



## **Representations of Globalization/ Localization in *Top-Notch* and *Summit* Book Series**

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The spread of English around the world has strong ties with globalization. Globalization has given English an international status and created English as an International Language (EIL) as a new line of thought. According to EIL, English belongs to all countries and all cultures. *Top-Notch* and *Summit* book series are designed in line with the EIL theory, which makes them different from other English teaching textbooks on the market. Certainly, the representation of an international community cannot be done without representing globalization or localization issues. The purpose of this study was to analyze the aforementioned series with respect to how they promote globalization and localization. To this aim, four books were selected from the series, two belonging to *Top-Notch* and two belonging to *Summit*. The framework of analysis consisted of five cultural categories, namely, social, personal, religion/arts/humanities, political and environmental. The analysis consisted of both quantitative and qualitative phases. For the quantitative phase, frequencies of representation were calculated and chi-square was used. The qualitative phase consisted of content analysis. All parts of each lesson were used as the unit of analysis and utilization of both visual and written modalities was assessed. The results of both phases revealed that the representation of globalization is dominant in the textbooks. Implications are provided in the context of foreign language teaching and learning and material designing.

*Keywords:* English teaching textbooks, globalization, localization, glocalization



## **The Effect of Incorporating Literature into the CLT Approach on EFL Learners' WTC**

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With the advent of the Communicative Language Teaching (CLT) approach towards the end of the 20th century, a revolution was brought about in teaching methodology. Afterwards, the idea of postmethod was introduced, signifying an eclectic approach towards language teaching. It seems that CLT is an accepted approach in the postmethod era. Its focus has been the implementation of programs that promote the development of functional language ability through learner participation in communicative events. Willingness to communicate (WTC) is defined as the intention to initiate communication. Therefore, learners who have a high degree of willingness to communicate may benefit more from CLT than others. The aim of this study was to investigate the effect of incorporating English literature into CLT classes on learners' WTC. Thereby, 120 EFL learners (from six classes) at different language institutes were given the WTC questionnaire, which consists of 27 items assessing learners' willingness to engage in communication in the four language skills. Afterwards, English literature was incorporated into the curriculum of the six classes for a period of one term. Subsequently, the learners' WTC was assessed administering the aforementioned WTC questionnaire. The results of t-test revealed a significant difference between the learners' WTC prior to and after the incorporation of literature in the classroom ( $p < .05$ ), meaning that the learners' WTC had increased after the incorporation of literature. While replications need to be done with larger samples, this study demonstrates the importance of inclusion of literature by EFL teachers and material developers.

*Keywords:* literature, CLT approach, EFL learners, WTC