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THE PLACE OF ENGLISH IN IRAQI LANGUAGE POLICY

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Introduction

In the early twenty-first century, English is becoming more and more widespread in all walks of life, being used almost everywhere. A recent study showed that one in four people around the world can communicate using English.

English is the official language of major political and economic alliances, such as the Allied countries of the United Kingdom, the European Union, NATO, OPEC (the Organization of Petroleum Exporting Countries), and the Association of Southeast Asian Nations. It is the language of 85% of international organizations and the main language of technology, business, finance, and tourism. It was found in a study conducted by a large number of linguists that most of the research, references, books, scientific studies, technical terms, international conferences, and electronic databases are written and conducted using the English language. For example, world-famous newspapers, television stations, series and films, and 90% of materials published on the Internet use English as the primary language. Due to the increasing dominance of the English language and its spread in various areas of life, the number of people who are striving to learn English is increasing. Some studies have shown that a billion students around the world are trying to learn English. In addition, English is taught as a foreign language or a second language in schools and universities in all countries of the world without exception.

Importance of the topic: English has become a global language, and the reason for this is the spread of globalization. Many people, including Arabs, feel that although 22 Arab countries are spoken by all of their residents in Arabic, English is superior to all other languages, including Arabic.

As many young people are becoming more eager to learn English than Arabic, they feel that it is English that will open the horizon for them in their future life.

Structure and volume of the dissertation: This thesis includes three chapters. After this introduction, the first chapter the literature review and existing research related to the researcher's questions that were addressed in this thesis, and explains how the study of the English language began in Iraqi schools, how English language teaching curricula developed in Iraqi schools, how English language teaching curricula developed over the years, how the study was before 2003, and the challenges and difficulties it faced at that time.

The purpose and objectives of the research: Comparison of the study before and after 2003. With the pros and cons of the study at that time. We follow the work of the Ministry of Education to develop curricula, as well as the work of government institutions, international community organizations, and UNESCO to develop the study of English for teachers and students through training courses for them.

Then we will talk about how the English language relates to the media and social media and the impact of the English language on the job market.

Through the message, we see how people, whether students, teachers, or employees, seek to develop their English by entering private training courses at their own expense or by watching American films and audio-visual media through songs, cultural programs, or social media.

Research Questions

1. What are the positive and negative aspects of the new education policy for English in Iraq as a foreign language in the school curriculum?
2. What is the effectiveness of the English language in Iraq as a foreign language in the new textbook, regarding its content for Iraqi students and the extent to which it is used?
3. Is current teacher training by the Iraqi Ministry of Education effective in developing teaching skills in using the new textbooks?
4. How does Iraq's current language policy promote English in the job market, and how effective is it for professional development?
5. How does social media factor affect the use and spread of, as well as attitudes towards, English in Iraq?

Chapter I Language Policy in education: dynamics of the English language curriculum development in Iraq

1.1 Literature Review

Several studies have confirmed the primary function of culture in learning a new language. Learners need to become familiar with both the foreign culture and their native culture to communicate effectively, which cannot be achieved without an understanding of the foreign culture. Karamash (2004: 249). Language can create and interpret meaning only within the cultural context in which it exists. Lund (2014: 177) mentions the rationale behind incorporating and emphasizing culture into language learning as follows: first, recognition of the context of the target language and its speakers may motivate learners; Second, cultural knowledge helps learners develop communicative competence in the target language; Thirdly, learning about culture enhances the cognitive development and general level of knowledge of learners, fourth learning about culture helps learners to develop intercultural competence as knowledge of other cultures as well as their own culture will help in communicating with people from different cultural backgrounds. Textbooks often play an essential role in formal teaching, particularly at primary school levels, Schreib (2017) analyzed the cultural content of EFL textbooks taught to sixth-grade EFL students in secondary school. The results show that the most dominant type of culture is the reference-free culture. The results also show that textbooks do not pay enough attention to the target language's culture. No recent study has examined the cultural aspects inherent in the English language in Iraq.

Since English is a lingua franca around the world, EFL books have increased widely as supplementary materials for English language learning and teaching. English language teaching books have played an important role in acquiring a second language among all language teaching and learning materials. The textbook is not only the visible heart of any English language learning program but also provides benefits for both students and teachers when used in ESL/EFL classes (Sheldon, 1988). According to Hutchinson and Torres (1994), the role of EFL writers can be summarized in five points. First, the textbook provides a basis for negotiation. The textbook not only represents the concrete topics of the dialogues but provides a powerful structure for controlling and managing social interaction within the classroom. Second, textbooks provide a flexible framework for the learning process. Textbooks can enable both teachers and students to develop their creativity with a safe and organized outline. Textbooks can also be freely negotiated. In this case, textbooks provide a topic that can be clearly discussed in-class interaction. Fourth, textbooks develop teaching skills. Textbooks can bring different skills and practices into the classroom, so they provide teachers with an opportunity to develop their own teaching skills and instruction. Finally, textbooks can be nothing more than a practical compromise. They fail to meet the needs of all students. However, it can reflect the range of requirements and interests present in any educational situation.

Textbooks are of paramount importance as they are the most common teaching tools in schools; The cultural content of textbooks then becomes “a clearly identifiable element, because it indicates the type and extent of cultural knowledge that students are likely to acquire in the classroom” (García, 2005: 59). Scholars often pursue the cultural content of textbooks by analyzing it using different styles, such as Cartozzi & Jin (1999) Three Categories (Types) of Culture, Adaskou,

Britten, and Fahsi (1990) The Four Senses (or Meanings), and Kachru (1992) Three circles (geography), and checklists ready for analysis such as Kilichaya (2004), Olajide (2010), and Byram (1993), among others. Also, the cultural content of EFL textbooks can be examined based on the ACTFL Standards for Language Learning which include a framework (3-Ps) for products, practices, and perspectives. This study uses two schemes of analysis, one for cultural types and the other for cultural dimensions.

Sheldon (1987) defines a textbook as a published book designed to help learners improve their language and communicative abilities. In fact, Hutchinson and Torres (1994) have argued that the textbook plays an important role in the teaching and learning of a foreign language or a second language. Textbooks in English language teaching influence learners' attitudes towards language learning and affect their performance in the classroom (Tolk, 2010). On behalf of EFL / ESL teachers, ESL textbooks support them in designing, organizing, and managing their curricula and providing them with a framework for their teaching.

1.2. A general overview of the development stages of the Iraqi English language curriculum

1.2.1. The first period: 1921-1938

Britain occupied Iraq after World War I and granted it "a mandate from the League of Nations to govern the nation in 1920. A.

The Hashemite monarchy was organized under British protection in 1921” (history.co.uk, n.d., para. 1) This was when Iraq formed its first national government. The formation of the national government required changes to the curriculum, and the work to do that soon started afterward.

In 1923 English Language was taught from Year 1 as English as a second language in all public schools in Iraq, until 1924 when it was stopped from Year 1, but continued to be taught from Year 5 because the description of the language changed from English as a Second Language into English as a Foreign Language.

The decision of the Ministry of Education to change the description of English from English as a second language to English as a foreign language was because English was not widely used or used in Iraqi daily life, and therefore, Iraqi students were not ready/able to learn a foreign language at the age of six. Curriculum books were written and published in Egypt at the time and were based on the grammatical translation method, as you can see in the supplement to the primary examination paper produced in 1938 by the Ministerial Examinations (Chalabi, 1976: 41). The method of grammatical translation prevails in teaching English in Iraqi schools (Al-Hamdani, 2018).

1.2.2. The second period: 1940-1970

In 1940, the Iraqi Ministry of Education called the Ministry of Knowledge imported the first book from the UK, which was the "Oxford English Course" by Lancelot Oliphant, and distributed it to all schools across Iraq. It was changed a few years later to "The Oxford Course for Teaching English to the Middle East" by Lawrence Fawcett and used in Iraqi schools until the 1950s, and the main drawback of these two books was their distance from the Iraqi culture and social aspects. They did not have any links to Iraqi daily cultural practices; therefore, the Ministry of Education presented the third book in the same period and was linked to Iraq this time titled "The Oxford English Course for Iraq" written by Albert Hornby, Donald Miller and for the first time a "national" co-author and expert in Iraqi language Selim Hakim.

This third book was in use in Iraqi schools until the early 1970s. However, supporting materials and educational resources for teachers to use in teaching EFL classes remained scarce. There was also a lack of accompanying educational materials such as prescribed notebooks and tapes, but even some schools that were supplied with materials (due to the availability of electricity in their areas) rarely used them (Al Hamish, 1980). It is worth noting here that most of the textbooks before the seventies were based on the experience of teachers on how to teach it.

The teachers had enough material for what to teach, according to the Ministry of Education which considered that teachers know how to teach, i.e., no teacher training is required. This means that the Teacher's Guide was not in existence or available for teachers to use (Al-Hamash & Hammo, 1990). The lack of teacher training in new methods and how to use textbooks has hindered teachers and did not motivate them to teach (Issa and Jamil, 2010).

1.2.3. Third period: 1970-1980

The Ministry of Education did not have the authority to review or even modify the book because the copyright belongs to the author. As a result, the Ministry of Education had to consider how to address the problem of the English language curriculum. Hence, the Department of Foreign Languages was established at the Higher College for Teacher Training in Baghdad, which was a step in the right direction toward improving the conditions of the curricula (Al-Bitar, 1965).

Besides opening a department for foreign languages, learning, and training to be English language teachers' departments for preparing primary and secondary school textbooks (Oktay, 2015). This contributed to the English language qualification/curricula process in Iraq because all the authors and members of the advisory board were Iraqis this time.

They changed the curricula, and the first edition of the textbooks under the title New Iraq English Course (NECI) was introduced in the early 1970s. The "first book" of the syllabus began in the fifth grade, and each year a new NECI book was added to replace its older counterpart so that it would be rotated across the entire primary and secondary school levels.

Then in the early seventies, two Curriculum Committees were established by the Ministry of Education and charged with the task of evaluating and examining the standards and objectives of the new English language curriculum (Al-Hamash, 1980).

Although the Oxford English Course for Iraq represents a relatively satisfactory step towards addressing the cultural and national issues that should be a part of the English curriculum materials, the book still lacks the social, religious, and especially political factors of Iraqi society and what the curriculum needs to

address, i.e. It is not built around the specific needs of central Iraq although supportive curricular activities such as “social and cultural activities, leisure activities, sports activities, and celebration of special days and weeks can be considered powerful value-acquisition tools for primary school students to understand, internalize and perform values” (Cobuccio, 2012, p. 1526).

1.2.4. Fourth period: 1980-2003

In the mid-1980s, the Directorate of Curricula and Textbooks the Ministry of Education began a comprehensive review process of all textbooks in all subjects including English. To discuss “Pros, Cons, and Suggested Alternatives to NECI Books/Syllabuses” (Al-Hamash, 1980:4).

In 2001 an advisory committee of Iraqi English language specialists was formed to work on a new curriculum and new books.

A new English book was produced in 2002, entitled "Al-Rafidain Course for Teaching English to Iraq".

The introduction of the word "Rafidain" in the title, the Arabic word for "the ancient state of Iraq" was an indication that the English language curriculum should be designed in Iraq and closely linked to the special Iraqi needs.

After that, the new book was distributed to all schools across Iraq. However, the new Al Rafidain series lacked validity as it was not vetted by native-speaking experts due to the economic and political sanctions imposed by the United Nations Security Council on Iraq in 1991.

1.2.5. The fifth period: 2003-2012

Iraq has been deprived of educational technology developments that have begun to be applied in schools in other neighboring countries. As a result of economic sanctions, Iraq was in isolation from 1991 until 2003 and also impeded the introduction of modern curriculum progress, especially in English language classes where teachers did not have access to online resources to help learners learn in an interactive class. (Gordon, 2010, p. 39).

During those years (1991-2003), the Iraqis did not know the Internet, mobile phones, and satellite channels, nor did they know the rapid development of information and communication technology that is taking place worldwide.

The 2003 US-Iraq war marked a change in technology that marked the beginning of the fifth phase of the English language curriculum in the country. New English language curricula and books were needed to adapt to the "new" Iraq. The Internet became ubiquitous in Iraq and many Iraqis, especially teachers, were able to access the Internet in their homes. Iraqi youth and students have started accessing the internet via their smartphones. "As elsewhere, mobile phone and internet use have taken off significantly since 2003. Currently 78% of Iraqis own a mobile phone" (BBC, March 20, 2013). All of this has affected the way Iraqi education officials view English language curricula, simply because they have become more open to the outside world. The level of expectations for the English language curriculum became higher.

The Ministry of Education attempts to provide teachers with aspects needed to meet the training needs of various educational frameworks and to organize and implement educational programs in schools, which they hope will include teacher

training programs such as “New Teaching Methodologies for All Iraqi School Teachers” (UNESCO, Iraq Office, p. 1), has begun.

In 2012, the Iraqi Ministry of Education agreed once again with British experts to produce a new syllabus and new books that were being printed in Lebanon, which they called "The English Language of Iraq". The textbooks were accompanied by resources and consisted of a teacher's book, a teacher's guide, a student's book, a student activity book, and a teacher's CD to download containing all the stories for students to listen to in class. The "English for Iraq" textbooks were introduced in the seventh year and then from the following year to the eighth and so on until the twelfth year, then books were introduced to the primary sector starting from the sixth year and books will be presented every year to the following year until it reached the first year, which She was well known in the Iraqi education sector. Again, without investigating why the previous books did not achieve their goals, the new books were introduced without adequate prior consultation with key education stakeholders. Shortly thereafter, teachers began expressing their frustration with the new move to change the curriculum without ever consulting or providing them with it again.

The Ministry of Education, with the help of publishers, set up training in Lebanon that did not work effectively in teacher training, as it was for some teachers only, and the majority of them were excluded, especially teachers who worked in other cities, not (the capital, Baghdad).

1.2.6. The sixth period: 2012-present

The phrase "English for Iraq" is still in use, and Iraqi teachers still find difficulties with the curriculum.

There are now calls for the Iraqi education system to work towards the achievement of the United Nations Sustainable Development Goals 2030, the main objective of which is: “Ensure that all learners acquire the knowledge and skills necessary to promote sustainable development, through education for sustainable development and sustainable lifestyles, human rights, and gender equality, promoting a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and the contribution of culture to sustainable development” (United Nations, 2016, p. 1).

Thus, to achieve the above goal, the Iraqi curricula in general, the English language curriculum in particular will need a radical improvement and a strong development plan to turn the pages of the past from continuous errors, address current challenges and prepare for the future. There must be a national initiative to involve all stakeholders in the curriculum to enable a clear and effective approach to achieving prospects (Cobuccio, 2012).

1.3. Analysis of the dynamics of the English language in Iraq

1.3.1. The route taken before 2003

English was taught for the first time in Iraq in 1873, in some schools, but after the First World War, that is, at a time when Iraq was under British occupation, English was taught in all Iraqi schools. At that time, English was taught as a second language in first class.

When we talk about teaching English in Iraqi schools, we must know the history and stages of the establishment of the textbook's curriculum, how it developed, and whether or not it was useful to the English language student.

The first textbook curriculum was created by a group of scholars in Europe in the nineteenth century and then spread to other countries (Rivers 14). The purpose of these books was reading and writing. They did not give any importance to the skill of speaking and listening. In Iraq, three approaches were used to teach written English in Britain.

The first curriculum was the Oxford English Course by Oliphant.

The second curriculum was Oxford Teaching English for the Middle East, authored by Fawcett.

They used these two approaches until the mid-1950s.

The third curriculum, it is the Oxford curriculum for teaching English to Iraq, was used until the beginning of the seventies, and it was written by the Iraqi expert Salim Hakim (Al-Bitar 2).

Students were provided with ready-made combinations, a pattern of letters, examples of the use of certain words in useful sentences, and forced to memorize them for the exams, i.e., the role of the teacher was to entrap his/her students for

the exams. It was also clear that the main skills to be developed were reading and writing. Little attention was paid to speaking and listening skills and almost nothing to pronunciation. These are the main features of the grammatical style of translation (Larsen Freeman, 1986: 10).

It has been observed that all the above three curricula offer the same material. It was not the first two curricula intended for Iraqi students, as it was designed for all students around the world. The third syllabus was intended for Iraqi students, but it was not very useful because the syllabus was taken from American and British books and magazines, as well as the fact that the student did not know foreign cultures and the curriculum did not take into account the cultural, religious, and political factors of Iraqi society, so it was not very useful for Iraqi students. at that time.

Fourth Curriculum, this curriculum was used at the beginning of the seventies, the Iraqi Ministry of Education decided to publish new textbooks written by a group of Iraqi scholars. This series, called the New English for Iraq Course (NECI), consists of (eight) books and has been designed to focus on grammatical, audiovisual, and linguistic methods of translation. The NECI series included more activities than the old curriculum. Such as oral practice, dialogues, pronunciation, reading, spelling, and writing (“Features of New English Textbooks in Iraq” 2). NECI was used for thirty years without change.

During my reading of the first curricula for teaching English in Iraqi schools, I found the following:

Although the Oxford English for Iraq course is a good step in addressing the cultural and national issues that should be part of the English curriculum materials, the book still lacks the social, religious, and political factors for Iraqis. That is, it is not centered around the central Iraqi special needs through co-curricular activities

such as “social and cultural activities, recreational activities, and sports activities. Activities and curricula that provide opportunities to learn about cultural and ethnic diversity.”

In addition, the Ministry of Education did not have the authority to revise or even modify the book because the copyright belongs to the author. As a result, the Ministry of Education had to consider how to address the problem of the first English language curricula that we mentioned earlier.

Hence, the establishment of the Department of Foreign Languages at the Higher College for Teacher Training in Baghdad marked the beginning of a new era in teaching English in Iraq and was a step in the right direction toward improving curriculum conditions.

In addition to opening a department for foreign languages, learning, and training as a source of English in preparing primary and secondary school books.

At first, the curriculum of the "first book" of the Iraqi Ministry of Education began, which is the fourth curriculum that was previously explained in the fifth-grade curricula, and every year a new book is added to the curriculum to replace the old book so that it is rotated in all stages of primary and secondary education.

Subsequently, two Curriculum Committees were established by the Ministry of Education and charged with the task of evaluating and examining the standards and objectives of the new English language curriculum.

The Ministry of Education had standards for curriculum policy that address any concerns regarding the transitional curriculum and that should contain valid guidelines between grading and continuous assessment. This was the beginning of the curriculum assessment process in Iraq. We will also explain later the issues related to the curriculum and its development.

The committee identified the objectives and main characteristics of the program. They stressed that the contents of the books should be classified in terms of value and difficulty for students, and the value should come first and the difficulty of determining it in terms of the possibility of interference from the mother tongue, which means that the important thing for the committee. It is to achieve the objectives of the program in a way that suits the student's ability to learn and how to accept the learning of a foreign language and separate it from his native language.

As a result, in 1973, approved books from 5th to 12th grade were used in all state schools. This time the textbooks were accompanied by sufficient resources and consisted of: a teacher's book, a teacher's guide, a handwritten book for learners in the fifth, sixth, and seventh grades, and for the first time in the history of the Iraqi English curriculum, a literature book that reads "Kips" for the tenth year, "Oliver Twist" for the eleventh year and The Merchant of Venice for the Twelfth Year (Note 1980).

However, “since the 1980s, textbooks have only been part of the written and intended curriculum, creating obstacles to curriculum alignment, coherence and consistency” (UNSCO, 2012: 26) This results in teachers continuing to struggle with how books are taught due to lack of professional training.

In the mid-1980s, the Ministry of Education began a comprehensive revision process for all textbooks in all subjects, including English.

An extensive consultation process began, and questionnaires were handed out to more than fifty researchers to discuss “the pros, cons and suggested alternatives to books/curricula of the National Research Institute” (Al-Hamash, 1980:4). As a result of this process, a small committee of eight specialists was formed to deal with the comments and give a final opinion on how to improve the curriculum books.

The panel found it essential to keep NECI records but recommended continuous monitoring of performance in two areas:

- The need for permanent review and enrichment
- The need to try a new, different set of textbooks that a special committee will collect for this purpose (Al-Hamish, 1980: 6-7).

The first point was approved, but the second was rejected, due to its inefficiency (Al-Jumaili, 2002). The way books were improved was patchy.

At the beginning of the 1990s, the Arab Gulf States Council, of which Iraq was a member, wanted to standardize English language curricula and textbooks to be used equally in the schools of the Seven Countries. The main reason behind this move was to create common ground for students in the seven countries to enable self-employment movement across the GCC countries, and to encourage student exchange. However, due to the political changes in the region that resulted from the Iraq-Kuwait war in September 1990, everything was put on hold due to the war, and the Gulf States Council abandoned the idea.

In 2001, after the end of the Kuwait War, the Ministry of Education in Iraq formed an advisory committee of Iraqi specialists in English language teaching (ELT) to work on a new curriculum and new books. The work of the advisory committee continued for more than a year and resulted in the launch of a new English book in 2002 entitled "Al-Rafidain Course for Teaching English to Iraq" (RECI). The inclusion of the word "Rafidain" in the title, which is the Arabic word for "Mesopotamia", was an indication that the English language curriculum should be designed in Iraq and be closely related to Iraqi special needs. Then the new book was distributed to all schools across Iraq.

This series is designed to take a communicative approach. The curriculum included many activities, such as short talks, games, songs, and rhymes. This series illustrates Arab culture and Iraqi customs. For example, some passages in the curriculum spoke of famous warlords in Islamic history, such as Khalid ibn al-Walid and Salah al-Din al-Ayyubi. Or the history and antiquities of Iraq. However, the new Rafidain series lacked validity as it was not examined by the original speaking experts due to the economic and political sanctions imposed by the United Nations Security Council on Iraq in 1991 after the invasion of Kuwait.

1.3.2. The route taken after 2003

Iraq has been behind other countries for many years in education because of its sanctions.

Iraq was also deprived of the educational technology developments that began to be applied in schools in other neighboring countries. The isolation that entered the country from 1991 until 2003 also impeded the introduction of progress in the modern curriculum, especially in English language classes, as teachers could not access the Internet to help learners learn in an interactive classroom.

In education, Iraq was isolated from global trends” (Gordon, 2010, p. 39).

During those years (1991-2003), the Iraqis were never aware of the Internet, cell phones, and satellite channels, which made them unaware of the rapid development in information and communication technology that was taking place around the world. Added to this was the government's view of the education sector as a secondary concern compared to other major issues such as defense and national security or, more precisely, system security. As for technology-related policies in

education before 2003, they were either non-existent or severely oppressed. Public access to ICTs was seen as a threat to the security of the ruling regime.

The US-Iraq war in 2003 was considered a milestone in the liberalization of the technology sector, and this was the beginning of a new phase for the development of English language curricula in the country. New English language curricula and books were needed to adapt to the "new" Iraq. The Internet became ubiquitous in Iraq and many Iraqis, especially teachers, were able to access the Internet in their homes. Iraqi youth and students have started accessing the internet through their smartphones. "As elsewhere, mobile phone and internet use has taken off dramatically since 2003. 78% of Iraqis own a cell phone." (BBC, 20 March 2013) All of this has affected the way Iraqi education officials view English language curricula. Simply because they are becoming more open to the outside world and the level of expectations for the English language curriculum is higher.

Consequently, the new linguistic policy of the education system in the Republic of Iraq after 2003 needed a new system. According to a report by the United Nations Educational, Scientific and Cultural Organization (UNESCO) entitled "Iraqi education in needs and challenges" (2004). The report mentions the problems that the Iraqi education system has faced since 2003, and the necessary measures to improve the quality of the education system so that it complies with international standards. UNESCO has found that Iraqi schools need textbooks, new curricula, school maintenance, and teacher training. Before 2003, all books and curricula were restricted by political considerations. Therefore, it needed a change. For example, many schools lack furniture, computer labs, language labs, and libraries. The internet was very limited and the government closed many websites. Therefore, schools must be modernized and equipped and textbooks updated to be democratic. The UNESCO report showed that schools in the Republic of Iraq need

at least 7,000 scientific laboratories, 3,000 computer laboratories, 2,500 libraries, and 3,000 gymnasiums. Teachers also need training in the use of new technologies, and professional training for teachers at that time is limited.

Moreover, many schools need repair and maintenance. According to UNESCO reports, "Few buildings were in good condition. After that, the Iraqi Ministry of Higher Education established several scholarships and fellowship programs for elite students.

The Iraqi Ministry of Education started sending students to the best universities in the world, and the goal of sending students is to develop the system in Iraq. Since 2009, more than 4,000 Iraqi students have been sent abroad to study for masters and doctoral degrees at universities in the United States, the United Kingdom, Australia, and New Zealand. The Ministry of Foreign Affairs and governmental and civil organizations have also contributed to the development of the educational system in Iraq through its support for exchange programs, scholarships, and scientific conferences.

In Iraq, English language teaching begins in the first grade and continues through high school. In the first and second grades, students learn English orally. Like the alphabet and some vocabulary and sentences, in middle school and high school, students learn grammar and read texts, such as short stories and novels. The Iraqi Ministry of Education also stipulated those teachers must have at least a bachelor's degree in English literature or the English language to teach English in schools. Among the new education policies is the issuance of new English language textbooks for schools called the English Language for Iraq.

In 2010, the Ministry of Education released a series of textbooks for the English language curriculum entitled "Opportunities for Iraq". However, these books had some complications in the way they were received by English teachers. Teachers were not consulted about the book before its submission and it was found that it

did not fit the style of Iraqi English teachers, i.e., teachers were not trained to use this specific style of the book, which relied heavily on conversation and complex grammar. Methods.

In mid-2010, teachers submitted a complaint to the Ministry of Education about the "Iraq Opportunities" series. Some of the teachers' concerns were the alleged difficulties in teaching textbooks, their concern about the level of learners' understanding of the topics in the textbook as they were seen as above realistic for Iraqi school students, and frustration with the unrealistic results for the students.

This indicates poor preparation by the Ministry of Education in Iraq before adopting the curriculum, in addition to the lack of training provided to teachers to face the difficulties they face with books, not to mention the scarcity of resources available for the English language.

In 2012, the Iraqi Ministry of Education appointed Britain and Iraq to produce a new curriculum and new books printed in Lebanon and named "The English Language for Iraq". The textbooks were accompanied by resources and consisted of a teacher's book, a teacher's guide, a student book, a student activity book, a handwritten book, and a CD for teachers to download containing all the stories for students to listen to in class. Textbooks "English for Iraq" were introduced in the seventh year, then from the following year to the eighth year, and so on until the twelfth year. Then books were introduced into the primary sector, starting from the sixth year. She was well known in the Iraqi education sector. Once again, without investigating why the previous books had not been achieved.

One of their goals, the new books were introduced without sufficient prior consultation with key stakeholders in the field of education. Shortly thereafter, teachers began expressing their frustration over the new move to change the curriculum without consulting them again or providing them with the necessary

training for secondary and primary teachers because teaching English for the new curriculum was new to them.

With the help of publishers, the Ministry of Education in Lebanon set up a training course that did not effectively succeed in training teachers, as it was intended for some teachers only, and the majority of them were excluded, especially teachers who worked in Iraqi cities.

Since 2003, "English for Iraq" is still in use, and Iraqi teachers still face difficulties with the curriculum. There are now calls for the Iraqi education system to work towards the achievement of the United Nations Sustainable Development Goals 2030, the main objective of which is to ensure that all learners have the necessary knowledge and skills to promote sustainable development, including, among other things, through ESD and human rights Human and education. Human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship, appreciation of cultural diversity and the contribution of culture to sustainable development” (United Nations, 2016, p. 1).

Thus, to achieve the above goal, the Iraqi curricula in general, and the English language curricula in particular, will need a radical improvement and a strong development plan to turn the pages of the past from continuous mistakes, according to the reports and objectives of the Ministry of Education, to address current challenges and prepare for the future. there must be a national initiative to involve all stakeholders in the curriculum to enable a clear and effective approach to achieve prospects.

Two cities

- Student A: Use the information about Mosul to do Exercise A in the Activity Book.

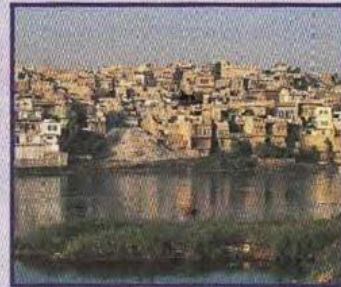
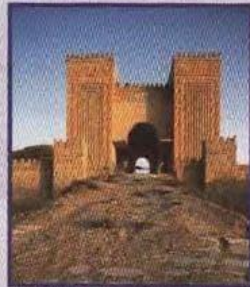
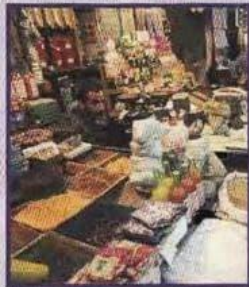
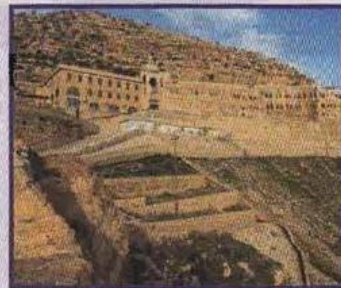
Mosul – General Introduction

Mosul

Mosul is the second largest city in Iraq and has a population of about 1.5 million people. It is a very old city. It was built around 1800 BC and was a trade centre for a long time.

Mosul has become a very big, modern city. It is an exciting place to visit. Tourists come to visit the many beautiful places, including the spectacular mosques, and go to the woods. Mosul also has a lot of markets and often has festivals. You can travel around the city by bus or take a taxi.

It usually rains in winter, so the best time to visit Mosul is in the spring.



- Look at the dictionary entries on the next page and answer the questions.

- How many syllables are there in *spectacular*?
- What is the symbol for the long 'a' sound in *artefact*?
- What kind of word is *blossom*?

Restoring the Garden of Eden

UNIT

7

Lesson 4
AB 117-119

- Look at the picture. What kind of place do you think this is? Read the letter quickly and find out. Then do Exercise A in the Activity Book.

Dear Mona,

I'm having a great holiday with my family in the marshes, doing a lot of canoeing and fishing.

We are staying with a family in Al-Hammaar marshland. They know a lot about the places there. Yesterday, they talked about an amazing project called 'Restoring the Garden of Eden in the south of Iraq'. The marshes are known as the Garden of Eden and used to cover about 9000 km². They were part of Mesopotamia, which has been inhabited by the Sumerians from the dawn of civilization.

Over the centuries, the marshes have grown or shrunk depending on how much rain there has been. During the seasonal floods, water overflows the riverbanks and stops the marshes drying out. This area is one of the largest and most important wetlands in the world. It supports a wide range of plants and animals, and is a major stopping point for migrating birds. The marshes are also home to more than half a million people, a community thought to be the descendants of the Sumerians.

My holiday is a bit exhausting, because you have to row a canoe (mashhoof) to go from one house to another. The people are very generous and friendly, but they lack health care, education and drinking water. They live on fishing, shooting birds, raising buffaloes and growing rice. A few families breed cows and sheep. Buffaloes provide milk, butter, cheese and yoghurt. The people live in arched reed houses built on the waterside or on artificial islands of reeds, papyrus and mud.

I have learned a lot about wetlands, the environment and life in the marshes. I am sure that there are marsh plants that have not been studied yet, which may one day be made into medicines. I have also found out about how the marshes were dried out in the 1990s and how that badly affected the people and environment. A huge area was destroyed, but now experts are working hard to restore the damaged environment, and this encourages the animals and birds of the marshes to return. This will take a long time, but it's so important. Otherwise, we'll face real problems in the future.

Perhaps I'll write again before we come home. If not, I'll definitely call you as soon as possible.

Wishing you all the best,

Layla

Adverbs of certainty

Grammar and Functions Reference p.101

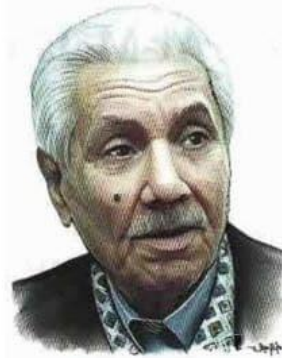
- Definitely, probably and perhaps are adverbs that say how sure you are.
- Find examples in the letter. Which one sounds ... most sure? ... least sure?

- Now do Exercises B and C in the Activity Book.

Abdul Wahhab Al-Bayyati

Secrets of Fire

On the last day
 I kissed her hands,
 Her eyes / her lips.
 I said to her: you are now
*Ripe** like an apple
 Half of you: a woman
 The other half: impossible to describe.
 The words
*Escaped** me
 And I escaped them
 Both of us *collapsed**.
 Now I pray
 For the childhood of this light face
 And for this ripe, burning body
 I bring my face closer
 To this *gushing* spring**,
 Thirsty.
 On the last day, I said to her:
 You are the fire of the forests
 The water of the river
 The secret of the fire
 Half of you cannot be described
 The other half: a *priestess** in the temple of Ishtar. [...]



Abdul Wahhab Al-Bayyati

- A famous Iraqi modernist poet, one of the first (like Nazik al-Mala'ika) to write in free verse.
- Born 19th December 1926, in Baghdad.
- Travelled to and lived in many countries, including Russia and Spain.
- Taught in many universities and worked with left-wing political groups.
- Famous books of poems include: *Angels and Devils*; *Lilies and Death*; *Love, Death and Exile*.
- Died and was buried in Damascus in 1999.

Glossary

<i>ripe</i>	ready to eat
<i>escaped</i>	got away from, ran away from
<i>collapsed</i>	fell down
<i>gushing</i>	pouring out quickly
<i>spring</i>	where clean water comes up from the ground
<i>priestess</i>	a woman who performs religious duties

- 1 Read the poem aloud to your partner. The lines are shorter than the other poems you have studied in this Literature Focus. What effect does this have on the way you read it?
- 2 Find as many **metaphors** as you can. One is a **simile** – which one is this?
- 3 What are the main **motifs** of the poem?
- 4 What is your response to 'Secrets of Fire'? Will you remember this poem? Explain your reasons.

BABYLON FESTIVAL

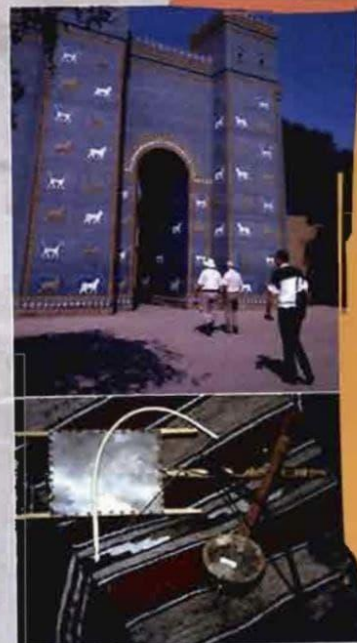
The Babylon Festival for International Arts and Cultures is held each year in the ancient city of Babylon, which is about 85 kilometres south of Baghdad. Ever since the first Festival in 1987, the event has attracted many excellent groups from all regions of Iraq and all over the world. They come to perform many types of music, especially folk music, musical theatre, opera and ballet. Famous writers and poets come to discuss and read their works, and there are many lectures and seminars held on a wide range of literary, artistic, cultural and archaeological topics. The Festival has become a popular media event and is now discussed in print and on television and on the Internet by a very wide audience.

The beautiful and historic city of Babylon is the perfect venue for this kind of international festival. There are three main theatres, all equipped with modern sound and lighting equipment, recording and transmission systems, and the best facilities for the artists to use to prepare for their performances.

The Babylonian Theatre is the biggest amphitheatre in the city and has kept its ancient atmosphere.

The Al Arsh (Throne) Auditorium is the largest hall in historical Babylon. It was once the administrative centre of the Babylonian empire, used to receive kings and victorious military leaders.

Ninimach Temple Hall was once the private temple of Ninimach, the 'Great Lady of the Heavens', who used to worship



there. It is now used for some of the smaller but very high quality performances in the Festival.

Nazik Al-Mala'ika

Love Song for Words

Why do we fear words
when they have been rose-palmed hands,
*fragrant**, passing gently over our cheeks,
and glasses of *heartening** wine
sipped, one summer, by thirsty lips?

Why do we fear words
when among them are words like unseen bells,
whose *echo** *announces** in our troubled lives
the coming of a period of *enchanted** dawn,
*drenched** in love, and life?
So why do we fear words?

[...]

Why do we fear words?
If their *thorns** have once *wounded** us,
then they have also wrapped their arms around our necks
and *shed** their sweet *scent** upon our *desires**.
If their letters have *pierced** us
and their face turned *callously** from us
Then they have also left us with an *oud** in our hands
And tomorrow they will shower us with life.
So pour us two full glasses of words!

Tomorrow we will build ourselves a dream-nest of words,
high, with *ivy** *trailing** from its letters.
We will *nourish** its buds with poetry
and water its flowers with words.
We will build a *balcony** for the *timid** rose
with *pillars** made of words,
and a cool hall *flooded** with deep shade,
*guarded** by words.

Our life we have *dedicated** as a prayer
To whom will we pray . . . but to words?

Nazik Al-Mala'ika

- A highly influential Iraqi poet, famous for being one of the first poets in Arabic to use free verse.
- Born 23rd August 1923, in Baghdad.
- The daughter of parents who were also poets.
- Taught as a professor in several universities, including Baghdad, Basra and Kuwait.
- Worked hard to promote women's rights and political freedom.
- Famous poems include: 'Cholera', 'For Prayer and Revolution', 'Revolt Against the Sun'.
- Died and was buried in Cairo in 2007.



She asked when she had decided

UNIT

3

Lesson 4
AB 56-58

- Read the interview, then cover your books. Write down three facts you can remember about Zaha. Take turns telling the class.

MEET ONE OF THE MOST POPULAR ARCHITECTS IN THE WORLD!

This week **Latifa Ahmed** interviews **Zaha Hadid**, London-based Iraqi architect



When did you decide to be an architect?
It has been my dream since childhood.

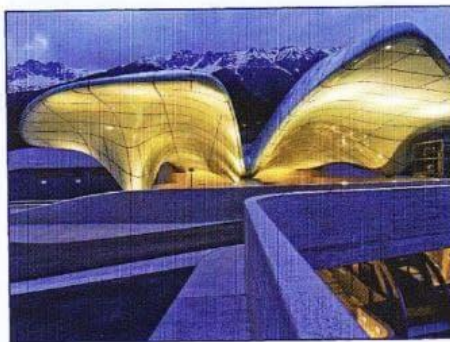
Why?
I am fascinated by the design and structure of buildings. I wanted a career that I would enjoy and that would be useful.

Can you tell me more about your background?
I was born in Baghdad and studied mathematics at the American University of Beirut. Then I moved to London and studied architecture. I opened my own practice there in 1979. I also started to teach architecture students in famous universities like Harvard.

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

Have your designs won any prizes?
Yes, the Pritzker Prize in 2004 – I was the first woman ever to win this – and the Stirling Prize in 2010 and 2011.

Can Iraqi women always be as successful as men in their careers?
Of course. Any Iraqi woman can succeed in her chosen career if she works hard enough.



- Write the interviewer's questions in reported speech.

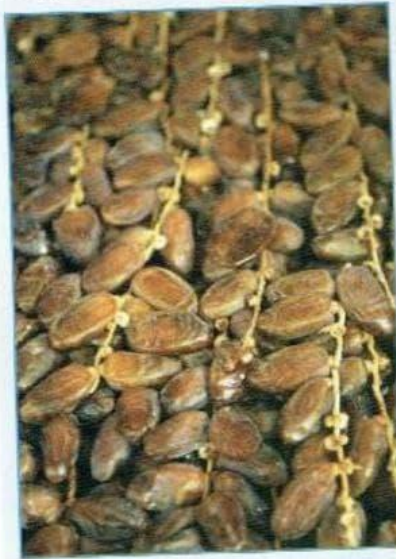
She asked her when she had decided to be an architect.

- Now do Exercises A to D in the Activity Book.

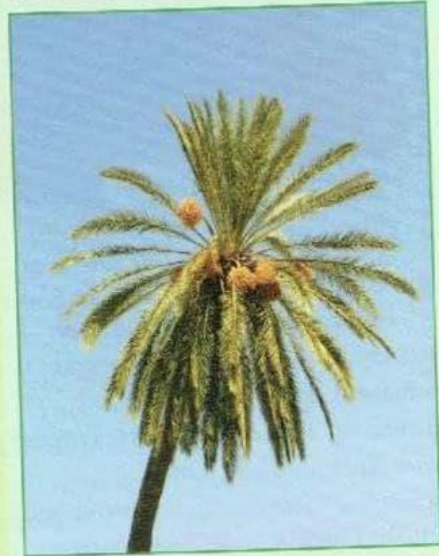
Amazing dates

a gift from Iraq to the world

Do you like dates?



The date palm is the national tree of Iraq.



One of the largest date palm plantations in the world grows on the Shatt-al-Arab in Basra. It is thousands of years old. This is probably where people first looked after date palms.



Unit 2

Lesson 8

AB23/24
16

Eid al-Fitr

Yassir's father explains Eid al-Fitr to Simon.



Talk about the pictures.
Read aloud and work out what Yassir's father says.

1



It's a festival at the end of Ramadan.

2



3



In Ramadan, we fast during the day, from dawn to dusk.

4



5



6



We break our fast after sunset.

7



9



Eid mubarak!

8 First we pray.

10



Listen and look at the pictures.
Work out the meaning of these words:

festival

dawn

dusk

fast

break our fast

1.3.3. The importance of cultural knowledge of textbook writers

Language and culture are interconnected, they cannot be separated, no one can learn any language without getting to know the culture, where the learner acquires a new culture and vision of the world.

Many studies have confirmed the essential function of culture in learning a new language. Learners need to learn about both the foreign culture and their native culture to communicate effectively, and this cannot be achieved without understanding the foreign culture.

Language can only create and interpret meaning within the cultural context where it exists. Lund (2014:177) mentions the rationale behind incorporating and emphasizing culture in language learning as follows: first, learning about the context of the target language and its speakers may motivate the learners; second, cultural knowledge helps the learners develop communicative competence in the target language; third, learning about the culture enhances the cognitive development and general knowledge level of the learners, fourth learning about the culture help the learners develop intercultural competence as knowing about other cultures as well as their own will help communicate with people from various cultural backgrounds. Textbooks often play a fundamental role in informal instruction, particularly at the primary school level. Shreeb (2017) analyzed the cultural content of EFL textbooks taught to Iraqi EFL learners in 6th secondary grade. Results reveal that the most dominant type of culture is a culture-free reference. Results also show that the textbooks do not pay enough attention to the target language culture. No recent study has investigated the cultural aspects embedded in English in Iraq.

1.3.4. Textbook analysis

Textbooks are an essential component of the process of learning English in Iraqi schools.

When analyzing the textbook before and after 2003, we note that the context of English as a foreign language in Iraq includes a series of textbooks called (English in Iraq) that were authored by foreign authors, and it is the only source for learning English in the Iraqi primary, middle and secondary schools. Primary schools consist of 6 stages. The middle school has 3 levels and the secondary school has 3 levels.

When foreign writers wrote textbooks, it was natural for there to be a difference between the textbook's curriculum and the reality the Iraqi student lives in, as the student wants the textbook to contain something about the culture and history of Iraq.

The foreign writer knows little about the country's culture, history, and traditions.

Each book consists of eight units, each unit containing about ten lessons.

From my observation of the new textbooks (ie after 2003), the dominant genre in the school curricula is the cultural genre, followed by the international genre.

When we talk about cultural species, we can see that in textbooks after 2003, there are Iraqi names such as Jalal, Hala, and Adel, descriptions of Iraqi cities such as Mosul or historical places such as Ur, or the types of animals and birds that live in the Iraqi environment or a sign of food Iraqi like grilled fish or Iraqi kebab.

From here we conclude that the English language learners in Iraq (school students) started to be more interested in learning the English language, as the textbook after the update talks a lot about the culture, history, traditions, and environment of Iraq. The textbook's curriculum is not only limited to Iraqi culture but will also include an explanation of other world cultures and their histories, such as national holidays, holidays, hobbies, and cultural symbols.

There are many examples in textbooks that require different and independent answers, as the student must answer them, such as:

1. Who is the luckiest guy in your class?
2. Who is the friendliest boy in your class?
3. Who is the happiest boy in your class?

Through the answers, it is normal for the learner to discuss with the teacher and students the meaning of luck, happiness, and friendship. Of course, this is a clear difference between 2003 and after 2003 because teachers before 2003 did not have enough experience to teach students because they did not take enough courses, and the possibilities and resources were few as a result of the siege imposed on Iraq.

In contrast, after 2003, teachers took relatively good courses in the field of teaching inside and outside Iraq, and they had good abilities and resources. Examples of these sources are books, research, and the Internet.

1.4. Discussion

To answer the first three research questions, which are:

1. What are the positive and the negative aspects of the new education policy for elementary EFL in Iraq, especially in terms of school equipment and materials, age grading, and new methodology.
2. Is the teachers' training that is sponsored by the Iraqi Ministry of Education as part of the new educational policy effective in developing teachers' skills in using the new textbook?
3. How effective is English for Iraq as an EFL textbook regarding its format and contents, students' goals and needs, and teachers' ability to use it?

The first research question dealt with the positive and negative aspects of the new education policy for English as a foreign language at the primary stage in Iraq, especially in terms of school equipment and materials, age classification, and the new methodology. The new education policy includes many rules and this study shows that the positive aspects of the new language teaching policy are as follows:

Introducing English as a compulsory subject in the first grade of all primary schools.

The hours specified by the Ministry of Education for teaching English in primary schools are sufficient.

Using the communicative language teaching method in the new series "English for Iraq".

On the other hand, the negative aspects are as follows:

- Schools do not have the resources to take advantage of textbook activities, such as tape recorders for listening exercises and projectors for displaying content.
- No document clearly states the new language teaching policy.

According to a UNESCO survey, Iraqi schools need at least “7,000 science laboratories, 3,000 computer labs, 3,000 language labs, 2,500 library rooms, and 3,000 gyms for physical education.” This survey also notes the need for visual aids, at least “one overhead and slide projector, TV/VCR, and two heavy-duty cameras at each location” (“Iraq, Education in Transitional Needs and Challenges” 5).

Although a UNESCO survey was collected in 2004, according to this research, the problem remains. Most Iraqi schools still lack equipment and materials such as furniture, computer labs, language labs, and libraries. The findings of the UNESCO survey through this study are confirmed by survey responses from most teachers who agree or strongly agree with questions 9 and 20 that their schools do not have the resources to operate audio-visual activities in textbooks. Moreover, when teachers were asked “what is your recommendation to improve English textbooks for Iraq”, nearly half of the respondents (44%) stated that schools need to provide them with supplementary materials such as flashcards, posters, recorders, and tapes. screen display devices.

In addition, some teachers (13%) expressed their desire to establish language laboratories containing all the required supplementary materials. Many trainers acknowledge that the lack of facilities has made it difficult to implement CLT in

the classroom. Lack of resources can be the cause of inattention by students due to the necessity of visual aids to give adequate context.

The second research question aims to examine the effectiveness of the training program sponsored by the Iraqi Ministry of Education to develop teachers' skills in using the English language series for Iraq.

The training that was given in Iraq was not effective, especially since there is a shortage of equipment and technology in the Iraqi classrooms. In conclusion, the lack of resources made the training program a challenge, as well as the presence of trainers who lacked experience in teacher training.

Despite the ministry's efforts to provide training to faculty members, 40% of teachers did not receive any specific training.

In conclusion, training should be conducted at different levels, locally, regionally, nationally, and internationally to increase familiarity with and enhance the core principles of CLT.

The third question is intended to examine the effectiveness of English for Iraq as an EFL text regarding its format and contents, students' goals and needs, and teachers' ability to use it.

The textbooks, teachers' syllabus, and lesson plans are set up by the Ministry of Education. Therefore, the textbooks that the Ministry of Education selects play an important role for teachers who use textbooks and teacher's guides daily. As a result, English textbook evaluation is important in Iraq for the validation of textbooks used in the process of English learning.

Since English for Iraq was issued and adopted recently, urgent evaluation is needed. The evaluation was divided into two sections: the survey questions analysis and the researcher textbook analysis. The survey responses reveal positive opinions about the textbooks.

The teachers' answers show that most teachers (76%) found English for Iraq an effective textbook to teach English. Additionally, about 52% of the teachers think that English for Iraq is the best textbook they have used based on their teaching experience. In the survey, there were a couple of questions that were asked about the textbook content in vocabulary, cultural representation, and visual aids.

Moreover, a high percentage of teachers (80%) consider textbook visual aids as useful in introducing and revising the meaning of vocabulary words. In addition, most teachers (78%) agreed that the instructions in the Teacher's Guide are useful and they do follow them. The teachers also agreed that the textbook is a useful guide for non-native teachers of English.

Conclusively, teachers have expressed their ability to use the textbooks and the Teacher's Guide in their daily classroom usage, which is an indication of the effectiveness of the series in teaching English.

CHAPTER II

2.1. English in the job market

I would like to pose the following question at the beginning of this Chapter: “To what extent does individual achievement depend on English proficiency?”

I answer this question with the saying “The English language is a passport for the Iraqis to a better reality”. we know that learning languages are a necessity to get good job opportunities, develop technical skills, and migrate. Some important things indicate this point, which is as follows:

Following up on modern technologies requires a good knowledge of English.

Young people in Iraq believe that there is no way for them to improve their situation, from keeping pace with scientific and technical developments and training to finding a good job opportunity in the country and even emigrating abroad, without mastering a foreign language, as it is a key to any door, they want to enter to secure their future.

The demand of young people in Iraq to learn foreign languages has increased in recent years, and learning them is no longer limited to a certain group, but rather has become the focus of attention of young people at different age stages, with a desire to change reality and achieve ambitions and success at various levels.

Iraqis hope to learn and speak English fluently to get a suitable job opportunity” because job opportunities are available if a person has English and computer skills, and learning Internet skills requires proficiency in English.

Young Iraqis agree that learning foreign languages is one of the necessary means to open up prospects while expressing their dissatisfaction with the English language educational curricula established by the Ministry of Education at various school levels.

as we discussed in the previous chapter these curricula do not help at all to prepare students for deeper and better study at the higher levels of this subject, which for years has been suffering from the use of outdated and impractical curricula in the country’s schools, unlike what is taught in other countries that use more advanced curricula, both practical and theoretical. And the introduction of everything new in this field to teach it to return the best results to the students.

In the eyes of the students, it is not English as a language that is the main problem, but the curriculum in general. The English curriculum in Iraq is developing, but it does not take the importance it deserves amidst the density of other languages. This is why students find that there is a great weakness in the language, as we discussed earlier.

2.2. Better job opportunities

Many of the job opportunities that are advertised in newspapers and radio require proficiency in the English language, both spoken and written, while the majority of young people with higher degrees who relied solely on government education are not fluent in this language. So, they miss these opportunities.

Anyone who wants a good job with a suitable financial return must learn English and be proficient in reading and writing.

Most learners at all levels of education up to the university level are not fluent in foreign languages, especially English, while they are aware of their need for the international language in terms of being the language of communication, the language of the Internet, the language of science and technology, and the language of scientific reference, which is the language of scientific conferences.

It provides the opportunity to learn about what is happening in the world and to communicate with various countries and their cultures.

And the benefits of learning it goes beyond what a young person learns in his native language. Scientific and technological development and English language proficiency are inseparable from each other.

From my vision, I can say that many reasons push Iraqi youth to resort to learning foreign languages, especially English, the most prominent of which is that English has become one of the conditions that must be met by postgraduate students with master's and a doctorate in all Iraqi universities, and this is what prompted many science lovers. And young people who are aspiring to continue their studies enter into English language courses.

2.3. An expanded recruitment environment for organizations

From my observation of the Iraqi street, it was found that working with foreign and international organizations requires the applicant to have a good knowledge of the English language. The organization's work has expanded in Iraq in recent years due to the displacements that took place there, where there are now dozens of camps for the displaced, which are working environments for many organizations.

Therefore, many young people of both sexes went to learn English so that they could get job opportunities with international organizations.

The great openness that Iraq has witnessed in recent years has led to the expansion of the tourism movement, which made many young people turn to learning foreign languages, including English, as an international language.

Also, social networking sites and the networks they contain among young people all over the world, which require knowledge of part of the English language, prompted many young people to learn this language to communicate with the rest of the world.

And some benefited from the free courses offered by foreign organizations or through social networks, which made the English language accessible to everyone without any difficulty, which prompted many people, especially young people, to go to learn it.

Language educational institutes and centers have spread in Baghdad and other Iraqi governorates, taking advantage of the large turnout of young people, who seek high-level jobs with large financial incomes in governmental, private, and foreign institutions and companies.

The demand for language institutes and centers increases in general and often increases in intensity in the summer so that sometimes the language centers do not accommodate the number of students, while it decreases in other months due to the students' preoccupation with studies or work.

English accounts for more than 95 percent of language courses, followed by French and Spanish. According to an official in the Iraqi Ministry of Education, at least 200 institutes and permanent courses were granted a license in 2018 to teach English and other languages, and many times that number operate without a license, in addition to courses that English language teachers set up for students in their homes.

The reason for the increasing demand of Iraqi youth to learn English came after it became clear that the language is a prerequisite for obtaining a job, and this is sufficient to secure a job in one of the state ministries or any foreign company or entity operating in the country. And the advantages that a master of English obtains are many: including the respect and appreciation that society enjoys, priority when applying for jobs, as well as other privileges that he gets when accepting the job.

It will make it easier for an English learner to get a job immediately after graduating from university.

Some people sometimes have to pay relatively high amounts of money to register in an advanced English language institute and wait for a period of up to months until they can get a study seat in these reputable institutes.

The void after graduating from university and not getting a job is the most important motive for registering with these institutes, to search for a suitable job opportunity, especially in the institutes that care for their outstanding graduates and guarantee them to work there as professors within the institute's staff.

The head of the Parliamentary Education Committee, Qusay Al-Yasiri, says that there is more than one motive for Iraqi youth to learn languages, including getting a job opportunity, traveling abroad, and being open to the world.

Migration outside the country is one reason that pushes young people to learn foreign languages, and foreign consulates impose within the immigration files the need for the candidate to obtain a visa to master the language of their countries of origin in private institutions.

The owners of the institutes admit that the majority of young people who study with them are in the process of preparing their files for immigration to study, given the Iraqi social and academic factors that make the student not fluent in languages or communication.

2.4. Learning foreign languages for mobility and emigration

Some parents encourage their children to learn the English language and to study disciplines such as computer engineering, which are very required in the global job market, especially when the student obtains a high average in high school.

Language institutes are becoming more and more active in Baghdad and some other cities, in addition to relying on social networking sites.

Young people resorted to establishing groups and pages to learn English to emigrate, as they did not want to face trouble because of the language, as thousands of immigrants to Europe faced many difficulties due to their lack of language proficiency, so their adaptation was not easy at first.

For young people wishing to emigrate, learning the language before heading to the countries of asylum shortens time and effort and opens job opportunities there, instead of wasting long months learning the language in those countries.

Immigrants advise their families in Iraq, who hope to join them, to start learning the language in Iraq before emigrating, to reduce their many difficulties with linguistic communication. Also, they cannot work without mastering the language, so they accept special courses that extend for months to master it.

Some link the desire of young people to learn foreign languages with the poor conditions in the country due to the war, as many of them have no choice but to

learn a foreign language and prepare to emigrate, even if they do not have a university education.

2.5. Conclusion: How does the English language help in career development?

English is the most widely spoken language in the world, spoken by more than 2 billion people. It is the third language in the world in terms of the number of speakers, and it is the official language in many countries as well. And due to its widespread, the demand for learning it is constantly increasing, as we find dozens of people enrolling in English language courses online, or enrolling in British Council courses.

Or they take various aptitude tests to develop themselves in this field. In addition to the benefits of the English language in enrolling in universities abroad and obtaining scholarships from the most prestigious universities and international academic institutions, this language also plays an important role in the career field, and in advancing your career, whether you are working in your home country or abroad.

We will learn about 7 ways in which the English language contributes to the development of a career path.

1- Providing more job opportunities: If we only speak the mother tongue, the job opportunities available to us will be limited, especially if our language is little used in the fields of business and science. But if we have another language such as English, for example, we are able in this case to search for jobs outside the country

and increase the chances of success in obtaining a job when you master a second or third language, you will have an advantage over the rest of the job candidates who have the same skills but speak the same language one only. Not only that, mastering and studying English in a foreign country shows employers that you are a person who has challenged yourself and traveled to learn a new language, and gives the impression that you are dedicating yourself to self-development, something that business owners greatly appreciate.

2- Increase your opportunities in international companies: Learning English not only expands the job market available to us but also increases the quality of these opportunities. Whereas, organizations that are headquartered in English-speaking countries often open branch offices in other countries around the world. Here, English language proficiency may be a prerequisite for obtaining a job in such companies.

3- When you dedicate yourself and your potential to self-development, it is something that business owners greatly appreciate.

4. Increase your opportunities for development in your workplace. Employees who speak English have better opportunities at work thanks to their language skills. They are more likely to get a promotion at their job than others. In addition to other incentives, for example, if your company needs to send representatives abroad to meet some English-speaking clients, priority will of course be given to employees who have strong English language skills.

5. Increase your chances of communicating with your colleagues: If you work in a multinational company, English will most likely be the vernacular used in daily conversations. If you are fluent in English, it will be easy for you to communicate

with your foreign colleagues during lunch breaks, which contributes to expanding your network of contacts in the workplace.

6- Develop your brain. Numerous studies have shown that people who speak two or more languages usually think differently. The Atlantic news site published an interesting article about people who are multilingual as they are often better able to remember lists and sequences, are more aware of their surroundings, and have a greater ability to focus on important information, which are all valuable traits employers prefer in various companies.

7- Facilitating the process of searching and finding information. As we have already mentioned, English is one of the most popular languages. Whether in the fields of publishing and books, airports and travel, business, technology, scientific development, or academic fields, we find that the language used is mostly English. To reinforce this information, here are some striking numbers: More than 70% of emails sent in the world are written in English. More than two-thirds of the world's scientists read in English. Over 36% of the world's Internet communications are conducted in English.

Looking at these numbers, we find that the increasing number of people who are accepting learning English is not strange, but the opposite is normal, because it will facilitate the process of searching for and accessing information, and thus achieving better performance at work and increasing productivity, which ultimately leads to an upgrading of the march individual.

Survey

I have prepared a survey for the employees of the Iraqi embassy in Baku on the relationship of language to work and how to improve the level of English language for employees in government institutions, and the questions were as follows:

1. What is the most urgent need to improve the English language level of young employees?
2. What do you do to improve your English level?
3. How important is it to your organization to have English-speaking employees?

Survey results

The results of the survey had different answers, and some of the answers were similar. For the first question, the answers of some employees were as follows:

The employee wants to learn.

- The English language is an international language and the employee can communicate it with different nationalities.

Learning the English language is very important for employees, especially those who work in embassies, as they deal with diplomatic employees from other countries. And the fact that English is the common language.

- Learning the English language is a tool to increase the chances of obtaining a distinguished job, and the English language is the most important tool now in communicating between the peoples of the world.

Learning the English language is necessary for interaction in international meetings and meetings.

For the second question, the answers were as follows:

- Participation in English language courses.
- Watching foreign films and video clips on various media and social media such as Facebook, Twitter, YouTube ... etc.
- Talk to people who speak English.
- Reading novels, stories, newspapers, and magazines in English.
- Listening to programs such as documentaries or reality shows and songs that I love in English.

For the third question, the answers were as follows:

- The presence of such people at work facilitates communication within the functional environment with other countries.
- Diplomatic work in my institution often requires people who speak English in international conferences or diplomatic events held by the resident countries or the host country, and it is an important way to communicate ideas and communicate.
- The importance of speaking the English language is necessary for employees to be able to communicate with foreign diplomatic missions operating at the same headquarters as the employee's mission.
- It is very important to have such English-speaking employees to take advantage of them in negotiating in international meetings and gatherings, especially between the Iraqi embassy and the Azerbaijani government.

1. ما هي الحاجة الأكثر إلحاحاً لتحسين مستوى اللغة الانكليزية للموظفين الشباب

هناك حاجة لتحسين مستوى الموظفين الشباب في اللغة الانكليزية ، باعتبارها واحدة اللغات الحية والاكتر انتشاراً في العالم ومن خلال يتم تبادل المعرفة والعمل المشترك .

2. ماذا تفعل من اجل تحسين مستوى اللغة الانكليزية لديك

الدخول في دورات تقوية اللغة الانكليزية ، اضافة لقراءة السروايات لاسيما العالمية منها ، وكذلك من خلال قراءة الصحف والمجلات باللغة الانكليزية .

3. ما مدى اهمية وجود موظفين يتحدثون اللغة الانكليزية لمؤسستك

هناك اهمية للموظفين ان يتدوا اللغة الانكليزية ، سيما وانهم يعملون في الشركات والعمليات العراقية في بلدان العالم ، وعليه فان الاهمية للتعرف باللغة الانكليزية ضرورية ، لكن يستطيعون التواصل مع الجاليات الاجنبية العاملة في نفس مرفعه المرفأ .

1. ما هي الحاجة الأكثر إلحاحاً لتحسين مستوى اللغة الانكليزية للموظفين الشباب

جميع اللغة وكونها لغة يسهل تعلمها أكثر من سائر اللغات
في عصرنا الشباب يحبونهم اهل المستقبل ولما يسهل التطورات
العالمية تحتاج من الشباب ان يتعلموا من اللغة
الانكليزية

2. ماذا تفعل من أجل تحسين مستوى اللغة الانكليزية لديك

متابع الاخبار العالمية وكذلك متابعة
الاعلام النافذة باللغة الانكليزية ومقاطع
الفيديو التي تساعد في مسائل الامم المتحدة
والتي تساعد في التواصل في مناسبات مختلفة
وتتبعها

3. ما مدى أهمية وجود موظفين يتحدثون اللغة الانكليزية لمؤسستك

هذه مرتبطة بالحوال الاول والذين يؤكد على
ضرورة تعلم اللغة الانكليزية واهتمامهم
للغة من اجل تحقيق اهدافهم في المؤسسة
مع التواصل مع باقى المؤسسات ذات
المصالح المشتركة والمساعدة المتبادلة

12/18

1. ما هي الحاجة الأكثر إلحاحاً لتحسين مستوى اللغة الانكليزية للموظفين الشباب

إن الحاجة لتحسين اللغة الانكليزية للموظفين الشباب ككونها اللغة العالمية التي تستطيع التواصل بها مع مختلف الجنسيات .

2. ماذا تفعل من اجل تحسين مستوى اللغة الانكليزية لديك

لأجل تحسين مستوى اللغة الانكليزية يجب على الموظف دمج دورات ولكن الاصح هو ان يستخدم اللغة في حياته اليومية اذ انما انه يجب التعلب على عامل التحمل من الخطأ مع الشخص المقابل .

3. ما مدى اهمية وجود موظفين يتحدثون اللغة الانكليزية لمؤسستك

يجب على كافة موظفي المؤسسة قدر في اللغة الانكليزية لاصيغتها في عمل المؤسسة .

1. ما هي الحاجة الأكثر إلحاحاً لتحسين مستوى اللغة الانكليزية للموظفين الشباب

ان الالمام باللغة الانكليزية مهم جداً بالنسبة للموظفين وخاصة موظفي الخدمة الخارجية. تكلم القاطن مع المواطنين الدبلوماسيين من البلدان التي تزداد عدداً، لا غلبت ان اللغة الانكليزية تعبر، لاكثر شيوعاً.

2. ماذا تفعل من اجل تحسين مستوى اللغة الانكليزية لديك

لحسين اللغة الانكليزية يجب التواصل مع الامم المتحدة بالاضافة الى المواقع الاخبارية باللغة الانكليزية سواء كانت حرارة او استماع او كليهما وهذا ضروري استخدام اللغة قدر المستطاع لان ذلك يسرور اللغة.

3. ما مدى اهمية وجود موظفين يتحدثون اللغة الانكليزية لمؤسستك

عن المهم جداً ان يجيد موظفي الخدمة الخارجية لانهم معرضون لان يكون في مؤتمر او لقاء مهم قد يتم التعبير عن موضوع مهم وحساس بالاضافة الى المعارضات التي تعتبر مهمة جداً لان بنار الموقف المتعارض بين وجهتي ذلك فهم القابل.

Chapter III The social media factor in the relationship to English in Iraq

3.1. Introduction

Language existed on the day people felt the need for understanding among themselves and it resulted from social friction until it became one of the strongest factors that bind the members of human society. If we must point out that language does not live except in the shadow of a society, it is a social activity because it is a necessary response to the need for communication between all people. This is why linguistics is closely related to the social sciences.

The study of language has several aspects, but this study was concerned with the study of the culture and philosophy of the English language in

The transfer of thought and its role in conveying this thought across the globe. From this standpoint, a question comes to mind, which language can reach the entire world and can connect its east and north with its south and is characterized by universality within today's globalization, other than English as a language.

It is global and not the language of one people or one country, because of the preponderance of this language and its spread in the field of tourism, trade, and science, and its ability to reach everyone, especially our Arab society, which recognizes it as a scientific and global language, because of the influential role it plays in transmitting people's cultures through modern technology and the Internet, as 88% of the All websites are in English, as well as science and technology sources that reach us in this global language. How much more does our Arab society need for these technologies to launch and open up to the outside world to catch up with the scientific and technological progress? What we need to understand is the plans of the world around us within the programs of

globalization. All of this makes us research and think about the means that facilitate us to communicate with the new world around us before the gap widens and then we are unable to keep pace with the times and their requirements. Hence, we see that we are in dire need of understanding others around us through learning their languages and searching for all available means to know this language and the positives and negatives it carries, starting from the saying of the great Prophet Muhammad (peace be upon him): “Whoever learns the language of a people is safe from their evil.”

3.2. The role of language in civilized discourse

1. The importance of language and its role in civilized discourse, we know that the English language is one of the global languages with high permeability) in the communication process to be the language of communication in the sciences and activities of others, in addition to the literary, philosophical, historical, and political, due to its high technological and technical ability to communicate the language of discourse to the public opinion.

Accordingly, the linguistic topics that deal with the various discursive forms in the political, economic, historical, and communicative sciences varied, and the rhetorical phrases were taken with diversity and enrichment, as the position of the (ego) of the speaker was visible and consistent with the essence and content of the psychology of the discourse that distinguishes it, in which the psychological dimension appears and its impact on The speaker on the one hand and what falls within the scope of the specific and psychologically prepared speech and the extent of its impact on the speaker on the one hand, and what falls within the scope of the specific and pre-prepared speech on the other hand. Countries through various

media, which made the world a small village, as mentioned by specialists in the field of politics and economics.

Based on this, it was necessary to include the results of the findings of the famous linguist Chomsky, who is one of the most prominent linguists, and who emphasizes the concept of living language and the possibilities of civilizational communication through discourse, saying: Understandable, clear and convincing phrases and phrases that enable him not only to convey what he feels and feel to others but to acquire and express human languages and what is hidden in the innermost discourses of their individuals and groups, even if the distances are far, exploiting the tremendous development that media technologies have reached in a manner that serves human relations. generally.

Here, Michel Foucault emphasizes dealing with the concept of language and its importance, as he stated that language is represented by a group of letters that have a direct effect on things and on attracting or pushing them, and knowing their properties, virtues, and secrets. About a speaker (individual) who delivers a message, the linguistic influence is included in the use of language as a means of communication for a spoken verbal act that assumes the presence of a listener or is affected by the language of the speech.

3.3. What is the international language?

An international language that has a special status recognized by every country, that is, it is a language used by all countries around the world, and it has a special status in society even in the presence of a mother tongue, as if it becomes the official language of the state and is used as a means of communication in government departments, courts and language means.

Providing a well-resourced environment touches people to communicate and learn the language through the media, libraries, schools, and institutes of higher education and provides an increasing number of qualified teachers to teach the language along with books, tapes, computers, and communication systems, and all kinds of educational materials.

Through the foregoing, there is a close relationship between the dominance of language and economic and technological power, whether it was the language of great literary works in the past or the language of a great culture or a greater religion. That does not make it a global language. And the main reason why some languages in the past were global is a large number of speakers, especially from the political and military sides, and the history of world languages can be traced by following the successful campaigns of its soldiers and sailors who spoke them, where a country with military power can impose its language, but what helps it to preserve that language and works to spread it is what it enjoys from an economic power, and the economic factor was the main factor in the nineteenth and twentieth centuries in the spread of the English language. Economic development was active on the global level, supported by new communication technologies such as the telephone, telegraph, and radio, and reinforced by the emergence of large multinational organizations and companies, which made the English language the international language without any other languages.

There are two reasons: one is historical-geographical, and the second is social-cultural.

Historical factors go back to the days of the pioneering campaigns between the Americas, Asia, and the poles, as this expansion continued in the nineteenth century with colonial and expansion into Africa and the South Pacific, followed by another important step in the mid-twentieth century that was adopted by many newly independent countries and made it the official language now represented in

every continent And many countries, and this expansion of representation made the application of the term global language to the English language.

As for the social and cultural aspect, it appears in the way that people of all classes rely on the English language for their economic and social well-being.

Where the roots of the English language expanded at the international level in political, commercial, security, communications, entertainment, communication, media, and education, and millions of people appreciate the existence of a common language that facilitates global human relations and needs, like many other fields such as the computer software industry depend on it.

3.4. English is a language of culture and communication.

The status that the English language enjoys today is the result of two factors: the first is the expansion of British colonial power that reached its zenith at the end of the nineteenth century and the emergence of the United States as the first economic power in the twentieth century, and the second factor is the dominance of English as a global language at present.

In the United States of America, 70% of English speakers (as a mother tongue), in addition to the political and economic hegemony, meaning how the English language will move in the future is in the hands of the United States.

Hence, learning the English language has become an inevitable necessity as a tool to help people understand each other in all fields. The English language is a creative science and a contributor to the rapprochement between the cultures of peoples. Through this approach, it helps the educated to build their society according to new civilized foundations that fit the spirit of the age. Language is the mainstay among members of groups, so there is a dialectical relationship between language and culture, with which it is difficult to separate the culture of a nation or

people from their language. The possibility of the English language within cultural imperialism, according to what (Williams) sees, is not a natural process, because it is an aspect of a broader and more comprehensive framework within a Quei endeavor with a historical inevitability that applies to what he has of models for his self-image. English to constitute a quest for a historical inevitability.

(Philipson) comments that the British Empire is being replaced by the Empire of the English language, and that the dominant power of the English language is a vital source and assistant for capitalist development, during the past four centuries, as the status of the English language rose from a national language to a global language, and this was the result of British colonial expansion over the three centuries. The past and the growth of American military and economic powers during this century due to its association with progress, logical thinking, and modernization.

English is a universal language that will enable capitalism to adapt to a changing world. The English language has been an important mediator for the media for four hundred years. The learning of the English language is attributed globally to institutions such as the British Council, UCIA, the Peace Corps, applied linguistics departments in universities, and language teachers. The English language is everywhere and they do their work as professionals to teach the English language, as the process of teaching the English language is traditionally seen as a natural reflection of civilization and as a non-political act that recognizes the superiority of the English language as a social fact known to common sense.

The English language remains, at least, a distinct language because most of the fields of knowledge that the English language leads, such as linguistics, sociology, psychology, and ethnology, which work within culturally neutral societies, as well as the European English heritage, and with Orientalists and historians of facts, as a

dialogue between and within cultures remains the way out in Present time futility of individual discourse experience.

All these developments and transformations that are taking place in the world are based on the endless human mental product of ideas and knowledge, which began to be used as a mechanism of domination, power, and influence, which worked to connect every part of the world, then brought distances closer, eliminated physical barriers and unified ways of life.

Thus, man is currently facing the age of information and the era of the communication technology revolution, which resulted in the formulation of the concept of civilizational invasion based on the informational invasion of developing societies to adapt them to serve the aspirations of the advanced northern countries in achieving their long-term strategic goals through a group of important means that employed new mechanisms of cultural invasion.

3.5. The role of the media

Language is a container of thought and creativity and a means of communication between members of society and its various institutions and the exchange of information and ideas between them, information and understanding.

Culture and media experts are unanimously agreed that the media and communication play a crucial role in the cultural field as the main carrier of culture and as cultural tools to support and influence attitudes.

There is no doubt that the dissemination of culture through mass communication and its media devices represents the greatest goal in building a civilized country or moving forward to catch up with human civilization. Rather, it has become the major distinguishing mark of the world's transition from the industrial age to the

electronic age, and accordingly, learning and acquiring language through communication plays a major role in influencing individuals and changing their attitudes and thinking patterns.

The media has become a dangerous tool for domination and cultural invasion to invade and destroy others instead of trying to create an interactive relationship among other cultures and civilizations, and then finding a common understanding of the nature of relationships and their interactions by finding other words, finding an equation that guarantees to achieve greater effectiveness of the media process in the lives of peoples.

The English language is one of the most important means of creating convictions and cultural influences and adopting attitudes and behaviors within the framework of the cognitive context, as well as presenting stereotyped ideas to create conviction among public opinion, with various concepts such as democracy, liberalism, freedom, human rights, and others.

And Anthony Smith says in his book *The Geopolitics of Media, or How Western Culture Dominates the Media*, that the media is the foundation of sovereignty, and he adds: (Producers of Western media materials need homogeneous markets to reduce production costs and increase sales. To support what he offers to her, we facilitate this endeavor for him by expatriate linguistic and cultural promotion.

Perhaps the most powerful factor in adapting people to the requirements of the Western media industry and culture is the English language, as Smit also says (those media cultural products are more deadly than people's entities than Coca-Cola and Hamburger).

The English language has been an important medium for four hundred years. The nineteenth century witnessed great progress in new printing technology and the means of production and large-scale transportation. In the year 1850, there were about four hundred daily newspapers in the United States and by the end of the

century it had risen to two thousand newspapers, and new methods were promoted. In all news, the role of the English language in the press, and the middle of the nineteenth century witnessed the growth of the largest news agencies, and the Reuters agency had achieved the largest monopoly in the area covered by the news than any other competitor. It is published in English-language countries, where it has a special status, and in some international newspapers published in English, such as The New York Times, The Washington Post, and The Sunday Times.

Significant impact in addition to that, magazines, publications, and others, were about a quarter of the world's publications are published in English, and about 80% of natural science research is published in English.

The United States of America has exploited the dominance of the English language in the field of the media with all its means to spread American culture (globalization) and its conquest of most countries of the world, which made these countries take a defensive position in the face of the American cultural invasion.

The global statistics conducted at the level of UNESCO indicate that the new function of the media represented by cultural hegemony and persuasion achieved the adept states in this field, the spread of their thought and cultures, and the subordination of developing countries to them politely and endearingly to the utmost peacefulness, which is the alternative method to forms of military colonialism over peoples.

This cultural and media hegemony can only be achieved by persuasion and can only be achieved by a careful understanding of the aspects of (language), even to the extent that it allows the propaganda scheme to arrange ideas in an exciting and influential way at the same time, because what confirms what is in this regard, is not what is related to the literary language or the language not only scientific but rather what is related to the propaganda media language despite the artistic and

aesthetic taste described by the first and the theoretical abstraction and pure grammatical practices of the second, because when we describe the media language as propaganda, we want to emphasize a linguistic model that is built on a scientific and social format at the same time. Because it is an art that is used in media work to increase its strength, influence, and persuasion, and through this, it becomes clear to us that language is a reflection of the social, cultural, and political development of any society, and the progress and diversity of the media highlights the role of language to express ideas, but to form ideas as well.

3.6. The role of language in the media

It is necessary to define the function and role of language in the field of media and communication in terms of the prevailing consideration that every statement or sentence uttered in one field has a specific goal that may differ when used in another field. Hence, the role and functions of the media language can be highlighted as follows:

1. The function of news knowledge as a language is useful in communicating information.
2. The function of directing that language is useful to influence the behavior of others.
3. The function of expression is because language is used to express emotions in all their fields.

As for the technical level to deliver the language in the propaganda guidance, it was necessary to deliver an intended message using the spoken language (speech) and accompanied by the change in the sender's voice, or audio-visual means of communication.

Thus, it is not possible to succeed in influencing a particular society or any human group or even at the level of individuals, except through language, because it is a system of mutual influence and an active element in the communicative process. A model is pre-planned to influence behavior and direction within the framework of society as a whole. From this point of view, the English language played a major role in influencing the Iraqi citizen in particular and the Arabs in general in their orientations and culture due to its high technology and media permeability.

Four international news agencies write the news and direct it, three of which are in English: The Associated Press, United Press (Americans), and Reuters (English), and the Internet broadcasts 88% of it in English, 9% in German, 2% in French, and 1% on the Internet. Distributed to the rest of the western languages.

Western media and communication, especially the American ones, represented a means of influencing the Arab mind and consciousness, as they carried out a process of mental confusion and shadowing of most of the world realities when presenting these means to most events and conflicts as results of internal conflicts, whether religious or border ones. The outbreak of which had nothing to do with the West, with a presentation of the exploited chaos that pervades the peoples of other nations. What should be made clear, as if it is an inevitable matter, is the need to search for those who will repel this chaos to achieve security and stability, and then the intervention of the strongest force to eliminate this chaos. An example of this is the interference in Iraq's internal affairs.

The United States of America in Iraq is working to spread its culture through the so-called process of modernization, through which it works to legalize the national culture and make it alien to its homeland and work to deform the national culture into a monolithic culture that crushes different cultures, as the Arabic language is gradually being removed from its place in daily life. To account for the English language, whether in oral speech, correspondence, or the media.

3.7. Conclusions and Recommendations

I reached some important points:

1. Learning English is an urgent necessity for every learner in the world because it has become a language of living cognitive communication between societies.
2. The role of the English language emerged as a global language that had a major role in the media and in the effective and effective transfer of ideas and opinions through various media in the psyche of Arab societies, especially the Iraqi society, and in developing their social behavior.
3. Learning English helps in cultural exchange and the convergence of eastern and western peoples of different languages because it is a global language.
4. The English language has become the language of global competition scientifically, in media, and culturally in light of globalization.
5. The English language affected Arab intellectuals, especially Iraqis, using modern technology, and benefited from global developments in various fields.
6. Learning English contributes to the development of the personality of the Arab person through communication with other languages.
7. Learning the English language is an urgent necessity for every Iraqi politician and media person to know Western intentions.
8. Learning English makes it easier for Western minds to be addressed and discussed intellectually and in the media.

9. Learning English helps in reading newspapers and listening to international news.

10. English is a worldwide media language as a language of global communication.

Recommendations

1. We recommend focusing on making the English language a basic curricular subject to ensure the curricula of all colleges, especially the media, for them to go to the various state facilities and agencies and attend conferences that require knowledge of the English language.

2. Learning the English language by opening institutions and institutes to learn the language to include society, because it is the language of competition and is necessary to improve opportunities for humans for commercial, industrial and economic competition.

3. Sending postgraduate students or administrative staff that deal with the English language in different fields

Specializations for language learning and proficiency in the country in which it is spoken.

CONCLUSION

The Iraqi Ministry of Education adopted a new language education policy which states that English is a compulsory subject that has been introduced from the first grade for all elementary schools with the new series of textbooks English for Iraq utilized as a part of the curriculum and the adoption of CLT as the teaching methodology. Moreover, the Ministry of Education arranged training programs in Erbil and Beirut to prepare teachers to teach the new textbooks by using the new methodology. However, without assessing the quality of training and materials, the Ministry cannot verify the effectiveness of this new policy. Therefore, the primary objective of this study was to investigate the positive and negative aspects of the new Iraqi education policy. The second aim of the study was to examine the effectiveness of teacher training that is sponsored by the Iraqi Ministry of Education in developing teacher skills in using the new textbook. The third aim was to examine the effectiveness of English for Iraq as an EFL textbook regarding its format and contents, students' goals and needs, and teachers' ability to use it.

A major finding from this research was that the lack of technology and supplementary materials in the Iraqi schools affects many aspects of the language education system in Iraq. This study showed that teachers cannot apply many of the book activities and teaching techniques due to the lack of technology and visual aids.

Moreover, the study has identified some of the positive aspects of the language education policy such as age grading, the hours that are set by the ministry for English classes, and the adoption of CLT. However, the study also identified some

negative aspects of the policy such as a lack of materials, and no clear document stating the policy.

Overall, the major findings of the research indicate that Iraq has developed a good curriculum for EFL, but two main factors are preventing widespread success. First, the lack of training of teaching staff, and second, the lack of technology and other supplementary material such as visual aids being available in classrooms. One recommendation for the Ministry of Education is to establish a CLT Language Training Center in Iraq for proper and widespread training of teaching staff throughout the country. An additional recommendation is that each school acquire a dedicated language lab to accommodate the use of supplementary materials and technology for the English teaching staff. As the country recovers, infrastructure will be developed or repaired to support the Ministry's education policy.

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