**Investigating the Cultural and Literary Content in English for Iraq Secondary Level: A Pedagogical Study**

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***Abstract***

The present study is devoted to designing a framework for analyzing the cultural and literary content in" English for Iraq" textbooks for the sixth preparatory stage in Iraq. The study consists of five sections: the preliminaries (which present the essentials of the study), the survey of related literature (which explains the theoretical foundations on which the study is built, the methodology ( which presents the practical investigation), the data analysis (which analyzing the contents in the student's and activity books), and finally the main conclusions, some suggestions for further studies and recommendations.

1. ***Preliminaries***
	1. **Introduction**

A book is the cheapest way of providing learning material for each learner. Harmer (1991:257) also believes that course books supply attractive, “interesting and lively materials” which may not be created by teachers. There are a great many students who learn English with this (English for Iraq 6) course book. It is clear that (English for Iraq 6) reaches a wide audience and its potential impact on a lot of students’ English language learning every year makes it essential to evaluate this course book. In this study, this course book is studied in terms of its cultural and literary content. As all teaching materials need to be evaluated to fit a particular teaching situation, the findings of this study would be useful and beneficial for further studies and research in this field.

* 1. **The Problem**

The Cultural and literary aspects of language are quintessential in teaching any foreign or second language. Unfortunately, the cultural and literary substance material of the ELT textbooks in Iraq has never been expressly examined or evaluated particularly after 2003.

\* The present study is extracted from an M.A. thesis supervised by the first author and written by the second one.

**1.3 The Hypotheses**

The researcher hypothesizes the following:

1. There is no ample introduction or progression of the cultural elements of the foreign language.
2. The foreign literary aspects in the course under analysis is very little and as such is insufficient for the literacy development of the learners.

**1.4 The Limit of the Study**

The study is limited to the following:

1. The framework of content analysis is limited to "English for Iraq”

Textbooks, namely; Book 6 as it represents the culmination of all previous stages.

2. All the cultural and literary contents in this book have been taken into consideration in the study

3. The activity book is included in the current analysis because it contains some cultural aspects.

4. There will be a reference to the teacher’s book and the syllabus objectives.

5. The researcher is going to adopt some of the standard definitions of culture and literature in analyzing the cultural and literary contents found in the book.

**1.5 The data**

The data that will be investigated culturally and literary is all the different items of the student and the activity books (for the sixth year).

**1.6 The Procedures**

The following procedures will be followed in this research study:

**1. Checking on numerous hypothetical and empirical studies identified with cultural and literary viewpoints in English textbooks.**

**2. Deciding the aims and questions to achieve the study goals.**

**3. Making a frame of content analysis for surveying the cultural and literary contents of the secondary textbook for sixth preparatory grade, specifically " English for Iraq" one.**

**4. Setting up a rundown of the analysis criteria to utilize them in the investigation.**

**5. Check the analysis list by acquainting it with an advisory group of specialists.**

**6. Acquiring a letter of permission from the University of Maysan to facilitate and assist the analyst. To meet with English instructors in secondary schools and find out about the problems they face to build up the research problem.**

**7. Gather basic data from the (educators', understudies', and activity book), then depict, analyze, and present data with frequencies and percentages.**

**8. Discussing the finding and presenting some recommendations for future studies.**

**1.7 The Significance of the Study**

Textbooks play a fundamental role in ELT classrooms everywhere throughout the world. Hutchinson & Torres (1994: 315) hold that “the textbook is an almost universal element of ELT teaching”. The present study analyzes the textbook (English for Iraq) which is adapted for the use in Iraqi preparatory schools for sixth-grade students, so this curriculum presents the essentials of English to those students. This evaluation of the textbook is a matter of high significance as hundreds of thousands of Iraqi students annually study the textbook and do their ministerial exam in it.

 According to the researcher’s knowledge, this study could be the first in Iraq; hence the parties that may profit by the findings of this study would be teachers, students, textbook writers, the State Education Departments, the Curriculum Development Committee at the Ministry of Education, and the institutions across the nation that are liable for the preparation of future English language specialists and practitioners who share similar interest for the improvement of literature and culture in language teaching.

**1.8 The Organization of the Study**

The study is organized as follows:

I. Chapter One: Preliminaries

II. Chapter Two: Review of Related Literature

III. Chapter Three: Methodology

IV. Chapter Four: Analysis of Data

V. Chapter Five: Conclusions and Recommendations

- Bibliography

***2. Survey of Related Literature***

**2.1 The Literary Component**

**2.1.1 Definition and Historical Background of the Literary Field**

Literature, as a significant component of humanities, is a famous subject that reflects human culture, knowledge, and intelligence. it reflects the psychological structure of the nation, spiritual pursuits, cultural customs, religion, history, economy, political system and different parts of belief system from various facets (Zhen, 2012:35). The historical backdrop of literature is the historical development of writings in prose or verse that try to give diversion, illumination, or guidance to the reader/listener/observer, similarly to the improvement of the theoretical methods used in the correspondence of these pieces. Not all writings comprise literature. Some recorded materials, for example, gatherings of information (e.g., a check register) are not seen as literature (Lima, 2005: 41).

 The history of literature follows intently the improvement of human progress. Right when described exclusively as created work, ancient Egyptian literature, close by Sumerian literature, is viewed as the world's oldest literature. The essential classes of the literature of Ancient Egypt didactic writings, hymns and prayers, and stories were composed almost entirely in verse; while the utilization of poetic devices is unmistakable, the prosody of the verse is obscure (www.en.wikipedia.org/wiki/Literature) Most Sumerian literature is poetry, as it is written in left-defended lines, and could contain line-based association, for example, the couplet or the stanza. Distinctive chronicled periods are reflected in literature. National and tribal sages, records of the origin of the world and customs, and myths which at times convey great or significant messages prevail in the pre-urban occasions (Foster, 2001: xx).

* + 1. **The Role of Literature in Teaching the Foreign Language**

Literary texts have reliably been a noteworthy source of material for EFL classes as they show a wide degree of language use in authentic contexts. As said by Collie and Slater (1990:3) the explanations behind utilizing literature in teaching and learning English is that literature is considered as "important genuine material, cultural enhancement, language advancement, and individual contribution". Literature engages understudies to practice the (English) language as it is spoken and thought by neighborhood speakers, indeed, conditions, an issue that makes understudies familiar with various linguistic structures and expressions utilized by local speakers. In a way, literature fills in as "noteworthy materials to improve understudies' learning procedure and to help their power of language and culture" (Much & Retnaningdyah, 2011:6). It is viewed as an enhancement to different materials used to build up the foreign understudy's understanding of the country whose language is being learned (Hismanoglu, 2005: 54-55).

 Literature develops the sentence structure similar to the vocabulary items of understudies. It makes understudies acquainted with various fundamental and syntactic devices in English. Understudies get some answers concerning the different styles of saying sentences or passing on thoughts and conveying notions. Accordingly, literature builds up the useful limit of understudies suitably and intriguingly (Hismanoglu, 2005: 55). Finally, the investigation of literature expands one's comprehension of the human condition. By embracing the alternate points of narrators, characters and even whole philosophical movements while reading works of literature, one realizes what causes people to feel, act, talk and change how they do everywhere throughout the world(Rakhees, 2014: 1).

**2.1.3 The Place of Literature in the School Curriculum**

The general goal of literature in the curriculum for schools is to empower understudies to have the option to communicate successfully, read and react to texts freely, produce very much organized composed texts, appreciate and react to literary works and make certain introductions. At the secondary level English language curriculum there is a prompt reference to literature and upgrading understudies' English capacity using the literature component. In the secondary school English curriculum, the literature expects an important role, for instance, the English literature component is joined into the English study hall where the English literature component is coordinated into the English study hall. Here the literature component intends to update and redesign our understudies' English capacity and, through the learning of literature, their insight, and grace. Understudies are normally offered an introduction to the literature component and various texts are utilized in the various forms. These texts are a blend of local similarly as non-local literary texts (Kaur and Mahmor , 2013: 121).

**2.1.4 Approaches Used to Teach Literature in Language Classrooms**

In light of the historical improvement of the approaches perceived to teach literature, it tends to be said that the approaches have developed from a focal spotlight on literature as a topic to making literature as a source for other topics like the teaching of the English language. Among the generally realized methodological approaches prescribed and effectively used to teach literature in English language teaching are the language-based approach, literature for personal enrichment, reader-response approach, the personal growth approach, and information-based approach.

**2.1.5 Creative Techniques to Overcome the Difficulties in Teaching Literature**

It is possible to find out some creative techniques to teach English literature and overcome teaching problems facing it. Many linguists wrote about these techniques, but each one of these linguists is different from the other, and each one has a different point of view, such as: (Mujawar&phil, 2013: 123), (Mohammed, 2005: 26), (Rohaniyah, 2012: 112), (Lott's, 1986: 28). These techniques are as follows: pre-teaching project/introduction of the historical perspectives, pre-teaching project/introduction of geographical aspects, group work technique, comprehension technique, peck's technique, films / Dramas technique, lott's techniques for teaching books of Literature and computer-aided language laboratories.

**2.2 The Cultural Component in Teaching the Foreign Language**

**2.2.1 Definition of Culture, Historical Background**

According to the anthropological point of view, the word ‘culture’ was originally derived from the word ‘cultus’ which is the past participle of the Latin verb ‘colere’; that is, to ‘cultivate’ the soil (Webster's dictionary, 1976: 552). Historically, it meant simply to prepare the soil for agriculture. Since the nineteenth century, the word culture was defined differently and was a great debate on what this word meant.

 To begin with, there is the most significant historical and critical review of pattern theory of Kroeber and Kluckhohn (as cited in Sills, 1968: 528-529). Kroeber and Kluckhohn gave a summary of around a few hundred definitions of culture that would be adequate for most social researchers. On the idea of culture, they state:

**" Culture consists of patterns, explicit and implicit, of and for behavior acquired and transmitted by symbols, constituting a distinctive achievement of human groups, including their embodiments in artifacts; the essential core of culture consists of traditional ideas and especially their attached values; culture systems may, on the one hand, be considered as products of action, on the other as conditioning elements of further action".**

 **(1952: 9)**

 This represents the consequence of those hundred definitions of American anthropologists of the 1940s and 1950s for the term 'culture'. Such a definition was considered as an outstanding formula superior to that of the 1920s and 1930s which expresses that culture is a learned behavior in particular. Kroeber and Kluckhohn made it explicit that only a piece of culture comprises of behavior while the other part comprises of belief systems that justify the certain chosen way of behavior.

 In any case, perhaps the most important contributor to the investigation of culture is Taylor (1871 as referred to in Encyclopedia Britannica, 1974: 657) who characterizes culture as "that complex whole which incorporates information, conviction, art, ethics, law, customs, and different abilities and propensities acquired by man as an individual from society".

**2.2.2 Culture and ELT**

It has been underlined that without the investigation of culture, teaching L2 is off base and deficient. For L2 understudies, language study appears senseless that they know nothing about the individuals who communicate in the target language or the nation where the target language is spoken. Gaining another language implies significantly more than the control of syntax and lexicon. As indicated by Bada (2000: 101), "the requirement for cultural literacy in ELT emerges primarily from the fact that most language students, not presented to cultural components of the society being referred to, appear to experience significant hardship in communicating meaning to native speakers." Also, these days the L2 culture is introduced as an interdisciplinary center in numerous L2 educational plans structures and textbooks (Sysoyev & Donelson, 2002: 20).

 McKay (2003: 4) contends that culture impacts language teaching in two distinct manners: linguistic and pedagogical. Linguistically, it impacts the semantic, pragmatic, and discourse levels of the language. Pedagogically, it impacts the decision of the language materials because the cultural substance of the language materials and the cultural basis of the teaching methodology is to be thought about while selecting the language materials. For example, while a few textbooks give models from the objective culture, some others use source culture materials.

 **2.2.3 The Objectives of Teaching Culture in Foreign Language Classrooms**

Even though the subject of teaching a language through culture is disputable, numerous researchers guaranteed that it is an absolute necessity and ought to be included for student's materials. Hence, a few teachers attempted to make the procedure of teaching culture as systematic as possible. Seelye (1994, just as two prior releases in 1974 and 1985) makes an important contribution to the improvement of the substance of language and culture programs by defining objectives and destinations for culture learning. The essential objective is expressed as follows:

 **All students will develop the cultural understandings, attitudes, and performance skills needed to function appropriately within a segment of another society and to communicate with people socialized in that culture**.

**(p.29)**

The seven supporting objectives are condensed beneath with the key word: Enjoyable, Who, What, Where and When, Why, Investigation and understudies have the skill to find and sort out data about the culture from an assortment of sources library, broad communications, individuals, and individual perception (Seelye, 1994: 31 as cited in Lange, 1998: 9-10). Tomalin and Stempleski have changed Seelye's seven objectives which are considered as a structure for cross-cultural communication abilities. They are as per the following:

1. To assist students with developing a comprehension of the fact that individuals display culturally-conditioned behaviors.
2. To assist students with developing an understanding that social factors such as age, sex, social class, and a spot of living arrangement impact how individuals talk and behave.
3. To assist students with becoming increasingly mindful of conventional behavior in basic circumstances in the target culture.
4. To assist students with increasing their consciousness of the cultural meanings of words and expressions in the target language.
5. To assist students with developing their capacity to assess and refine speculations about the target culture, as far as supporting evidence.
6. To assist students with developing the vital abilities to find and compose data about the target culture.
7. To help students' intellectual curiosity about the target culture, and to energize compassion towards its people (Tomalin and Stempleski, 1993: 7-8 as cited in Nasir, 2012: 35).
	* 1. **Techniques for Teaching Culture in EFL Classes**

A technique can be characterized as the unique activities utilized in the class, for example, drills, dialogs, role-plays, sentence completion, and so on (Richards, Platt and Platt, 1992: 20). By and large talking, students everywhere throughout the world face some psychological blocks towards foreign culture. This prompts the sentiment of cultural alienation from individuals in their home culture, the target culture and from themselves. Alienation from the target culture is by all accounts the most recognizable obstruction to learning a foreign language. In this manner, the teachers or textbook writers should choose certain techniques to diminish such alienation and which are increasingly appropriate for their students. Coming up next are a portion of these techniques: movies and documentaries, role-play and simulation, question- and- answer technique, using pictures, films, filmstrips and video, culture capsule.

* + 1. **Strategies for Teaching Culture**

A strategy is a methodology used in learning or thinking, which fills in as a technique for showing up at a target. There is an incredible assortment of strategies produced for coordinating culture into language teaching. Among the most important of these strategies are the following: creating an authentic environment strategy, supplying more cultural background, the slice-of-life strategy, cross-cultural comparison strategy, quiz strategy, mass media strategy.

1. ***Methodology***
	1. **Introduction**

This chapter is primarily concerned with introducing and discussing the methodology of the study.It deals with the practical procedure adopted in this study to get a general perspective of theanalysis of the cultural and literary content in the textbook of the sixth preparatory stage.

* 1. **Introductory Remarks**

In the assessment of a textbook for its cultural and literary content, ELT textbooks have an extraordinary role during the process of teaching particularly with teachers who execute the materials according to the insights of the syllabus writers. A textbook, as a rule, begins with goals that prepare for the teachers and students of how to utilize it. Additionally, every unit closes with a summary that ties the past data to the new one.

 The analysis and depiction of the textbook will incorporate all the exercises found in the students' and activity books. The tests toward the finiseh of every unit. The researcher is going to utilize the frequency and percentage as the chief statistical means for analyzing the cultural and literary content of the textbooks. The primary reason behind analyzing the cultural and literary textbooks in Iraq is to recognize the discrepancies of the cultural and literary subjects represented by the cultural and literary classifications whether they are local or international and whether they give ample orientation to cultural matters or not. Also, there will be an examination about the appropriation and variety of the cultural and literary content and to assess the amount of mix among the various cultures and literature, particularly the local and the international ones in every textbook and every unit.

**3.3 Methodology of the** **Study**

The current study follows the quantitative strategy for research. This research configuration as indicated by Thomas (2003: 1 as referred to in Kadhim, 2016: 96) "Focus attention on measurements and amounts". Likewise, Gass and Salinger (2008: 223 as referred to in Kadhim, 2016: 96) clarify that a quantitative type of research is portrayed by the fact that the specialist manages numerical information.

 Content analysis has been created to study assorted types of human correspondence, and as such has been usually used in the analysis of textbooks. As a research procedure, content analysis normally includes recognizing units for analysis in a well-defined textual example, coding those units dependent on from the earlier standards built up by the researcher, at that point lessening the information by measuring the outcomes lastly making inferences about the essentialness of the outcomes (Krippendorff, 2013, 84ff as referred to in Weninger, 2018: 5). The exact use of content analysis has shifted dependent on the subject or focal point of textbook research. For example, when inspecting the depiction of gender roles in the textual and visual substance of textbooks, a researcher may start the analysis by coding all cases where male or female characters or individuals are referenced or delineated. This underlying coding may as of now yield intriguing starter results with regards to terms of the extent of portrayal every gender gets. As a subsequent step, the analyst may look all the more carefully at the coded occurrences and inventory the social jobs (residential versus open) and activities (e.g., shopping, at work, cooking) that male and female characters and individuals are related with ( Lee and Collins, 2010 as referred to in Weninger, 2018: 5). In introducing and deciphering the discoveries, analysts may compare the numeric portrayals and connect these to the social context inside which textbooks are created and expended. Zocharias, 2012: 12 as referred to in Kadhim, 2016: 96, records characteristics of research that follows the quantitative investigation as follows:

1-The reason for the investigation is, to sum up, to foresee, and to show a causal relationship.

2-The inquiries of the examination are static, fixed, chose, and preceding gathering information.

3-Data is shown by numerical figures, percentages, as well as tables.

4-Data Analysis is finished by measurable recipes.

**3.4 Procedures of the study**

The researcher went through the following steps to conduct this study:

1. Reviewing many theoretical and empirical studies related to cultural and literary aspects in English textbooks.

2. Determining the aims and questions to accomplish the study objectives.

3. Making a frame of content analysis for assessing the cultural and literary contents of the secondary textbook for sixth preparatory grade, namely " English for Iraq" one.

 4. Preparing a list of the analysis criteria to use them in the study.

5. Check the analysis list by introducing it to a committee of experts.

6. Obtaining a letter of permission from the University of Maysan to facilitate and give help to the researcher. To meet with English teachers in secondary schools and learn about the problems they face in order to establish the research problem.

7. Collect essential information from the (teachers', students', and activity book), then depict, analyze, and present information with frequencies and percentages.

8. Discussing the finding and introducing some recommendations for future studies.

**3.5 The Design of the Study**

The design of the study was an analytical design based on analyzing the cultural and literary content of the 6th preparatory grade (English for Iraq) textbook for secondary schools in Iraq.

**3.6 Motives of the study**

Current methodologies have tried to reevaluate the value of literature and have started to maintain its value once more. These methodologies affirm the value of literature teaching from various viewpoints, fundamentally, literature as an operator for language advancement and improvement. Literature is verbal craftsmanship that drives readers to value the magnificence of language. Literature is utilized in English Language education to expand understudies' viewpoints by giving them information on the classics of literature, to improve understudies' overall cultural mindfulness, to animate understudies' inventive and literary imagination, and to build up their valuation for literature. Literary texts offer a rich source of linguistic input and can assist students with practicing the four language skills – listening, speaking, reading, and writing. –

 Concerning culture , as indicated by (Wei, 2005:56 as cited in Hamza, 2018: 798 ) language has a double character: both as a way of communicating, what's more, a transporter of culture. Language without culture is unimaginable, so is a human culture without language. A specific language is a reflection of a specific culture. Brown (1994:165 as cited in Hamza, 2018: 798 ) depicts the connection among language and culture as follows: 'A language is a piece of culture and culture is a part of a language; the two are unpredictably joined so one can't separate the two without losing the importance of either language or culture.

 In a word, culture and language are indistinguishable (referred to in Jiang, 2000: 328 as cited in Hamza, 2018: 798). With regards to the domain of educating and learning, the association of language learning and, cultural learning is clear to such an extent that one can infer that language learning is culture learning and therefore, language teaching is cultural teaching. The worldwide job of the English language and globalization are the two primary motivations to teach culture as a fifth language skill, in addition to listening, speaking, reading, and writing. 'What the fifth language skill instructs you is the outlook and strategy to adjust your utilization of English to learn about, comprehend and estimate the values, methods of getting things done and unrivaled characteristics of different cultures.

**3.7 Analysis Description**

The analysis begins with a general description of the content of the three books, teacher's, student's, and activity books. Then an analysis of the cultural content in the students and activity books for all units by frequency, percentage, and table listings for each unit. It is followed by an analysis of the literary content in the student's book and activity also by frequency and percentage and table listings for each unit. Next, an analysis of the non-literary aspects with the mention of the title and the page number is carried out. Finally, discuss the results and include a final table of cultural and literary contents.

**3.8 Data of the Study**

In order to examine the cultural and literary content in the Iraqi curricula, the data of the study consisted of Iraqi English language student’s book, activity book and teacher’s book for 6th grade in secondary schools.

**3.9 Data Collection**

The researcher collected the raw data from the student's and activity books in three stages. In the first stage, the researcher searched for the cultural items in the student’s book and classified them according to their presence, force, and type to the different cultural items and showing them in percentages, and whether they are local or international, and the same process in the activity book is also followed. Then, in the second stage, the researcher searched for literary items in the student’s book and also classified them to local and international, and the same process in the activity book as well. In the third stage the researcher searched for the non-literary items and classifies them by type, indicating the page number.

 **3.10 Statistical Analysis**

The researcher analyzed data in terms of frequencies and percentages, then displayed them in tables as follows:

1. The number of all items of the book and activity were recorded manually using a summary sheet.

2. Showing the items in a table according to the unit, its force and presence, its type and whether it is local or international

3. Results were presented in terms of frequencies and percentages.

4. The researcher interpreted the collected data and highlighted their consistency with the discoveries of different analysts referenced in the related subjects.

5. Collected data was considered either equal, local higher than international or international higher than local.

**3.11 Content Analysis Objectives**

There are different objectives to be accomplished through the content analysis framework of the textbooks. They are as follows:

1. Whether the local cultural items and international cultural items are very much coordinated into the specified textbooks.

2. Whether the local literary items and international literary items are very much coordinated into the specified textbooks.

3. Whether the cultural and literary items emerge motivation in learning the foreign language.

4. Whether the teachers liable for teaching the cultural and literary items is needing an instructional course on culture and literature.

 5. Whether the cultural and literary aspects of the textbooks are comprehensive and have variety in their dispersion among the textbooks units.

6. Whether or not the cultural and literary aspects are related to their regular daily life.

7. Whether the amount of the cultural and literary subjects found in the textbooks are local or international.

***4. Data Analysis***

**4. 1 Introduction**

In this section the researcher sets out a thorough analysis of the cultural and literary contents items of the students and activity books. It represents the practical part of the study which is concerned with analyzing the cultural and literary content to accomplish the aims and goals of the research. In this study, the researcher has utilized the descriptive-analytical method for research The procedures that are being utilized in the current chapter involve a framework of content analysis used to assess the cultural and literary contents of the " English for Iraq " textbook for the preparatory stage;6.

**4.2 General Description of the Text book**

 To accomplish the study, the researcher utilized the " English for Iraq" series which is certified by the Ministry of Education in Iraq for teaching English in Iraqi public and private schools for all stages. The analysis centers around the textbook of the sixth preparatory stage. The researcher tends to analyze the student's book and the activity book. The student's book has 79 pages, it consists of eight units. It opens with a book map in which each unit is mentioned with its name and how the aspects of listening and speaking, reading and writing, grammatical areas and functions, and lexical areas of each unit are arranged. At the end of the map, the following sides are mentioned with their page numbers: grammar and functions reference, literature focus, a checklist for written work, transcript, and wordlist. The activity book has 190 pages , it consists of eight units. It contains tasks to consolidate and practice language presented in the student's book. The exercises also develop the skills of listening, reading and writing and help the students improve their learning skills. There are examination tips and test yourself activities, specifically designed to help the students revise for the examination. The following table gives the information particularized for the teacher's book, student's book and the activity book:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Book Title** | **Publisher** | **Author/s** | **Number of****Pages** | **Date of****Publication** |
| Teacher's book | UK by Garnet Publishing Ltd. | Caroline de MessieresNeil Blacknell&Lyne Edwards | 190 | 2013 |
| Student'sbook | UK by Garnet Publishing Ltd. | Olivia Johnston & Caroline deMessieres | 79 | 2013 |
| Activity book | UK by Garnet Publishing Ltd. | Olivia Johnston & Caroline deMessieres | 190 | 2013 |

Table (1) 6th Grade Textbooks General Information

**4.3 Analysis of the Cultural Content in the Students' and Activity Book**

**4.3.1 Unit One**

**4.3.1.1 Student's Book**

On analyzing Unit One, (10) different cultural items were found. These items can be summarized as follows: local institutions, politeness (English style),sports (+ Male/Female) , names , (countries, Cities, oceans, islands), animals, occupation (Male/Female), Male/Female representation, aspects of modern culture (modern devices like computers and mobiles) and drinks. These items are tabulated as follows:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Unit** | **Their Force and Presence** | **Type of Item** | **Cultural Item** | **Iraqi/Arab** | **International**  |
| 1 | 1 | Institutions | Al-Yarmouk Hospital,Bigger families,the British Government,British People | √ | √ |
|  | 2 | Politeness | Sit down, please. I need to |  | √ |
|  | 3 | Sports | ice-skatingjogging |  | √ |
|  | 4 | Names | Adil, Zaid Tariq, Jameel Elalawi, Ahmed Al Misri, Samir Ramzi, Mustafa Ahmed, Latifa, Safia Khoury, God | √ | √ |
|  | 5 | Countries, Cities, oceans, islands | Red Sea, Sharm El Sheikh, IraqUnited Kingdom,Britain  | √ | √ |
|  | 6 | Animals | Sharks, dolphinsDonkey | √ | √ |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | 7 | Occupation | Coastguard FemaleCart drivermedical staff (blonde)Physician( Dr. Samir Ramzi) Emergency operator | √√ | √√ |
|  | 8 | Aspects of Modern Culture | TV and computer games, Injections of Insulin, fridge, ambulance, mobile phones |  | √ |
|  | 9 | Drinks | A can of Cola |  | √ |
|  | 10 |  Male /Female Presence | Male (7 times present), Female (3 times) | 6) times local Male Presence(2) times local female presence | (1)international Male presence(1)international female presence |

Table (2) Showing Cultural Items of Unit One- Student's Book with their Force and Presence

The above cultural items can be summarized in the following table with their frequency and percentage:

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| %International | %Iraqi/ Arab | The Final Total | International | Iraqi/ Arab | Type of Item | No | Units |
| 50% | 50% | 4 | 2 | 2 | Institution | 1 | 1 |
| 100% | 0% | 2 | 2 | 0 | Politeness | 2 |  |
| 100% | 0% | 2 | 2 | 0 | Sports | 3 |  |
| 11% | 89% | 9 | 1 | 8 | Names | 4 |  |
| 40% | 60% | 5 | 2 | 3 | Countries, Cities, oceans, islands | 5 |  |
| 67% | 33% | 3 | 2 | 1 | Animals | 6 |  |
| 43% | 57% | 7 | 3 | 4 | Occupation | 7 |  |
| 100% | 0% | 6 | 6 | 0 | Aspects of Modern Culture | 8 |  |
| 100% | 0% | 1 | 1 | 0 | Drinks | 9 |  |
| 20% | 80% | 10 | 2 | 8 | Male/FemalePresence | 10 |  |

Table (3) Showing Frequency and Percentage of Cultural Items in Unit one of the Student's Book

 As the above table shows, the cultural items of the category (cultural institutions) are even (i.e. local and international items are equal), local cultural items of the categories (names, Countries, Cities, oceans, islands, occupation, Male/Female presence) are higher than their counterpart and international cultural items of the following categories are higher than their local counterparts ( politeness, sports, animals, aspects of modern culture).

**4.3.1.2Activity Book**

On analyzing Unit One, ( 10 ) different cultural items were found. These items can be summarized as follows: local names, occupation (Male/Female), politeness (English style), sports, (countries, Cities, oceans, islands), animals, aspects of local and foreign life, institutions, transportation, male/female representation. These items are tabulatedas in table No. 2,then the cultural items summarized in table with their frequency and percentage as in table No. 3.

 The tables show that the cultural items of the category (sports) are even (i.e. local and international sports are equal), local cultural items of the categories (names, occupation, Countries, Cities, transportation Male/Female presence) are higher than international cultural items and international cultural items of the following categories are higher than their local counterparts ( politeness, animals, aspects of local and foreign life and institution).

**4.3.2Unit Two**

**4.3.2.1 Students' Book**

On analyzing Unit two, (7) different cultural items were found. These items can be summarized as follows: occupations(Male/Female), names(Male/Female), international aspects of modern culture( modern devices like computers), international transportation, Male/Female representation and international family members. These items are tabulated as in table No. 2,then the cultural items summarized in table with their frequency and percentage as in table No. 3.

 The tables show that the international cultural items of the categories (aspects of Modern Culture, clothes, transportation, family members, Male/female presence) are higher than their counterpart and local cultural items of the following categories are higher than their international counterparts (occupations, names).

**4.3.2.2 Activity Book**

On analyzing unit two, (6) different cultural items were found. These items can be summarized as follows: international and local occupations , aspects of modern culture( modern devices such as security cameras, telephone, radar speed gun, international and local names, international family members, international and local institutions, and Male/ Female Presence. These items are tabulated as in table No. 2,then the cultural items summarized in table with their frequency and percentage as in table No. 3.

 The tables show that the cultural items of the categories ( names, Male/ Female Presence and institutions) are even (i.e. local and international items are equal), and international cultural items of the following categories ( occupation, aspects of modern culture, family members) are higher than their local counterpart.

**4.3.3 Unit Three**

**4.3.3.1 Student's book**

On analyzing unit three, ( 7 ) different cultural items were found. These items can be summarized as follows: local and internationalaspects of modern culture, local art, local and international names, local and international (countries, cities), local and international institutions, local and international meals and Male/ Female Presence. These items are tabulated as in table No. 2,then the cultural items summarized in table with their frequency and percentage as in table No. 3.

 The tables show that the cultural items of the category (meals) are even (i.e. local and international items are equal), local cultural items of the categories ( art, names, Male/Female presence) are higher than their counterpart and international cultural items of the following categories are higher than their local counterparts (aspects of modern culture, Countries, Cities, oceans, islands, institutions).

**4.3.3.2 Activity book**

On analyzing Unit three, ( 7 ) different cultural items were found. These items can be summarized as follows: international institutions, local and international (Countries, Cities, Oceans, Islands), local and international names, local and international family members, local occupations, international press(aspects of modern culture) and Male/ Female Presence. These items are tabulated as in table No. 2,then the cultural items summarized in table with their frequency and percentage as in table No. 3.

 The tables show that the cultural items of the category (family members) are even (i.e. local and international items are equal), local cultural items of the categories (names, occupations, Male/Female presence) are higher than their counterpart and international cultural items of the following categories are higher than their local counterparts (institutions, countries, cities, oceans, islands and press (aspects of modern culture).

**4.3.4 Unit Four**

**4.3.4.1 Students' Book**

On analyzing Unit four, ( 10 ) different cultural items were found. These items can be summarized as follows:localfamily members, local and international names, local and international clothes, local and international (countries, cities, oceans, islands), international markets, local fabrics, local and international institutions, local and international occupations, local sports and Male/ Female Presence. These items are tabulated as in table No. 2,then the cultural items summarized in table with their frequency and percentage as in table No. 3.

 The tables show that the cultural items of the category (Clothes) are even (i.e. local and international items are equal), local cultural items of the categories (family members, names, Countries, Cities, oceans, islands, fabrics, occupations, sports and Male/Female presence) are higher than their counterpart and international cultural items of the following categories are higher than their local counterparts (markets, institutions).

**4.3.4.2 Activity Book**

On analyzing unit four ( 15 ) different cultural items were found. These items can be summarized as follows:local names, local and international institutions, localfamily members, local and international (countries, cities, oceans, islands), local and international clothes, local colors, local sports, local and international meals, international food, international aspects of modern culture, local and international education, local transportation, local occupations, local familiar words, and Male/ Female Presence. These items are tabulated as in table No. 2,then the cultural items summarized in table with their frequency and percentage as in table No. 3.

 The tables show that the cultural items of the categories (meals, clothes) are even (i.e. local and international items are equal), local cultural items of the categories (names, institutions, family members, (countries, cities, oceans, islands), colors, sports, transportations, occupations, familiar words and Male/Female presence) are higher than their counterpart and international cultural items of the following categories are higher than their local counterparts (aspects of modern culture, food, education).

**4.3.5 Unit Five**

**4.3.5.1 Students' Book**

On analyzing unit five ( 14 ) different cultural items were found. These items can be summarized as follows:local institutions, local and international (countries, cities, oceans, islands), local and international names, localfamily members, local and international food, international colors, (local meals, sports, crockery, animals, drinks, entertainment, occupation) and Male/ Female Presence. These items are tabulated as in table No. 2,then the cultural items summarized in table with their frequency and percentage as in table No. 3.

 The tables show that the local cultural items of the categories (institutions, (countries, cities, oceans, islands), family members, food, meals, sports, crockery, animals, drinks, entertainment, occupations) are higher than their local counterpart and international cultural items of the following categories are higher than their local counterparts (colors, names, and male/female presence).

**4.3.5.2 Activity Book**

On analyzing unit five (13) different cultural items were found. These items can be summarized as follows:local and international (countries, cities, oceans, islands), local institutions, local coins, local and international names, local and international education, international languages, local and international food, local and international archeological sites, local and international entertainment, international restaurant, local poets, international sports and Male/ Female Presence. These items are tabulated as in table No. 2,then the cultural items summarized in table with their frequency and percentage as in table No. 3.

 The tables show that the cultural items of the categories (education, entertainment) are even (i.e. local and international items are equal), ,local cultural items of the categories (institutions, coins, names, archeological sites, poets and male/female presence), are higher than their international counterparts and international cultural items of the following categories are higher than their local counterparts(countries, cities, oceans, islands, languages, food, restaurants and sports).

**4.3.6 Unit Six**

**4.3.6.1Students' Book**

On analyzing unit six (7) different cultural items were found. These items can be summarized as follows:local names,local and internationalcoins,local and internationalinstitutions, localaspects of modern culture, international (countries, cities, oceans, islands), international occupations and Male/ Female Presence. These items are tabulated as in table No. 2,then the cultural items summarized in table with their frequency and percentage as in table No. 3.

 The tables show that the local cultural items of the categories (names, institutions, aspects of modern culture and male/female presence), are higher than their international counterparts and international cultural items of the following categories are higher than their local counterparts(coins, countries, cities, oceans, islands and occupations).

**4.3.6.2 Activity Book**

On analyzing unit six ( 5 ) different cultural items were found. These items can be summarized as follows:local and international names,local and internationalcoins,local and international(countries, cities, oceans, islands), local and internationalfamily membersand male/ female presence. These items are tabulated as in table No. 2,then the cultural items summarized in table with their frequency and percentage as in table No. 3.

 The tables show that the cultural items of the categories (coins, countries, cities, oceans, islands) are even (i.e. local and international cultural items are equal), local cultural items of the categories (names and male/female presence) are higher than their international counterparts, and international cultural items of (family members) is higher than their local counterparts.

**4.3.7 Unit Seven**

**4.3.7.1 Students' Book**

On analyzing unit seven (8) different cultural items were found. These items can be summarized as follows:local and internationallanguages, local and internationalinstitutions, local and internationalnames,local and internationaleducation,international programs, local and international occupations, international occupations, local and international aspects of modern culture, local press and Male/ Female Presence. These items are tabulated as in table No. 2,then the cultural items summarized in table with their frequency and percentage as in table No. 3.

 The tables show that the cultural items of the category (institutions) are even (i.e. local and international cultural items are equal), local cultural items of the categories (names, occupations, press and male/female presence) are higher than their international counterparts, and international cultural items of the categories (languages, educations, aspects of modern culture) are higher than their local counterparts.

**4.3.7.2 Activity Book**

On analyzing unit seven ( 6 ) different cultural items were found. These items can be summarized as follows:local and internationalnames**,** local and internationallanguages**,** international**(**countries, cities, oceans, islands**),** internationaleducation,internationalinstitutions and Male/ Female Presence. These items are tabulated as in table No. 2,then the cultural items summarized in table with their frequency and percentage as in table No. 3.

 The tables show that the local cultural items of the categories (names, and male/female presence) are higher than their international counterparts, and international cultural items of the categories (languages, countries, cities, oceans, islands, education, institutions) are higher than their local counterparts.

**4.3.8 Unit Eight**

**4.3.8.1 Students' Book**

On analyzing unit eight (6) different cultural items were found. These items can be summarized as follows: international aspects of modern culture, international colors, international food, local and international countries, cities, oceans, islands, local and international crops, international sports. These items are tabulated as in table No. 2,then the cultural items summarized in table with their frequency and percentage as in table No. 3.

 The tables show that the local cultural items of the category(countries, cities, oceans, islands ) are higher than their international counterparts, and international cultural items of the categories ( aspects of modern culture, colors, food, crops and sport) are higher than their local counterparts.

**4.3.8.2 Activity Book**

 On analyzing unit eight (9) different cultural items were found. These items can be summarized as follows: local names, local and international countries, cities, oceans, islands, local family members, local and international aspects of modern culture, local animals, national climate, local and national institutions, national industries and male/ female Presence . These items are tabulated as in table No. 2,then the cultural items summarized in table with their frequency and percentage as in table No. 3.

 The tables show that the cultural items of the categories (countries, cities, oceans, islands) are even (i.e. local and international cultural items are equal), local cultural items of the categories (names, family members, aspects of modern culture, animals, institutions, male/ female presence ) are higher than their international counterparts, and international cultural items of the categories (climate, industries) are higher than their local counterparts.

**4.4 Analysis of the Literary Content in the Students' and Activity Books**

**As for the literary content, it can be divided into two parts: literary stories and non-literary stories. There is no mention in the book for the novel, poetry, drama, prose, fiction or essay.**

**4.4.1 Literary Stories**

**Regarding the literary stories of the student’s book, there is a part called " Literature Focus". This part is divided into two sections A and B.**

**4.4.1.1 Section (A) : The Swing**

**In this section there is a short story by the Iraqi writer Muhammed Khudhair whose name title is (The Swing). . In this part of the literature there is an excerpt from the life of the poet, followed by a little explanation about the story, then an excerpt from the story and four exercises about it.**

 **The swing story is written after the June 1967 setback, and is based on the fact that it tells about the state of death, and what it causes at the same time, the war of destruction may not be noticed, as it is an internal sadness in small families, and what was also marked by this story is that it came with this ''The artistic style'' meaning that the story is with the pronoun of the absent and the story is in the pronoun. The story opens with the personality of the Iraqi soldier, who is licensed, and he reports the death of his friend on the front. This soldier walks on a bicycle on a boulevard shaded by palm fronds, then meets the family of the martyred soldier, his mother, wife, and daughter, and spends time with her outside the time of war and destruction, and the story ends with a symbolic end commensurate with the sanctity of martyrdom and the continuation of life after death. Some critics have criticized the descriptive entrance to the story and considered it out of action.**

 **As for the exercises about the story, it is about completing sentences with information found in the story, a short discussion of part of the story, and what is the moral lesson that the writer tried to convey during the story.**

**4.4.1.2 Section (B) : The Canary**

**In this section, there is a short story by the New Zealand writer Katherine Mansfield entitled is (The Canary). It is a straightforward story about an older lady who makes her living from preparing suppers for three youthful men. The most significant thing in her life is her pet canary. Anyone who has ever had an adored creature in their life who helped them through occasions of pity and depression will like this story. The feathered creature had an especially delightful melody. In the past, she had concentrated her profound desires on the daily appearance of a star (Venus), yet she has moved these emotions onto the winged creature. She sees the winged creature as a male friend. She knows that the three men see her with scorn, however, discovers comfort within the sight of the feathered creature.**

 **In any event, when she feels existentially occupied by a terrible dream and a dull night, she feels the winged animal's twittering as a comforting nearness. Since the winged creature has passed on she realizes that she should get over the misfortune, yet feels a vacancy and trouble in life that she can't clarify.**

 **In the students' book at the beginning of the story, there is information about the story followed by a narration and then a glossary. Regarding the exercises, there are six exercises. The first exercise requires from the pupils to write a summary of the story. The second exercise discusses whether pupils sympathize with the woman or not. The third exercise is on linking words that have the same meaning, and in the fourth the pupils should know the meanings of several words, while in the fifth exercise pupils must use five words of the vocabulary in sentences from their expression. In the last exercise they must express their understanding of three phrases in the story.**

**4.4.2 Non-Literary Stories**

**There are non-literary stories composed by the author of the book and not of a literary nature and under the name of (article, text or interview). These stories are tabulated as follows:**

|  |  |  |
| --- | --- | --- |
| **The Units** | **The Title of the Story** | **The Page Number** |
| **1** | **He was floating when he felt something push him** | **8** |
|  | **Most smokers take it up as teenagers** | **9** |
|  | **Let's start with diet** | **12** |
|  | **I'll always be proud of**  | **13** |
|  | **Him** |  |
| **2** | **A robbery** | **21** |
|  | **Security technology** | **23** |
| **3** | **She asked when she had decided** | **29** |
|  | **Focus on careers- conference interpreter** | **33** |
| **4** | **Oasis Sports and Leisure** | **37** |
|  | **What's your personality type** | **39** |
| **5** | **I've been coming here since 2009** | **46** |
|  | **The atmosphere was really peaceful** | **49** |
|  | **Why are holidays so important ?** | **51** |
| **6** | **Meet a banker** | **56** |
|  | **Making money** | **61** |
| **7** | **Improve your computer skills** | **66** |
|  | **Using the library** | **71** |
| **8** | **Our natural resources** | **74** |
|  | **Recycling waste** | **75** |
|  | **A renewable resource** | **76** |
|  | **The Euphrates River** | **78** |

**Table (34) Showing Non-Literary Stories in the Students' Book**

**4.5 Discussion**

When analyzing the cultural and literary aspects, the cultural aspects were many, varied, sufficient, and present in all units of the students' and activity books. It appears in varying proportions, some aspects were equal and some local aspects more than international, while some international aspects were more than local.

 In this study the cultural items of the categories (animals, drinks, family members) are even (i.e. local and international cultural items are equal), local cultural items of the categories (sports, names, countries, cities, oceans, islands, occupation, male/ female presence, transportation, art, meals, fabrics, familiar words, crockery, entertainment, archeological sites, poets, press) are higher than their international counterparts, and international cultural items of the categories (institution, politeness, aspects of modern culture, clothes, markets, colors, food, education, coins, languages, restaurants, crops, climate, industries ) are higher than their local counterparts. The cultural aspects can be summarized in a final table covering all of them, as follows:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **% International** | **% Iraqi/Arab** | **The Final Total** | **International** | **Iraqi/ Arab** |  **Type of Item** | **No** |
| 57% | 43% | 49 | 28 |  21 | Institution | 1 |
| 100% | 0% | 3 |  3 | 0 | Politeness | 2 |
| 28% | 72% | 18 | 5 |  13 | Sports | 3 |
| 16% | 84% | 184 | 29 |  155  | Names | 4 |
| 40% | 60% | 124 | 50 | 74 | Countries, Cities, oceans, islands | 5 |
| 50% | 50% | 8 | 4 |  4 | Animals | 6 |
| 39% | 61% | 41 |  16 |  25 | Occupation | 7 |
| 78% | 22% | 51 |  40 |  11 | Aspects of Modern Culture | 8 |
| 50% | 50% | 2 | 1 |  1 | Drinks | 9 |
| 16% | 84% | 201 | 32 | 169 | Male/FemalePresence | 10 |
| 40% | 60% | 5 | 2 | 3 | Transportation | 11 |
| 60% | 40% | 5 | 3 | 2 | Clothes | 12 |
| 50% | 50% | 16 | 8 | 8 | Family Members | 13 |
| 0% | 100% | 1 | 0 | 1 | Art | 14 |
| 25% | 75% | 8 | 2 | 6 | Meals | 15 |
| 100% | 0% | 1 | 1 | 0 | Markets | 16 |
| 0% | 100% | 2 | 0 | 2 | Fabrics | 17 |
| 86% | 14% | 7 | 6 | 1 | Colors | 18 |
| 53% | 47% | 19 | 10 | 9 | Food | 19 |
| 69% | 31% | 13 | 9 | 4 | Education | 20 |
| 0% | 100% | 1 | 0 | 1 | Familiar Words | 21 |
| 0% | 100% | 1 | 0 | 1 | Crockery | 22 |
| 17% | 83% | 6 | 1 | 5 | Entertainment | 23 |
| 64% | 36% | 14 | 9 | 5 | Coins | 24 |
| 78% | 22% | 9 | 7 | 2 | Languages | 25 |
| 17% | 83% | 6 | 1 | 5 | Archeological Sites | 26 |
| 100% | 0% | 2 | 2 | 0 | Restaurants | 27 |
| 0% | 100% | 1 | 0 | 1 | Poets | 28 |
| 0% | 100% | 2 | 0 | 2 | Press | 29 |
| 75% | 25% | 4 | 3 | 1 | Crops | 30 |
| 100% | 0% | 2 | 2 | 0 | Climate | 31 |
| 100% | 0% | 2 | 2 | 0 | Industries | 32 |

**Table (35)** Table(35) Showing Frequency and Percentage of Cultural Items in the Students' and Activity Book

 **As for the literary aspects, they were insufficient, small in number, and limited to a final part, only two short stories (the Swing and the Canary) one local and the other international at the end of the book.**The books, apartfrom stories, do not include any other genres like poetry, novel, or drama.**In the student's book, there are also non-literary stories under the name of (article, text, or meeting). As for the activity book, it is completely devoid of literary aspects and contains cultural aspects only. The literary aspects can also be summarized in a final table covering all of them, as in the following:**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **% International** | **% Iraqi/Arab** | **The Final Total** | **International** | **Iraqi/ Arab** | **The Author** | **Type of Item** | **No** |
| 0% | 100% | 1 | 0 | 1 | Mohammed Khudhair | Short Story | 1 |
| 100% | 0% | 1 | 1 | 0 | Katherine Mansfield | Short Story | 2 |

**Table (36)** Showing Frequency and Percentage of Literary Items in the Students' and Activity Book

1. *Conclusions and Recommendations*
	1. Introduction

This sectionincludes the conclusions and the recommendations that the researcher suggests. This study has been accomplished with five chapters that aims atanalyzing the cultural and literary content in " English for Iraq" , sixth preparatory stage.

* 1. **Conclusions**

After conducting the content analysis framework of the textbooks, several conclusions have been arrived at:

1. Various cultural sides can be found through the researched textbooks that are: names, addressing people, food, sports, institution, politeness, countries, cities, oceans, islands, aspects of modern culture, family members, markets, fabrics, animals, drinks, transportation, Male/Female Presence, clothes, arts, meals, colors, education, familiar words, crockery, entertainments, coins, languages, archeological sites, restaurants, poets, press, crops, climate and industries.

2. International cultural items of the categories (institution, politeness, aspects of modern culture, clothes, markets, colors, food, education, coins, languages, restaurants, crops, climate, industries ) are higher than their local counterparts.

3. The cultural items of the categories (animals, drinks, family members) are even with the international items (i.e. local and international cultural items are equal).

4. Local cultural items of the categories (sports, names, countries, cities, oceans, islands, occupation, male/ female presence, transportation, art, meals, fabrics, familiar words, crockery, entertainment, archeological sites, poets, press) are higher than their international counterparts.

5. There is no balance in the cultural aspects between units found in textbooks. It can be seen that the cultural aspects differ from one unit to another which means that there are specific units that have few cultural aspects, while other units are full of cultural aspects.

6. The English culture is unequal with the Arabic culture and there must be a balance between the two cultures because the understudies need to communicate their own culture in English. Besides that, the Arabic cultural content in the textbooks is not sufficient.

7. There is no integration between the local culture and the international culture in the prescribed textbooks.

**5.3 Recommendations**

Some recommendations and suggestions can be helpful to the curriculum authors in the Ministry of Education in relation to teaching culture and literature and valuable to English language educators who instruct in the Iraqi secondary stage due to the examination results. These recommendations can be summed up in the accompanying focuses:

1. It is recommended that there is a need of coordinating Iraqi culture on an equivalent balance with the targeted culture in textbooks. For instance, when there is reference to clothing in Britain, there must likewise be reference to kinds of Iraqi dress with the end goal of comparison.
2. Teachers ought to team up with textbooks writers to create educational plans that adequately cover both Arabic and English culture.
3. The cultural aspects included in the books of English as a foreign language in Iraq should be further increased than present.
4. Textbooks ought to be assessed at different stages to discover proper ways to address any cultural insufficiencies out there. This assessment ought to be done through the Ministry of Education.
5. It is helpful for English language educators in the preparatory stage to carefully design the cultural sides present in the textbooks. This design comes through pursuing or watching the focused on culture through media, books, motion pictures, or travel.
6. One of the cultural issues that describes individuals in the public arena is their religious convictions. In this manner, it is completely adequate to include some moderate religious ceremonies for Iraq or the Arab world and it is a point that ought to be contemplated by the book authors and those answerable for the instructive framework in Iraq.
7. The literary aspects included in the books of English as a foreign language in Iraq should be further increased than present.

**استقصاء المحتوى الثقافي والأدبي في سلسلة الإنكليزية للعراق المستوى الثانوي: دراسة تربوية**

**الملخص**

الدراسة الحالية مخصصة لتصميم إطار لتحليل المحتوى الثقافي والأدبي في الكتب المدرسية "الإنجليزية للعراق" للمرحلة الإعدادية السادسة في العراق. تتكون الدراسة من خمسة أقسام: المقدمات (التي تقدم أساسيات الدراسة) ، و الجانب النظري (الذي يشرح الأسس النظرية التي بنيت عليها الدراسة ، والمنهجية (التي تقدم التحقيق العملي) ، وتحليل البيانات (والتي تحلل المحتويات في كتب الطالب والنشاط) ، وأخيرًا الاستنتاجات الرئيسية ، و بعض الاقتراحات لمزيد من الدراسات والتوصيات.

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