



Sustainable Education in Iraq: Qualitative Content Analysis of English textbook Essay and Letter Writing in Dijlah University First Stage Students

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المستخلص

تهدف هذه الدراسة إلى استكشاف كيفية تضمين مفاهيم الاستدامة في كتاب اللغة الإنجليزية كتابة المقالات والرسائل، المستخدم من قبل طلبة السنة الأولى في جامعة دجلة. تعتمد الدراسة على تحليل المحتوى النوعي واستخدام برنامج AntConc لتحليل التكرارات والتمثيلات الموضوعية للمصطلحات البيئية في الكتاب. وقد أظهرت النتائج أن الكتاب، رغم تركيزه الكبير على العناصر الطبيعية الوصفية مثل "البحر"، "الشمس"، و"الهواء"، إلا أنه لا يعالج قضايا الاستدامة وتغير المناخ بشكل كافٍ، مما يترك فجوات كبيرة في معالجته للقضايا البيئية المعاصرة. وتؤكد الدراسة على ضرورة تحديث المواد التعليمية لتتضمن مناهج متعددة التخصصات تتماشى مع مبادئ التعليم من أجل التنمية المستدامة (ESD)، وذلك بهدف تزويد الطلاب بالمعرفة والمهارات الفكرية النقدية اللازمة لمعالجة قضايا الاستدامة في العراق وخارجه.

الكلمات المفتاحية: التعليم المستدام، تحليل المحتوى، الجوانب البيئية، AntConc.

Abstract

This study aspects at how sustainability is incorporated into the English textbook Essay and Letter Writing which is used by Dijlah University first-year students. The study examines the frequency and thematic representation of environmental terms in the textbook using qualitative content analysis and AntConc software. The results show that although the textbook places a lot of emphasis on descriptive natural elements like "sea", "sun", and "air", it does not adequately address sustainability and climate change which leaves large gaps in its treatment of contemporary environmental issues. The study emphasizes the necessity of updated instructional materials that incorporate interdisciplinary approaches and are in line with the principles of Education for Sustainable Development (ESD) in order to give students, the



knowledge and critical thinking abilities they need to address sustainability issues in Iraq and beyond.

Keywords: *Sustainable Education, content analysis, environmental aspects, AntConc*

Introduction

The concept of sustainable education is becoming more and more significant in today's qualifications. It aims to provide young students with the abilities, knowledge, and information required to address today's urgent social environmental and economic issues (Zhila & Farzane, 2019; Amin, Zaman & Evren, 2023). According to UNESCO (2017) education for sustainable development equips students with the knowledge and skills necessary to respect cultural diversity while making responsible decisions and acting for the sake of economic viability, environmental integrity, and an impartial society for both the current and future generations. According to Ahmad, Toro, Tait, Reedy, Dale, Tasler & Inzolia, (2023) ESD is a transdisciplinary and transformative educational approach, that emphasizes curriculum assessments instruction learning methodology and learning environment. According to Laurie, Tarumi, Mckeown and Hopkins (2016) education has a significant influence on students' attitudes behaviours and worldviews. It can also affect the decisions and actions they take in the future. It is widely acknowledged that ESD is essential to contemporary higher education curricula, because it gives students the values information and abilities they need to collaborate in the pursuit of solutions to the increasing social economic and environmental challenges of the twenty-first century.

Education that encourages the alteration of values, behaviour, and means to meet presently predicted and unanticipated environmental and social complications is how UNESCO defines education for sustainable development (UNESCO 2017). It develops the following: critical understanding of the concept of sustainable development, the ability to imagine alternative futures, the capacity to collaborate with others awareness of sustainable development, issues a sense of construction, justice equity, and ethical responsibility and the ability to make informed decisions and discriminate. It is widely acknowledged that education plays a crucial role in forming students' attitudes, behaviours, and worldviews which in turn influence their future actions, behaviour, and decision-making (Laurie et al. and Ortega Alonso and Corbí (2020). According to these linking textbooks, they are popular teaching resources that mirror curriculum content and act as a major information source making them crucial for students' knowledge acquisition. They also play a significant role in their relationship to sustainability (Silva Gomes Carvalho & Geraldles 2021). By offering the knowledge facts examples and in the majority of cases exercises they are one of the main ways that students gain from the teaching and learning processes.

Furthermore, textbooks have an impact on how well students understand the concept of sustainability (Sahin and Mete 2016). As a result, their representations and contents have an impact on how students think and act toward the idea of sustainable development. Developing a comprehensive picture of students learning about sustainability principles and practices requires evaluating how well ESD is integrated into textbook content. Iraq being a developing nation has been dealing with sustainability issues such as poverty inequality climate change and environmental degradation on a regular basis (Alsaffar 2024). The Iraqi government has



demonstrated its dedication to incorporating ESD into the national curriculum in order to address these issues (Alsaffar 2024). It suggests the value of education in tackling Iraq's sustainability problems. It is assumed that the English language has been a key component of the medium and required subjects of instruction at the various educational levels in Iraq. In light of this English textbooks may have an impact on student's overall comprehension of sustainability concepts and practices.

The sustainability framework is a comprehensive and balanced assessment of the sustainability education standards found in textbooks and it was proposed by Tavanti (2010). There are six criteria in all and each has dimensions. These encompass sustainability in the areas of the environment, society, economy, institutions, culture, and values. This is a thorough and rigorous assessment of the sustainability education found in texts. It takes into account whether sustainability education is cross-disciplinary and contributes to the links that are established between various subjects and sustainability. Higher education (Filho Raath Vargas Quelhas Haddad Klavins and Orlovic 2018) teacher education (Bertschy Künzli & Lehmann 2013) and corporate sustainability reporting (Baumgartner & Ebner 2010) have all been evaluated using the sustainability framework in a variety of fields. Research on the sustainability frameworks applicability however is still lacking, especially when it comes to the Iraqi context and the assessment of sustainability education in textbooks. Given the foregoing context the current study attempts to close this gap by evaluating how well sustainability aspects are incorporated into the English Essay textbook using the Sustainability Framework.

Almost all private universities in the capital of Baghdad use Essay and Letter Writing by L. G. Alexander English textbook as their foundational text. All private universities, particularly Dijlah University College, require students to use the book. The book aims to expose students to a range of social, cultural, and environmental issues while also helping them improve their language skills. With an emphasis on both verbal and nonverbal components the book is intended to assist students in developing their English communication abilities. The book highlights that writing involves more than just sharing information it also entails comprehending the messages source considering cultural, and contexts. It provides useful exercises frequently based on real-world situations to improve critical abilities like writing and comprehension. The book also emphasizes the significance of sentence structure, vocabulary, and grammar in writing. The books practical approach attempts to improve communication skills in casual discussions. Analysing how sustainability elements are incorporated into Essay and Letter Writing English textbooks is the primary goal. The study's findings will shed light on the advantages and disadvantages of sustainability education in Iraqi curricula. Those in charge of curriculum development policy and education in Iraq and elsewhere will find particular significance in the findings that have been presented. Finding the English textbooks strengths and shortcomings in sustainability education will help with curriculum revision and improvement initiatives that aim to bring the curriculum closer to ESD principles. By providing a framework for assessing sustainability education in textbooks the study adds to the body of knowledge in this area.



Objectives of Study

1. To evaluate the integration of sustainability dimensions in the English textbook for Essay and Letter Writing English textbook in Dijlah University College.
2. To identify strengths and weaknesses of English textbook for Essay and Letter Writing English textbook in Dijlah University College., in addressing sustainability education.

Literature Review

Silva, Gomes, Carvalho and Geraldles (2021) conducted a systematic review of the literature and discovered that numerous studies have examined the integration of sustainability concepts into textbooks across both academic disciplines and educational levels. However most of this research tended to ignore the social or economic aspects of sustainability in favour of concentrating only on environmental sustainability and related issues like pollution and climate change. In order to teach all facets of sustainable development the review concluded that a more thorough and integrative approach is required than textbooks. Gursoy and Saglam (2011) investigated the existence of environmental education in English-language coursebooks used in Turkey and discovered that while travel and tourism were extensively covered the Turkish coursebooks emphasis on environmental education limited its coverage. They recommended that ELT materials be updated with an emphasis on the environment in order to improve people's environmental literacy. Sustainability was discovered in Polish English language textbooks by Zygmunt (2016). The findings showed that environmental sustainability was prioritized over significant social and economic factors.

Additionally, Zygmunt (2016) recommended that ELT materials for sustainable development cover all important areas. Numerous studies have shown how to analyse sustainability education in various fields using the sustainability framework. For example, Filho et al. (2018) created a profile of sustainability responsiveness in global higher education institutions using the Sustainability Framework. According to the primary finding these institutions were most strongly associated with environmental aspects with social economic and cultural responsibilities being conspicuously absent. As a result, it is advised that universities balance the Sustainability Frameworks dimensions that were in conflict in the sample. The Sustainability Framework was used by Bertschy, Künzli and Lehmann (2013) to determine how sustainability was incorporated into Swiss teacher education programs. The aspects of sustainability that were found to be most focused on were the social and environmental. However less focus was placed on the cultural and economic aspects. According to the study teacher education programs should more evenly represent sustainability dimensions in order to prepare aspiring educators for the Education for Sustainable Development (ESD).

Various levels of sustainability development have been the subject of academic work thus far. For example, Bandh, Shafi, Peerzada, Rehman, Wani, and Dar (2021) provide a multi-dimensional analysis of global climate change. Similarly, Tahtalioglu and Kulac (2019) examined education for sustainability as a key tool in the Turkish context and discovered a dearth of environmental activities worldwide within sustainability development. Bromley, Meyer and Ramirez (2011) examined how sustainability topics were covered in social studies classes in the United States using lessons from the subject's textbooks. They found that the topics were harmoniously integrated into the textbooks but in the form of modules. Since



Nkwetisama (2011) found that environmental issues are statistically significant but not primarily contextual from empirical analysis in her research study involving Cameroonian girl's English language textbooks do not cover much on sustainability. This is in contrast to Buzzwords of the United Nations Report (2010) which increased learners' awareness of environmental issues through English language textbooks. It demonstrates how sustainability should be covered in English-language textbooks for developing nations like Pakistan.

Business sustainability reporting practices were examined by Baumgartner and Ebner (2010) using the Sustainability Framework. Their research showed that environmental and economic sustainability were prioritized with less focus on the social institutional and cultural aspects. Consequently, the authors suggested using a more comprehensive strategy for sustainability reporting that considers every aspect of the framework. Research on sustainability in the Pakistani context has been conducted. In order to overcome these obstacles in higher education and advance the nations sustainable development the educational system is essential (Mirza 2020). According to the Ministry of Education (2006) the National Curriculum 2006 calls for the integration of sustainability into all subject areas including English language instruction. Research has shown however that Iraqi textbooks and curriculum are insufficient and disjointed to incorporate sustainability (Kalsoom and Khanam 2017). Research on the integration of sustainability in English language instruction is extremely limited. Thus, Al Darayseh, and AlHawamdeh, (2024) conducted a systematic study on sustainability in Iraqi higher education institutions.

Jabbar, (2024) conducted research on Iraqi sustainable development. In their study of the use of sustainable development in the BS English curriculum Khalil Baig and Javed (2023) suggested revising the current curriculum to include 21st-century skills and sustainable development. According to the literature review scholars are curious about how textbooks can raise student's awareness of sustainability issues. Despite the apparent interest no research has been done on how to incorporate sustainability aspects into English language textbooks in Pakistan. It aids in determining whether or not textbooks foster critical thinking and problem-solving abilities. Therefore, rather than utilizing SFA current economies of scale are concentrated on incorporating sustainability aspects into English language textbooks. The study supports the scales current economics by evaluating how sustainability education is incorporated into widely used textbooks and whether or not they are suitable and sufficient to cover all aspects of sustainability in relation to the content of the textbooks. The study's conclusions appear to be useful for updating and enhancing the curriculum in accordance with the ESD approach in order to reduce disparities in the curriculum and work toward producing less unequal educated individuals.

Research Methodology

The qualitative content analysis approach was used in this study. This research approach was selected because it enabled the researchers to identify underlying themes and meanings in the textual data (Hsieh and Shannon 2005). A purposeful sample of the English textbook was taken. Given that qualitative content analysis is a method of the systematic analysis of large bodies of textual data to determine meaning (Kyngäs 2020) and has been widely used in textbook research, it was the appropriate technique for the data. Using AntConc software which



makes it easier to analyse textual data that the qualitative analysis was developed and carried out. Coding, sorting, and text shifting are all made easier with the AntConc. This aided in classifying the data according to the selected sources. During this process ideas and categories were reviewed the results were compared and contrasted in a manageable way theory development was aided and analytical tasks were made easier.

Environmental and nature-related terms taken from the textbook *Essay and Letter Writing* by L. G. Alexander are analysed in table 1. to ascertain the frequency and distribution of terms related to sustainability and the environment a qualitative content analysis method was used with AntConc software. The texts use of natural elements is reflected in key terms like “sea”, “sun”, “air”, and “water”. The study provides insights into the textbooks applicability for addressing environmental and sustainability issues while highlighting the volume of information on these subjects.

Table 1: Word Count of The Tokens Extracted from The Textbook *Essay and Letter Writing*

No	Token	Frequenc y	No	Toke n	Frequency	No	Token	Frequenc y
1	sea	20	13	wind	7	25	animals	3
2	sun	17	14	trees	6	26	valley	3
3	air	15	15	moon	6	27	environmen t	2
4	water	13	16	storm	6	28	forest	2
5	mountain	12	17	rock	5	29	ocean	2
6	nature	10	18	sand	5	30	lake	2
7	natural	10	19	land	4	31	soil	2
8	rain	9	20	snow	4	32	green	2
9	river	8	21	beach	4	33	mist	2
10	energy	8	22	sky	3	34	climate	1
11	weather	7	23	stars	3	35	fog	1
12	earth	7	24	plants	3	36	desert	1

Findings of the Study

Above, 36 environmental and natural tokens are shown in the table which was taken from L. s *Essay and Letter Writing*. G. as well as their frequencies Alexander. Many significant patterns and revelations regarding the texts thematic representation become apparent when these tokens are critically examined. Therefore, the tokens “sea” (20) “sun” (17) “air” (15) and “water” (13) are the most often used. These stand for basic aspects of nature that are universally relatable and frequently at the heart of broad nature descriptions or stories. Their prominence draws attention to the text’s emphasis on fundamental environmental components and frequently observed natural phenomena. A variety of interactions with natural landscapes and elements are reflected in moderately frequent tokens like “mountain” (12) “nature” (10) “natural” (10) “rain” (9) and “river” (8). By balancing particular concrete features like mountain and river with abstract ideas like nature, these terms demonstrate an attempt to include a range of environmental viewpoints.



On the other hand, some terms like "desert" (1), "fog" (1), and "climate" (1) are used infrequently. This suggests a lack of attention to particular ecosystems or environmental phenomena, which may indicate a lack of thematic depth in the text. Although terms like "environment" (2), "soil" (2), and "green" (2), indicate some discussion of more general environmental issues their low frequency suggests that the texts main emphasis is on the descriptive and visual aspects of nature. All things considered even though the book offers a wide vocabulary for characterizing natural environments, it doesn't really address modern environmental concerns like sustainability and climate change. The limited representation of crucial concepts like climate and sustainability and the moderate frequency of terms like "energy" (8), indicate that these subjects are not well covered. This emphasizes the texts value as a starting point for broad conversations about nature, but it also highlights its shortcomings in providing a thorough analysis of contemporary environmental issues.

The concordance of terms

In this section the paper presents the concordance of the five highest tokens in the corpus extracted from the targeted source studied "the textbook Essay and Letter Writing by L. G. Alexander"

File	Left Context	Hit	Right Context
1 Essay-and-...	interesting details, Read carefully the paragraph that follows. Under the	Sea	The diver could just see a dark mass near
2 Essay-and-...	order. 1. The captain ordered the men to throw into the	sea	the goods, 2. You will have to write twice this
3 Essay-and-...	around the house and (were walking, walked) down to the	sea.	We occasionally (went, were going) swimming. At midday, we
4 Essay-and-...	his travel very much. The sun was shining at the	sea.	We went for a walk with our car. The
5 Essay-and-...	World population. The future, far inland (e.g. Russian plains):	sea	a complete mystery. 4. For the average person: pleasure: holiday-
6 Essay-and-...	the journey, the boat has to be lowered into the	sea.	A visit to a country fair. A story called :'
7 Essay-and-...	growing world population: plankton. Freshwater supply (e.g. Kuwait). Conclusion 6.	Sea	as a challenge: has always been — now more than
8 Essay-and-...	A watery planet. Man's Those inland/islanders. attitude to	sea	depends on circumstances. Cousteau. Development Bathyscaphe. 2. Attitude in the
9 Essay-and-...	there any point in trying to build cities under the	sea?	Discuss this with reference to recent developments in undersea
10 Essay-and-...	Life. learn. Minerals: 3. Attitude of people who live close to	sea.	Food, islanders etc. — familiarity but respect — Water. source of

Figure 1: The Concordance of the Hit "Sea"

Its versatility in narratives descriptions and discussions is demonstrated by the concordance table which shows how the hit "sea" is used in a variety of contexts throughout the textbook. Phrases like (The diver could just see a dark mass near) stimulate curiosity and a spirit of adventure for instance, while realistic situations like (men to throw into the sea the goods) emphasize making decisions in survival situations. Vibrant descriptions such as (the sun was shining at the sea) help students better picture scenes. Furthermore, mentions of (people who live close to the sea, food, islanders, etc.) introduce students to a variety of cultural viewpoints urging them to think about how geography affects culture and lifestyle. These references can expand horizons by introducing marine environments and sea-dependent cultures to Iraqi students who are geographically isolated from the seas. The books encourage a forward-thinking mindset in the students by pushing them to think critically as seen in the debate about constructing cities beneath the sea. Additionally, these passages vivid language



can be used as a model for developing descriptive writing which is an essential English language proficiency skill. Limited relatability however could present difficulties since students might find it difficult to relate to the concept of the sea on an emotional or practical level. To solve this, educators could use videos visual aids or additional resources to help students understand the concept. To further increase student engagement encourage them to make analogies between the sea and well-known locations such as rivers or Iraqi deserts. Along with improving student's language proficiency these exercises will deepen their comprehension of how geography shapes literature and human experience.

File	Left Context	Hit	Right Context
1 Essay-...	public gardens. Here eens was an entirely different atmosphere. The	sun	was now bright and warm and the air was
2 Essay-...	windows had mountains in them, Ronnie wondered. Now that the	sun	was setting, the lower slopes became deep purple. It
3 Essay-...	had happened. He was enjoyed his travel very much. The	sun	was shinning at the sea. We went for a
4 Essay-...	is not difficult to understand why an eclipse of the	sun	or moon instilled terror into the hearts of primitive
5 Essay-...	colourful scene on the beach: sun-shades, tents, bathing-costumes;	sun —	or rain; sunbathing; children building sand- castles — looking for
6 Essay-...	Never once are they tempted to laze in the warm	sun	and think of nothing in particular. I do not
7 Essay-...	the newspaper that there would be an eclipse of the	sun	at 11.0 o'clock, this must have seemed very strange
8 Essay-...	mists and mellow fruitfulness, Close bosom-friend of the maturing	sun;	Conspiring with him how to load and bless With
9 Essay-...	sweat trickled into his eyes. The ledge shut out the	sun.	Everything was suddenly cold and dark and the mountain
10 Essay-...	the morning. He would try again. This time ... The morning	sun	gleamed on the hard brown rocks and on the

Figure 2: The Concordance of the Hit “Sun”

The token “sun” is highlighted in the concordance table as a potent symbol and descriptive element in the textbook. The emotional and symbolic significance of the sun is emphasized by phrases like (the sun was now bright) and (the morning sun gleamed) which evoke vitality and warmth while (the ledge shut out the sun) conveys loss and coldness. While references to (an eclipse of the sun) emphasize its cultural significance images of (sun-shades, tents, bathing-costumes) relate to leisure and relaxation. These applications speak to Iraqi students' sunny surroundings and provide relatable and enlightening contexts. Although the vivid descriptions offer a model for enhancing writing abilities some metaphorical usages like (bosom-friend of the maturing sun) might require more clarification. Teachers can promote linguistic development and a wider understanding by promoting reflections on the sun's significance in literary and cultural contexts.



	File	Left Context	Hit	Right Context
1	Essay-and-...	bought some tickets from an airline company to travel by	air	but now find that you will be unable to
2	Essay-and-...	suggest alternative accommodation. . You wanted two tickets to travel by	air	but were unable to obtain them. You have just
3	Essay-and-...	midnight when Frank began to cross the bridge. The night	air	was cold and damp. A low mist hung over
4	Essay-and-...	atmosphere. The sun was now bright and warm and the	air	was filled with gay laughter. The pond interested me
5	Essay-and-...	an uncanny sense of impending danger and disappears into thin	air	as surely as the genie in the fairy story.
6	Essay-and-...	been several last-minute cancellations. Write a letter to the	air-	company asking if any of these tickets are available.
7	Essay-and-...	we are able to learn that there has been an	air-	crash in New Guinea almost Descriptive: exercises 33 immediately after
8	Essay-and-...	everything he was told. My parents. . Acrowd is watching an	air-	display. One or more of the planes gets into
9	Essay-and-...	the parachute billowed out and as he swung in mid-	air,	he saw his plane crash into the field below
10	Essay-and-...	years ago. I wish to apply for a post as	air-	hostess and am free to attend for inter- view

Figure 3: The Concordance of the Hit “Air”

From pragmatic contexts like travel by “air” and "travel by air" and "air-crash" to vivid imagery in "the night air was cold" and "the air was filled with gay laughter.", the concordance table for air demonstrates its wide range of applications. While references to "air displays" and "mid-air" highlight action metaphorical expressions like "disappears into thin air" add intrigue. These examples help Iraqi students better grasp both literal and figurative language. While metaphorical and sensory contexts enhance descriptive writing, practical applications can stimulate conversations about globalization and travel. Critical thinking and language skills can be further strengthened by engaging in reflective and creative air tasks.

	File	Left Context	Hit	Right Context
1	Essay-and-...	and waving to the crew. The life- boat touched the	water	and the crew made ready to rescue the man
2	Essay-and-...	wear than ordinary fabrics. Nylon not only stands up to	water,	but to fire as well, for it isnot inflammable:
3	Essay-and-...	wonderful sailing ships. They moved gracefully across Descriptive: exercises 31 the	water	carried by the wind while their owners waited for
4	Essay-and-...	so that the boys had a plentiful supply of fresh	water.	Every spare moment after school had been spent on
5	Essay-and-...	bridge, Frank stopped and pretended to look down at the	water.	From the corner of his eye he could now
6	Essay-and-...	pleasure of swimming; diving; water-skiing ; coming out of the	water ;	hot sand; sand in your hair, your clothes; people
7	Essay-and-...	Now dark storm clouds gathered in the sky. (a) The	water	in the lake had frozen hard. (b) Even children
8	Essay-and-...	in the road. The room was beautifully furnished. The flood-	water	reached its highest point next day. > SO gow Te
9	Essay-and-...	was caught between a tree-trunk and some stones. The	water	rushed past them, and as they looked at their
10	Essay-and-...	the sea; learning to swim; the pleasure of swimming; diving;	water-	skiing ; coming out of the water ; hot sand; sand

Figure 4: The Concordance of the Hit “Water”

The concordance figures for the hits, “sea”, “sun”, “air”, and “water” can be compared to uncover different but related themes, that each add in a different way to the descriptive richness of the textbook. “Water” as a token is frequently connected to mobility life and leisure. Examples include (the life-boat touched the water" and "wonderful sailing ships... moved gracefully across the water) conjure up feelings of elegance and vitality. Useful allusions like "a plentiful supply of fresh water" and "the water in the lake had frozen hard" highlight how vital and transforming water is. In the meantime, water is associated with joy and relaxation through recreational pursuits like "swimming, diving, and water-skiing". In contrast, “sun” emphasizes vitality warmth and its symbolic role in both leisure and tension while “sea”



represents exploration and cultural connection. In a similar vein “air” highlights both actual travel and connotations of freedom or mystery like “disappears into thin air”. These tokens work in concert to create a seamless story of cultural and natural elements that enhance the text.

In an area where “water” is a vital resource water has symbolic and relatable meaning for Iraqi students. The “sea” expands perspectives the “air” investigates mobility and the “water” grounds these concepts emphasizing the practical and leisurely facets of existence. In reflective or creative exercises teachers can encourage students to compare these tokens and examine how each adds to the themes of the text. Students gain a deeper comprehension of descriptive language and symbolic meaning through these comparisons, which also promote critical thinking and cultural awareness.

File	Left Context	Hit	Right Context
1 Essay-and-...	is something quite different from the clear mist on a	mountain	and may come down without warning and cover a
2 Essay-and-...	Robert said he would go to the top of the	mountain	and return in about an hour. (b) The light
3 Essay-and-...	words, words. Did they really mean anything? What did the	mountain	care about words? Imagine being able to see a
4 Essay-and-...	Symbolic and realistic background. PLOT Boy — ‘delicate’ — successfully climbs difficult	mountain,	despite mother’s opinion of him. Abrupt shifts of
5 Essay-and-...	in fairly recent times has the idea of climbing a	mountain	for its own sake become general. In the past,
6 Essay-and-...	doing it, he was clambering up the crack like a	mountain	goat. He never once dared to look up. Suddenly,
7 Essay-and-...	child (Orphan). TIME The present. Duration: about 18 hours. SETTING Kitchen/	mountain.	Hints of surrounding village. Symbolic and realistic background. PLOT
8 Essay-and-...	care about words? Imagine being able to see a whole	mountain	out of your kitchen window! How many kitchen windows
9 Essay-and-...	they exist between houses and between countries as political barriers;	mountain	ranges, rivers, frontiers, and different languages are ‘walls’; or
10 Essay-and-...	joke too many. . The time I was ill. . Astory entitled: ‘	Mountain	Rescue’. . Describe your town or village as it was

Figure 5: The Concordance of the Hit “Mountain”

The concordance table for “mountain” in Figure 5 shows how the token is used in a variety of symbolic, descriptive, and literal contexts. Phrases like (climbing a mountain and mountain ranges as barriers) highlight the difficulties of physical climbing and the divisions found in nature. Allegories such as (what did the mountain care about words?) and (mountain rescue) which conjure up images of drama resiliency and timeless appeal. Comparisons like "a whole mountain out of your kitchen window," connects grandeur to daily life, while comparisons like "clambering up the crack like a mountain goat" to everyday life.

Students can investigate how “mountain” represents challenges and success in Figure 5. Writing exercises inspired by entries such as (kitchen/mountain settings) or (Mountain Rescue) may foster the development of imaginative and descriptive writing abilities. Furthermore, a discussion of the practical and symbolic meanings of mountains can enhance their critical thinking skills and literary theme engagement. In addition to enhancing language acquisition this figure introduces students to universal tales of adversity and tenacity.

Discussion

According to the study’s findings Dijlah University first-year students the *Essay and Letter Writing* textbook portrays sustainability in a way that is insightful. Nature-related tokens like “sea”, “sun”, “air”, “water” and “mountain” which emphasize the texts descriptive richness



were used in a variety of ways according to the qualitative content analysis. But even though these tokens depict a range of environmental aspects and evoke strong visuals they still mainly serve descriptive and narrative purposes rather than delving deeply into sustainability ideas. The high frequency of words like “sea” (20), “sun” (17), and “air” (15) indicates how often the textbook highlights universal natural phenomena and fundamental environmental elements. These terms provide relatable starting points for students to learn about nature, but they have little to do with urgent modern environmental concerns like sustainability and climate change. An underrepresentation of important ecological issues is suggested by the sparse or non-existent use of terms like “climate”, “environment”, and “sustainability”.

This underrepresentation of sustainability presents a serious gap for Iraqi students especially in light of the country’s continuous battles with environmental degradation water scarcity and climate change. Students ability to develop critical thinking and problem-solving skills in relation to these pressing issues may be hampered by the textbook’s weak integration of sustainability principles. The results are in line with earlier studies that emphasize the need for more thorough and integrated methods of teaching sustainability in English textbooks. Furthermore, the social, economic, and institutional aspects of sustainability are not sufficiently covered in the current text, which heavily emphasizes language development through descriptive writing and cultural exploration. This discrepancy highlights how crucial it is to update instructional materials to better conform to the Education for Sustainable Development (ESD) framework which prioritizes interdisciplinary and holistic approaches to education.

Conclusion

According to the study’s findings, *the Essay and Letter Writing textbook* does not adequately address sustainability, even though it includes descriptive language and natural elements that enhance students linguistic and cultural comprehension. Although it provides a solid basis for examining natural imagery the text does not adequately address current environmental issues, like climate change and sustainable development. These disparities underscore the need for more integrative and balanced educational materials that embody ESDs tenets and give students the know-how to tackle the urgent sustainability challenges confronting Iraq and the rest of the world.

Recommendations

Based on the findings of this study, the following recommendations are proposed to enhance sustainability education in English textbooks:

1. Integrate Sustainability Concepts: In order to be consistent with the ESD framework future textbook editions should explicitly address sustainability issues like conservation renewable energy and climate change.



2. Increase Token Representation: To give students a more thorough grasp of these important topics, use more sustainability-related terms such as “climate”, “environment”, “biodiversity”, and “sustainability” both in frequency and variety.
3. Add Real-World Contexts: To help students understand and relate to the material include case studies examples and exercises that highlight Iraq’s environmental problems such as pollution desertification and water scarcity.
4. Encourage Interdisciplinary Learning: To establish a cross-disciplinary strategy that connects language acquisition with sustainability education work with other academic fields like science and social studies.
5. Give Teachers Training: Give teachers the tools and training they need to successfully teach sustainability concepts in the context of teaching English.
6. Inspire Critical Thinking: Create exercises and questions that motivate students to examine consider and suggest solutions to sustainability issues in both their local and global contexts.

Curriculum designers and educators can guarantee that English textbooks help students develop their language and critical thinking skills while also providing them with the information and skills required for sustainable development by putting these suggestions into practice.

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