

the culture of the people speaking that language. In foreign language teaching a cross-cultural approach seeks ways to understand the other on the other side of the border by learning his/her national language; in this regard, the relationship of language and culture in language study is one of the most hotly debated issues at the present time (Kramsch, 1998:81). Many researchers (e.g. Ortuno, 1991; Brogger, 1992; Dufva, 1994; Calvo Cortes, 2007; Al-Barany, 2001 among others) recognize the fact that communication is an interrelationship between a language and its people and if cultural aspects are not taught as a part of communicative competence, comprehensive and successful communication cannot properly take place. They also assert that culture has to be integrated into the teaching of all language skills in such a way that enables learners to speak and to write in a culturally appropriate ways. So, it is not possible to teach a foreign language effectively and successfully unless we offer inside and understanding into the speakers' culture of that language.

We can neither develop communicative competence, intercultural awareness nor intercultural communicative competence in a foreign language's learners without taking into consideration the different views and attitudes of people in different cultures which may increase the success of communication or even hinder it. Furthermore, we have to be aware of the fact that teaching a language regardless of teaching the culture in which it functions, "we are teaching meaningless symbols or symbols to which the student attaches the wrong meaning" (Poltizer, 1959:100-101 cited in Thanasoulas, 2002:9).

Results of the Research Question 9: Do you think it is also important to include cultural topics about the learners' native language culture in foreign language teaching and learning?

56 (93%) of the participants agreed that the learners would be more interested if the English curricula include cultural topics about their native language culture in FLT classes. This means that it is important to take the learners native language culture into consideration when teaching culture with language. For example in Sunrise 12 textbook, nothing is mentioned about the differences between Iraqi culture and language is taught without any cultural image to clear the differences for the learners. It is also important to choose the right culture that the learner wants to know about as he/she is learning this language, for example, British culture differs from American culture although both of them speak the same language. As we are dealing with people who live in the Iraqi culture, one can see that the cultural background plays an important role in figuring people's attitude and perspectives toward their own culture and the other cultures. Nissila thinks that customs and values are the most important areas of culture because they are most closely linked with communication. The other areas depend more in the interest of the speaker. But the problem is that these customs and values differ from one country to another (Nissila, 1994: 18).

Results of the Research Question 10: Which kind of sources do you use for teaching culture?

Through the questionnaire the researcher discovered that 53 (89%) of the EFL teachers depend purely on the textbooks

as a source for teaching culture. While only 5 (8%) searched in the internet for facts about real life in English speaking countries and 2(3%) used videotapes for teaching culture but no one among 60 EFL teachers used Newspapers, magazine articles and TV programs as well as no one used real objects for example maps and posters. By examining the subjects' knowledge about culture and the way they have been taught in Iraqi schools, textbooks are not sufficient in teaching cultural aspects and if they are, they have information about only few countries. This means that there is a lack in teaching culture and the learners are in need to discover the other side of the world. None of the 60 teachers was care about the newspapers, and magazine articles, here there might be no English published newspapers and magazine articles available in the Iraqi cities and are certainly in need for further investigation, as well as only few rebuilding schools acquired the electronic supplies like videotapes, TVs and internet network that would encourage and help both the learners and teachers to acquire more information about the other cultures from different countries around the world. Unfortunately, no one also paid attention to use the maps, posters and brochures for teaching culture as a kind of sources, according to my opinion as a thesis writer, the class is supposed to fit these materials supplementary together to complete the whole. In that way, they need to use their language resources to communicate meaningfully and so take part in meaningful communication practice. The students have a piece of information which is part of the total, what they need to do is to walk around to get the necessary information in order to reach the entire information, through which an artificial need on the part of the learners is created to get them to speak. Students feel it as a challenge to participate; thus an unconscious learning and practicing of knowledge occurs which erase out the fears learners have for speaking in the class (Johnson & Morrow, 1981).

Results of the Research Question 11: Some teachers ignore discussing the cultural issues while teaching English language in classes; what is the reason behind that?

Around 43 (72%) among 60 teachers claimed that the reason behind that there is not enough time (lack of time) to discuss the cultural issues while teaching English language in classes, one of the main reasons behind that is that may be the teachers mostly concentrate on developing the four skills of language which are speaking, reading, writing, and listening and they preferred that culture should better be taught separately from language courses but culture and language are interwoven and it seems practically impossible to give culture- free language lessons, Chastain (1998: 306-307) stresses that daily cultural topics should be short and concise, while on a weekly basis teachers could deal with topics that require more time (preparing, for example, a culture capsule). Another reason is that some teachers are ignored that because they might be not aware of appropriate techniques (for example, the cultural aside, cultoon, slice-of-life etc.) because only these techniques were included that both teachers and students were thought to be familiar with.

Results of the Research Question 12: Have you attended a training program or a workshop for high school teachers that are exactly about English language culture(s)?

Around 45 (75%) among 60 teachers had not attended any

training programs and workshops, this means that Iraqi teachers of English language are in need of developing themselves for a better teaching through training programs and opening workshops. The aim of such training programs and workshops is to turn teachers into explorers of teaching and learning process, particularly important to focus on equipping trainees with the ability to develop their own expertise with experience since the training course employs what is considered to be good language teaching practice. Another aim of training programs and workshops is helping the teachers to establish a set of core techniques and skills with a high surrender that can be employed in a number of classroom situations to achieve a number of objectives depending on the context and the way they are used such as setting up group work or pair work, using teaching aids, attracting and holding students' attention to using reference books, especially dictionaries to help them learn more for themselves in the long term, and to survive in the meantime. So, the role of training programs and workshops has to be designed to redefine the role of teacher and equip him/her with the necessary teaching skills so that he/she can confidently perform in class to bring a healthy change in the attendees, class, the school and ultimately in society.

4. Conclusion

However, the research findings showed that many informants' understanding of the term 'culture' and the relevant language teaching theories is very vague and stated that that cultural learning teaching takes place only in random and unplanned ways. However, it might be significant in that we can see how far or how near they are from a cultural dimension of language teaching since the textbooks prove to be the basic source of introducing culture into Iraqi foreign language classrooms. To successfully complete the teaching of culture in language teaching in Iraqi preparatory schools, classrooms are not without difficulties, as many informants in the survey recognized, the immediate problems are the teachers' qualifications to teach culture while teaching the language, the lack of teaching materials such as (video tapes, TVs, internet, etc.) and the lack of time, etc. All these problems can be partly solved by the research suggestions of the rewriting the textbook for the new dimension of language teaching and filling up the gap between the teachers and learners which should contain even a much larger package of cultural information.

Another crucial problem is that as the textbook doesn't provide enough information about English culture on all the aspects, teachers are mostly dependent on the textbook as a main source but they should use other sources such as newspapers, films, radio programs to realia and also literature aspect that offer numerous opportunities for students to get an insight into the lives of people of the target culture.

5. Future Scopes

- 1) Evaluating the assessment program which is applied in Iraq generally and Kurdistan Region schools particularly with the Sunrise program.
- 2) Evaluating the teachers' trainers in the use of the

teaching of the Sunrise course book.

- 3) Conducting a study to investigate the teachers' awareness of cultural elements in English countries and Communicative Language Teaching Approach.
- 4) An investigation of the teacher's intercultural communicative competence is thought to be of great value for the successful implementation of the program or, as a matter of fact, any ELT program.

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