





Analyzing the Cultural Content of High School English Textbook  
“English for Iraq” for Sixth Preparatory Grade

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تحليل المحتوى الثقافي لكتاب اللغة الإنجليزية للمرحلة الثانوية في العراق «اللغة الانجليزية  
للعراق» للصف السادس الإعدادي

المدرس طيبة عبد الكريم عبد الستار  
الجامعة العراقية / كلية الآداب



## Abstract

There are some of English teachers mainly focus on developing their students' four language skills, often neglecting to introduce cultural components related to learning English. As a result, students may have low understanding of the accompanied culture as cultural background or materials is basically not instructed directly. Otherwise, it can be contained through the use of textbooks. Therefore, it is essential for teachers to select proper textbooks that vitally integrate cultural representation side by side with language instruction.

This study scrutinize how cultural background is represented in the English textbooks with the title "English for Iraq," which is published by Olivia Johnston and Caroline Messieres for six-grade students in high schools of Iraqi preparatory. A content evaluation was performed through using two cultural features as the evaluation structure: 'cultural categories' and 'cultural dimensions.' The evaluation discussed 8 elements including 43 texts in the reading passages.

The findings reveal two primary features. The first one denotes to the cultural categories discussed by Cortazzi and Jin (1999), while the leading category is the local culture. The other categories contain intended culture which refers to countries where English is an official language, and is stood for to a lesser extent, and global culture, which has the smallest representation.

The next aspect is taken from Moran's (2001) five dimensions of culture. The dimension with the most portrayal is 'output' , which is followed by 'individual' and 'society.' The dimensions of 'activity' and 'perspective' are formed as a lesser degree in the textbook.

Keywords: textbook, culture, cultural categories, five dimensions

## المستخلص

يركز بعض معلمي اللغة الإنجليزية بشكل أساسي على تطوير المهارات اللغوية الأربع لدى طلابهم، وغالبًا ما يهملون إدخال العناصر الثقافية المتعلقة بتعلم اللغة الإنجليزية. ونتيجة لذلك، قد يفتقر الطلاب إلى فهم الثقافة المرتبطة حيث لا يتم تدريس المحتوى الثقافي بشكل مباشر عادةً. وبدلاً من ذلك، يمكن دمجها من خلال استخدام الكتب المدرسية. ولذلك، فمن الأهمية بمكان أن يختار المعلمون الكتب المدرسية المناسبة التي تدمج التمثيل الثقافي بشكل فعال إلى جانب تعليم اللغة. تبحث هذه الدراسة في كيفية تمثيل المحتوى الثقافي في الكتب المدرسية باللغة الإنجليزية بعنوان "الإنجليزية للعراق"، التي نشرتها أوليفيا جونستون وكارولين ميسيريس لطلاب الصف السادس في المدارس الإعدادية العراقية. تم إجراء تحليل المحتوى باستخدام جانبين ثقافيين كإطار للتقييم وهي "الفئات الثقافية" و"الأبعاد الثقافية". وغطى التحليل 8 وحدات بضمنها 43 نص من القطع القرآنية

تكشف النتائج عن جانبين أساسيين. الجانب الأول يتعلق بالفئات الثقافية التي حددها (1999) كورتازي وجين، حيث الفئة السائدة هي الثقافة المحلية. تشمل الفئات الأخرى الثقافة المستهدفة التي تشير إلى البلدان التي تكون فيها اللغة الإنجليزية لغة رسمية، ويتم تمثيلها بدرجة أقل، والثقافة الدولية، التي تتمتع بأصغر تمثيل.

الجانب الثاني مستمد من الأبعاد الخمسة للثقافة عند موران (2001) البعد الأكثر تمثيلاً هو المنتج، يليه "الشخص" و"المجتمع". ويتم تمثيل أبعاد "الممارسة" و"المنظور" بدرجة أقل في الكتاب المدرسي. الكلمات المفتاحية: الكتاب المدرسي، الثقافة، الفئات الثقافية، الأبعاد الخمسة

## INTRODUCTION

One active way to combine culture into the classroom is by including cultural units and elements in textbooks. Given the widespread use of textbooks, merging cultural content assures that many teachers, whether intentionally or unknowingly, give features or aspects of culture to their students. Textbooks should be considered not only as ways for delivering language background but also as vehicles for sending cultural awareness and boosting learners' intercultural experiences (Bahrami, 2015). By embedding cultural constituents within textbooks, language learners can obtain a display to many different cultures more readily. Also, the integration of cultural background in English textbooks is thought to boost learners' interest in the language and enhance their motivation (McKay, 2000). This significance of cultural merging in English textbooks takes research into the existence of culture within these educational subjects matters.

Today, textbooks have a crucial role in playing and centering in teaching English. As for Hutchinson and Torres (1994), English Language Teaching (ELT) textbooks are necessary for adopting innovation. They discuss that textbooks can help teachers during facing changes, showcase new ways and methods, introduce changes gradually, and offer a foundation for building more creative teaching methods. Graves (2000) elaborates textbooks as main sources of information for methodical study and teaching. Otherwise, Richard (2001) confirms that the materials of textbooks are essential to language teaching, creating the backbone of a lot of the input learners get. Karamouzian (2010) assures that the excellence of textbooks is crucial in improving or lessening the effectiveness of a language program. Textbooks help students in becoming acquainted not only to the linguistic

features of a language but also to the social and cultural contexts it confronts.

Language is an essential method of communication and cannot be studied seperatedly away from the cultural backgrounds and wisdoms of its community. Vice versa, culture cannot be in actual fact communicated without language. Since language and culture are interwoven, teaching a new language in essence involves conveying knowledge of its related culture. With English posing as an international language for communication on the other side of nations, concern in learning it has risen sharply.

Language thouroughly refers to culture, as Marcus (1998) describes, "a person without knowledge of their history, origins, and culture is like a tree without roots"p.45. This draws attention to the interrelationship of individuals with their communities and environments, confirming the importance of understanding one's cultural upbringing. Culture forms every element of life, having impact on language use, behavior, and community lifestyles.

Depicting culture can be complicated, as it encloses various elements of life. Dewantara, the father of Indonesian education, believes that culture is the outcome of human concept, shaped by interactions with nature and community. Hofstede (1991) depicts the concept of culture as "the software of the mind," relating to the shared rules that lead behavior within a group. Language acts as a primary means to reach to the cultural legacy of others, permitting individuals to boost their own cultural understanding by displaying to various thoughts and perspectives. Culture sums up the collective lifestyle of people, identified by learned behaviors, values, manners, and tangible objects. It mainly has an impact on how communities live, behave, interact, think, connect, and communicate. Yen (2000) describes culture as a learned form that boosts a shared identity and enables rule-

making within societies, mentioning that culture is learned as opposed to be as inherited. Additionally, the connection between language and culture is highly involved, making it as a challenge to detach the two (Brown, as referenced in Magogwe, 2009). Basically, language and culture are indivisible.

To make an efficient communication, individuals need a means of comprehending one another. Language acts as a main tool for human connection. As Brown (2000) noted, "language is a part of a culture, and a culture is a part of a language; the two are intricately interwoven so that one cannot separate the two without losing the significance of either language or culture." This includes that language helps to communicate and to interact, which, in turn, creates cultural advancements.

Shown the deep relation between language and culture, plenty of scholars and educators have focused on the significance of merging cultural elements into language teaching and learning. This shows that teachers should not only concentrate on British and American cultures and norms but also be educated and informed by other target cultures in their teaching environments. Recently, a lot of teachers concern mainly on improving students' four language skills without teaching cultural elements within English language instruction. As a result, students may lack cultural knowledge. School textbooks can offer a useful resource for both teachers and students to enrich cultural knowledge. Richard (2001) confirmed that school textbooks are essential materials across language teaching program, stimulating the input and practice that performed in the classroom. Textbooks can facilitate teachers in delivering cultural components when teaching English. On the other hand, school textbooks that

include cultural aspects can significantly have an impact on increasing students' knowledge about various cultures.

In Indonesia, the main goal of general education is to teach students who are religious, well-characterized, healthy, smart, creative, independent, nationalistic, and democratic. The educational goals stand along with the nation's cultural standards and ideology and are performed through all subjects, including English. As a result, the significance of cultural background in school textbooks has usually been ignored in former research, despite its vital role in forming students' perceptions of other cultures. Realizing that the main deep impact of English textbooks on learners' cultural knowledge and intercultural concepts and thoughts, this study examines how these school textbooks show foreign cultures from a multicultural viewpoint. By the means of a content analysis of English textbooks for second-grade senior high school students in Indonesia, the research scrutinize the role of cultural contexts focusing on two elements: cultural scopes or dimensions (Moran, 2001) and cultural classifications (Cortazzi & Jin, 1999).

In this study, the concept of 'cultural dimensions' is extended to add more five factors as formed by Moran (2001): culture as products, practices, perspectives, communities, and persons. Additionally, 'cultural classifications or categories'—which identify sources of cultural information—are analyzed utilizing Cortazzi & Jin's (1999) structure, which contains source culture (SC), target culture (TC), and international culture (IC).

One effective structure for inspecting the cultural content of an English school textbook is Moran's (2001) the five dimensions of culture, which cover products, practices, perspectives, communities, and persons. Cultural products related to unique artifacts peculiar to a culture, while practices include the

language used in social communications along with that culture. The standpoints cover the values, beliefs, and attitudes that create individuals' ways of life. Communities indicate to the language performed by particular groups, and persons refer to the individual diversities in language use.

### **Statement of the study**

Textbooks in general play a main role in forming students' cultural knowledge; nevertheless, there is a lack of disciplined evaluation of how cultural elements are shown in Iraqi English textbooks, particularly *English for Iraq* for sixth-grade preparatory students. It is still unclear whether the textbook provides a balanced and useful integration of local, target, and global cultural content, in addition to whether it properly outlines the various cultural dimensions necessary for efficacious intercultural communication. Thus, the problem of this study embodies in the need to examine and evaluate the cultural representations incorporated in *English for Iraq* to determine their possibility, balance, and educational suitability for Iraqi EFL learners.

### **Questions of the Study**

To guide the analysis, the study seeks to answer the following questions:

1. What types of cultural components are represented in the reading passages of the textbook English for Iraq for sixth-grade high school students?
2. How frequently does each cultural dimension appear throughout the selected reading passages?
3. To what extent do the cultural elements align with local, target, or international cultures?

## **Significance of the Study**

The significance of this study lies in the following points:

- It provides an objective evaluation of cultural representation within an officially approved Iraqi English textbook, offering insights for curriculum designers and textbook writers.
- The study contributes to the field of English language teaching by highlighting cultural balance, showing whether the material reflects local culture, foreign culture, or a blend of both.
- The study adds to existing literature on textbook analysis and helps researchers who aim to conduct similar investigations in Middle Eastern or EFL contexts.

## **METHOD**

This study makes use of analyzing content to reveal the cultural components inside the textbook "English for Iraq," designed for sixth-grade High School students. The analysis concentrated on some of reading passages. As for, Fraenkel (1996), content covers words, meanings, symbols, , signs, themes, or any transfarable messages, meanwhile text contains any written text, visual, or spoken pattern that helps access to communication.

The researcher employs as the primary tool for this qualitative study, which works on content analysis. This approach permits the researcher to create a specific context for collection of participant data (Lodico, 2006). Data were gained and collected through analysis of documentations (Arikunto, 2010). The analytical process followed several systematic stages. First, all reading passages were carefully read and reviewed to identify cultural elements. These elements were then classified according

to predefined cultural dimensions. Each example of cultural representation was coded and recorded to ensure consistency and accuracy in classification.

Second, the frequency of each cultural category was numbered. These frequencies were then transformed into percentages to make comparison easy among the different cultural dimensions. The data were quantified that allowed the researcher to determine the prominence and distribution of cultural representations through the analyzed reading passages.

Third, the numerical data were arranged and shown visually using pie charts and figures. These visual representations helped explain the proportional distribution of cultural content within the textbook and helped clearer clarification of the findings.

The results are shown through charts and figures, followed by a qualitative discussion talking about the research problem.

## **FINDINGS**

This research examined the cultural contentment in the "English for Iraq" textbook for six-grade High School students, a publication created by Olivia Johnston and Caroline Messieres. Two main findings were identified: cultural classifications or categories and cultural dimensions, both shown in pie charts presented below.

**Cultural Categories:** Three cultural categories taken from Cortazzi & Jin (1999) were identified in the textbook: regional culture, intended culture, and global culture. These are elaborated in the accompanying pie chart.

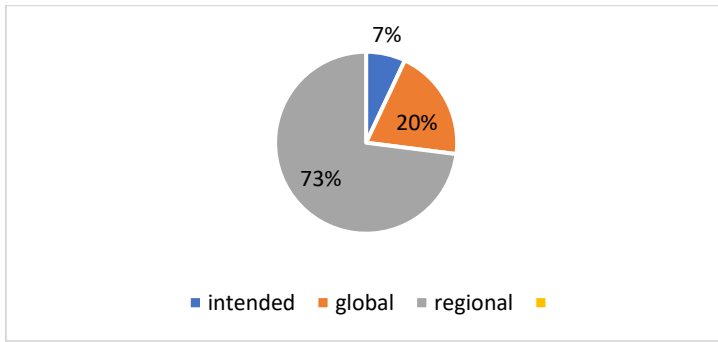
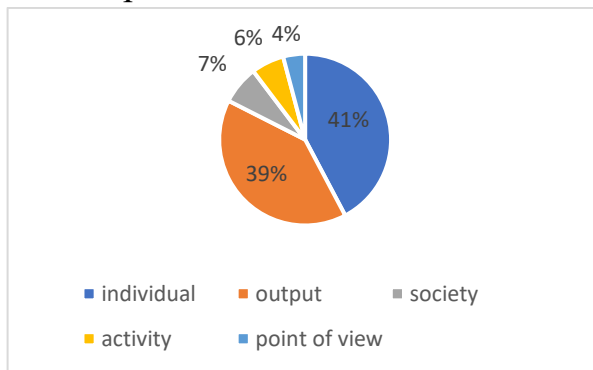


Chart Pie 1 The Cultural Categories

Cultural Dimensions: The submitted analysis also contained five cultural dimensions fundamentally taken from the basis of Moran (2001), who describes culture as a collection of outputs, activities, point of views, societies, and individuals. This is reflected in another pie chart.



Pie Chart 2 Cultural Dimensions' Representation

## DISCUSSION

The analysis showed result of insights into the cultural categories and dimensions represented in the "English for Iraq" textbook targeting six-grade High School students.

## 1. Cultural Categories:

The study highlighted three cultural categories derived from Cortazzi and Jin (1999). The pie chart refers to the parts of these categories in the textbook. Using 8 units from "English for Iraq," which comes along with the 2014 curriculum in Iraqi education, the textbook written by Olivia Johnston and Caroline Messieres. The textbook draws three types of culture that can be merged into language textbooks and materials. Those categories are: regional culture, intended culture, and global culture.

The analysis showed the number of reading passages throughout the units. The findings refer to regional culture as the most formed, followed by global culture, however, intended culture represented the least. The focus on intended culture is appropriate, as it primarily shows the cultural context and background of countries where English is the official language. This representation increases students' understanding of diversity of cultures, while the content of regional culture confirms that they learn the language without the loss of the sight of their own cultural background. Although International culture is mentioned less , it enhances students' awareness and knowledge about cultures around the globe .

The cultural aspects described below

**MEET ONE OF THE MOST POPULAR ARCHITECTS IN THE WORLD!**  
The world's most famous architect Zaha Hadid, London-based 2012 Pritzker Prize winner

**What kind of buildings are you famous for?**  
I like very modern designs, so probably the most futuristic buildings.

**Have your designs won any prizes?**  
Yes, the Pritzker Prize in 2010. I got the first woman ever to win the – and the Pritzker Prize in 2011 and 2017.

**Can your designs be as successful as men in their careers?**  
Of course. Anybody can succeed if they choose to and study hard enough.

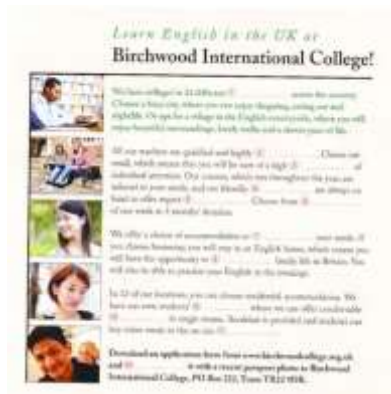
**When did you decide to be an architect?**  
I've been my dream since childhood.

**Why?**  
I got fascinated by the design and structure of buildings. I worked as a clerk that I would enjoy and that would be useful.

**Can you tell me more about your background?**  
I was born in Baghdad and studied architecture at the American University of Beirut. Then I moved to London and studied.

### Picture 1

Based on the example above, it is one of the prominent figure in Iraq. She is an Iraqi architect and artist. and designer, regarded as a prominent figure in architecture during the late 20th and early 21st centuries, Hadid was born in Baghdad, Iraq. The Guardian referred to her as the "Queen of Curves," noting that she "freed architectural geometry, creating a completely new form of expression." Among her notable projects are the London Aquatics Centre for the 2012 Olympics, the Broad Art Museum, Rome's MAXXI Museum, and the Guangzhou Opera House. Based on the picture the students is being informed about their own culture about one of the prominent figures from Iraq.



### Picture 2

Picture 2 shows Birchwood international College with students photos, to learn English in the UK. The College is based in UK which represents target culture for students a case for learning the English language there to encourage them to know one of the British Colleges and schools there.



Picture 3

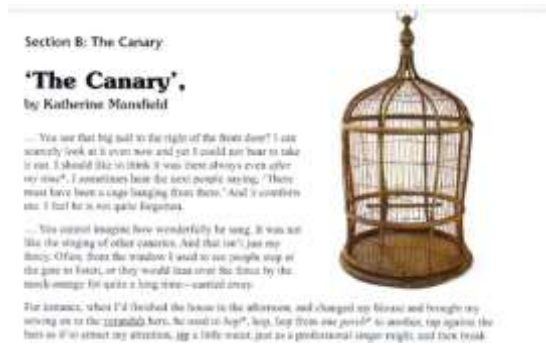
Picture three shows the monuments of Kerkennah which is the name of a group of islands that are situated off the east coast of Tunisia. The pictures show the traditional views of the city. This picture includes of the international culture.

## 2. Five Dimensions

As indicated by the presented model findings from 8 units of the course book entitled “English for Iraq” for six grade in high school that is written by Olivia Johnston and Caroline Messieres it is found that (43) texts in the reading passages.

The table shows the distribution of 5 dimensions of cultural materials taken from Moran (2001) point of view. There are the distributions of output, activity, point of view, society, and individual. As indicated by the table, the 5 dimensions that most dominant is the output. Almost all of cultural contexts that contained in the course book “English for Iraq” for the six grade that written by Olivia Johnston and Caroline Messieres is output from some countries: regional culture, intended culture and global culture. The output includes clothes, food, history, literature such as: long stories, drama, poems and chant’s lyric. Then the coming dimension that the second most ruling is

individual. A lot of of figures that represent in the course book that can increase cultural knowledge through life famous story person from some countries. The third one is society, most of them form into groups or communities that set training sessions to have a goal that gather with their communities. The next one, the forth place is activity. Activity is every individual act on their practices or celebrate based on their culture. Then the last one is point of view. The place of point of view is less than others. There are some point of views of someone in this course book that provide their understanding about the situation about their country. Here are some drawings that described of 5 dimensions below.



Picture (4)

Picture 4 shows a short story “ The Canary” by Katherine Mansfield. The narrative is presented from the perspective of a solitary woman who reflects on her pet canary, which passed away at an unclear moment in the past. She attributes human-like traits to the bird like , detailing its personalities, habits, and the companionship it offered her.

Mansfield was a writer and critic from New Zealand who played a significant role in the modernist movement. Her works are renowned globally and have been translated into 25 languages. This piece of work in the textbook refers to product culture.

### The Happy Traveller



**This week Steve Harper talks on about his favourite Iraqi sites in an interview with the author.**

I've been coming to Iraq on business since 2001. In fact, in all the years since then, I've been here so often that I can't remember when I last came here. I've been here so often that I can't remember when I last came here. I've been here so often that I can't remember when I last came here.

Steve Harper is the owner and manager of Harper Travel. He has been to Iraq many times and he has been to Iraq many times and he has been to Iraq many times.

I've been here so often that I can't remember when I last came here. I've been here so often that I can't remember when I last came here. I've been here so often that I can't remember when I last came here.

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Picture 5

Picture 5 shows The Happy Traveler as practice culture where a traveler Steve Harper visits Iraq and did some sightseeing there. The picture shows the places where he visited during the trip.

## Recycling waste

UNIT

8

Lesson 2  
AB 174

- Look at the pictures. What do these products have in common?
- Read the text and check your predictions.



Dealing with waste is a major problem in most countries. Statistics show that each person in industrial countries throws away an average of two kilograms of waste each day. That's 14 kg a week, or more than 700 kg a year! This waste is often burnt or buried under the earth. These methods both cause pollution. Streams and rivers and even the sea can be polluted by buried waste.

One solution is to encourage people to recycle their waste. A simple method is to give each home different-coloured plastic bags in which to

place their waste. In some cities they use green bags for paper (envelopes, newspapers, writing paper and so on), yellow for plastic (plastic bottles, plastic bags, etc.), blue for glass and brown for biological waste (food and garden waste).

Today, more and more people are recycling their waste. In some countries, more than 50% of waste is recycled. Glass, paper and plastic can be used again, both saving money and helping to protect the environment.

### Picture 6

The picture above shows perspective about recycling waste to deal with the problem of the waste and it gives several solutions to end this problem.

**A police officer's duties**

- 1. What does a police officer do? With a partner, list as many activities as you can think of in two minutes.
- 2. A police officer has given a talk to a school class about his job. As part of the talk, he gave out an information pack to the students. Read the extracts from the information pack below. What activities does he mention? How many are the same as your class?
- 3. People have to follow the law so that we can all live together safely. There are a lot of different laws. In police officers have a lot of different duties. Some officers direct traffic to make sure that drivers can use the roads safely and without having accidents. They also use some special gear to identify people who are driving too fast. This is very important. **Drivers shouldn't speed** because speeding is one of the leading causes of death on the road. Police officers also check that drivers and passengers are wearing their seat belts. Some people get angry because they don't see to wear their seat belts. But police officers can prevent serious injuries if you have an accident. So remember, when you get into a car, **you must wear your seat belt!**

The infographic includes several small images: a police officer talking to a group of people, a police officer standing next to a car, and a police officer interacting with a person in a public setting.

### Picture 7

The picture above shows a community of police officers doing their duties. It shows their activities and their places where they do their job.

Section A: The Swing

#### Mohammed Khudhair

Mohammed Khudhair is an Iraqi writer. He was born in Basra in 1942. He finished his primary, intermediate and secondary study in Basra. He joined the High School for Teachers and finished his study there in 1961. He taught in schools in Erbil, Tikrit and Basra for more than thirty years. His first short stories appeared in *The Iraqi Writer* (H. Al-Jabir Al-Iraqi) magazine in 1962.

His short stories are translated into English, Russian and French. He has won many prizes, including the *Sabah Al-Ahmed* Award in the United Arab Emirates in 2004 and the *Gold Pen Award* from the General Union of Iraqi Writers in 2008.

He achieved fame in the Middle East after publishing his two short stories 'The Swing' and 'Mehmet on the Tating of Bakula' in the *Arabic Arts* magazine.

His best works include 'The Black Kingdom', 'An O's Critique', 'Amara Dama'.



### Picture 8

Picture 8 shows the person culture Mohammed Khudhair, a famous Iraqi writer. His short stories are translated into English, Russian and French. He won many awards.

The following Explains summery of the results in tables:

**Table 1**

**Distribution of Cultural Categories in *English for Iraq* Textbook**

(based on Cortazzi & Jin, 1999)

Cultural Category	Number of Reading Passages	Percentage (%)
Regional Culture	20	46.5%
Global Culture	13	30.2%
Intended Culture	10	23.3%
<b>Total</b>	<b>43</b>	<b>100%</b>

Table 1 shows that **regional culture** is the most frequently shown category in the textbook, regarding nearly half of the cultural content. This ensures that it helps students learn English while maintaining awareness of their own cultural identity, as explained in *Picture 1* (Zaha Hadid). **Global culture** ranks second, presenting learners to cultures beyond Iraq, such as Tunisia (*Picture 3*), which supports intercultural awareness. **Intended culture**, represented by contexts from English-speaking countries such as the UK (*Picture 2*), shows least frequently but remains pedagogically appropriate, as it leads learners to the target language environment without overlooking the local culture.

**Table 2**

**Distribution of Moran’s (2001) Five Cultural Dimensions**

in the Reading Passages

Cultural Dimension	Number of Texts	Percentage (%)
Product (Output)	15	34.9%
Individual	10	23.3%
Society	8	18.6%
Activity	6	14.0%
Point of View	4	9.2%
<b>Total</b>	<b>43</b>	<b>100%</b>

Table 2 refers that **product culture (output)** is the most dominant dimension in the textbook. This includes literature, history, food, clothing, and artistic works, such as “*The Canary*” by Katherine Mansfield (Picture 4). The **individual dimension** ranks second, highlighting influential figures like Mohammed Khudhair (Picture 8), which supports cultural learning through personal achievements. **Society** and **activity** dimensions reflect group practices and social roles, as shown in Pictures 7 and 5. The **point of view dimension** is the least represented, suggesting limited exposure to personal point of view or perspectives related to cultural issues (Picture 6).

**Table 3**

**Examples of Cultural Categories and Dimensions from Data as viewed**

Picture No.	Cultural Category	Cultural Dimension
Picture 1	Regional Culture	Individual / Product
Picture 2	Intended Culture	Society / Activity
Picture 3	Global Culture	Product
Picture 4	Intended Culture	Product
Picture 5	Regional Culture	Activity
Picture 6	Global Culture	Point of View
Picture 7	Regional Culture	Society
Picture 8	Regional Culture	Individual

Table 3 summarizes how visual elements in the textbook help both **cultural categories** and **cultural dimensions**, helping students’ cultural understanding through pictures, stories, and real daily-life examples.

As for Bahrami (2015) and McKay (2000) emphasize that textbooks are not merely tools for teaching language but also key mediums for fostering cultural awareness and intercultural experiences. The “English for Iraq” textbook presents cultural categories—regional, target, and global—through reading passages and visual materials. Regional culture predominates,

ensuring learners maintain connection to their local heritage, while target and global cultures expose learners to foreign and international perspectives. This directly aligns with the notion that textbooks serve as windows to multiple cultures, enhancing learners' intercultural knowledge.

Additionally, Cortazzi & Jin (1999) suggest analyzing textbooks by cultural classifications (source, target, and international cultures) to evaluate cultural representation. Moran (2001) proposes the five cultural dimensions (products, practices, perspectives, communities, and persons) as a framework for content analysis. The research applies both frameworks effectively: **Categories:** Regional (local Iraqi), intended (English-speaking target countries), and global cultures were identified. Regional culture dominated, followed by global culture, while intended culture was least represented. **Dimensions:** Cultural outputs were most prevalent (e.g., literature, artifacts), followed by individual figures and community-related content. Perspective and activities were less frequent. This demonstrates a structured approach to analyzing cultural representation, reflecting the theoretical frameworks in the literature.

## CONCLUSION

Based on the result of the research, there are two points which can be concluded, they are:

The categories of cultural contexts that represent in the textbook "English for Iraq" written by Olivia Johnston and Caroline Messieres for the six grade in high school divided into three categories (Local Culture, Target Culture and International Culture). The researcher analyzed that the total number of three

categories of cultural content in the textbook is the most dominant to local culture , then the second is global culture , and the last is target Culture. Student have to know about the target culture and international culture without forgetting their own culture, Iraqi Culture. Based on the data that analyzed by researcher, this textbook can used for source to the student for getting the increase of the cultural awareness, especially in target culture. Then the teacher can use this textbook as a source when she/he teaches English language.

The statements of cultural contexts in the textbook “English for Iraq” written by Olivia Johnston and Caroline Messieres for the six grade in high school classified into five dimensions (Product, Practice, Perspective, Society, and Person). After that, from the result of data that was analyzed, it was described that Product is the most dominant in five dimensions. The second is Person. The third is Society or Community. The forth is Practice.

Then, the last is Point of view or Perspective. From the five dimensions the product has big contribution of the cultural content that represent in the textbook. From the textbook student will know about the culture from their country and cross culture such as the cloth, food and literature. Then, it is not only product, the person gives the good contribution to students’ cultural awareness through their life story.

The inclusion of both regional and international culture in English textbooks helps Iraqi students connect with their heritage, recognize notable figures like ‘Zaha Hadid’ and ‘Mohammed Khudhair’, and strengthen national identity, while also exposing them to global perspectives, traditions, and social norms. By engaging with cultural dimensions such as products,

practices, perspectives, communities, and people, students develop intercultural understanding and the ability to interact respectfully with diverse populations. Integrating cultural content alongside language skills also enhances motivation and makes learning more meaningful through relatable stories, figures, and real-world examples.

It is recommended that future editions include more content from target cultures to give students a deeper understanding of English-speaking lifestyles, values, and practices. Findings also showed that the ‘output’ dimension (e.g., literature, artifacts) is most frequent, whereas perspectives and activities are underrepresented. To address this, textbooks should diversify cultural content with examples of practices, community activities, and viewpoints, and include exercises like role-plays, projects, and debates to develop intercultural communication skills. Teachers should receive training or supplementary materials to effectively highlight cultural elements, and curriculum designers should regularly assess textbooks to ensure balanced representation of local, target, and global cultures in line with contemporary global trends.

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