

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 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 analyzes the contents in the student's and activity books), and finally the main conclusions, some suggestions for further studies and recommendations. Several conclusions have been arrived at, the most important of them that various cultural aspects 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.

key words: Cultural content, Literary Content, Iraqi textbooks of English.

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

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المخلص

الدراسة الحالية مخصصة لتحليل المحتوى الثقافي والأدبي في الكتب المدرسية "الإنكليزية للعراق" للمرحلة الإعدادية السادسة في العراق. تتكون الدراسة من خمسة أقسام: المقدمات (التي تقدم أساسيات الدراسة)، والجانب النظري (الذي يشرح الأسس النظرية التي بنيت عليها الدراسة، والمنهجية (التي تقدم التحقيق العملي)، وتحليل البيانات (والتي تحلل المحتويات في كتب الطالب والنشاط)، وأخيراً الاستنتاجات الرئيسية، وبعض الاقتراحات لمزيد من الدراسات والتوصيات. تم التوصل إلى عدة استنتاجات أهمها أن هناك جوانب ثقافية مختلفة تم إيجادها من خلال الكتب المدرسية وهي: الأسماء، مخاطبة الناس، الطعام، الرياضة، المؤسسات، الأدب، البلدان، المدن، المحيطات، الجزر، جوانب الحديث. الثقافة، أفراد الأسرة، الأسواق، الأقمشة، الحيوانات، المشروبات، النقل، حضور الذكور / الإناث، الملابس، الفنون، الوجبات، الألوان، التعليم، الكلمات المألوفة، الأواني الفخارية، الترفيه، العملات المعدنية، اللغات، المواقع الأثرية، المطاعم الشعراء، الصحافة، المحاصيل والمناخ والصناعات.

الكلمات المفتاحية: المحتوى الثقافي، المحتوى الأدبي، كتب اللغة الإنجليزية العراقية.

1. Preliminaries

1.1 Introduction

A book is the cheapest way of providing learning material for each learner. Harmer (1991:257) believes that course books supply attractive, “interesting and lively materials” which may not be created by teachers.

There are 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 investigate this course book. In this paper, this course book is studied in terms of its cultural and literary content. As all teaching materials need to be evaluated fitting in term of a particular teaching situation, the findings of this study would be useful and beneficial for further studies and research in this field.

1.2 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.

1.3 The Hypotheses

The researcher hypothesizes the following:

1. Although both the students and activity books contain a good deal of varied cultural items, these items are still lacking some other aspects and are not equally proportioned.
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 Procedures

The following steps will be followed in this research study:

1. Checking on numerous theoretical and empirical studies concerned with cultural and literary viewpoints in English textbooks.
2. 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.
3. Setting up a rundown of the analysis criteria to utilize them in the investigation.
4. Checking the analysis list by acquainting it with an advisory group of specialists.
5. Discussing the findings and presenting some recommendations for future studies.

1.5 The Significance of the Study

The present study analyzes the textbook (English for Iraq) which is adapted for 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 from 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 country 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.

2. Survey of Related Literature

2.1 The Cultural Component

It has been underlined that without the investigation of culture, teaching L2 is off base and deficient. For L2 students, language study appears senseless when 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).

2.1.1. 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 understanding, 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)

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The seven supporting objectives are condensed below with the key words: Enjoyable, Who, What, Where and When, Why, Investigation and students have the skill to find and sort out data about the culture from an assortment of library sources, 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 follows:

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).

2.1.2 Techniques for Teaching Culture in EFL Classes

A technique can be characterized as the unique activities utilized in the class, such as, drills, dialogs, role-plays, sentence completion, and so on (Richards, Platt and Platt, 1992: 20). By and large, students everywhere 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, teachers or textbook writers should choose certain techniques to diminish such alienation which are increasingly appropriate for their students. Some of these techniques are: movies and documentaries, role-play and simulation, question- and- answer technique, using pictures, films, filmstrips and video, culture capsule.

2.1.3 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 (Chastain, 1988: 313).

2.2 The Literary Component

2.2.1 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).

2.2.2 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. Collie and Slater (1990:3) say the justifications 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 students to practice the (English) language as it is spoken and thought by neighborhood speakers, indeed, conditions, an issue that makes students familiar with various linguistic structures and expressions utilized by local speakers. In a way, literature fills in as "noteworthy materials to improve students' 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 student'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 students. It makes them acquainted with various fundamental and syntactic devices in English. They 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 students 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).

2.2.3 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).

2.2.4 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.

3. Methodology of the Study

3.1 Introduction

The current study follows the quantitative strategy and adopt content analysis which 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 depending on 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 depending 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 yield intriguing starter results with regards to terms of the extent of portrayal every gender gets. As a subsequent step, the analyst may look 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 to (Lee and Collins, 2010 as referred to in Weninger, 2018: 5).

3.2 Motives of the Study

Concerning the motivation for studying 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 ibid.) 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.

With regards to literature, 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

3.3 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, the researcher discusses the results and includes a final table of cultural and literary contents.

3.4 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.

3.5 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.

3.6 Statistical Analysis

The researcher analyzed data in terms of frequencies and percentages, then displayed them in tables (which are not displayed her for matters related to the size of paper) 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.

3.7 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 create motivation in learning the foreign language.

4. Whether the teachers liable for teaching the cultural and literary items need 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 students' 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 Textbook

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:

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

Table (1) 6th Grade Textbooks General Information

4.3 Analysis of the Cultural Content in the Student's and Activity Books

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 and drinks. These items are listed as follows: institutions, politeness, sports, names, countries, cities,

oceans, islands, occupation, aspects of modern culture, drinks , male /female presence . As statistics show, 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).

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4.3.1.2 Activity 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. The statistics 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).

4.3.2 Unit Two

4.3.2.1 Student's 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. The statistics 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. The statistics 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 international aspects 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. The statistics 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. The statistics 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 Student's Book

On analyzing Unit four, (10) different cultural items were found. These items can be summarized as follows: local family 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. The statistics 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, local family 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. The statistics 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 Student's 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, local family members, local and international food, international colors, (local meals, sports, crockery, animals, drinks, entertainment, occupation) and Male/ Female Presence. The statistics 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. The statistics 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

4.3.6.1 Student's Book

On analyzing unit six (7) different cultural items were found. These items can be summarized as follows: local names, local and international coins, local and international institutions, local aspects of modern culture, international (countries, cities, oceans, islands), international occupations and Male/ Female Presence. The statistics 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 international coins, local and international (countries, cities, oceans, islands), local and international family members and male/ female presence. The statistics 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 Student's Book

On analyzing unit seven (8) different cultural items were found. These items can be summarized as follows: local and international languages, local and international institutions, local and international names, local and international education, international programs, local and international occupations, international occupations, local and international aspects of modern culture, local press and Male/ Female Presence. The statistics 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 international names, local and international languages, international(countries, cities, oceans, islands), international education, international institutions and Male/ Female Presence. The statistics 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 Student's 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. The statistics 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 . The statistics 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 Student's 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 other genres like 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 writer, followed by a little explanation about the story, then an excerpt from the story and four exercises about it. 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 as (The Canary). It is a straightforward story about an older lady who makes her living from preparing suppers for three youthful men. 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 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

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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:

| Units | The Title of the Story | 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 him | 13 |
| 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 (2) Showing Non-Literary Stories in the Student's Book

4.5 Discussion

When analyzing the cultural and literary aspects, the cultural items are found to be 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 are more than international, while some international aspects are 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:

| No | Type of Item | Iraqi/ Arab | International | The Final Total | % Iraqi/ Arab | % International |
|----|------------------------------------|-------------|---------------|-----------------|---------------|-----------------|
| 1 | Institution | 21 | 28 | 49 | 43% | 57% |
| 2 | Politeness | 0 | 3 | 3 | 0% | 100% |
| 3 | Sports | 13 | 5 | 18 | 72% | 28% |
| 4 | Names | 153 | 31 | 184 | 83% | 17% |
| 5 | Countries, Cities, oceans, islands | 74 | 50 | 124 | 60% | 40% |
| 6 | Animals | 4 | 4 | 8 | 50% | 50% |
| 7 | Occupation | 25 | 16 | 41 | 61% | 39% |
| 8 | Aspects of Modern Culture | 10 | 36 | 46 | 22% | 78% |
| 9 | Drinks | 1 | 1 | 2 | 50% | 50% |
| 10 | Male /Female Presence | 169 | 32 | 201 | 84% | 16% |
| 11 | Aspects of Local and Foreign Life | 1 | 3 | 4 | 25% | 75% |
| 12 | Transportation | 3 | 2 | 5 | 60% | 40% |
| 13 | Clothes | 2 | 3 | 5 | 40% | 60% |
| 14 | Family Members | 8 | 8 | 16 | 50% | 50% |
| 15 | Art | 1 | 0 | 1 | 100% | 0% |

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| | | | | | | |
|----|---------------------|---|----|----|------|------|
| 16 | Meals | 6 | 2 | 8 | 75% | 25% |
| 17 | Markets | 0 | 1 | 1 | 0% | 100% |
| 18 | Fabrics | 2 | 0 | 2 | 100% | 0% |
| 19 | Colors | 1 | 6 | 7 | 14% | 86% |
| 20 | Food | 9 | 10 | 19 | 47% | 53% |
| 21 | Education | 4 | 9 | 13 | 31% | 69% |
| 22 | Familiar Words | 1 | 0 | 1 | 100% | 0% |
| 23 | Crockery | 1 | 0 | 1 | 100% | 0% |
| 24 | Entertainment | 5 | 1 | 6 | 83% | 17% |
| 25 | Coins | 5 | 9 | 14 | 36% | 64% |
| 26 | Languages | 2 | 7 | 9 | 22% | 78% |
| 27 | Archeological Sites | 5 | 1 | 6 | 83% | 17% |
| 28 | Restaurants | 0 | 2 | 2 | 0% | 100% |
| 29 | Poets | 1 | 0 | 1 | 100% | 0% |
| 30 | Press | 2 | 0 | 2 | 100% | 0% |
| 31 | Crops | 1 | 3 | 4 | 25% | 75% |
| 32 | Climate | 0 | 2 | 2 | 0% | 100% |
| 33 | Industries | 0 | 2 | 2 | 0% | 100% |

Table (3) Showing Frequency and Percentage of Cultural Items in the Student's and Activity Books

As for the literary aspects, they are 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, apart from stories, do not include any other genres like poetry excerpts of 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:

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

Table (4) Showing Frequency and Percentage of Literary Items in the Student's and Activity Books

5. Conclusions and Recommendations

5.1 Conclusions

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

1. Various cultural aspects 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 local 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 in addition to knowing the foreign culture. 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.

5.2 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 the Iraqi local culture be incorporated into the textbook on an equivalent footing 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 to include other aspects.

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 as well as research institutes.

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.

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