



ISSN: 1994-4217 (Print) 2518-5586(online)

Journal of College of Education

Available online at: <https://eduj.uowasit.edu.iq>

Assis.Prof.Mohammed
Abed Saleh

Wasit university
College of Education
for Humanities

Assoc. Prof. Abbas Ali
Rezaee, PhD
Department of English
Language and
Literature, Tahrans
University, Iran

Email:
mabdsalih@uow.edu.iq
aarezaee@ut.ac.ir

Keywords:

textbook , content ,
cultural elements,
native language, target
language

Article info**Article history:**

Received 15.May.2022

Accepted 17.Aout.2022

Published 30.Nov.2022



Evaluating Target and Native Cultures in the Prescribed Textbooks (English for Iraq)

A B S T R A C T

The current study attempts to investigate English (inner circle) and Arabic (Iraq) aspects of culture in the textbook 'English for Iraq' for the Fourth, Fifth, and Sixth secondary classes. In achieving the purpose of this study, the researchers have adopted various textbook analyses by a selection of the samples that consist of six books, the student's books and the activity books of the 4th, 5th and 6th secondary classes. These aspects of culture are categorized into three main categories: Iraqi cultural parts, English elements of culture, and the fundamental common elements in both cultures, referred to as intercultural aspects. Therefore, the researchers have analyzed different aspects of culture in these books concerning: the peoples' name, pictures, addressing people, women, celebrations, historical places, and various social events including general situations and circumstances. The sample of the study consists of two books each stage; namely students' and teachers' books. For collecting data, the researchers used a qualitative descriptive method. The findings of the research show that both English and Iraqi elements are not sufficient due to shortage of essential cultural aspects, as far as English is concerned the textbooks include cultural elements that are not targeted such as European countries for example Sweden, Spanish, Canada, and USA. Finally, the cultural aspects are not balanced due to the introduction of some English cultural elements on the expense of the Iraqi ones and vice versa specifically what is found in 6th stage. Due to the above results, it can be concluded that most of the contents of English culture are not sufficient as it fails to address the number of cultures required such as perspectives ones which strongly rooted in the minds of learners.

© 2022 EDUJ, College of Education for Human Science, Wasit University

DOI: <https://doi.org/10.31185/eduj.Vol49.Iss3.3385>

تقييم ثقافة اللغة الام واللغة المستهدفة في مناهج اللغة الانكليزية
(اللغة الانكليزية لأجل العراق)

أ.م. محمد عبد صالح البديري الاستاذ المشارك عباس علي رضائي
جامعة واسط / كلية التربية للعلوم الانسانية جامعة طهران / كلية اللغات والآداب الاجنبية

الملخص

تحاول الدراسة الحالية التحقيق في جوانب الثقافة الإنجليزية (الدائرة الداخلية) والعربية (العراق) في الكتاب المدرسي "الإنجليزية للعراق" للصفوف الرابع والخامس والسادس الثانوي. لتحقيق الغرض من هذه الدراسة، اعتمد الباحثين تحليلات الكتب المدرسية المختلفة من خلال اختيار العينات التي تتكون من ستة كتب وكتب الطالب وكتب الأنشطة للصفوف الرابع والخامس والسادس الثانوي. يتم تصنيف هذه الجوانب من الثقافة إلى ثلاث فئات رئيسية: الأجزاء الثقافية العراقية، والعناصر الإنجليزية للثقافة، والعناصر الأساسية المشتركة في كلتا الثقافتين، والتي يشار إليها بالجوانب متعددة الثقافات. لذلك فقد حلل البحث جوانب ثقافية مختلفة في هذه الكتب تتعلق ب: اسم الشعوب، الصور، مخاطبة الناس، النساء، الاحتفالات، الأماكن التاريخية، والمناسبات الاجتماعية المختلفة بما في ذلك المواقف والظروف العامة. وتتكون عينة الدراسة من كتابين كل مرحلة. وهي كتب الطلاب والمعلمين لجمع البيانات وقد استخدم الباحث المنهج الوصفي النوعي. تظهر نتائج البحث أن: العناصر الإنجليزية والعراقية ليست كافية بسبب نقص الجوانب الثقافية الأساسية، وفيما يتعلق باللغة الإنجليزية، فإن الكتب المدرسية تشمل عناصر ثقافية غير مستهدفة مثل الدول الأوروبية على سبيل المثال السويد والإسبانية وكندا، والولايات المتحدة الأمريكية. أخيراً، الجوانب الثقافية غير متوازنة بسبب إدخال بعض العناصر الثقافية الإنجليزية على حساب العناصر العراقية والعكس صحيح تحديداً ما هو موجود في المرحلة السادسة. نظراً للنتائج المذكورة أعلاه، يمكن الاستنتاج أن معظم محتويات الثقافة الإنجليزية ليست كافية لأنها تفشل في معالجة عدد العناصر الثقافية المطلوبة مثل وجهات النظر التي تتجذر بقوة في أذهان المتعلمين.

الكلمات المفتاحية: الكتاب المنهجي، المحتوى، العناصر الثقافية، اللغة الام، اللغة الهدف

Section One: Introductory

Language and culture are essential matter that have large space in scholars' thinking, both they are regarded as things that impact human thinking. Language is defined as a comprehensible set of symbols, utterances, signs, and basic tool of knowledge which are represented by spoken or written containers of various human concepts and ideas. It is impossible to transmit ideas among people without this medium. While culture is defined according to many scholars as a set of standards, concepts, norms, perspectives, beliefs and behaviors that are practiced by individual or groups. It has been found that there is a close relationship between language and culture. Language means the identity of societies and means of communication between members of society, and if societies are deprived of language, they are deprived of the means of communication and expression. Societies communicate and understand through language, so peoples cannot exist without language. Learning a foreign language needs a real life situations in which the leaners can practice their needs and desires. This can be carried and expressed by both language and culture. Through cultural aspects we

can exchange ideas and values in our communication. So, one wants to learn foreign language should take into consideration these aspects. Facilitating the learning of a foreign language apart from the four learning skills entails incorporating some types of materials that negotiate meaning. Cultural content is one of these types of materials that negotiate meaning which eventually leads to language competency. Many studies prove that cultural contents help in making successful negotiations and interpretations between teachers and learners. This research intends to evaluate target and native cultures in the Prescribed Textbooks (English for Iraq) in terms of its cultural sufficiency and types of embedded cultural aspects.

1.1 The problem of the study

This study aims to evaluate English and Iraqi culture elements in the prescribed textbooks for three stages of secondary schools. It is widely believed that language and culture has an intertwined relationship. Thus, including cultural aspects in the syllabus will facilitate the learning process of foreign language and promote its awareness. Many studies such as Al-Akraa (2013); Ahmed, et al (2015); Shreeb (2017); Majeed (2017); Obaid, et al., (2019); Mahdi (2020) have examined the cultural aspects in the English syllabus in Iraq. Their results showed that there was an obvious lack of incorporating cultural aspects in the prescribed textbooks. According to the literature available, there is no researcher who has examined all three series together of the three stages textbooks as they supposed to gradually build the understanding of English language. Therefore, the researchers attempt to analyze the cultural aspects in the 4th, 5th, and 6th in secondary school. Moreover, the researchers will investigate the adequacy of target (English) and native (Iraqi) cultures and whether the curriculum has correctly adopted both cultures or not. After various wars and other economic sanctions that Iraq was facing because of the dictatorship regime policies, the education system declined. The education system faces many problems which includes, shortage of textbooks, political hidden agenda, internal migration of teachers and students, and various threats relating to security and integrity. Therefore, illiteracy levels continued to spread compared to before 1979. A great deal of number of rural areas and other adults in many cities never attended high schools. In Iraq, the government introduced English syllabus in 2013 in order to provide opportunities to enable students practicing English by using language skills materials. However, Culture is deemed an evolving way of life within a community through the shared practices and perspective of the world within a particular social context. Every culture worldwide has its practices, values, traditions, and inclinations that can be abandoned from the language communication. Therefore, there is a deep rooted relationship between language and culture as it is used in maintaining and conveying cultural ties (Leveridge, 2008). The positive implications in the English language teaching (ELT) stem from incorporating cultural aspects of a source and target languages into instructional contents that are primarily embraced and agreed upon. Moreover, previous studies indicated that cultural contents in the textbooks should include balanced topics about both cultures. Adequacy of cultural content plays a vital role in fitting the learners in the globalized world as they will learn a variety of topics that come from sufficiently ample cultural topics through balanced cultural input and learning process. Therefore, there is a crucial need to include cultural aspects in the syllabus of EFL textbooks to raise the cultural awareness for learners. To sum up, understanding the both source and target cultures leads to achieving competency of the target language.

1.2 Research Objectives

The research objectivity is achieved by the analysis of the cultural representations in the prescribed books in terms of two cultural types : written and visual texts.

The study aims at:

1. Finding out the foreign and Iraqi cultural aspects that have been included in the Iraqi fourth, fifth, and sixth stages of secondary school textbooks.
2. Exploring the sufficiency of the cultural contents of both target and native cultures in the prescribed text books.
3. Finding out the most used types of cultures in the prescribed textbooks.
4. Uncovering the other foreign cultures found in the textbook excepting English and Iraqi ones.

Hypotheses

It is hypothesized that:

- 1.The target and native cultural contents are balanced in all the intended textbooks
- 2.The target and the native cultural contents are sufficient in all the intended textbooks
- 3.Cultural content types in both target and native languages have the same equal types
- 4.There are not any other cultural contents presented in the intended textbooks .

1.3 Research Questions

The following study aims at answering the following questions :

- 1.What are the English and Iraqi cultural aspects that have been included in the Iraqi fourth, fifth, and sixth stages textbooks for the secondary school.
2. Are the cultural contents of both target and native cultures sufficient in the prescribed text books?
- 3.What are the most types of cultures used in both English and Iraq?
- 4.What are the other foreign cultures found in the textbook excepting English and Iraqi ones?

1.4 Limitations of the study

The present study adopts a descriptive qualitative content analysis method in its data collection and description. It is restricted in dealing with the prescribed textbooks (English for Iraq) particularly the fourth, fifth, and sixth stages of secondary school students during the academic year 2021-2022 and the transcriptions of listening CDs. Moreover, it is restricted to English (inner circle) and Arabic (Iraqi) cultures.

1.5 Significance of the Study

Language learning is an intellectual act and a cultural practice, in which intellectual subjective references overlap with social and cultural influences. Educational experiences and practices have confirmed that the issue of "community culture" in language learning is of great importance. In view of this importance, many scholars and specialists in the field of applied linguistics called for learning the language in its social and cultural medium. This approach is considered a modern and effective method for learning languages and developing skills in reception and transmission. Thus, language curricula and programs have drawn attention to giving "community service" an important place in terms of programming, design and implementation. The implication of this approach is that the teaching and learning of languages should focus on the communicative act, and on the actual practice of the language in its social and cultural environment. The manifestations of this linguistic learning are reflected in the practice of "community culture" through the applications of "participatory learning" and "communicative learning", and in "task based learning", by diversifying activities based on "community service" that promote what is known as "learning by doing". Indeed, these are practices and applications that have positive repercussions on learning outcomes, as they enrich learners' experiences, increase their linguistic output, strengthen their communicative ability, and cultural knowledge, making them more involved, interactive, and able to practice learning; Because it is practical and actual learning, and the practice of field activities that take place through direct contact with the community and its culture.

The study identifies the importance of teaching cultures in teaching languages. Culture plays a significant role in developing students' language skills, and through this research, the gap in the investigation of culture is embedded in materials such as textbooks. Therefore, the study will help textbook designers, pupils, and teachers associated with foreign culture education (Gu et al., 2019). Additionally, books continue to play a significant role in education worldwide as it is a universal element of teaching in studies. The study identifies the fundamental adoption of English for Iraqi students. Hence, the research will help evaluate the English textbook for Iraq concerning the cultural influences.

Section Two: Theoretical Background

2.1 Culture

Learning about culture leads to creating awareness of different cultural practices both in the collective society and on an individual level (Baker, 2008). Generally, when we use the word culture, we actually refer to the customs, values, norms, beliefs and social behaviour of individuals, groups and societies that are practiced in every day. In the sense, culture is the dynamic system of rules that specific individuals establish to ensure survival. It also involves attitudes, cultural norms and gestures shared by that particular group but concealed differently by every unit in the group. Lotman's theory about language and culture is that "no language can exist unless it is steeped in the context of culture; and no culture can exist which does not have at its center, the structure of natural language" (Gohar 2018. p.52) . He also states that there are various dimensions of culture, such as practices, which may be termed the way of interacting in the group by verbal or non-verbal means. The way of life concerning the norm and beliefs in the community include various genders, race, and religions, and the individuals within the community through products such as clothes and food (Baleghizadeh et al., 2020).

Three dimensions: perspectives, practices and products can represent culture which are adopted by "American council on teaching of foreign languages". By taking these cultural perspectives, products and practices into consideration, one would agree that culture has an effect on education process. Studying culture allows students to identify that all people are different by becoming aware of cultural perceptions and practices through various beliefs and opinions. Additionally, cultural education among students helps recognize stereotypes that exist in society and understand the origin of these stereotypes by gaining skills that evaluate and refute generalization. Therefore, the students must have self-awareness at heart that allows them to develop personality, competent understanding of the self and cultural awareness through intercultural communications (Vann, 2020). Studies of culture are deemed necessary in different intercultural contexts due to the interactions and developments in the world today. Foreign language education contributes significantly to intercultural exchange as individuals can access materials written in different languages and learn about various cultures, which can promote peace due to communication understanding of each other throughout the world. Communication plays an essential role in understanding one another because it helps people know the strengths and weaknesses of the other, understanding that they are only different through the beliefs and experiences they were brought up with (Abdelhadi et al., 2020). Cultural Education is critical in promoting key communication and understanding one another. To develop an intercultural world, there should be a series of integrated principles that allow for self-reflection and interactions, extended to the classrooms and other external communications.

2.2 Language and Culture

Generally, individuals learn one language, and through the acquisition of enough critical elements of the language, the person uses that language to learn about the culture. Therefore, teaching language and culture go hand in hand but are separated on time it is acquired. By tailoring a specific language and culture help making it accessible, it requires separation of speech from culture by working on learning a language that later helps learn about culture (Hernández and Bohórquez, 2006). Consequently, language plays a significant role in a particular culture, and cultures impact a given language and are seen to be indispensable. Acquisition of a foreign language is somewhat acculturation. Individuals must first acquire the cultural frames of a particular envisioned world to help reflect the views of a specific target language culture and the speakers. Learning foreign culture in class may go against a person's view, communication, way of thinking, and feelings. The learners develop cultural shock that extends from tension to a more profound psychological crisis with a severe disturbance. Shock associated with culture may lead to anger, sadness, hostility, and dissatisfaction. So, to avoid cultural shock learners need to be acquaintance with the target language aspects of culture.

Usually, intercultural learning does not accidentally happen but through encounters among different cultural groups from different cultural backgrounds, which require structures, preparations, and planning. Therefore, in teaching culture, the language teacher involves a lot of practices to select the necessary cultural content. Without appropriate planning, the teaching process of culture becomes a trivial pursuit of isolated bits of data. Teachers require the interpretation of existing and new contents through their present understanding, which helps

them adjusting and reinterpretation of more contemporary concepts based on what they already know (Saricoban and Güzide, 2011). Cultural Education and teaching require an alternative form of communication to help express one's thoughts from a single point of view. For successful language learning, the users are required to understand the culture that inspires the language. The research has identified the aspects of culture found in various textbooks and the differences between foreign and native cultural elements. Culture is an essential subject in schools that helps widen the learner's knowledge of the native and foreign culture by being close to other cultures.

2.3 Cultural Differences

The associative and integrative relations between language, culture, thought and society are based on the principles of expression, acquisition, development, change, effect and affect. That is, both language, culture and thought are the basic human means of expression, and they are things that are acquired and learned within society, and one of their characteristics is development and change. Language and culture are affected by the social environment, and they affect thought, the environment, civilization and history. Culture is at the heart of society, and thought is affected by culture and society by taking and giving, just as culture and society affect language positively and negatively. Since society is the scene of events that man makes, the society is the one who colors these events with cultural patterns that reflect its thought, and explain its vision of the universe by employing language, making it alive, or replacing it with another. These events may disappear with the demise of these events, because they are an intellectual act and a societal cultural interaction. Due to the mentioned above, societies differ in their thoughts, practices, norms and perspectives. These needs, goals, and motives are also considered factors affecting the results and outcomes of language learning, and are important in discovering the culture that it represents, and this correlation becomes more complicated when studying foreign languages; this is due to the fact that when studying a foreign language, a new linguistic and cultural system emerges in the student that differs. This makes students see the world in a different way and leads to the emergence of a new perception of some components of life that is radically different from the perception associated with their cultures and their mother tongues.

English language learners are required to learn about their native and foreign cultures to help them with ineffective communication. Therefore, it is true to say that acquiring communication competency is impossible without grasping the foreign culture. The things, experiences, and events shared among cultures, and people lead to differentiation with other people. However, being in the same culture does not necessarily mandate sharing everything with these people. People are different, and they tend to live with their differences; this may be because what they share is more than their differences. When two cultures are integrated, their cultural aspects and differences may become a source of conflict. Differences among people and different cultures occur due to differences in age, race, gender, class, experiences, and the methods of communication. Through these differences, communication may be difficult unless the individuals find a certain level of understanding. Culture has a specific meanings in various symbolic practices through, communication, and people communicate with each other and share beliefs, and norms.

2.4 Teaching Methods

Teaching methods include different ways that teachers use to transfer knowledge to the students by regulating conditions to help them achieve their aims. The teaching conditions can be defined as all the situations and experiences that help in complementing the teaching process (Oxford, 1989). The teachers need to adopt essential methods and planning skills to easily deliver messages to the students. The teaching methods tend to change with the demand of the learners' content, level, and age. Leveridge, (2008) asserts that teachers should select cultural teaching styles and explores cultural based linguistics differences to raise understanding rather than misunderstandings or prejudices. Therefore, in learning language and culture, the teacher needs to identify the audience, the source language, and the target culture and language to allow the audience to grasp the information faster. Teachers need to teach students about the norms of language usage. When language taught without incorporating aspects of culture in real situation, the student is learning meaningless signs and may be transmit the wrong meaning. When student uses the language he is learning, he may be using the language improperly beating the goal of learning process. In conclusion, the teacher must identify the language and culture that will best suit the audience and avoid cases of gender and sex biases in the classroom. Certain beliefs differ according to various cultures; therefore, the teacher should be knowledgeable on the language and culture of the audience to help in offering clarity and passing across helpful information that will be useful in the education process.

2.5 Educational systems in Iraq

Iraq is considered the center of the first human civilizations. Various civilizations flourished in Iraq, such as The Sumerians, the Acadians, the Assyrians, and the Babylonians. Iraq once led the world in Abbasid Era through Baghdad which it became the center of the world culture. In Iraq, English is considered a foreign language. Primarily, English was being taught from the third grade in schools. The current education system, English is supposed to be a compulsory subject from the first grade to the university level. Moreover, there is a desire towards the English language learning in the country. In 1920, Iraq established its education system in the public and private sectors. Generally, in 1970, the education system became free at all levels (Obaid et al., 2019). In Iraq, the Ministry of Education is responsible for pre-school, primary, secondary, and vocational education. Before 1990, residents considered Iraq's education system among the best in the entire region (Obaid et al., 88). Educational systems in Iraq consist of these stages:

Primary Education from 1st grade to the 6th grades

Intermediate Education System from the 7th to the 9th grades

Secondary Education from the 10th to the 12th grades

After completing these stages, students must pass a national examination that allows them to continue to a higher stage in school. Achieving three middle grades allow the continuity with secondary or vocational schools. The new government has adopted new English syllabuses that goes in line with the world teaching and learning foreign language according to the current approaches and global contents. This syllabus starts from 3rd grade in primary school to year 12 stage and called "English for Iraq".

Section Three :Methodology

3.1 Method

The methods followed in the research are discussed and illustrated in the design of data collection and analysis of the research. The best research method for the study is descriptive qualitative as it strives to touch on different perspectives through direct experiences that help obtain meaning behind various texts (Shah et al., 2014). The method ensures that the accurate portrait of the dynamics is displayed with the adverse changes in environment of the realities using a complete understanding of the phenomenon's using specific skills of studies such as interviews, analysis of the textbooks, analysis of histories, and observations. The primary qualitative technique includes a description of content analysis utilized in the collection of data to examine contents of culture through various textbooks under the study that helps in the ultimate types of culture and its dimensions through representations of culture in these written textbooks. Content analysis is used due to the analysis schemes used in operation due to the previous knowledge. Basically, content analysis uses quantitative research technique. According to (Neundorf, 2002) the quantitative research is systematic and objective analysis of the characteristics of message. Rose & Johnson (2020) assert that qualitative research examines the manifested features that are apparent and visible constitutions of messages and features displayed in the hidden features of the texts. Therefore, the main aim of using qualitative analysis is to help reduce data into manageable forms that are used in analysis to make the data descriptive. This study will use Aliakbari (2004) extended model which has four types; source, target, international cultures, and neutral. The reason is why this model is selected it is because this model has the neutral aspects of culture which is expected to have high frequency occurrence. Also this study will adopt the Yuen's (2011) model called the (4ps) for the cultural dimensions (products, practices, perspectives, and persons). The checklist is validated by a panel of three university professors, and to have reliability a pilot study is done with English department researchers in Wasit university on three random units (one book each stage) of the prescribed books through checking consistency.

Research Design

The present study adopts a descriptive qualitative content analysis method in its data collection and description. Rose & Johnson (2020) assert that qualitative research examines the manifested features that are apparent and visible constitutions of messages and features displayed in the hidden features of the texts. Therefore, the main aim of using qualitative analysis is to help reduce data into manageable forms that are used in analysis to make the data descriptive .

Instrument

There are not any instruments used due to the nature of the study yet the researcher has manually calculate the data according to aspects of the cultures that are found in textbooks then , these aspects have been calculated in terms of their frequency of occurrences.

Aspects of cultures are as follow :

1. Names of Persons
2. Names of Places
3. Addressing people
4. Celebration
5. Female's Occupation
6. Male's Occupation
7. Pictures & Images
8. Food
9. Media
- 10.art
11. Literature
12. Monuments & Ruins
13. Sports
14. History

3.2 Procedures

This approach of qualitative content analysis is used in this research by following the eight steps given and suggested by Zhang and Wildemuth (2009:308- 19). The following steps will be adopted in analyzing the selected textbooks.

1. Select the content you will analyze
2. Define the units and categories of analysis
3. Develop a set of rules for coding
4. Code the text according to the rules
5. Analyze the results and draw conclusions

3.3 The Textbooks

To achieve the study objectives, the researchers used the English for Iraq textbooks credited by the Ministry of Education for teaching English in Iraq. The analysis was focused on the student's books and activity books for three classes of the 4th, 5th, and 6th secondary classes. The content and materials contained in each book were analyzed and summarized. The teacher's books contain advices for teachers to help them in using the course effectively which is not included in this study. The following methods are explained using the techniques highlighted for teaching (Rajabi and Ketabi.,2012). The student's book presents opportunities for practicing English through reading materials and few writing tasks. The books contain activities that stimulate students' knowledge and grammar by helping them to develop phonic awareness by practicing various skills. Therefore, this allows learners to participate in communicative speaking through these skills. The Ministry of Education in Iraq has developed textbooks known as English for Iraq, which are used in learning English, as foreign language (Obaid et al., 2019). The stages from the primary to the sixth stage focus on the student's

workbook, which analyzes the contents of the student's book. Textbooks contain various images that allow students to understand what is being talked about in the book. Therefore, images and pictures represent certain social events included in these textbook units to help deliver messages in a clearer and better way to the students (AL-Obaidi, 2015). Images represent culture, age, gender, history, and certain celebrations and events that occurred. It is true to say that images act as a representation of what the words have already explained. Images can be used to show certain cultures, a picture of a certain event that occurred at a particular time, showing the people present, the way they were dressed, intercultural and popular dish are considered a representations of culture.

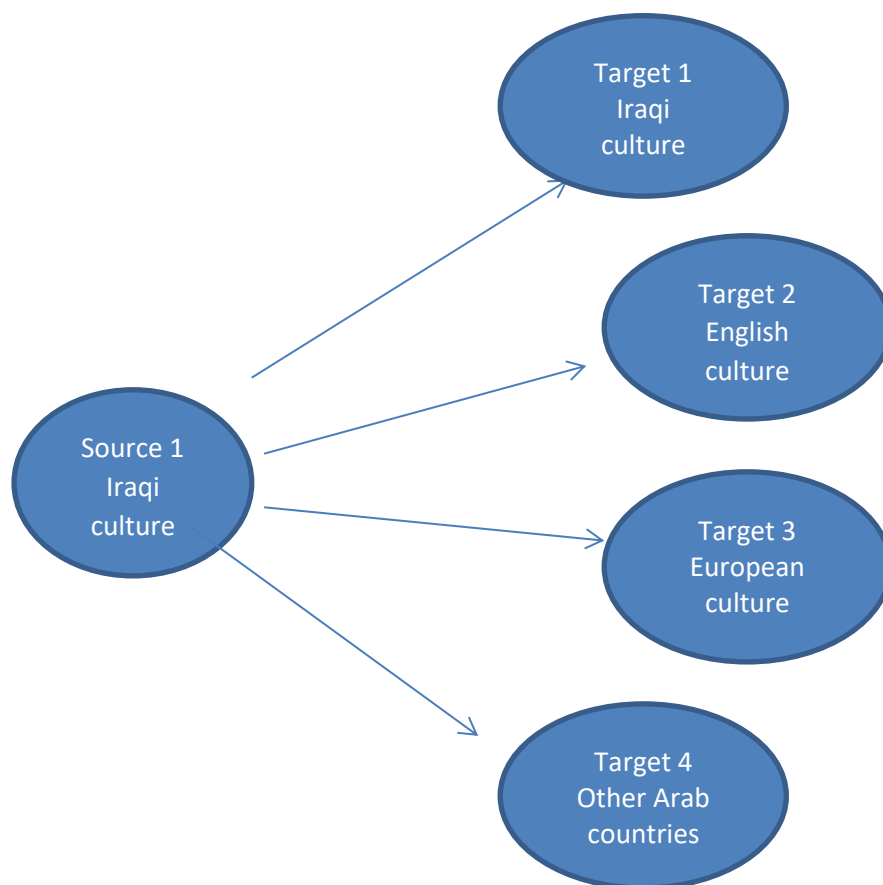
Table 1. Authors of publications of the textbooks "English for Iraq".

Textbook	Authors	Publications
Fourth secondary	Olivia Johnston & Caroline de Messieres	Grant Education
Fifth secondary	Olivia Johnston & Mark Farrell	Grant Education
Sixth secondary	Olivia Johnston & Caroline de Messieres	Grant Education

3.4 Content Analysis

Textbooks can be considered as ideology which reflects politically, culturally, and socially the world wide's view and social setting to learners. This consistent with what Lund (2006) indicates that textbooks offers significant input for learners to be exposed to new cultural terms, phrases, expressions and different cultures. The attitude of language learners can be influenced by the types of cultural content as some learners have negative views about target culture, so this issue needs to be taking into consideration is when culture incorporated in the syllabus. So the distribution of the cultural contents should be equal and balanced in terms of its types of culture aspects . Another reason, policy makers should investigate them in terms of their sufficiency. In order to evaluate the Iraqi textbooks, the researcher adopt the below extended model by Aliakberi (2004) : source, target, international culture, and neutral based on Cortazzi & Jin (1999) model cited in Aliakberi (2004) but divided the Arabic culture into Iraqi and Arabic ones. The reason why such division is introduced is that there are cultural aspects in Iraqi are different although Iraq is an Arab country. For example, the dowry for the bride is paid by the groom while in Egypt is shared by the pride and the groom. The textbook analysis is regarded with great importance as it enables teachers to become aware of the needs and requirements of their students and the expectations of the learning process. Analysis of content from textbooks allows students to obtain reliable information. Therefore, textbooks have proved essential in the learning process and have continued to help in research. It identifies content that exists in publications and is used for educational purposes in the continued process for the language, which promotes a better understanding of culture. Inferences about specific topics are made from textbooks allowing the acquisition of knowledge that has been studied before. There are various ways of analyzing content in the textbooks.

Figure:1 Aliakberi (2004) model based on Cortazzi & Jin (1999) model. The researcher has adjusted this model to apply it for this study that should be investigated.



3.5 Sample of the Study

The sample of the study includes the cultural context of Iraq, the study constituted of the Iraq English student books and activity books of the 4th, 5th, and 6th for secondary classes and the transcriptions of listening CDs.

Section Four : Discussions and Findings

4.1 Data Analysis

The data analysis include the source (Iraq), target (English), other Arabs and international countries. The researchers include the cultural aspects that have been found in the textbooks which happens to be 14 aspects (see table and the analysis will be done according to the order of the cultural aspects that are mentioned in table 1. The first aspects is the name of persons in three stages textbooks shows that the English and Arabic names dominate Iraqi names percentages [Iraq, (29.684%), English (35.280%) and Arabic (32.360%)] while the international names have the lowest percentage (2.676%). It offers different English names beside the Iraqi and Arabic ones mostly females ones. But the most popular names which they are rooted in the mind of the majority of Iraqis are not included in the content at all such as Fatimah, Zahra and Hussein as they reflect cultural beliefs. Also the names (Mohammed, Ali, Hassan and Abbas) are mentioned once in the syllabuses of the three stages. While the name (Rasheed, Kamal and Sultan have the most frequent name (21 times) although they are not popular ones. It is noted that the Kurdish and Iraqi Christian names are not included too where it supposes that the curriculum should not marginalize parts of peoples in the country. For the second aspect the names of place, the overall analysis of three textbooks show that the English

, Arabic and international ones dominate Iraqi name of places percentages [Iraq, (22.917%), English (27.083%), Arabic (25.521%) and international (24.479%)]. Iraq has many ancient cities that should be included in the textbooks. It is noticed that 4th stage textbook contains more names of places about pyramids and Egypt than Iraq. Promoting Arabic culture over Iraq and English is not the goal of the English curriculum. The third aspects in the table is addressing people in English language which help students to politely start conversation with foreigners. The addressing types are (Mr. , Mrs., Miss, Sir and Madam). The results show that are (16 times addressing types) distributed 50% for English and 25% each for Iraq and international ones in the three textbooks. It is noted that the addressing word (Madam) is absent in the textbooks. The fourth aspect is celebration which includes holidays, tourist places , celebrities, events, and traditions. In this aspect, we can clearly see from table 2 is that Iraqi culture has (54.545%) percentage which dominated the others by three times especially the English culture . This tells us that the content is imbalances and also insufficient because this aspect have subtitles that require more topics to be embedded in the textbooks in order to make the leaners culturally aware. The fifth and sixth aspects female's and male's occupations show the dominations of target English language over the others specifically the woman's ones which has (45.833%). The seventh aspect is pictures and images which has the second largest frequency aspect in the textbooks. These contains peoples' pictures, images of places and things and cartoons. It offers the description of how people dress (cloth customs) or act according to the situation they are in. The eighth aspects is food that is dominated by intercultural part which has (53.216). Food is a concrete element aspect where culture plays a crucial significant role in it. This can be clearly seen when person travels to another country and tries hardly to look for his home food. The popular dish in every country is part of their culture wherever they go. So it is crucial to be mentioned in the curriculum because it is one of the topics that considered to bring people to harmony. The Iraqi popular dishes are not included in the textbooks such as (Okra,Qimah and Tashreeb) although there is a single mention about 'Masgoof" ; that is Grilled Fish in the Marshes. However, the intercultural and English part dominate the food aspect with (53.216%) and (21.053) respectively. The ninth aspect is media which has the largest article numbers round (64) about different topics mostly are not closely related to culture. Through the analysis, it has been found that some of these articles just introduced in the student's book but there is no activity exercises about them in the activity book. For example, the article about Asian games in fourth stage. These games become part of cultural sport in Asian continent so it is needed to be explored and introduced thoroughly. The tenth aspect is art which does not have much attention in the curriculum. It has been noted that an Iraqi female painter is included where it supposed to introduce the artist Jawad Saleem who had a great influence in Iraq as his panting and sculptures spread all over Iraq especially the Liberty statue. The topics of art are absent in fourth stage where it should such topics be included. Similarly, the eleventh aspect is literature does not receive much attentions either. The culture of art reflects the intellectual thinking of people of any country. Moreover it transforms the history of people from generation to another, it supposed to have more attention the seven topics that included in the textbooks of the three stages. The twelfth aspect is monuments and ruins which present informations of the ancient history of the country. The analysis shows that the sixth stage text book has not included topics about them. Moreover, the analysis shows that curriculum included more topics and images of Egypt civilization than Iraq. This entails a question as to why not many topics

about Iraqi civilization where it considered to be the oldest one in the world as this opens the door for communication with foreigners for being part of this civilization. Learners are in need to know about their civilization in order to be culturally aware. The thirteenth aspect is sport which mainly found in textbooks of fourth and fifth stage. Apart from the Asian game that is mentioned in fourth stage, there are images about football, basketball and also few sentences mention few sport games. It is widely believed that sport contents motivate students to learn more due to the love of sports that bring people together. The analysis shows the dominant of English part over the others. The last aspects of history is included in this analysis due to the mentioning of two topics about the history of English people and their language which is not sufficient. These topics discuss the antonymy and synonymy that are found in English language and explain the source of them. The data analysis show troubling results for imbalance cultural contents that have embedded in the textbooks although, some of the cultural aspects have close percentage but still there are huge differences between others. Moreover, it shows the lack of sufficiency of cultural contents as it will be uncovered through the analysis.

Table (2): the total frequency of occurrences for the three stages

No	Cultural aspects	total	Iraq		English		Arab		International	
			No	%	No	%	No	%	No	%
1	Names of Persons	411	122	29.684	145	35.280	133	32.360	11	2.676
2	Names of Places	192	44	22.917	52	27.083	49	25.521	47	24.479
3	Addressing people	16	4	25.000	8	50.000	0	0.000	4	25.000
4	Celebration	132	25	18.939	55	41.667	24	18.182	28	21.212
5	Female's Occupation	24	3	12.500	11	45.833	2	8.333	8	33.333
6	Male's Occupation	21	3	14.286	6	28.571	2	9.524	7	33.333
7	Pictures & Images	395	75	18.987	135	34.177	61	15.443	124	31.392
8	Food	171	29	16.959	36	21.053	15	8.772	91	53.216
9	Media	64	12	18.750	21	32.813	11	17.188	20	31.250
10	art	8	1	12.500	5	62.500	1	12.500	1	12.500
11	Literature	7	3	42.857	4	57.143	0	0.000	0	0.000
12	Monuments & Ruins	85	21	24.706	15	17.647	32	37.647	17	20.000
13	Sports	18	1	5.556	7	38.889	0	0.000	10	55.556
14	History	3	1	33.333	2	66.667	0	0.000	0	0.000

Table (3) Total frequency of occurrences for Stage (4)

No	Cultural aspects	total	Iraq		English		Arab		International	
			No	%	No	%	No	%	No	%
1	Names of Persons	122	46	37.705	53	43.443	41	33.607	6	4.918
2	Names of Places	44	8	18.182	17	38.636	6	13.636	13	29.545
3	Addressing people	3	1	33.333	1	33.333	0	0.000	1	33.333
4	Celebration	65	9	13.846	29	44.615	13	20.000	14	21.538
5	Female's Occupation	8	1	12.500	5	62.500	1	12.500	1	12.500
6	Male's Occupation	5	1	20.000	1	20.000	1	20.000	2	40.000

7	Pictures & Images	193	47	24.352	43	22.280	28	14.508	75	38.860
8	Food	86	15	17.442	13	15.116	9	10.465	49	56.977
9	Media	25	3	12.000	9	36.000	1	4.000	12	48.000
10	art	0	0	0.000	0	0.000	0	0.000	0	0.000
11	Literature	3	1	33.333	2	66.667	0	0.000	0	0.000
12	Monuments & Ruins	46	13	28.261	9	19.565	15	32.609	9	19.565
13	Sports	8	0	0.000	0	0.000	0	0.000	8	100.000
14	History	1	1	100.000	0	0.000	0	0.000	0	0.000

Table (4) Total frequency of occurrences for Stage (5)

No	Cultural aspects	total	Iraq		English		Arab		International	
			No	%	No	%	No	%	No	%
1	Names of Persons	136	43	31.618	48	35.294	40	29.412	5	3.676
2	Names of Places	52	12	23.077	19	36.538	9	17.308	12	23.077
3	Addressing people	4	1	25.000	2	50.000	0	0.000	2	50.000
4	Celebration	61	10	16.393	31	50.820	8	13.115	12	19.672
5	Female's Occupation	7	1	14.286	5	71.429	0	0.000	1	14.286
6	Male's Occupation	6	1	16.667	2	33.333	0	0.000	3	50.000
7	Pictures & Images	129	17	13.178	60	46.512	23	17.829	29	22.481
8	Food	77	12	15.584	21	27.273	6	7.792	38	49.351
9	Media	21	4	19.048	7	33.333	6	28.571	4	19.048
10	art	8	1	12.500	5	62.500	1	12.500	1	12.500
11	Literature	2	1	50.000	1	50.000	0	0.000	0	0.000
12	Monuments & Ruins	39	8	20.513	6	15.385	15	38.462	9	23.077
13	Sports	8	1	12.500	5	62.500	0	0.000	2	25.000
14	History	2	0	0.000	2	100.000	0.000	0.000	0.000	0.000

Table (5) Total frequency of occurrences for Stage (6)

No	Cultural aspects	total	Iraq		English		Arab		International	
			No	%	No	%	No	%	No	%
1	Names of Persons	140	33	23.571	44	31.429	52	37.143	1	0.714
2	Names of Places	96	22	22.917	27	28.125	21	21.875	26	27.083
3	Addressing people	9	2	22.222	6	66.667	0	0.000	1	11.111
4	Celebration	13	6	46.154	2	15.385	3	23.077	2	15.385
5	Female's Occupation	9	1	11.111	1	11.111	1	11.111	6	66.667
6	Male's Occupation	10	1	10.000	3	30.000	1	10.000	5	50.000

7	Pictures & Images	73	11	15.068	32	43.836	10	13.699	20	27.397
8	Food	8	2	25.000	4	50.000	0	0.000	2	25.000
9	Media	18	5	27.778	5	27.778	4	22.222	4	22.222
10	art	0	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!
11	Literature	2	1	50.000	1	50.000	0	0.000	0	0.000
12	Monuments & Ruins	0	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!
13	Sports	2	0	0.000	2	100.000	0	0.000	0	0.000
14	History	0	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!

4.2 Discussion

The results from reviewed literature through implementation of research, the discussion helps in discussing the results of the question of the study. The discussion includes the conclusion and recommendations that the research identified. The research has identified the foreign and Iraqi aspects of culture that are included in the 4th, 5th, and 6th textbooks in the secondary grades that are found in Iraq. Results related to the first question “What are the foreign and Iraqi cultural aspects that have been embedded in the Iraqi 4th, 5th, and 6th textbooks for the secondary school”. The analysis included the student's and activity books of every stage that are mentioned above. The aspects of culture are divided into three categories: Iraqi culture, English cultures, and intercultural. Various aspects of culture were analyzed, such as names, pictures, addressing individuals, through celebrations, arts and other community events, and other aspects such as food, literature, and sports. Images and pictures are concluded as the one of the most frequent cultural aspects found in textbooks. The pictures were related to the identified cultures of Arabic, English and intercultural images. The results conclude that the textbook designers failed to pay close attention to images that represent essential cultural elements in the textbooks. Instead, there is a focus on merging intercultural aspects rather than the target and the source cultures. To allow the creation of harmony we should avoid separating students from their native culture. When there is the least consideration of the source culture, this leads to students' alienation from their source culture. Names play a significant role in the cultural aspects of these textbooks but strongly, the most popular names in Iraq are not mentioned such as Hassan, Hussain, Fatimah and Zahra, Zainab. Analysis of the textbooks indicates more mention of Arabic names than foreign names in these books, which has indicated that the Iraqi culture is more focused on. Therefore, this allows students to keep in touch with their cultural aspects. However, it does not contribute to the balance between foreign and Arabic culture that must be sought in textbooks. Therefore, the balance between these cultures must be stressed. In fact, there are topics about Arab and European countries more than the targeted cultures. Celebrations and community events are regarded as the most basic elements of culture; there are very few mentions of the cultural occasions in the textbooks. In the 5th grade, Arabic celebrations include Ramadhan, Eid, Babylon international Festival. There is a mention of Mother's Day, which is considered an intercultural event. The 6th stage's textbook mentions one occasion in the activity book, which is related to the foreign culture (New Year Eve). In conclusion, these books fail to express important cultural aspects essential for the two cultures in the social events and celebrations. Therefore, integration and community activities may allow students to integrate more in the two cultures. Results related to the second

question 'Are the cultural contents of both target and native cultures sufficient in the prescribed text books? The textbooks are identified to contain insufficient cultural contents required to learn about the Iraqi and Foreign cultures. In addition, results indicate that foreign culture has dominated the Arabic culture because they of their higher frequency in the textbook. Moreover, the results show that the intercultural part dominate the source and target language in food and sport aspects. Therefore, this shows that there is no balance between these two cultures and it should be a re-evaluation of cultures in the textbooks to allow more content from both cultures. Creating a balance between the two aspects of culture will allow students to relate the English language to their life experiences and anticipate receiving the foreign culture in the expenditure of their culture. Results related to the third question "What are the most types of cultures used in both English are Iraqi? The most types used in both source and target cultures are names of places and persons, pictures and images, sports and food. These surface cultural topics are the most ones they can instantly indicate which person comes from and also it shows how the people behave daily. Results related to the fourth question "What are the other foreign cultures found in the textbook excepting English and Iraqi ones? Through analyzing the content, it is clearly that the textbooks included Arabic (Egypt, Tunisia, Saudi Arabia , United Arab Emirates) and European cultures (Spanish and Italian) . the Egyptian and Italian culture has the most high frequency occurrences. Results related to the fifth question "Does the Ministry of Education of Iraq includes the sufficient cultural contents? There is a mention of the objectives of the Ministry of Education that deals with cultural contents that the English language curriculum allows students to read on foreign cultures and help them benefit from the cultures of other people. The research's survey shows that the cultural contents are not enough to promote the cultural awareness. For example, in 6th stage textbook, there are images regrading women's Islamic custom and food. A part from these topics, all other topics explore health, sport, university education, space and some scientific topics. In fact, most of the topics are neutral nature as it cannot be considered as real cultural topics. Teachers, therefore, require clear aims and objectives that will allow them clearer experiences in teaching the cultural activities. Language learning is considered cultural learning, which can be noted that learning languages is learning about cultures which in turn, facilitates the learning process achieving language competency.

In 4th stage textbook, it has been found that there are three topics about local culture such as life in Marshes, Ramadhan (fasting Month), Eid al-adha, (religious feast), Babylon civilization (cultural heritage) and two Iraqi poems. Also, there are some exercises about greeting, food and names. For the target culture, there are some topics such as greetings, holidays, and parties. Apart from these topics, there are many topics about other Arab and European countries. This shows that the syllabus lacks sufficiency in incorporating cultural topics that related to the source and target languages which result in dominating international cultures over both target and local culture. In 5th stage textbook, the analysis reveals that there are two topics about Iraqi culture for example, Eid of Ramadhan and Iraqi museum and ancient culture. Other than these topics, there are few dialogues about greeting and food. In target culture, there are two topics about ice tour and some dialogues about greeting and food. In fact , even in 5th stage we still see that there is insufficiency in cultural topics of target and native culture while international culture dominates the content. In 6th stage, there are some cultural topics bout native culture such as customs, food and personality while target culture has also few topics sight scene,

holidays and voluntary. The analysis of the 6th stage textbook shows that cultural topics are less than what has been found in 4th and 5th stages.

Conclusion

There are various questions from the study that can be answered differently. The several aspects of culture are found through the investigation of textbooks that include images, names, addressing individuals, celebrations of societal events, and women. Additionally, there are general aspects, such as food, sport, media, arts, works of literature, monuments, and men. Through thorough analysis, these aspects concluded that despite the existence of various significant aspects of culture, it is important to pay attention to the elements of deep culture by giving them more emphasis since the aspects underlying this study is related to the surface culture. Deep culture cover the real norm , values and beliefs of the society. The Ministry of Education's main objective is teaching the English language for the stage in the secondary level that showed significant interest in the aspects of culture. One of the significant results is that there are not many cultural topics in the 6th stage. It is assumed that the English Arab and European cultures have been dominating the Iraqi culture. However, there must be a parallel between these two cultures as learners must express their own culture in English.

Recommendations

The research recommends that various methods be adapted to create a balance between the foreign and Arabic culture. Further research should be conducted on these aspects of culture that should be embedded in the Iraq textbooks. Moreover, when designing these textbooks, the authors may focus on their objectivity by focusing on areas of business and gender. Collaborations of academic and textbook designers should be considered to help insufficiently develop curriculum and to help covering both foreign and Iraqi cultures. Despite all pf these, some outstanding issues remain that need study and research. Because the community service learning strategy by invoking the cultural component and the social context seems to be a complex issue due to several factors we can refer to some of them: the lack of compatibility and sufficient reassurance on both sides in the language partner's strategy: Blurred communication goals or misunderstandings with the participants in the linguistic and cultural exchange: Weak application of language learning through cultural immersion, and lack of attention to the principle of practice and action among curriculum developers and language program implementers: Confusion in the concept of cultural needs: If language teaching and learning is not satisfied with what is presented in the classroom using the results of subject-centered achievement, this means that we work to match the cultural content with the needs of learners, and satisfy their knowledge desires from language, society and culture in the linguistic curriculum based on the integration of 'community service': The methods for achieving this strategy are not easy, especially in light of the learners' multiple purposes, the diversity of their orientations, and their different purposes: The lack of community spaces that allow service learning, and that allow practical participation of learners who are not affiliated with the institution or the space that provides certain community services: Difficulties in dealing with some students learners whose goals are not clear, or whose natures do not accept harmony easily, and some of them deviate from the goals stated in the strategy.

References

- Abdelhadi, R., Hameed, L., Khaled, F., & Anderson, J. (2020). Creative interactions with art works: an engaging approach to Arabic language-and-culture learning. *Innovation in Language Learning and Teaching, 14*(3), 273-289.
- Ahmed, H. H., Puteh-Behak, F., & Sidek, H. M. (2015). Examining EFL secondary reading curriculum in Iraqi Kurdistan: A review. *Journal of Applied Sciences 15*.
- Al-Akraa, S. (2013). Teaching English in Iraq: An analysis of an EFL textbook.
- Aliakbari, M. (2004). The place of culture in the Iranian ELT textbooks in high School level. The 9th Pan-Pacific Association of Applied Linguistics Conference, Namseoul University, Korea.
- AL-Obaidi, L. (2015). The cultural aspects in the English textbook "Iraq opportunities" for intermediate stages. *Unpublished Master's thesis. Middle East University*.
- Baker, W. (2008). A critical examination of ELT in Thailand: The role of cultural awareness. *RELC journal, 39*(1), 131-146.
- Baleghzadeh, S., & Amiri S, L. (2020). A content analysis of the cultural representations of three ESL grammar textbooks. *Cogent Education, 7*(1), 1844849.
- Gohar, S. (2018). The Intersection between Language, Culture, Race and Ideology Reflections on the Translation of African-American Literature into Arabic *International Journal on Studies in English Language and Literature , 6*(1) : 52-65
- Gu, Y., Zheng, Y., & Swerts, M. (2019). Which is in front of Chinese people, past or future? The effect of language and culture on temporal gestures and spatial conceptions of time. *Cognitive Science, 43*(12), e12804.
- Hernández, C., & Bohórquez, Y. (2006). A study of EFL students' interpretations of cultural aspects in foreign language learning. *Colombian applied linguistics journal, (8)*, 38-52.
- Johnston, O. de Messieres, C. (2013). English for Iraq 4th Preparatory Student Book. Garnet Publishing Ltd.
- Johnston, O. Ferrel, M. (2013) English for Iraq 5th Preparatory Student Book. Garnet Publishing Ltd.
- Johnston, O. de Messieres, C. (2013). English for Iraq 6th Preparatory Student Book. Garnet Publishing Ltd.
- Leveridge, N. (2008). The Relationship Between Language & Culture and the Implications for Language Teaching. Retrieved on 7/2/2022 from <https://www.tefl.net/elt/articles/teacher-technique/language-culture>.
- Lund, R. (2006). Questions of Culture and Context in English Language Textbooks: A Study of Textbooks for the Teaching of English in Norway. A Dissertation in Universitet I Bergen. Thesis Unpublished Material Submitted to Det historisk- filosofiske fakultet Universitetet i Bergen.
- Majeed, N. T. (2017). Evaluating the Effectiveness of English for Iraq 5th preparatory 'Students Book'. 8th International Visible Conference on Educational Studies & Applied Linguistics. Journal of Tikrit University.
- Mahdi, M. B. (2020). Cultural Aspects in English for Iraq, Book 6. *Journal of Talent Development and Excellence, 12*(2s), 2539-2550.
- Neundorf, K. (2002) The Content Analysis Guidebook. Sage Publications Inc., Thousand Oaks, CA.
- Obaid, A. A., Ismail, L., Razali, A. B. M., Mansor, N. S., Othman, M., & Aralas, D. (2019). A Descriptive Analysis of Cultural Content of "English for Iraq" Textbooks Used in the Intermediate Schools in Iraq. *International Journal of Applied Linguistics and English Literature, 8*(4), 88-99.
- Oxford, R. L. (1989). Use of language learning strategies: A synthesis of studies with implications for strategy training. *System, 17*(2), 235-247.
- Rajabi, S., & Ketabi, S. (2012). Aspects of Cultural Elements in Prominent English Textbooks for EFL Setting. *Theory & Practice in Language Studies, 2*(4).
- Rose, J., & Johnson, C. W. (2020). Contextualizing reliability and validity in qualitative research: toward more rigorous and trustworthy qualitative social science in leisure research. *Journal of Leisure Research, 51*(4), 432-451.
- Saricoban, A., & Çalişkan, G. (2011). The influence of target culture on language learners. *Journal of Language and Linguistic Studies, 7*(1).
- Shah, S. K., Ahmed, M., & Mahmood, R. (2014). Representation of target culture in the ELT textbooks in Pakistan: Evaluation of "Oxford Progressive English" for cultural relevance. *Journal of Education and Practice, 5*(13), 89-101.
- Shreeb, M. (2017). An analysis of cultural content of Iraqi EFL textbooks. *journal of kerbala university, 13*(1), 1-19.
- Vann, E. F. (2020)"Culture." The handbook of sociocultural anthropology. Routledge: 30-48.
- Yuen, K. M. (2011). The representation of foreign cultures in English textbooks. *ELT journal, 65*(4), 458-466.
- Zhang, Y., & Wildemuth, B. M. (2009). Unstructured interviews. *Applications of social research methods to questions in information and library science, 222-231*.