

The Significant Role of Literature in the 3rd Intermediate Class Curriculum "English For Iraq"

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الدور الهام للأدب في منهج الصف الثالث المتوسط "اللغة الإنجليزية للعراق"

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وزارة التربية بغداد،

Abstract:

Indeed, English literature is used as a raw material in various areas such as the political field and psychology area that used by psychiatrists for psychoanalyzing and politicians used it in pragmatic issues while linguists also used it for analyzing in different fields because it helps in trans different meanings and interludes among universal cultures. Thus, English literature plays a vital role in ELT in the multi-levels in general and the "English For Iraq" curriculum (the 3rd intermediate class) specifically because it is regarded as the key component in most language programs. In most situations, it serves as the basis for many language inputs that students receive from language practices that take place in the classroom. The current study aims for showing the significant role of literature in the 3rd Intermediate Class Curriculum "English for Iraq" as ELT for discovering the two indexes: cultural dimensions and linguistics content which support the process of sense and recognition distribution in the four language skills i.e., (listening, speaking, reading, and writing). For this purpose, surely it supplies the basis for the content of the lessons, the balance of skills being presented and the kinds of language practice in which the students participate in the activities such as textbooks, stories time, then the names of some literary works, poetry, the visuals of the textbooks and characters, persons...etc., that make students learn the various contexts and intercultural or multicultural among languages that lead them to get more acculturation.

Keywords: the significant role, literature, curriculum, 3rd intermediate class, English for Iraq.

الخلاصة:

في الواقع ، يتم استخدام الأدب الإنجليزي كمادة خام في مجالات مختلفة مثل المجال السياسي ومجال علم النفس الذي يستخدمه الأطباء النفسيون للتحليل النفسي والسياسيون يستخدمونه في القضايا البراغماية بينما يستخدمه علماء اللغة أيضًا للتحليل في مجالات مختلفة لأنه يساعد في معاني وفواصل مختلفة بين الثقافات العالمية. وبالتالي ، يلعب الأدب الإنجليزي دورًا حيويًا في تدريس اللغة الإنجليزية في المستويات المتعددة بشكل عام ومناهج "اللغة الإنجليزية للعراق" (الصف الثالث المتوسط) على وجه التحديد لأنه يعتبر المكون الرئيسي في معظم برامج اللغات. في معظم الحالات ، يعمل كأساس للعديد من المدخلات اللغوية التي يتلقاها الطلاب من الممارسات اللغوية التي تحدث في الفصل الدراسي. تهدف الدراسة الحالية إلى إظهار الدور الهام للأدب في منهج الصف الثالث المتوسط "اللغة الإنجليزية للعراق" مثل تدريس اللغة الإنجليزية لاكتشاف المؤشرين: الأبعاد الثقافية ومحتوى اللغويات اللذين يدعمان عملية توزيع الإحساس والأدراك للمهارات اللغوية الأربع مثل (الاستماع والتحدث والقراءة والكتابة). لهذا الغرض ، من المؤكد أنه يوفر الأساس لمحتوى الدروس ، وتوازن المهارات المقدمة وأنواع الممارسة اللغوية التي يشارك فيها الطلاب في الأنشطة مثل الكتب المدرسية ، ووقت القصص ، ثم أسماء بعض الأعمال الأدبية والشعر ومرئيات الكتب المدرسية والشخصيات والأشخاص ... إلخ ، التي تجعل الطلاب يتعلمون السياقات المختلفة ومتعددة الثقافات ومتعددة الثقافات بين اللغات التي تدفعهم إلى الحصول على مزيد من الثقافة.

الكلمات المفتاحية: الدور الهام ، الأدب ، المنهج ، الصف الثالث المتوسط ، اللغة الإنجليزية للعراق.

1.Introduction

Literature has a significant part in humanities and plays a vital role in identifying a subject that reflects human knowledge, culture, and intellect. It also mirrors the psychological situation of the society, cultural traditions, history, religion and political strategy from various factors. English literature is used in ELT in the multi-levels because it is considered an essential part of most language programs. it also acts as the motivation for many language inputs that students acquire from language practices in the classroom. The present study aimed for indicating the significant role of literature in the 3rd intermediate class curriculum "English for Iraq" as ELT for finding the two indexes: cultural dimensions and linguistics throughout highlighting the role of literature in the textbook as the main part in it. Accordingly, it provides the foundation for the content of the lessons it makes the balance of skills being proposed and the categories of language practice in which the students experience in the activities as elementary literature such as textbooks, stories time, literary works, the visuals of the textbooks and characters ...etc, see **Table (1)**. Through the vital role of literature in various strategies makes students learn the different contexts and intercultural or multicultural through learning a new language that leads them to acculturation.

1.1. Statement of the Problem and Significance of the Study

The linguists have used plenty of literature addressing culture incorporation in ELT, the literature has expressed more representations in EFL textbooks' linguistic content in Students' Book the 3rd intermediate class "English for Iraq" which is written by foreign authors Terry O'Neill and Peter Snow who have focused

on its significant. This study tries to examine the significance of literature in the content of the *English for Iraq 3rd Intermediate Student's Book* (2017) presently used in Iraqi intermediate schools, seeking at catching both any conceivable acculturation and the sort of culture, highlighted in the written texts and the visuals of the Student's Book and Activity Book content. This new curriculum does not appear to have achieved a lot of quality studies, specifically related to its literature scope. Therefore, Many researchers have proved that there is a continuous need for using literary texts in the curriculum and its contents that are still helping in ELT as the main part of the curriculum for developing language skills such as (listening, speaking, reading, and writing) because language is assumed a set of four capabilities that allow to the learner to comprehend through reading and knowing many enormous words and their meanings (multi vocabulary) through reading literary texts that lead learners to produce spoken language properly. "The study of literature in the language classroom provides these students with the intercultural skills that are increasingly necessary in the contemporary globalised world. As educators, we can employ the study of literature to prepare students for dealing with the complexity of a globalised world long after graduation".(Almeida et al,2020,p.1). Thus, multicultural leads to acquire different vocabulary that is a significant perspective in learning a language, specifically in learning English as a foreign language (EFL), in the light of the fact that without adequate vocabulary students can't express their own thoughts therefore they should have enough vocabulary. (Hatch & Brown, 1995,p.37).

1.2. literature Significance

In fact, various researches have been performed on the evaluation and investigation of ELT textbooks that is still under-researched and almost that refers to the vital role of literature in ELT that can be adopted in four skills (Sheldon, 1988). This study investigates the significant role of literature in the 3rd intermediate class "English For Iraq" curriculum which is used presently in Iraqi intermediate schools and aims at highlighting the significant role of literature in English language learning as a foreign language and cultures interlude in the content of the texts that penned by specialized and the visuals materials in the textbooks according to Iraqi previous and current studies. In spite of the plenty of literary texts handling culture incorporation in ELT for learning, new EFL textbooks have been penned by foreign experts have been depending in Iraq, this series does not have achieved a lot of quality research related to its the significant role of literature in the 3rd Intermediate Class Curriculum "English For Iraq" as EFL and cultural content. Kolker states that "Cultural studies think about meaning as an ongoing process built out of complex relationships between people in their daily lives and the works of imagination they look to for emotional and intellectual sustenance and release".(2002, p.171). Indeed, literature produces new sentence forms from different vocabulary items of students. It makes them acquainted with various essential and syntactic devices in English. They get more answers concerning the various manners of saying sentences and conveying thoughts. Hence, literature creates up the beneficial limit of students appropriately and intriguingly. (Hismanoglu, 2005). Whereas, Almeida et al, have mentioned two vital roles as the main themes in the English and modern foreign languages learning and teaching through literature:

First, the role of literature in the language classroom in a transnational world, where the majority of language students have a multilingual and multicultural background, and where their digitally mediated experiences and identities transcend the one-nation one-language-one-culture idea of traditional language teaching. In this context, fictional literary texts can invite students to adopt different viewpoints and thus enhance intercultural awareness. The second theme, embedded and driven by the first, is the use of literary texts for creative appropriation, the way in which students can be encouraged to actively engage with, rather than consume, literary work. (2020,p.2).

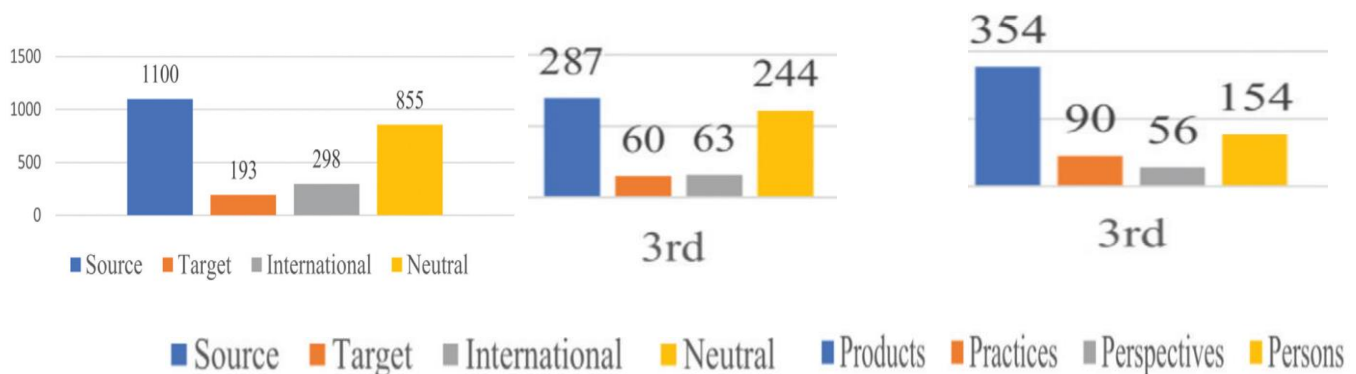
Therefore, more reading original literary texts inside or outside the classroom is favourably desirable for foreign language learners because it grows the orientation to the target language, indicates unique and incredible uses of the language, facilitates language acquisition and provide a motivating and lovely way of learning the language (Nina & Violeta, 2012,p.1185) Thus, The current study tries to highlight the significant role of literature through cultural integration in the content of the "English for Iraq" textbook series presently utilised in Iraqi intermediate schools, seeking at detecting cultural interludes, which are reflected in the texts and the pictures of the 3rd intermediate curriculum's content which represented by the literary texts.

1.3.Previous Studies

This study focuses on the vital role of literature based on an argument concerning the profound need for highlighting upon the textbooks' content, especially, that is connected to literary representations by various elements. In spite, the few studies until now conducted about the vital role of literature in the "English for Iraq" series of textbooks which are adopted recently in Iraqi intermediate schools, thus the study tries to highlight the important role as the main part of ELT. It is necessary to show the previous studies that are related to this study to support the main characteristics of the study which are: the problem, aim, and procedures. They are as follows:

1. The research paper by 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". They have referred to the vital role of literature throughout the plenty of the literature addressing culture combination in English language teaching and learning, as well as the definitive, cultural models in EFL textbooks' linguistic content and they also have examined the cultural incorporation in the content of the "English for Iraq" textbook by discovering both any potential acculturation and the style of culture, throughout the written texts and the visuals of the textbooks' content and they have dependent on descriptive content analysis, as results indicate that the textbooks contain a perceptive various in the frequent of the culture through literary texts representations in this study has been used as a quantitative technique of research based on content analysis for examining both the manifest features and visible forms which have hidden meanings behind the manifest features of texts. Moreover, the researcher gives cultural types distribution and cultural dimensions' proportions which are transferred by literature in the 3rd intermediate "English for Iraq" textbooks and represented them in the different tally charts that refer to various cultures through elements of literature in ELT that is clear in **Figure 1** below:

Figure1. The distribution of Cultural and Cultural dimensions' proportions which are transferred through literature in the 3rd intermediate "English for Iraq" curriculum



In light of the results indicated in Figure 1 above, the origin culture in the "English for Iraq" textbook series is prevailing English literature features in transferring the new features of cultures in two cultural kinds like source and neutral, they form "the majority of more than two-thirds of the total cultural content of the textbooks. There is a sharp difference in occurrences of these two types from those of the target and international types". (Obaid et al., 2019, p. 92).

2. The research paper by Hussein, N. A. A., & Al-Ali, K. K. (2021). "Investigating the Cultural and Literary Content in English for Iraq Secondary Level: A Pedagogical Study". They have dedicated to producing a framework for analyzing the cultural and literary content in "English for Iraq" textbooks for the sixth preparatory stage in Iraq". They have presented practical investigation for the contents in the students' and activity books. They also try to highlight the role of literature in Teaching Foreign Language because the literary texts are an important part as a source of material for EFL classes as they show a wide degree of language use in authentic contexts and using it in teaching and learning English, it is regarded as an important real material for individual contribution in cultural enhancement and language advance to enhance students' understood as a learning technique and to support their ability of language and culture. Finally, the researchers have deduced the investigation of literature develops students' understanding through adopting the literary elements such as the alternate points of narrators, characters, biography, persons,...etc. while reading literary works what causes people to sense, behave, talk and transform how they speak around the world. Hence, they are referring to different cultural sides that can be found through textbooks and International cultural items of the categories and their role in English Language Teaching. According to these studies that related to the main topic of the research paper, the researcher discovered that literature is

a significant subject to be taught at schools, for widening the student's acquaintance about a new culture, learning new vocabularies and developing their four skills through reading literary elements. The researcher also discovered from these various reviews, the significance of literature and its role in ELT and literary elements in textbooks studied by other researchers. The review supported comparing the reviews with other research reviews and results. The current study varies from the previous studies being related to the new textbooks that were used in Iraq for teaching English, which has not been the role of literature evaluated in it yet.

1.4.Literature Review

The study curriculums are regarded as essential in most common education tools used in schools textbooks and it also has plenty of literary texts as cultural content and linguistics teaching then becomes an obviously specifying element since it draws the kind and scope of the cultural learning students are probable to acquire in the classroom. (García, 2005). Almost the Scholars often pursue the literary content of the textbooks through investigating it with the use of different typologies, such as Obaid., et. al (2019) and Hussein & Al-Ali (2021) they have focused on cultural dimensions of literature and its role in intermediate and secondary textbooks series "English for Iraq". While Cartozzi & Jin (1999) three classifications of culture such as Britten, Adaskou and Fahsi (1990) four meanings and scholars' checklists analysing like Byram (1993) and Kilichaya (2004). Also, the literary content of EFL textbooks can be scrutinized on the essential of American Council on the Teaching of Foreign Languages criteria for learning languages including the structure of developments, practices, and perspectives. Therefore, this study uses two techniques of examination, one is for literature significance and the other is for the literature dimensions in the 3rd intermediate "English for Iraq" curriculum.

1. 5.Literature Dimensions

In fact, literature holds culture and language are actually incorporated and mainly related. Agar has referred to the term "linguaculture" in the unification between a language and its culture. (1994,p.28). There is no one is able to acquire any language without being knowing the speakers ' culture of it. Based on this inseparability of culture and language which representing by literature in teaching or learning a language is by necessity education and instruction culture. (Kramsch, 1998,p.63). for acquiring a new language needs to "a kind of enculturation, where one acquires new cultural frames of reference and a new world view".(Alptekin, 2002,p.58). Thus, the literature is considered "hidden curriculum", it is the instructors' concern through constant researching to discover the ideology and cultural values in the textbooks or a curriculum that presents to the students for ELT.(Asgari,2011,p.890). The EFL context contains the 3rd Intermediate Class "English for Iraq" textbook which has been utilised since 2017 and is authored which has written by foreign writers who are Terry O'Neill and Peter Snow, they also have written "English for Iraq" textbooks series in 1st and 2nd Intermediate Classes thus, these textbooks series are the exclusive source for acquiring the English language and learning it in Iraqi intermediate schools. It contented three-grade schools the range of age is 13 to 16 years. EFL textbooks need constant research to discover the significant role of literature in the textbooks' content. Throughout analysing the matters of the literary terms in textbooks, both finding any attempt of acquisition and acculturation through dominance in culture varieties, and highlighting kinds of literary elements through conquest in learning dimensions, as a result, present a full illustration of the artistic load in the textbook on the one hand and accordingly of cultural integration in linguistic content on the other hand. The literature is also an opportunity for cultural exchange because it includes linguistic performances and exhibition of the arts for that it takes two dimensions:

1. Cultural Dimensions

The cultural types and dimensions are available in texts and visuals of textbooks in many forms. The domain of culture incorporating in EFL textbooks to learn both any acculturation and the types of surface or deep acculturation possible dominates the intermediate school textbooks' materials, especially in the 3rd Intermediate textbook that leads to new the approach of cultures integrating which embraced by the authors in these textbooks. Xiao believes that foreign language textbooks have formed to be a transformer of cultures hidden in language content, whether visual or textual of textbooks content in all instruction materials directly or indirectly transfer cultural values to a particular ability. (2010, p.4). Likewise, Cunningsworth has referred to textbooks do convey implicitly sets of cultural and social values which are intrinsic in societies. (1995:90). Therefore, the cultural dimensions help to product and exercise illustrated in the written

texts and in visuals of the "English for Iraq" textbook series used in Iraqi intermediate schools for the intercultural or multicultural content.

1.2. Representations of Literary Elements

The overemphasis of literary elements such as the story time in each unit except for two units, Fact File, Biography, Essay, characters, play, Article, Textbook, and Short Story which go in line with the conclusion in which they studied the EFL. The Iraqi teachers have seen the influential role of literature in the 3rd Intermediate Class Curriculum "English For Iraq" to encourage learners to well recognize two cultures such as Iraqi local and international cultures lead to finding out that the book provides learners with sufficient orientation to the target of literature in the 3rd Intermediate class "English For Iraq" textbook that is clear throughout the literary elements examples in **Figure 2** below:

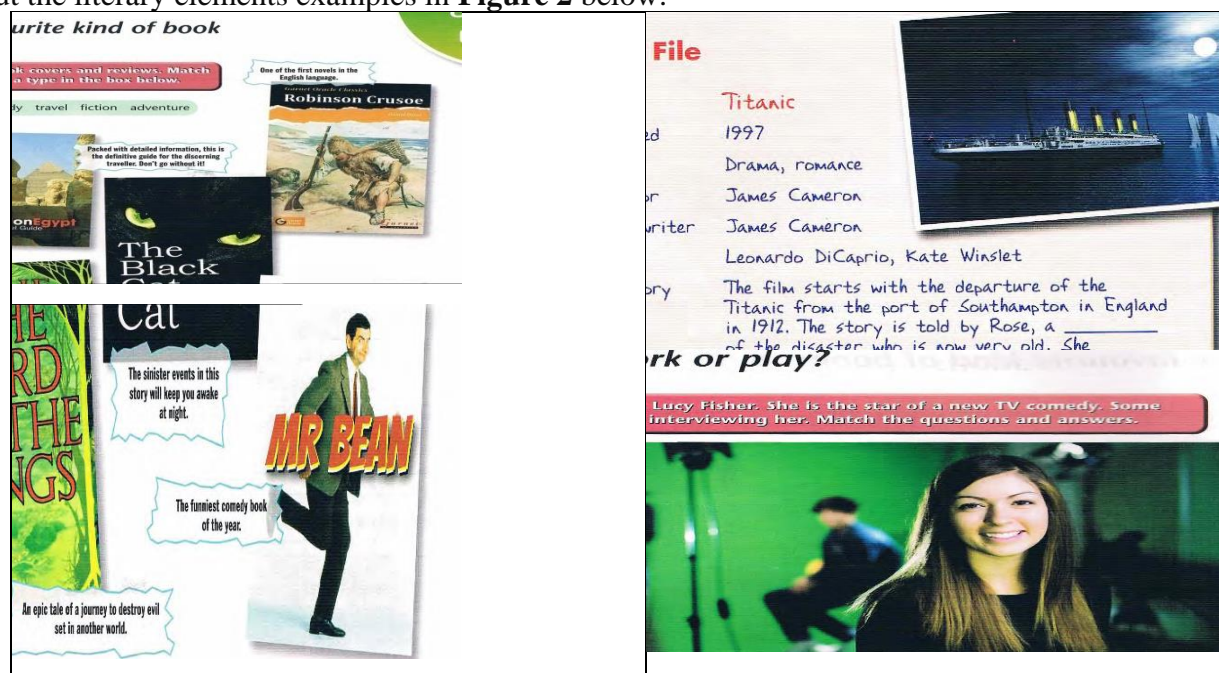


Figure 2. Target Elements literary representations in the 3rd Intermediate Class curriculum "English For Iraq"

Famous characters also come next in the cultural dimensions' representations. There are distinctive load names such as Robinson Crusoe, the English comedian Mr. Bean, Lucy Fisher and famous characters and their Biographies such as Nawal Ramzi, Abu Ali al-Hasan Ibn al-Haitham (al-Hazan or al-Basri), professor Heyerdahl...etc, in the 3rd intermediate textbook. See **Figures (1), (2) and Table (1)**:

The Checklist Form Based on Representations of literary elements according to the "English for Iraq 3rd Intermediate" curriculum with regard to the distribution of literary elements in the textbook, **Table (1)** shows the following: **Table (1) Domination, Representations of Literary Elements and Percentages Distribution the Literature in Textbook**

Representations of Literary Elen	No. of Items	Percentages
Textbook Passages	18	0.18
Fact File	3	0.03
Articles	6	0.06
Characters	4	0.04
Literary works	5	0.05
Biography	3	0.03
Story Time	7	0.07

2. Linguistics Content

linguistics content is formed a fundamental part with a consensus on its significant function. The basic criteria that the textbook assumed are the form of the textbook, the accompanying materials such as the content and the topic, cultural production the exercises and the activities, the four language skills. (Laabidi,2016, p.142). Cultural dimensions are two main subjects that help to give a full illustration of the cultural load in Iraqi textbooks series, and accordingly of cultural integration in their linguistic content. It also provides the motivation for the content of the lessons, the balance of skills being given and the types of language practice that take place in the classroom by students. A textbook entitled "English for Iraq" 3rd Intermediate presents two kinds of textbooks: sourcebooks (Students' Book) and supplementary textbooks (Activity Book). The first one covers all elements of language whereas the second textbook is concentrated only on particular topics related to the Students' Book. The series of "English for Iraq" 3rd Intermediate curriculum has the four components:

1•Students' Book 3rd Intermediate curriculum (SB) has a variety of texts to introduce vocabulary and the new items of language and develop language skills. It contains eight units. Basically, all of the units include lessons that include literary texts such as articles, short stories, biography, facts files, films and concluding with story time. While units four and eight are regarded as revising in the first and the second half of the book and each unit also includes a revision lesson nine is allocated to revision whereas, revision units are four and eight have four lessons only.

2• Activity Book 3rd Intermediate (AB) contains activities to practise and concentrate on the language introduced in the Students' Book. Both writing and listening activities should be used together when restricted in the teaching notes . Skill tips and grammar boxes are also included in the Activity Book that is suitable for the lesson and the special activity.

•3The Teacher's Book 3rdIntermediate (TB) contains an introduction with functional steps and processes for using the procedure effectively. Separately lesson table forms with a plan at the top of the page, including unit, lesson numbers, objectives, language, and vocabulary.

4•The Audio extracts include recordings for all exercises, the texts, and phonic in the Students' Book and the Activity Book.

1. 6.Methodology

A qualitative research approach is utilised depending on descriptive content analysis according to some Iraqi previous and current studies which finding reveal that the textbooks encompass literary elements differs in the recurring of the culture terms that play an important role through their literature content dimensions in the 3rd intermediate class "English For Iraq" textbook, especially acculturation in English language learning. This balanced indication leads the textbooks to be source-culture-based textbooks with a chance of acculturation through literary elements such as the story time in each unit except for two units, fact file, biography, essay, characters, play, article, textbook, and short story and be prevailed with culture materials concentrating on items such as folks, fairs, festivals, and food, throughout story time, poetry, short story on the one hand, and how can use literature as a foreign language for learners on the others hand, as a result, the textbook follows a new technique approach in ELT for incorporating literary texts in its content as learning techniques.

1.7.Findings And Discussion

Findings and discussion of this study are expressed in an arrangement indicating the significant role of literature in the 3rd Intermediate class Curriculum that is reflecting, in turn, the objectives of this study for showing the domination of the literary styles in textbooks' materials, to find any dominance that may result in acculturation and knowledge for the main scope of ELT. It also shows the representation of the artistic balances in the textbooks' materials, to find any distinction that may result in highlighting a new kind of culture. As a result as, literature plays an essential role in foreign language acquisition at various levels of schools, learning English concentrates not so much on the literary works from the cultural domain only, but on transferring conceptions that students acquaint with and building vocabulary that acquisition students increase their competence and confidence to speak and present ideas in the foreign language. Many of them achieve verbal advantage close to native speakers. Therefore the technique of incorporating cultures in this textbook can be informed through the significant role of literature.

Summing up, the significant role of literature in *the 3rd Intermediate class Curriculum* (English For Iraq) indicates two differences in illustrating literature significance and the other is for the literature dimensions in the 3rd intermediate “English for Iraq” curriculum. The second one that observes in the balance of acquired experiences is acculturation, which constitutes the majority a pedagogical implication of the cultural kinds of the textbooks corporation in the textbooks’ content. Therefore, literature gives various cultural indications in the textbooks from being culturally balanced, accordingly, this balanced mentioned above leads the textbooks to be source culture-dependent textbooks with a chance of acculturation through literary elements such as the story time, fact file, biography, essay, characters, play, article, textbook, and short story and be prevailed with culture materials concentrating on items such as fairs, folks, food and festivals on the one hand and how can use literature as a foreign language for learners on the others hand, as a result, the textbook follows a new technique approach in ELT for incorporating literary texts in its content as learning techniques in the EFL context of Iraq would improve the performance of students in the English language as a foreign language through vital roles that represented by literature.

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