, and kurtosis.
- E. The distribution of each level has been determined using the histogram.
- F. T-test for one sample has been used to accomplish the present study's aims.
- G. Two Way ANOVA

CHAPTER FOUR
RESULTS, DISCUSSIONS
CONCLUSIONS,
RECOMMENDATION AND
SUGGESTIONS FOR FURTHER
STUDIES

Results and Discussion

4.1 An Introductory Note

In this chapter, the findings of the analysis and their discussion will be presented according to the aims of the study as well as results' conclusions, the researcher's recommendations and suggestions for future research.

4.2 Checklist Analysis Findings

All the information gathered from the EFL teachers participants of this study have been gathered and uploaded to the SPSS.

4.2.1 Findings of the Second Question

In order to accomplish the aims of checklist components represented by the question "To what extent are the current literary texts in English for Iraq textbook of preparatory stage compatible with the criteria of authenticity and its subcomponents?", T-test for one sample has been used for each component of the criteria.

4.2.1.1 The Aim of Content Level (Suitability of the Content). To determine the significance of the component (suitability of the content) for the literary texts in Iraqi EFL "English for Iraq". T-test for one sample has been utilized and the data presented in the table below.

Table 4.1

T-test Application on the first component of content level

Criteria levels	N	Mean	Std. deviation	T		Df	M	Sig. (2-tailed)
				Value	Tab			
Suitability of the content.	124	15.69	2.154	8.713	1.96	123	14	0.05

It has been discovered that the arithmetic mean value is (15.69) and the theoretical mean value is (14) with a standard deviation of (2.154), Moreover, the T-test value is (8.713), which is greater than the tabulated value (1.96) at the level of statistical significance (0.05) and the degree of

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freedom of (123). As a result, there is a degree of significance in the first criterion (content suitability)

4.2.1.2 The Aim of the Second Component (Linguistic Aspects). To determine the significance of the component (linguistic aspects) for the literary texts in Iraqi EFL "English for Iraq", the findings of the T-test has been utilized for one sample to accomplish this goal as shown in the table below.

Table 4.2

T-test Application on the content level (Linguistic Aspects)

Criteria levels	N	Mean	Std. deviation	T		Df	M	Sig. (2-tailed)
				Value	Tab			
Linguistic Aspects	124	6.72	1.130	7.072	1.96	123	6	0.05

It has been determined that the arithmetic mean value to be (6.72) and the theoretical mean value to be (6) with a standard deviation of (1.130) from the table above. Moreover, it has been discovered that the value of the T-test is (7.072), which is greater than the tabulated value (1.96) at the level of statistical significance (0.05) and the degree of freedom (123). As a result, the second component (linguistic Aspects) is significance.

4.2.1.3 The Aim of the Third Component (Social-Cultural Aspects). To determine the significance of the component (social-cultural aspects) for the literary texts in Iraqi EFL "English for Iraq", the findings of the T-test has been utilized for one sample to accomplish this goal as shown in the table 4.3:

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Table 4.3

T-test Application on the Content Level (Social-Cultural Aspects)

Criteria levels	N	Mean	Std. deviation	T		Df	M	Sig. (2-tailed)
				Value	Tab			
Social-cultural Aspects	124	10.95	2.114	5.013	1.96	123	10	0.05

According to the table 3.4, the arithmetic mean value is (10.95), the theoretical mean value is (10) with a standard deviation of (2.114), and the value of the T-test is (5.013), which is greater than the tabulated value (1.96) at the level of statistical significance (0.05) and the degree of freedom of (123). Thus, there is a degree of significance in the third component (social-cultural aspects).

4.2.1.4 The Aim of the Fourth Component (The Notional-Functional Aspects). To determine the significance of the component (the notional-functional aspects) for the literary texts in Iraqi EFL "English for Iraq". Therefore, T-test for one sample has been used to accomplish the aim of this component which is shown in the table 4.4.

Table 4.4

T-test Application on the Fourth Component (Content Level)

Criteria levels	N	Mean	Std. deviation	T		Df	M	Sig. (2-tailed)
				Value	Tab			
The Notional-functional Aspects	124	9.10	1.773	6.887	1.96	123	8	0.05

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From table 4.4, it has been determined that the theoretical mean value is (8), with a standard deviation of (1.773), and the arithmetic mean value is (9.10). Furthermore, it has been discovered that the value of the T-test is (6.887), which is greater than the tabulated value (1.96) at the level of statistical significance (0.05), and the degree of freedom (123). As a result, the fourth standard (The Notional-functional Aspects) is significant.

4.2.1.5 The Aim of the Fifth Component (Literary Textbook Activities). To determine the degree of significance for the component (literary textbook activities) for Iraqi EFL textbook "English for Iraq" literary texts. T-test for one sample has been used to accomplish the aim of this component as shown in the table 4.5.

Table 4.5

T-test Application on the Fifth Component (Content Level)

Criteria levels	N	Mean	Std. deviation	T		Df	M	Sig. (2-tailed)
				Value	Tab			
Literary Textbook Activities	124	8.77	1.804	4.730	1.96	123	8	0.05

The arithmetic mean value is (8.77) and the theoretical mean value is (8) with a standard deviation of (1.804), according to the table above. The researchers also concluded that the value of the T-test is (4.730), which is higher than the tabulated value (1.96) at the level of statistical significance (0.05) and the degree of freedom of (123). As a result, the fifth standard (literary textbook activities) has some amount of significance, and Table (4.5) illustrates the importance of these variations.

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In light of the previous provided data, it has been found that literary texts presented within the literary focus in the "English for Iraq" textbooks are significant and match the components of the authenticity criteria. The first level of the criteria which is the content level and its components show a good level of authentic aspects across the suitability of the content, linguistic aspects and the notional functional aspects. While the social-cultural aspect and the literary activities show a good level of authentic characteristics. The results obtained has shown a great relevance to the results presented by Purwandani (2017) in the previous studies in chapter two (p.51) for the results show that the reading texts selected are compatible with the criteria.

4.2.1.6 The Aim of the Sixth Component (Students' Level).To determine the significance of the component (students' level) for the literary texts in Iraqi EFL "English for Iraq". T-test for one sample has been used and the results obtained are shown in the table 4.6.

Table 4.6

T-test Application on the sixth component (Students' Level)

Criteria levels	N	Mean	Std. deviation	T		Df	M	Sig. (2-tailed)
				Value	Tab			
Students' level	124	15.37	2.434	6.271	1.96	123	14	0.05

The arithmetic mean value is (15.37) and the theoretical mean value is (14) with a standard deviation of (2.434), according to the above table. The researcher has also found that the value of the T-test, which is (6.271) greater than the tabulated value (1.96) at the level of statistical significance (0.05) and the degree of freedom of (123), which is greater

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than the tabulated value (1.96). As a result, the sixth component (Students' Level) is significant. The second level of the criteria, the students level, is also highly significant and the points presented in the literary texts match the students proficiency level and needs. On the contrary of the Alshumaimeri (2015) study, results have shown the materials used are above the level of the learners, and the reading comprehension activities present real-life texts in a limited range. These findings suggest that the given materials can be adjusted to meet the needs of the learners and match their proficiency level.

4.2.1.7 The Aim of the Seventh Component (Teachers' Level). To determine the significance of the component (teachers' level) for the literary texts in Iraqi EFL "English for Iraq". T-test for one sample has been utilized and the results obtained shown in table below.

Table 4.7

T-test Application on the Seventh Component (Teachers' Level)

Criteria levels	N	Mean	Std. deviation	T		Df	M	Sig. (2-tailed)
				Value	Tab			
teachers' level	124	9.36	1.981	18.904	1.96	123	8	0.05

The arithmetic mean value is (9.36) and the theoretical mean value is (8), with a standard deviation of (1.981), according to the table above. It has been discovered that the value of the T-test is (18.904), which is greater than the tabulated value (1.96) at the level of statistical significance (0.05), and the degree of freedom (123). As a result, the third level (Teachers' Level) is significant. The seventh component is highly

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significant which is (the teachers level) and the checklist prove to match most of the points shown in this level.

4.2.2 Two-way ANOVA Test

The two-way ANOVA test has also been used to unequal number of homogeneous samples for each of the components according to the gender and the years of experience.

4.2.2.1 Aim of the Content Level (Suitability of the Content). In order to identify this aim, the researcher has used binary analysis for unequal number of homogeneous samples and the results are in the tables below.

Table 4.8

The Numbers of the sample according to their gender and years of experience. ⁽¹⁾

Gender	1	Male	46
	2	Female	78
Years	1	1-5	33
	2	6-10	15
	3	11-15	26
	4	16-20	31
	5	21-25	15
	6	26-30	4

The first column in table 4.8 refers to gender and years of experience. The second column has two cells with the numbers 1&2. Number one refers to the male gender and the number two refers to the female gender. The rest of the numbers in the column refers to the range of the years of experience. The third column has the gender and years of experience ranging from 1-30 years the fourth column refers to teachers numbers according to their years of experience.

(1) Table (4.8) will be unified for the rest of the aims

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Table 4.9

F Value and the Level of Statistical Significance According to the Gender and the Years of Experience.

Source	Type III Sum of squares	Df	Mean square	F	Sig
Gender	0.000	1	0.000	0.000	0.994
Years	20.447	5	4.089	0.867	0.506
gender * years	16.026	4	4.007	0.849	0.497
Error	533.014	113	4.717	0.000	0.994
Total	31079.000	124	0.000	0.867	
Corrected Total	570.734	123	4.089	0.849	

By examining the table 4.9, It has been discovered that none of the generated F-test results are statistically insignificant since all significance values are greater than the critical value(0.05). The differences are equal for both gender and years of experience, according to the findings within the F column in the table.

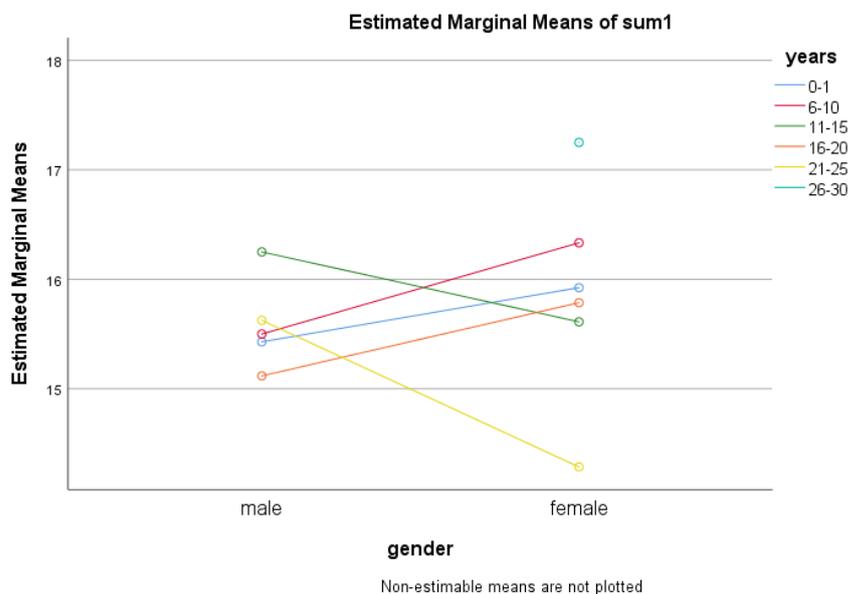


Figure 4.1: Statistical Significance of the First component.

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It has been noticed from the figure 4.1 that years of experience and gender have no effect on authenticity in the literary texts, because all the intersections in the figure are greater than the required significance level at critical value of (0.05).

4.2.2.2 Aim of the Content Level (Linguistic Aspects). In order to identify this aim, binary analysis of variance has been used for unequal number of homogeneous samples represented by the teachers and the results are in the table 4.10.

Table 4.10

F Value and the Level of Statistical Significance According to the Gender and the Years of Experience.

Source	Type III Sum of squares	Df	Mean square	F	Sig
Gender	2.499	1	2.499	1.965	0.164
Years	5.856	5	1.171	0.921	0.470
Gender * years	8.380	4	2.095	1.647	
Error	143.714	113	1.272	1.054	
Total	5753.000	124			
Corrected Total	157.121	123			

By examining the table 4.10, it has been discovered that none of the generated f-test results are statistically insignificant since all significance values are greater than the critical value (0.05). The differences are equal for both gender and years of experience, according to the findings in F column in the table.

The following figure shows the results.

Results and Discussion

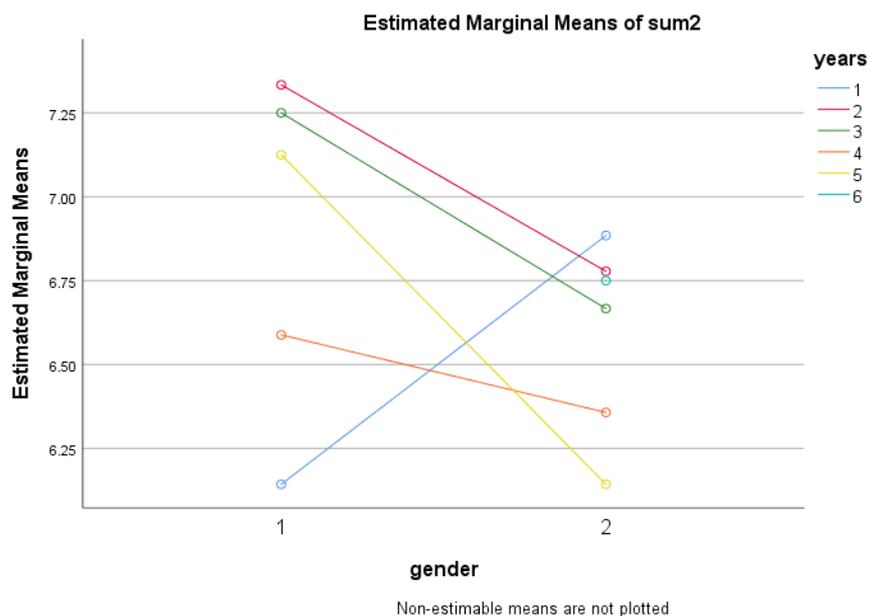


Figure 4.2: Statistical Significance of the second component.

4.2.2.3 Aim of the Content Level (Social-Cultural Aspects). In order to identify this aim, binary analysis of variance has been used for unequal number of homogeneous samples represented by the teachers and the results are in Table 4.11 below.

Table 4.11

F Value and the Level of Statistical Significance According to the Gender and the Years of Experience.

Source	Type III Sum of squares	Df	Mean square	F	Sig
Gender	956 .	1	0.956	0.206	0.651
Years	21.342	5	4.268	0.921	0.470
Gender * years	5.366	4	1.342	0.289	0.884
Error	523.848	113	4.636	0.558	0.845
Total	15422.000	124			
Corrected Total	549.710	123			

By examining the table 4.11, it has been discovered that none of the generated F-test results are statistically insignificant since all

Results and Discussion

significance values are greater than the critical value(0.05). The differences are equal for both gender and years of experience, according to these findings in the F column within the table.

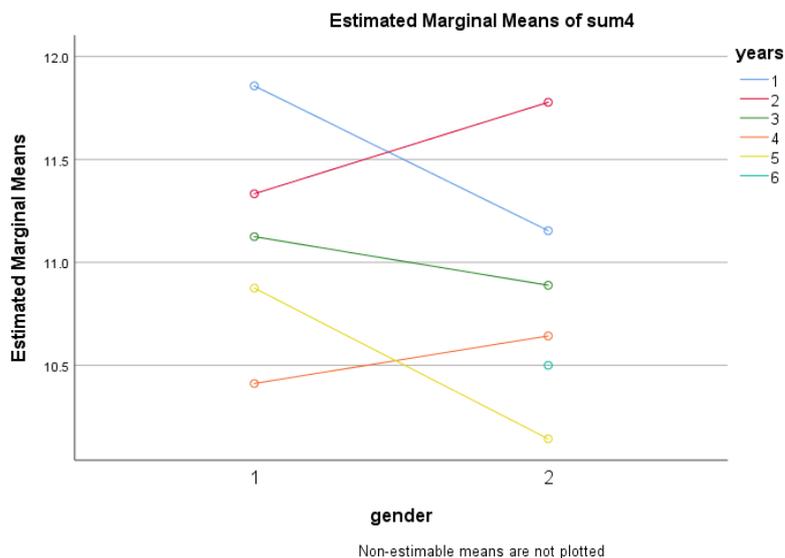


Figure 4.3: Statistical Significance of the third component.

4.2.2.4 Aim of the Content Level (Notional-Functional Aspects).

In order to identify this aim, the researcher has used binary analysis variance for unequal number of homogeneous samples and the results are in the table 4.12.

Table 4.12

F Value and the Level of Statistical Significance According to the Gender and the Years of Experience.

Source	Type III Sum of squares	Df	Mean square	F	Sig
Gender	489 0	1	0.489	0.160	0.690
Years	6.270	5	1.254	0.411	0.840
Gender * years	34.296	4	8.574	2.810	0.029
Error	344.794	113	3.051		
Total	10648.000	124			
Corrected Total	386.839	123			

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By examining the table 4.12, it has been discovered that none of the generated F-test results are statistically insignificant since all significance values are greater than the critical value (0.05). The differences are equal for both gender and years of experience, according to these findings in the F column within the table.

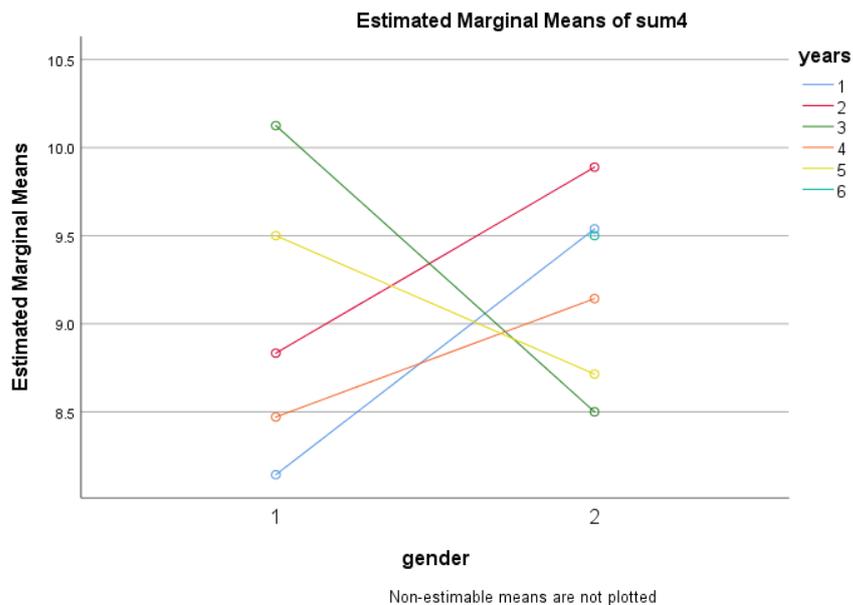


Figure 4.4: Statistical Significance of the fourth component.

4.2.2.5 Aim of the Content Level (Literary Textbook Activities).

In order to identify this aim, the researcher has used binary analysis of variance for unequal number of homogeneous samples represented by the teachers and the results are in the table 4.13.

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Table 4.13

F Value and the Level of Statistical Significance According to the Gender and the Years of Experience.

Source	Type III Sum of squares	Df	Mean square	F	Sig
Gender	3.307	1	3.307	1.025	0.313
Years	10.698	5	2.140	0.663	0.652
Gender * years	15.634	4	3.908	1.212	0.310
Error	364.493	113	3.226		
Total	9929.000	124			
Corrected Total	400.218	123			

By examining the table 4.13, it has been discovered that none of the generated F-test results are statistically insignificant since all significance values are greater than the critical value (0.05). The differences are equal for both gender and years of experience, according to the findings in the F column within the table.

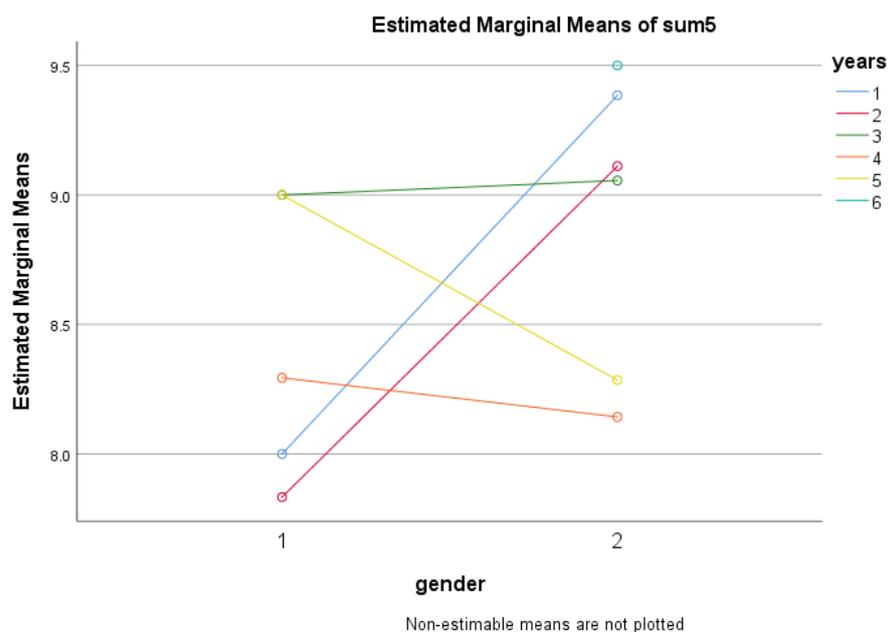


Figure 4.5: Statistical Significance of the fifth component.

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4.2.2.6 Aim of the Students' Level. In order to identify this aim, the researcher has used binary analysis of variance for unequal number of homogeneous samples represented by the teachers and the results are in the tables 4.14.

Table 4.14

F Value and the Level of Statistical Significance According to the Gender and the Years of Experience.

Source	Type III Sum of squares	Df	Mean square	F	Sig
Gender	1.515	1	1.515	0.277	0.599
Years	47.946	5	9.589	1.756	0.128
Gender * years	52.859	4	13.215	2.419	0.053
Error	617.207	113	5.462		
Total	30026.000	124			
Corrected Total	728.935	123			

By examining the table 4.14, it has been discovered that none of the generated F-test results are statistically insignificant since all sig values are greater than the critical value (0.05). The differences are equal for both gender and years of experience, according to the findings in the F column within the table .

Results and Discussion

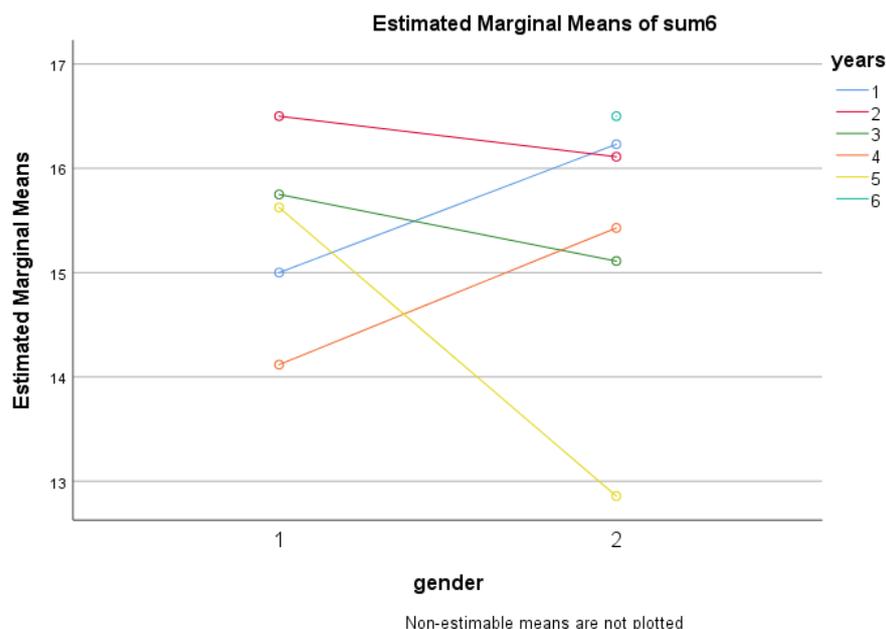


Figure 4.6 : Statistical Significance of the sixth component.

4.2.2.7 Aim of the Teachers' Level. In order to identify this aim, the researcher has used binary analysis of variance for unequal number of homogeneous samples and the results are in the table 4.15.

Table 4.15

F Value and the Level of Statistical Significance According to the Gender and the Years of Experience.

Source	Type III Sum of squares	Df	Mean square	F	Sig
Gender	8.830	1	8.830	2.284	0.134
Years	21.667	5	4.333	1.121	0.354
Gender * years	13.054	4	3.264	0.844	0.500
Error	436.961	113	3.867		
Total	11353.000	124			
Corrected Total	482.669	123			

By examining the above 4.15, it has been discovered that none of the generated F-test results are statistically insignificant since all sig values

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are greater than the critical value (0.05). The differences are equal for both gender and years of experience, according to the findings in the F column within the table.

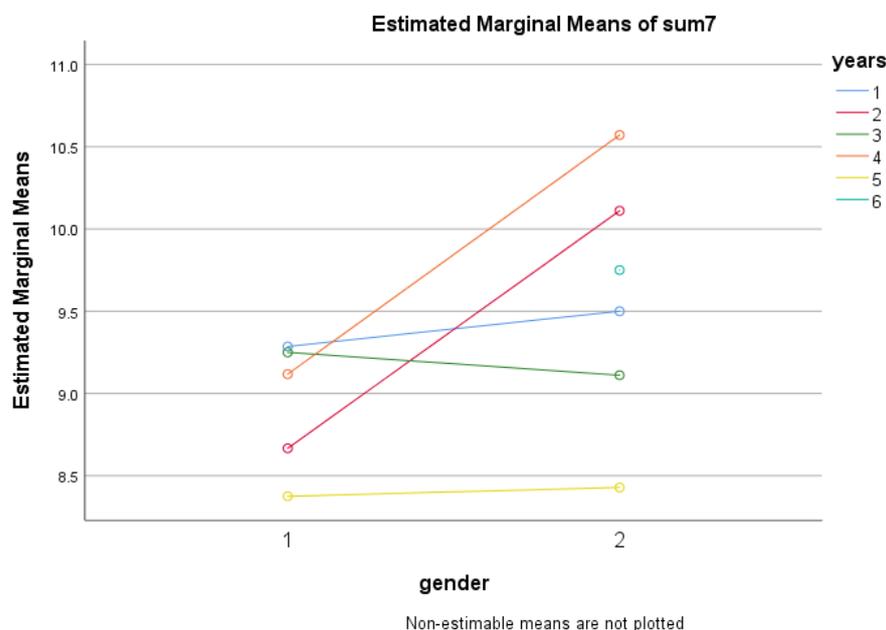


Figure 4.7: Statistical Significance of the seventh component.

The statistical results have shown that there are no significance among the years of experience and gender across the sample of teachers. Non-of the arrows in the figures crossed at the level of (0.05). According to the insignificant results authenticity is not affected by gender and years of experience.

4.3 Findings of the Interview

The respondents' replies has been recorded and discussed and the answers for the first question are shown in the table below.

Table 4.16

The percentages of the first question

No. of Participants	Question No.	Results		Total
		Yes	No	
17	1	Yes	17	100%
		No	0	0

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From the table 4.16, it has been noticed that 100% of the participants have answered positively because the teachers are obliged to teach literature as it exists in the textbook according to the recommendations of the Ministry of Education in Iraq.

The rest of the interview questions are open ended questions and they are as follows:

The second question is " What do you know about the term authenticity?" All of the answers are negative and none of the participants know a about the term authenticity, therefore, it has been explained briefly as mentioned in Chapter Two (p.18)

"We know nothing about authenticity" T 1, 2, 3, 4

"It was explained by you, but before I had no idea about it"

T 6

"We are unfamiliar with the term authenticity" T8, T9, T10

The third question is "Do the reading of literary texts offer topics related to the learner's culture?". The answers for this question vary according to the following; 58. 8% answer is that the literary reading texts offer related cultural topics.

" As for the 4th stage the poems hold general cultural themes and individual themes. T 1, 2 and 3

The Lady of Shalott by Alfred Lord Tenison represents art and creativity, while When You Are Old represents love and refusal. These two poems belong to foreign poets and represent individual cultural themes. The other two poems belong for two Iraqi great poets, the first one is For the Sake of Our Homeland by Ma'ruf al Rusafi which speaks the Iraqi culture and hopes for a better future for this country away from war and sectarian. The second Iraqi

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poem is Love Song for Words by Nazik Al-Mala'ika. This poem talks love for words and the effect of these words in the human lives represented in the roses language to extract the beauty of the image words make. T 7

Mohammed Khudhair short story The Swing for the 5th stage represents the reality of most of the Iraqi families who lost their sons for wars along the past period of time that ran across the country. The Canary by Katherine Mansfield on the other hand represent love and compassion towards animals and specially birds which is considered as an individual theme. T 4, 5, 6

T 8, 9 say that

"Baghdadi Bath by Jawad Al-Assadi is a strong representation for the period of the U. S invasion in 2003 and after. This play represents the life of two brother who work as a taxi drivers through one of the most dangerous highways from Baghdad to Damascus. During their journey they encountered hostage-taking, stealing and executions which now are told as stories among Iraqi people. The other play belongs to the great William Shakespeare The Tempest represents the treason which is much of general theme.

Teacher of 23.2% say that not all of the literary texts reflect cultural aspects

T 10, 11 answered that "The Canary and the Lady of Shalott represent nothing in our culture "

The last 17.7% answered that all the literary texts reflect cultural aspects that is relevant to the students culture.

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The fourth question is "Is the content of the literary text relevant to the learners needs?" 70.5% answer with yes supporting their answers with the density of the language presented in the literary texts.

The other 29.5% answer with not all of the literary texts match the learners need especially the poetry because the language presented in in the texts is difficult and students barely understand the idea after the use of the glossary and the explanation of their teachers.

T 1 "poetry is irrelevant to the learners needs due to its difficult language"

T 2" the individual differences make it hard for all the students to get the idea as well the increased number of students in the classrooms"

The fifth question is "Does the language of the text matches the students' proficiency level?" 76.3% answered with not all the language presented in the literary texts across the stages match the students proficiency level.

The language used in some of the poems is difficult even with the use of the glossary, and one of the plays that is of Shakespeare (The Tempts), most students find difficult to read but the use of the simplified version under the original text with the help of the teacher they can get the idea. T 7

Teachers of 11.7% answer positively, the texts presented in the literary texts match the students' proficiency level. The other 15% answer according to the individual differences among the students, some of the students find it easy to understand the texts while others need help and further explanations.

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The sixth question is "What kind of assignments/ activities do you give the class that is related to literature and serve real life purpose?" The participants answer with the following percentages:

Teachers of 76.4% of the participants answer with time is barely sufficient to complete the lesson.

T 4 :*" As a teacher for the 6th grade the I have no time for activities and assignments, because the students have backloria exams"*

T 8 :*" The time is only sufficient for explaining the text with no extra activities due to the huge number of the students among one class and their individual differences at the proficiency level"*

"Literature receive little attention from the students because it allocated few marks in the final exam while grammar and vocabulary receive much more points" Teacher 9

T 11 *" The pandemic affected the way of presenting the materials and the importance of the activities has decreased and the surprising decision of the Ministry of Education of ending the schools in a short term "*

Teachers of 28. 8% of the interviewees answered with yes they do give variant activities that are related to the literary texts.

"I ask my students opinions of the story that we've just studied and we hold a discussion" Teacher 9

"I used to take them to the theatre to watch and act the play" T 12

"We watch the poems acted on the stage or in a YouTube video "T 3

The last 5. 8% says that it is according to the teacher him/herself to give activities or not.

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"Depends on the teacher to give the activity " T 10

The seventh and the last question is "How do you evaluate authentic language presented in the literary texts ?" 70% of the interviewees say that the texts are authentic.

"The plays of the 6th grade has rich and purposeful language that motivates the students to interact and use the language in the real life and it also reflects cultural aspects that are relevant to the students own culture " T 1

As a teacher for the 5th grade I find the language presented in the short stories easy to understand and matches the students proficiency level"

Teacher 2

"All the language presented in the literary texts are authentic to some level" Teacher 3.

The other 30% said that the language presented in the texts is partially authentic for it make the students interact with each other and the teacher after the explanation and the use of the glossary.

"students tends to share their ideas and opinions with the help of the teacher and the glossary" T 5

Its difficult to make the students understand the poems for they lose their beauty and ideas by facing a difficult idiom and terms that needs to be translated to the mother tongue or to be simplified within the same language. T 10

The interview results show that there are significant levels of authenticity according to the interviewees within the literary texts but not all the aspects of authentic texts are achieved due to which the literary

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text is not being the center of students' attention where this type of text is studied to get marks and pass the exam. On the other hand, it has been found via the interviewees that teachers find it difficult specifically for sixth grade students.

4.4 Conclusions

- 1- The findings of the checklist analyses revealed that the literary texts of the textbook "English for Iraq" are significant due to the authenticity within their content and linguistic aspects of the texts.
- 2- Literary texts prove to be motivational, matching with the needs of students and reflecting real life purposes. Students will learn effectively if they are able to apply their knowledge to the real world. Using authentic materials is efficient and beneficial, as Bryan (2005, p. 17) explains: "Real-world use is the eventual goal of any language program, and authentic texts offer the first baby steps for students along this journey."
- 3- The results also show that the texts are homogenous with teachers preparations and the scenario corresponds to teachers expertise.
- 4- The authenticity of the texts is not affected by the years of experience of teachers and their gender.
- 5- Interview results have shown most of the texts to be authentic and few of the literary texts to be partially authentic. The reasons mainly because of the proficiency level of the students , individual differences, difficulty of the language used in these texts and not all literary texts have cultural relevance. Furthermore, the literary texts have high qualities of notional functional aspects and mutual cultural backgrounds.

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- 6- Literary texts prove to be compatible with the criteria of authenticity provided at most levels with a good score for each subcomponent.

4.5 Recommendations

Hence, based on the findings of this study, the researcher would like to recommend the following:

- 1- Teachers need to be aware of the importance of authenticity and take into their account the right division of class time.
- 2- Teachers and students may be to focus more on using literary texts in classrooms due to its great effect on the students' language.
- 3- Stakeholders in Iraq should always put the learners as their priority. Therefore, designers of curricula need to choose variant literary texts that are accessible to all students.
- 4- All the texts need to carry within it topics that have age- interest- appropriateness.

4.6 Suggestions for Further Studies

- 1- Future studies might be conducted to develop a different tool that is directed at the students in order to know the level of authenticity from the students' perspective.
- 2- The scope of this research is limited to literary texts only, hence further study is required to determine the level of authenticity of the reading texts in general used in the textbook 'English for Iraq' for the preparatory stage.
- 3- A similar study can be conducted to investigate the authenticity of the reading texts in the "English for Iraq" textbook for intermediate stage.

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APPENDICES

Appendix I

A- Analytical Tool Draft

Republic of Iraq
Ministry of Higher Education and Scientific Research
University of Babylon
College of Basic Education
Department of Higher Studies
Investigating Item's Authenticity



Dear, Sir. / Madam.

Hello, the researcher intends to perform a descriptive study entitled "**A Content Analysis of the Literary Texts' Authenticity in Students' English Textbooks "English for Iraq" of Iraqi Preparatory Schools**". The aim of the study is to analyze the literary texts' authenticity in students' English textbooks "English for Iraq" of Iraqi preparatory schools.

Therefore, the researcher has adopted a checklist analysis based on (McGrath, Arias, Canado and Esteban) criteria to evaluate the authentic texts used in the textbook. The criteria will evaluate the following sections:

- 1. Content Level**
- 2. Students' Level**
- 3. Teachers' Level**

Each of the above sections has multiple items to be interviewed. Because of your extensive experience in this field, the researcher hopes, from your honorable side, to interview the items of these sections, and to express your views and your remarkable notes.

Please accept my sincere gratitude in advance for your kind help. Any suggestions for additions or changes would be much welcomed.

Best Regards

The Researcher

Ula Mahdi Rahman

1. Content Level

1. 1 Suitability of the content

No.	The Items	suitable	Suitable to some extent	unsuitable	notes
1. 1. 1	The content of the text is relevant to the learners' level and need.				
1. 1. 2	The text generates authentic interaction, communication and responses from the learner.				
1. 1. 3	The text matches the goal of the course.				
1. 1. 4	The application of the suitable principle of teaching and learning				
1. 1. 5	The used materials Present authentic language.				
1. 1. 6	The structure of the text is too complex for the student.				
1. 1. 7	The text consists of language which matches the students' proficiency level.				

1. 2 Linguistic Aspects

No.	The Items	Suitable	Suitable to some extent	Unsuitable	Notes
1. 2. 1	The selection and range of linguistic aspects are presented adequately for the student's level of communicative competence.				
1. 2. 2	The text includes up-to-date and relevant grammatical structures and lexicon.				
1. 2. 3	The text includes stretches of real language produced by real speakers or writers for a real audience and conveys a real message of some sort.				

1. 3 Social-cultural Aspects

No.	The Items	Suitable	Suitable to some extent	Unsuitable	Notes
1. 3. 1	The sociocultural aspects presented in the text are used for academic or occupational purposes rather than only for linguistic ones.				

1. 3. 2	The text provides a cultural contextual support.				
1. 3. 3	The ability to prepare learners to use English in their real lives.				
1. 3. 4	The selected texts Expose learners to real life language experience.				
1. 3. 5	The use of authentic materials reflect the learners' culture.				

1. 4 Notional-functional Aspects

No.	The Items	Suitable	Suitable to some extent	Unsuitable	Notes
1. 4. 1	The functions presented in the text related to the students' target situation.				
1. 4. 2	The presentation of functions complemented with linguistic and communicative situation.				
1. 4. 3	The text matches the learners'				

	background knowledge.				
1. 4. 4	The text is culturally acceptable for the learners.				

1. 5 Textbook Activities

No.	The Items	Suitable	Suitable to some extent	Unsuitable	Notes
1. 5. 1	The reading activities serve real life purposes.				
1. 5. 2	The activities provide practices of authentic language.				
1. 5. 3	The authentic activities respond to the individual needs.				
1. 5. 4	The activities support learners' transitions into the real world.				

2. Students' level

No.	The Items	Suitable	Suitable to some extent	Unsuitable	Notes
2.1	The text can motivate the learners' to read.				
2.2	The text can develop the learners' reading skill.				
2.3	The text can grasp students attention.				
2.4	The students clearly appreciate the utility of the text objectives in real- life target situations.				
2.5	The text is adequate for the students' level of communicative competence.				
2.6	The text allows the students to make use of their linguistic abilities and put into practice their communicative competence.				
2.7	The reading texts reflect the learners' real-life purposes.				

3. Teachers' level

No.	The Items	Suitable	Suitable to some extent	Unsuitable	Notes
3.1	The degree of authenticity of the textbook matches the teachers' preparation.				
3.2	The text is adapted by the teacher to meet the needs of his/her specific context.				

What is Authenticity?

Authenticity as a term has been defined by many authors, Nunan (1988, cited in McGrath, 2002, p. 104) for example has defined authentic materials as " those which have been produced for purposes other than to teach language"

Lee (1995, as cited in Glimore, 2007) believes that a work is textually authentic if it is written for real-life communicative goals rather than for educational reasons.

Kilickaya (2004) pointed out that authentic materials are "the exposure of the real language and its uses in its own community" (p. 1).

Authenticity is valued because it provides students with a taste of the actual world and allows them to 'practice' in a safe environment; hence, the fewer authentic materials we utilize, the less well equipped our students will be for the real world (Mcgrath, 2002).

B- Final version of the Analytical Tool

Republic of Iraq
Ministry of Higher Education and Scientific Research
University of Babylon
College of Basic Education
Department of Higher Studies



Investigating Item's Authenticity

Dear, Sir. / Madam.

.....

Greetings, the researcher intends to perform a descriptive study entitled "**A Content Analysis of the Literary Texts' Authenticity in Students' English Textbooks "English for Iraq" of Iraqi Preparatory Schools**". The aim of the study is to analyze the literary texts' authenticity in students' English textbooks "English for Iraq" of Iraqi preparatory schools.

Therefore, the researcher has adopted a checklist analysis based on McGrath (2002) and Arias (2007) criteria to evaluate the authentic texts used in the textbook. The criteria will evaluate the following sections:

3. Content Level

4. Students' Level 3. Teachers' Level

Each of the above sections has multiple items to be interviewed. Because of your extensive experience in this field, the researcher hopes that you review the items of these sections, and to express your opinions and notes.

Please accept my sincere gratitude in advance for your kind help. Any suggestions for additions or changes would be much welcome.

Best Regards

Ula Mahdi Rahman

The Researcher

Supervisor

Asst. Prof. Muna Mohammed Abbas(Ph.D)

Supervisor

Asst. Prof. Hadeel Aziz Mohammed (Ph.D)

1. Content Level

1. 1 Suitability of the content

No.	The Items	Suitable	suitable to some extent	unsuitable	notes
1	The content of the text is relevant to the learners' level and need.				
2	The text generates authentic interaction, communication and responses from the learner.				
3	The text matches the goal of the course.				
4	The suitable principle of teaching and learning is applied in the content.				
5	The used materials present authentic language.				
6	The structure of the text is too complex for the students.				
7	The text consists of language which matches the students' proficiency level.				

1. 2 Linguistic Aspects

No.	The Items	Suitable	suitable to some extent	unsuitable	notes
1	The selection and range of linguistic aspects are presented adequately for the students' level of communicative competence.				
2	The text includes up-to-date and relevant grammatical structures and lexicon.				
3	The text includes stretches of real language produced by real speakers or writers for a real audience and conveying a real message of some sort.				

1. 3 Social-cultural Aspects

No.	The Items	Suitable	suitable to some extent	unsuitable	notes
1	The sociocultural aspects presented in the text are used for academic or occupational purposes rather than only for linguistic ones.				
2	The text provides a cultural contextual support.				
3	The ability to prepare learners to use English in their real lives.				
4	The selected texts expose learners to real life language experience.				
5	The use of authentic materials reflect the learners' culture.				

1. 4 Notional-functional Aspects

No.	The Items	Suitable	suitable to some extent	unsuitable	notes
1	The functions presented in the texts are related to the students' target situation.				
2	The presentation of functions are complemented with linguistic and communicative situation.				
3	The text matches the learners' background knowledge.				
4	The text is culturally acceptable for the learners.				

1.5 Textbook Activities

No.	The Items	suitable	suitable to some extent	unsuitable	notes
1	The reading activities serve real life purposes.				
2	The activities provide practices of authentic language.				
3	The literary activities respond to the individual needs.				
4	The activities support learners' transitions into the real world.				

2. Students' level

No.	The Items	suitable	suitable to some extent	unsuitable	notes
1	The text can motivate the students' to read.				
2	The text can develop the students' reading skill.				
3	The text can grab students attention.				
4	The students clearly appreciate the utility of the text objectives in real- life target situations.				
5	The text is adequate for the students' level of communicative competence.				
6	The text allows the students to make use of their linguistic abilities and put into practice their communicative competence.				
7	The literary texts reflect the students' real-				

life purposes.				
----------------	--	--	--	--

3. Teachers' level

No.	The Items	suitable	suitable to some extent	unsuitable	notes
1	The degree of authenticity of the textbook matches the teachers' preparation.				
2	The text is modified by the teacher to meet the needs of his/her specific context.				
3	The textbook's target scenario corresponds to the teachers' professional context..				
4	The variety of English offered in the textbook is consistent with the teacher's preparation.				

What is Authenticity?

Authenticity as a term has been defined by many authors, Nunan (1988, in McGrath, 2002, p. 104) for example, has defined authentic materials as " those which have been produced for purposes other than to teach language" Lee (1995, p. 324) believes that a work is textually authentic if it is written for real-life communicative goals rather than for educational reasons.

Kilickaya (2004) points out that authentic materials are "the exposure of the real language and its uses in its own community" (p. 1).

Authenticity is valued because it provides students with a taste of the actual world and allows the students to 'practice' in a safe environment. Hence, the fewer the authentic materials are utilized, the less well equipped students will be for the real world (McGrath, 2002).

Appendix II

Checklist Analysis Form presented to Teachers

Republic of Iraq
Ministry of Higher Education and Scientific Research
University of Babylon
College of Basic Education
Department of Higher Studies



Investigating Literary texts' Authenticity

Dear Teacher;

The researcher would like you to fill out this checklist as a part of a study called **"A Content Analysis of the Literary Texts' Authenticity in Students' English Textbooks "English for Iraq" of Iraqi Preparatory Schools"**. As a first step in the study, the researcher has chosen to use this checklist analysis. The information will only be used for this academic project. Your honest and unbiased answers will help the researcher get an accurate picture of what this experience is like.

Please tick the (√) in boxes where they apply.

Scales: Available, Available to some point and Unavailable

Gender: Male/ Female Years of Experience:.....

Researcher : Ula Mahdi Rahman.

Supervisor

Asst. Prof. Muna Mohammed Abbas (Ph.D)

Supervisor

Asst. Prof. Hadeel Aziz Mohamme(Ph.D)

1. Content Level

1.1 Suitability of the Content

No.	Items	Available	Available to some point	Unavailable
1	The content of the text is relevant to the students' level and need.			
2	The text generates authentic interaction, communication and responses from the learner.			
3	The text matches the goal of the course.			
4	The suitable principle of teaching and learning is applied in the content.			
5	The used materials present authentic language.			
6	The structure of the text is too complex for the students.			
7	The text consists of language which matches the students' proficiency level.			

1.2 Linguistic Aspects

No.	Items	Available	Available to some point	Unavailable
1	The selection and range of linguistic aspects are presented adequately for the students' level of communicative competence.			

2	The text includes up-to-date and relevant grammatical structures and lexicon.			
3	The text includes stretches of real language produced by real speakers or writers for a real audience and conveying a real message of some sort.			

1. 3 Social-cultural Aspects

No.	Items	Available	Available to some point	Unavailable
1	The sociocultural aspects presented in the text are used for academic or occupational purposes rather than only for linguistic ones.			
2	The text provides a cultural contextual support.			
3	The ability to prepare learners to use English in their real lives.			
4	The selected texts expose learners to real life language experience.			
5	The use of authentic materials reflect the learners' culture.			

1. 4 Notional-functional Aspects

No.	Items	Available	Available to some point	Unavailable
1	The functions presented in the texts are related to the students' target situation.			
2	The presentation of functions are complemented with linguistic and communicative situation.			
3	The text matches the learners' background knowledge.			
4	The text is culturally acceptable for the learners.			

1.5 Literary Textbook Activities

No.	Items	Available	Available to some point	Unavailable
1	The reading activities serve real life purposes.			
2	The activities provide practices of authentic language.			
3	The literary activities respond to the individual needs.			
4	The activities support learners' transitions into the real world.			

2. Students' level

No.	Items	Available	Available to some point	Unavailable
1	The text can motivate the students' to read.			
2	The text can develop the students' reading skill.			
3	The text can grap students attention.			
4	The students clearly appreciate the utility of the text objectives in real- life target situations.			
5	The text is adequate for the students' level of communicative competence.			
6	The text allows the students to make use of their linguistic abilities and put into practice their communicative competence.			
7	The literary texts reflect the students' real-life purposes.			

3. Teacher's Level

No.	Items	Available	Available to some point	Unavailable
1	The degree of authenticity of the textbook matches the teacher's preparation.			
2	The variety of English offered in the textbook is consistent with the teacher's preparation.			
3	The textbook's target scenario corresponds to the teachers' professional context.			
4	The topics fit the level of expertise of the teachers.			

What is Authenticity?

Authenticity as a term has been defined by many authors, Nunan (1988, in McGrath, 2002, p. 104) for example, has defined authentic materials as "those which have been produced for purposes other than to teach language" Lee (1995, p. 324) believes that a work is textually authentic if it is written for real-life communicative goals rather than for educational reasons.

Kilickaya (2004) points out that authentic materials are "the exposure of the real language and its uses in its own community" (p. 1).

Authenticity is valued because it provides students with a taste of the actual world and allows the students to 'practice' in a safe environment. Hence, the fewer the authentic materials are utilized, the less well equipped students will be for the real world. (McGrath, 2002).

Appendix III

Interview Form

Ministry of Higher Education
and Scientific Research
University of Babylon



College of Basic Education
Department of English
Higher Studies\ Methods of
Teaching English

Investigating Authenticity

Dear Teacher:

The researcher intends to conduct a study entitled "**A Content Analysis of the Literary Texts' Authenticity in Students' English Textbooks "English for Iraq" of Iraqi Preparatory Schools**". This study includes an interview to learn about the availability of authentic features within the literary texts in the textbook. Your unbiased answers will help the researcher in her study and they will be used for the research purpose only.

Researcher: Ula Mahdi Rahman

Supervisor
Asst. Prof. Muna Mohammed Abbas

Supervisor
Asst. Prof. Hadeel Aziz Mohammed (Ph.D)

Information Requirements

Academic achievement:.....

Years of experience:.....

Interview Questions

1. Do you currently teach literature ? (circle: YES/NO) If yes,
2. What do you know about the term authenticity?
3. Do the reading of literary texts offer topics related to the learner's culture?
4. Is the content of the literary text relevant to the learners needs?
5. Does the language of the literary text matches the students' proficiency level?
6. What kind of assignments/ activities do you give the class that is related to literature and serve real life purpose?
7. How do you evaluate authentic language presented in the literary text?

Appendices

Appendix IV **Jury Members**

No.	Title	Experts' Name	Degree	Specialty	Place of Work
1	Prof.	Ala'a Ismail Challob	Ph. D.	TEFL	College of Education for Humanities, University of Al Anbar
2	Prof	Sabeeha Hamza Deham	M. A	TEFL	College of Basic Education, University of Babylon
3	Prof.	Shaimaa Al Bakri,	Ph. D.	TEFL	College of education- Ibn Rushd\University of Baghdad
4	Prof.	Iman Mingher Obeid	Ph. D.	Linguistics	College of Basic Education\ University of Babylon
5	Asst. Prof.	Ali Sabah Jameel	Ph. D.	TEFL	College of Arts, University of Al Anbar
6	Asst. Prof.	Elaf Rriyad Kalil	Ph. D.	TEFL	College of Education – Ibn Rushd\ University of Baghdad
7	Asst. Prof.	Lihadh Abdul Ameer Kareem	Ph. D.	TEFL	College of Education for Humanities, Babylon
8	Asst. Prof.	Nadia Majeed Hussein	Ph. D.	TEFL	Middle Technical University\ Technical Instructors Training Institute
9	Asst. Prof	Wafaa Mukhlus	Ph. D	TEFL	College of Education for Humanities, Babylon
10	Lect.	Mais Falaieh Hasan	Ph. D.	TEFL	College of Basic Education, University of Babylon

Appendix v

The Texts Selected

Alfred Lord Tennyson

Extract from *The Lady of Shalott* (1832)

On either side the river lie
Long fields of *barley** and of *rye**,
That *clothe** the *wold** and meet the sky;
And through the field the road runs by
 To many-towered Camelot;
And up and down the people go,
*Gazing** where the lilies *blow**
Round an island there below,
 The island of Shalott.

*Willows** whiten, *aspens** quiver*,
Little breezes *dusk and shiver**
Through the wave that runs forever
By the island in the river
 Flowing down to Camelot.
Four grey walls, and four grey towers,
Overlook a space of flowers,
And the silent *isle** *imbowers**
 The Lady of Shalott.
[...]

There she *weaves** by night and day
A magic *web** with colours *gay**.
She has heard a whisper say,
A curse is on her if she stay
 To look down to Camelot.
She knows not what the *curse** may be,
And so she weaveth steadily,
And little other care hath she,
 The Lady of Shalott.
[...]



Painting *The Lady of Shalott*
by John William Waterhouse

Alfred Lord Tennyson

- One of the most famous and well-loved Victorian poets (poets writing during the long reign of Queen Victoria).
- Born 6th August 1809, in Lincolnshire, England.
- The fourth of 12 children, in an unhappy family.
- Showed an early talent for writing; at the age of 12, wrote a 6,000-line epic poem.
- Educated at Trinity College, Cambridge.
- Famous poems include: *In Memoriam*, *The Lady of Shalott*, *The Charge of the Light Brigade*.
- Died in 1892 and was buried in Poets' Corner in Westminster Abbey.



Appendices

Part I

On either side the river lie
Long fields of barley and of rye,
That clothe the wold and meet the sky;
And thro' the field the road runs by
To many- tower'd Camelot;
And up and down the people go,
Gazing where the lilies blow
Round an island there below,
The island of Shalott.

Willows whiten, aspens quiver,
Little breezes dusk and shiver
Through the wave that runs for ever
By the island in the river
Flowing down to Camelot.
Four grey walls, and four grey towers,
Overlook a space of flowers,
And the silent isle imbowers
The Lady of Shalott.

By the margin, willow-veiled,
Slide the heavy barges trailed
By slow horses; and unhailed
The shallop flitteth silken-sailed
Skimming down to Camelot:
But who hath seen her wave her hand?
Or at the casement seen her stand?
Or is she known in all the land,
The Lady of Shalott?

Only reapers, reaping early
In among the bearded barley,
Hear a song that echoes cheerly
From the river winding clearly,
Down to towered Camelot:
And by the moon the reaper weary,
Piling sheaves in uplands airy,
Listening, whispers "'Tis the fairy
Lady of Shalott."

Part II

There she weaves by night and day
A magic web with colours gay.
She has heard a whisper say,
A curse is on her if she stay
To look down to Camelot.
She knows not what the curse may
be,
And so she weaveth steadily,
And little other care hath she,
The Lady of Shalott.

And moving through a mirror clear
That hangs before her all the year,
Shadows of the world appear.
There she sees the highway near
Winding down to Camelot:
There the river eddy whirls,
And there the surly village-churls,
And the red cloaks of market girls,
Pass onward from Shalott.

Sometimes a troop of damsels glad,
An abbot on an ambling pad,
Sometimes a curly shepherd-lad,
Or long-haired page in crimson clad,
Goes by to towered Camelot;
And sometimes through the mirror
blue
The knights come riding two and
two:
She hath no loyal knight and true,
The Lady of Shalott.

But in her web she still delights
To weave the mirror's magic sights,
For often through the silent nights
A funeral, with plumes and lights
And music, went to Camelot:
Or when the moon was overhead,
Came two young lovers lately wed;
"I am half sick of shadows," said
The Lady of Shalott.

Appendices

Part III

A bow-shot from her bower-eaves,
He rode between the barley-sheaves,
The sun came dazzling through the leaves,
And flamed upon the brazen greaves
Of bold Sir Lancelot.
A red-cross knight for ever kneeled
To a lady in his shield,
That sparkled on the yellow field,
Beside remote Shalott.

The gemmy bridle glittered free,
Like to some branch of stars we see
Hung in the golden Galaxy.
The bridle bells rang merrily
As he rode down to Camelot:
And from his blazoned baldric slung
A mighty silver bugle hung,
And as he rode his armour rung,
Beside remote Shalott.

All in the blue unclouded weather
Thick-jewelled shone the saddle-leather,
The helmet and the helmet-feather
Burned like one burning flame together,
As he rode down to Camelot.
As often through the purple night,
Below the starry clusters bright,
Some bearded meteor, trailing light,
Moves over still Shalott.

His broad clear brow in sunlight glowed;
On burnished hooves his war-horse trode;
From underneath his helmet flowed
His coal-black curls as on he rode,
As he rode down to Camelot.
From the bank and from the river
He flashed into the crystal mirror,
"Tirra lirra," by the river
Sang Sir Lancelot.

She looked down to Camelot.
Out flew the web and floated wide;
The mirror cracked from side to
side;
"The curse is come upon me," cried
The Lady of Shalott.

Part IV

In the stormy east-wind straining,
The pale yellow woods were
waning,
The broad stream in his banks
complaining,
Heavily the low sky raining
Over towered Camelot;
Down she came and found a boat
Beneath a willow left afloat,
And round about the prow she
wrote
The Lady of Shalott.

And down the river's dim expanse,
Like some bold seer in a trance
Seeing all his own mischance--
With a glassy countenance
Did she look to Camelot.
And at the closing of the day
She loosed the chain, and down she
lay;
The broad stream bore her far
away,
The Lady of Shalott.

Lying, robed in snowy white
That loosely flew to left and right--
The leaves upon her falling light--
Through the noises of the night
She floated down to Camelot:
And as the boat-head wound along
The willowy hills and fields among,
They heard her singing her last
song,

Appendices

She left the web, she left the loom,
She made three paces through the room,
She saw the water-lily bloom,
She saw the helmet and the plume,

The Lady of Shalott.

Heard a carol, mournful, holy,
Chanted loudly, chanted lowly,
Till her blood was frozen slowly,
And her eyes were darkened wholly,
Turned to towered Camelot.
For ere she reached upon the tide
The first house by the water-side,
Singing in her song she died,
The Lady of Shalott.

Under tower and balcony,
By garden-wall and gallery,
A gleaming shape she floated by,
Dead-pale between the houses high,
Silent into Camelot.
Out upon the wharfs they came,
Knight and burgher, lord and dame,
And round the prow they read her name,
The Lady of Shalott.

Who is this? and what is here?
And in the lighted palace near
Died the sound of royal cheer;
And they crossed themselves for fear,
All the knights at Camelot:
But Lancelot mused a little space;
He said, "She has a lovely face;
God in his mercy lend her grace,
The Lady of Shalott

Nazik Al-Mala'ika

Love Song for Words

Why do we fear words
when they have been rose-palmed hands,
*fragrant**, passing gently over our cheeks,
and glasses of *heartening** wine
sipped, one summer, by thirsty lips?

Why do we fear words
when among them are words like unseen bells,
whose *echo** *announces** in our troubled lives
the coming of a period of *enchanted** dawn,
*drenched** in love, and life?
So why do we fear words?

[...]

Why do we fear words?
If their *thorns** have once *wounded** us,
then they have also wrapped their arms around our necks
and *shed** their sweet *scent** upon our *desires**.
If their letters have *pierced** us
and their face turned *callously** from us
Then they have also left us with an *oud** in our hands
And tomorrow they will shower us with life.
So pour us two full glasses of words!

Tomorrow we will build ourselves a dream-nest of words,
high, with *ivy** *trailing** from its letters.
We will *nourish** its buds with poetry
and water its flowers with words.
We will build a *balcony** for the *timid** rose
with *pillars** made of words,
and a cool hall *flooded** with deep shade,
*guarded** by words.

Our life we have *dedicated** as a prayer
To whom will we pray . . . but to words?

Nazik Al-Mala'ika

- A highly influential Iraqi poet, famous for being one of the first poets in Arabic to use free verse.
- Born 23rd August 1923, in Baghdad.
- The daughter of parents who were also poets.
- Taught as a professor in several universities, including Baghdad, Basra and Kuwait.
- Worked hard to promote women's rights and political freedom.
- Famous poems include: 'Cholera', 'For Prayer and Revolution', 'Revolt Against the Sun'.
- Died and was buried in Cairo in 2007.



نازك الملائكة
قصيدة في حب الكلمات

ولماذا نحن نخشى الكلمات
الصدقات التي تأتي إلينا
? من مدى أعماقنا دافئة الأحرفِ ثرّه
إنها تَفجؤنا، في غفلةٍ من شففتينا
وتغنيينا فتنثالُ علينا ألفُ فكره
من حياةٍ خِصبة الآفاقِ نَضْره
رَقَدَتْ فينا ولم تَدْرِ الحياةُ
وغداً تُلقِي بها بين يدينا
? فيم نخشى الكلمات

إنّ منها كلماتٍ مُخملاتِ العذوبه
قَبَسَتْ أحرفها دِفءَ المني من
شَفَتَيْنِ
إنّ منها آخرًا جَذلى طَروبه
عَبَرَتْ وردية الأفرح سَكْرى المُقلتين
كَلِماتٌ شاعريّاتٌ، طريّه
أقبلتْ تلمسُ خَدّينا، حروفُ
نامَ في أصدائها لونٌ غنيّ وحفيّفُ
وحماساتٌ وأشواقٌ خفيّه
? فيم نخشى الكلمات

إن تكن أشواكها بالأمسِ يومًا جَرَحَتْنا
فلقد لَقَّتْ ذراعَيْها على أعناقنا
وأراقتْ عِطْرَها الحلوَ على أشواقنا
إن تكن أحرفها قد وَخَرَتْنا

فيم نخشى الكلمات
وهي أحيانًا أكَفُّ من ورودٍ
بارداتِ العِطْرِ مرّتْ عذبةً فوق خدودٍ
وهي أحيانًا كؤوسٌ من رحيقِ مُنْعِشِ
رشَقَتْها، ذاتَ صيفٍ، شَفَةٌ في
عَطَشِ
? فيم نخشى الكلمات

إنّ منها كلماتٍ هي أجراسٌ خفيّه
رَجَعُها يُعلِنُ من أعمارنا المنفعلاتِ
فترةً مسحورة الفجرِ سخيّه
قَطَرَتْ حسًا وحبًا وحياهُ
فلماذا نحنُ نخشى الكلمات
?

ولماذا نحن نخشى الكلمات
الصدقات التي تأتي إلينا
? من مدى أعماقنا دافئة الأحرفِ ثرّه
إنها تَفجؤنا، في غفلةٍ من شففتينا
وتغنيينا فتنثالُ علينا ألفُ فكره
من حياةٍ خِصبة الآفاقِ نَضْره
رَقَدَتْ فينا ولم تَدْرِ الحياةُ
وغداً تُلقِي بها بين يدينا

وَلَوْتُ أَعْنَاقَهَا عَنَّا وَلَمْ تَعْطِفْ عَلَيْنَا
فَلَكُمْ أَبَقْت وَعُودًا فِي يَدَيْنَا
وَعَدًا تَعْمُرُنَا عِطْرًا وَوَرْدًا وَحِيَاةُ
آهٍ فَامَلًا كَأَسْتَيْنَا كَلِمَاتُ
فِي غَدٍ نَبْنِي لَنَا عُشٌّ رَوَّى مِنْ كَلِمَاتُ
سَامِقًا يَعْتَرِشُ اللَّبْلَابُ فِي أَحْرُفِهِ
سُنْدِيبُ الشَّيْعَرِ فِي زُخْرُفِهِ
وَسَنَرُوي زَهْرَةَ بِالْكَلِمَاتُ
وَسَنَبْنِي شُرْفَةً لِلْعَطْرِ وَالْوَرْدِ الْخَجُولِ
وَلَهَا أَعْمَدَةٌ مِنْ كَلِمَاتُ
وَمَمْرًا بَارِدًا يَسْبَحُ فِي ظِلِّ ظَلِيلِ
حَرَسَتُهُ الْكَلِمَاتُ
عُمُرْنَا نَحْنُ نَذْرِنَاهُ صَلَاةُ
فَلَمَنْ سَوْفَ نَصَلِّيْهَا... لِغَيْرِ الْكَلِمَاتُ

Section B: *The Tempest*

The Tempest by William Shakespeare

William Shakespeare was born in 1564 in Stratford-upon-Avon in the middle of England. As a young man, Shakespeare worked as an actor before becoming the most popular playwright of his generation. Today he is still the most famous dramatist in Britain, and indeed throughout the world. His plays are performed in every major language and his poetry has also been widely translated.

The Tempest was written in 1610–1611. It was first performed at the Royal Court of King James, and later performed again to celebrate the marriage of his daughter, Elizabeth (later Queen Elizabeth I). It is often thought of as Shakespeare's farewell to the stage, because it is probably the last play Shakespeare wrote by himself. (He is known to have written some plays with other playwrights such as Thomas Middleton and John Fletcher.)

The Tempest is a Renaissance comedy, but this does not mean it is simply funny. A comedy, at this time, is a play that can include humour but the important thing is that it ends happily – usually with one or more marriages for the main characters.

The extract below is taken from Act I, Scene ii, in which Caliban argues with Prospero. Prospero is a magician, and the most powerful person in the play. Caliban is his servant, and a dark and complex character often called a 'monster' by the others. The fact that Caliban is a native of the island and the other characters are colonizers is a key theme in the play. In his first speech to his master, Caliban argues that Prospero has stolen the island from him. Caliban's second, short speech is one of the most famous in the play and indeed in English literature.



Extract from *The Tempest* (Act I, Scene ii)

Caliban: This island's mine, by Sycorax my mother,
Which thou takest from me. When thou camest first,
Thou strokedst me and madest much of me, wouldst give me
Water with berries in't, and teach me how
To name the bigger light, and how the less,
That burn by day and night: and then I loved thee
And show'd thee all the qualities o' the isle,
The fresh springs, brine-pits, barren place and fertile:
Cursed be I that did so! All the charms
Of Sycorax, toads, beetles, bats, light on you!
For I am all the subjects that you have,
Which first was mine own king: and here you sty me
In this hard rock, whiles you do keep from me
The rest o' the island.

Appendices

[*In modern English:* This island belongs to me. My mother, Sycorax, left it to me, but you've taken it. When you first came here, you were nice to me and took care of me. You gave me water with berries in it. You taught me the names for the sun and the moon. I loved you then. So I showed you all the qualities of the island: the freshwater springs, the saltwater pits, the barren places, the fertile places. I curse myself that I did that! I curse you with Sycorax's magic spells: plagues of toads, beetles and bats. I am your only subject on this island; you are my only king. But you imprison me in this cave and don't let me go around the rest of the island.]

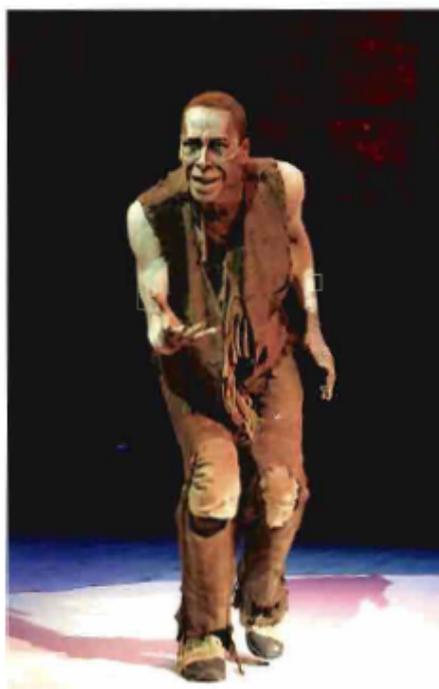
[...]

Prospero: Abhorred slave,
Which any print of goodness wilt not take,
Being capable of all ill! I pitied thee,
Took pains to make thee speak, taught thee each hour
One thing or other: when thou didst not, savage,
Know thine own meaning, but wouldst gabble like
A thing most brutish, I endow'd thy purposes
With words that made them known. But thy vile race,
Though thou didst learn, had that in't which
good natures
Could not abide to be with; therefore wast thou
Deservedly confined into this rock,
Who hadst deserved more than a prison.

[*In modern English:* You hateful slave, you can't be made good, you are capable of all evil. I pitied you, worked hard to teach you to speak, and taught you new things all the time. You didn't know what you were saying, and would speak like an animal. I helped you find the right words. But you have bad blood in you. However much you learnt, good people did not want to be near you. So you had to be locked up in this cave. You deserve worse than prison.]

Caliban: You taught me language; and my profit on't
Is, I know how to curse. The red plague rid you
For learning me your language!

[*In modern English:* You taught me language, but all I can do with it is swear and curse.
I curse you for teaching me your language!]



- 1 Read the extract aloud in Shakespeare's words. Many of the phrases are difficult even for native English speakers to understand, so do not worry about meaning now. Do you like the sound of the lines? Why, or why not? Discuss with your partner.
- 2 Work with your partner to interpret and perform the extract. Decide how you will say the lines and what body movements and facial expressions you will use.

المستخلص

لطالما استخدمت المواد الأصلية في تعلم اللغات الأجنبية. استخدم هنري سويت ، الذي قام بالتدريس والكتابة في نهاية القرن التاسع عشر ويعتبر من أوائل اللغويين ، نصوصاً أصلية في كتبه على أساس منتظم ويدرك جيداً مزاياها المحتملة على المواد المفتعلة). لذلك ، كثيراً ما نصح لدمج مواد أصلية في المناهج الدراسية من أجل محاكاة الوضع في العالم الحقيقي وتعليم الطلاب المهارات التي قد تحتاج عندما لا تكون في بيئة محمية من الفصول الدراسية. يمكن اعتبار الأعمال الأدبية أصلية لأنها لم يتم إنشاؤها بقصد تدريس اللغة.

تلعب النصوص الأدبية دوراً مهماً في تعلم اللغة الإنجليزية ، خاصة في تحسين مهارات الاتصال ورفع الوعي الثقافي وتحفيز الطلاب. أظهرت العديد من الدراسات الفوائد المحتملة لاستخدام النصوص الأدبية في فصول اللغة الإنجليزية كلغة أجنبية ، والتي تعزز المواد الأصلية ، وتساعد على زيادة المهارات اللغوية ، وتوسيع المعرفة اللغوية. ونتيجة لذلك ، فإن الغرض من هذا البحث هو تحديد ما إذا كانت النصوص الأدبية المستخدمة في كتاب المراحل التحضيرية 'الإنجليزية للعراق' أصلية.

ذلك ، استخدم الباحث طريقة وصفية لتحليل المحتوى المختلط باستخدام معايير ومقابلة. وقد تم اختيار عينة من 124 معلماً من معلمي اللغة الإنجليزية كلغة أجنبية في المدارس الإعدادية للإجابة على بنود المعايير ، في حين تم اختيار عينة من 17 مشاركاً (معلمين و معلمين) لإجراء المقابلة بدعم الأصالة بحسب خبرات المعلمين.

لتحقيق أهداف الدراسة ، تم استخدام مجموعة متنوعة من التقنيات الإحصائية ، بما في ذلك اختبار مربع تشي ، ومعامل ارتباط بيرسون ، واختبار تي لعينة واحدة مستقلة ، ومعامل ارتباط ألفا لكرونباخ ، واختبار تي لعينة واحدة ، والمتوسط الافتراضي (المتوسط النظري).

كانت النتائج على النحو التالي: أظهرت النصوص الأدبية مستوى عالٍ من الأصالة عبر جميع نقاط المعايير. ظل مستوى الأصالة ثابتاً بغض النظر عن الجنس أو سنوات الخبرة.

إضافة إلى ذلك ، اكتشف الباحث أن استخدام النصوص الأدبية في الفصل الدراسي مهمش بسبب ضيق الوقت ، واختلافات الطلاب ، والأدب بشكل عام يحظى باهتمام أقل في الفصل الدراسي.



وزارة التعليم العالي والبحث العلمي

جامعة بابل

التربية الاساسية

قسم اللغة الانكليزية

تحليل محتوى اصالة النصوص الادبية في كتب اللغة الانجليزية "الانجليزية للعراق" في
المدارس الاعدادية

رسالة مقدمة الى مجلس كلية التربية الأساسية في جامعة بابل وهي جزء من متطلبات نيل
درجة الماجستير في التربية / طرائق تدريس اللغة الانجليزية كلغة اجنبية

من قبل الطالبة

علا مهدي رحمن حسين

بأشراف

الاستاذ المساعد الدكتورة

هديل عزيز محمد رضا

1444هـ

الاستاذ المساعد الدكتورة

منى محمد عباس

2022 م