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Address: Republic of Iraq –Najaf –P.O 199

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(Editor) Mobile :07804729005

(Editorial Director) Mobile :07801273466

E-mail: Muhammad-Gawad@ yahoo.com

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Integrating Culture into the EFL Curriculum:

A Study of Iraqi University Students' Perspectives

Asst. Prof. Dr
Najm Abdullah Burhan
University of Misan / College of Education



Integrating Culture into the EFL Curriculum: A Study of Iraqi University Students' Perspectives

دمج الثقافة في مناهج اللغة الإنجليزية كلغة أجنبية
دراسة لوجهات نظر طلاب الجامعات العراقية

Asst. Prof. Dr
Najm Abdullah Burhan
University of Misan / College of Education
najim@uomisan.edu.iq
الاستاذ المساعد الدكتور

نجم عبد الله برهان
جامعة ميسان - كلية التربية

Abstract

This paper investigates the necessity of including culture within the English Language syllabus from the viewpoint of Iraqi university students. We identified three main goals for investigating the effect of culture on students' desire to learn and their experiences with language. The research primarily used the questionnaire method and administered the questionnaire to 100 students. The questions focus on the role culture plays in learning, how it can be used, and associated problems. Such results revealed that students realized the importance of

teachers' impact on their enthusiasm for learning a language and using English to enact or enhance certain cultural elements. However, some challenges related to cultural readings have also been identified as a growing demand for more cultural content in the curriculum. According to the findings of this study, the authors suggest finding more opportunities for cultural relevance in the curricula, provide training and development programs for teachers, mix instructional methods and enhance diversity in activities to

promote a well-rounded educational experience.

Keywords: Integrating, Culture, EFL Curriculum, Iraqi University Students.

المستخلص

تتناول هذه الورقة البحثية ضرورة إدراج الثقافة ضمن مناهج اللغة الإنجليزية من وجهة نظر طلاب الجامعات العراقية. وقد حددنا ثلاثة أهداف رئيسية للتحقيق في تأثير الثقافة على رغبة الفرد في التعلم، فضلاً عن تجربته مع اللغة. استخدم البحث في المقام الأول أسلوب الاستبيان وقدم هذا الاستبيان إلى ١٠٠ طالب. وتدور محاور الأسئلة حول الدور الذي تلعبه الثقافة في التعلم، وكيف يمكن استخدامها، والمشكلات المرتبطة بها. وكشفت هذه النتائج أن الطلاب أدركوا أهمية تأثير المعلم على حماسهم لتعلم لغة واستخدام اللغة الإنجليزية

لتفعيل أو تعزيز عناصر ثقافية معينة. ومع ذلك، تم تحديد بعض التحديات المتعلقة بالقراءة وثقافتها أيضاً على أنها طلب متزايد على المزيد من المحتوى الثقافي في المناهج الدراسية. ووفقاً لنتائج هذه الدراسة، يقترح المؤلفون إيجاد المزيد من الفرص للأهمية الثقافية في المناهج الدراسية، وتوفير برامج التدريب والتطوير للمعلمين، ومزج أساليب التدريس وتعزيز التنوع داخل مثل هذه الأنشطة لتعزيز تجربة تعليمية شاملة .

الكلمات المفتاحية: التكامل ، الثقافة ، مناهج اللغة الإنجليزية كلغة أجنبية ، طلبة الجامعات العراقية

Introduction

Culture is an essential part of the learning process a student experiences when learning English as: 'English with Foreign Language or 'EFL'; it can also add the understanding how language and social context intertwine each other. In Iraq, the university students are a special category in the inclusion of culture to be taught through syllabi (as their language is still a medium for communication while culture is

significant in definitions; frameworks and interpreting).

The study aims at recognizing the necessity of embodying culture in the English language curriculum so, that students are prepared enough to comprehend a greater depth of cultural texts and events. The purpose of the study was to investigate the way in which Iraqi university students reflect on cultural

aspects influence their reception of English (Hoa et al, 2019).

Through studying students' perspectives and experiences, this research aims to deliver useful input on culture inclusion challenges and opportunities in education, with applicability for pedagogical practice and policy-making that allows the development of curriculums. In addition to shedding some light on the place of culture in language skills development and interaction, such research studies were able to trace students' individual paths (Hoa et al, 2018).

Simply, this study attempts to investigate the connection between culture and EFL teaching through voices of Iraqi university students that from now on may be one used as the raw for some future curricula.

Problem of the Study

The issue of culture integration in the English as a Foreign Language (EFL) program is reconsidered to be one of the dilemmas facing education in Iraq.. However, there is often too much emphasis on language and technicalities in current curricula, and salient cultural nuances are often neglected (Fannoush, 2023).

The study, however, suffers from the limitation of not focusing on whether or to what extent incorporating culture has been successful in improving English learning among Iraqi university

students who generally face problems of cultural vacuum leading to unknown and unseen factors that might help students comprehend and use the language. This lack of immersion in culture would mean that the students are unable to communicate properly with native speakers and see their language in real life use cases.

Furthermore, curricula often lack direction and support for addressing cultural understanding, which limits the depth with which students can engage in cultural texts or events. The critics of the university campus based education bring some relevant questions and it is worth doing a study among the students who have gone through such scenarios in order to get their opinions on this matter since they faced different challenges and obstacles from those present traditionally at schools.

Thus, the problem statement of the study evolved into exploring is there a relationship between culture and English language learning in Iraqi context and does incorporating culture factor into improve students' experiences toward curriculum quality.

Study Objectives

1. Understanding student's perspectives: A study of Iraqi university students' perceptions towards the importance, and contribution of culture in learning English as an integrated syllabus.

2. Locating cultural elements: Locating the cultural elements with greater applicability in the local context with respect to improving English language proficiency, such as customs, traditions, literature and art.

3. Testing the influence of culture on learning: Measuring how much can students better understand and use English in their daily lives with more cultural content in the curriculum.

4. Offering methodological recommendations: suggesting new teaching approaches and ideas for inclusion in the curriculum so that students are more engaged with English and learn how to interact through cultural activities.

5. Critical thinking: fosters critical thinking about cultural influences on language and linguistic behaviours, therefore promoting intercultural communication.

6. Improving communication skills: By helping students explore the cultural aspects of English, they are then equipped to communicate more easily with native speakers in a variety of settings.

7. Understanding the obstacles: Identifying the difficulties that students encounter while incorporating culture into language learning, facilitating in generating suitable solutions to combat them.

8. In Advocacy of Culture: To advocate the cultural awareness of

students in relation to multiculturalism and its value in an ever changing globalized world.

Importance of the Study

Academically both at the level of research and teaching Socially Educational:

- Knowing the cultural associations within new vocabulary for educationalists helps to create curricula that are more effective in meeting students' needs and aspirations.

- Developing linguistic: It emphasizes the importance of culture in learning language, which helps to develop better People and help them understand English grammar more clearly so that they appropriate it addresses corrects in different these practices.

- Improved cultural recognition: The research paves the way for a much better cultural recognition amongst trainees, permitting all of them to comprehend social variation and to interact efficiently along with native English audio speakers in various socio-regional setups.

- Building Communicative Skills: By immersing a student in culture, it is easier to build communicative skills and their citizens can get involved in personal/professional relationships prosperously in multicultural context.

- Encouraging critical thinking: Such study is designed to promote questioning on the relationship between culture, language and behaviour and thus enhance students' capacity to analyse cultural texts as well as the social messages inherent.
- Practicality: the essential break to useful research offering a multitude of applications in ordinary educational practice that provides the needed aid to students involving their situation regarding learning this language so they may be helped by being distillate on various appropriate pedagogical options.
- Scientific research implications: this study contributes to the literature on EFL and grows our knowledge of cultural mediation. This research is hence an important innovative step towards improving the education quality in the domain of English learning and meeting the students' necessities to learn within their society and culture.

Literature Review

Language Teaching Theories:

When it comes to the methodology of language teaching there are numerous theories underlying this process, all of them indicate different philosophic concepts and ideas related to the idea of language acquisition and learning. In this context, theories can be grouped into several major categories such as Behavioural Theory, Constructivism

Theory and Social Theory each of which has different implications for teaching strategies that incorporate culture in English language instruction and the teaching of English language (Richards & Rodgers, 2001).

Behavioural Theory

Behavioural theory is one of the conventional learning theories that were developed for language teaching, which concentrates on the reinforcement strategies. In this theory of learning, it is held that learning is an observable behavioral process. In which students learn languages by undergoing interactions with the environment and is reinforced. As for EFL, the practice includes simulations, audio training, and tests all of which aimed at improving language skills. Although this theory addresses the language characteristics, the influence of the cultural phenomena that demand thorough analysis of social situations, does not adequately prepare students for proper communication strategies in real-life situations (Ellis et al, 2020).

Constructivism

Hence, the next educational learning theory is constructivism, where students construct meaning from their experience and what they learn from others. This theory posits that interaction is both social and culturally situated and therefore a better fit for the incorporation of

culture into learning context. Since constructivism is based on the interaction and collaborative learning, it enhances language use through interactive and collaborative activities, discussions and meaningful learning projects incorporating culture. This type of learning improves the student comprehension and usage of other aspects of culture connected with the language; improving students' communication skills in various settings (ibid).

Social Theory

According to social theory, learning takes place in the process of interaction with others in society. This model focuses on interpersonal interactions in the classroom since language learning involves interaction with others. The applicability of this theory is demonstrated in teaching techniques such as organizing group discussions and language games that promote students' interactivity. This theory also offers the best chance of incorporating culture into lessons because as students engage in these activities, they will learn how culture affects the ways that language is used in society (Ellis et al, 2020).

Therefore, these three theories have some parts to perform in making the strategies of teaching English language. Behavioural theory is the basis for teaching language skills, but constructivist and social theory

assist in the delivery of culture integration for proper teaching of the language so that students can have full understanding of language with right communication techniques.

The Concept of Culture

Culture is more or less defined as a system of meanings and practices that are closely related to the given community of people and one of the most basic characteristics that specify the given community's approach to life and their set of beliefs. With reference to the general context, culture is defined as all that which is attained through knowledge, both individually and in groups, on conventions, on modes of behaviour, on works of art, and literature. It is essential to note that components of culture involve numerous ideas such as values which explain what is correct or wrong and what is significant in the society, practices meaning manners of what people do daily, and practices that refer to those activities completed cross-generation. Another way through which arts and literature are important in conveying culture is through the fact that works of art and literature convey such ideas and emotions as may be held with respect to culture (Geertz, 2022).

Elements of Culture

- Values: Represent the norms that are prevalent in a society,

including values of respect, equality, and cooperation. These values fertilize the development of social behaviours of people in societies.

- Customs: Customs refer to the habitual behaviors which people undertake in their daily lives, including eating habits and ways of conducting celebrations.
- Traditions: Link to procedures that are passed from one generation to the other for instance, those in nurturing observed during celebrations.
- Arts: Includes artistic expressions such as music or a painting, or even dancing that invokes a certain culturally endowed belief system.
- Literature: Includes written systems that document human experiences and culture from novels, poems and play scripts (Offorma, 2016).

Culture and Language are Inseparable

Culture and language are inseparable inasmuch as language reflects and preserves culture, as well as helps construct cultural consciousness. Culture defines language within a cultural context, the use of proverbs and special phrases, which indicate the values and traditions in a particular society. In other aspect, culture by means of language can be used to interact with

other people and exchange experiences.

The culture and language interconnect most predominantly in the manner how language affects the communication practices. For instance, there are bound to be disparities in how the use of, say, greetings or even apologies are said in two different cultures. Culture can also be verbal and consist of a word that refers to a certain concept or a certain interaction is carried out.

Besides, having a good knowledge of language is accompanied by the knowledge of the cultural background of the language. Words and the words have different meanings depending on the culture therefore, learners need to be sensitive to cultural differences. Hence, integrating culture in English language learning enables the students communicate, comprehend the meaning of the messages in forms that respects the cultural diversity enabling them to engage effectively in multicultural environments (Rodrigues and Ravasco, 2020).

The Importance of Culture in Language Learning

Culture is a key component in learning a second language because it plays a crucial role in understanding texts and contexts. It makes a learner well equipped in cultural apparatus of the language they are learning thereby fostering

positive perceptions of interaction in diverse settings. The following are some aspects that highlight the importance of culture in language learning(Karlik, 2023).

Interpreting Meanings and Contexts

Linguistic texts, literary expressions, and informal speech contain cultural connotations that require learners to understand the cultural context for accurate interpretation. For example, some texts may contain some of the most widespread proverbs or expressions that in turn refer to certain historical events or traditions. For this reason, the learner is unable to grasp other aspects of meaning, which are very vital in enhancing the understanding of a particular text.

Enhancing Communication Skills

Culture based teaching for language can help students improve their interpersonal communication abilities. Overall, by increasing learner awareness about culture and cultural practices, learners' communicative competence improves which enables them use language in right manner in given context. For instance, it is embarrassing to apologize to a superior in a certain culture, or to show appreciation in another culture will require a gift (Kim, 2020).

Develop Empathy and Understanding

Improved understanding of other people's cultures helps individuals to develop high level of empathy. If students get to know other cultures, then they appreciate cultural differences and characteristics of societies which in his turn minimizes prejudices and discrimination. Such an understanding enhances a healthy human interaction and can help foster a tolerant, sensitive and harmonious learning climate (Okiihiro, 1994).

Stimulate Critical Thinking

This paper aims at arguing that culture fosters critical thinking among learners. When learning calls for them to assess and interpret cultural texts and put the works into their respective contexts, students develop critical thinking skills enabling them to critically assess information and appreciate diverse perspectives(Tan, 2017).

Improve the Learning Experience:

Incorporating cultural aspects into language learning curricula makes the learning process more engaging and relevant to real life. When it comes to cultural activities it may include discussions, presentations or group projects as well as they foster students' interest and make them learning-focused (Kovács, 2017).

Therefore, the concept of culture plays an important role in teaching the language in regard to learners' comprehension and their ability to communicate. When context is

incorporated in the learning process, a teacher is effectively able to give a student get a better learning space in order to facilitate language acquisition than has been imagined and make the learning process a richer one.

Immersing the Culture in the Curriculum

Embedding culture into the English Language curriculum is an important step towards ensuring students proficiency in using the language. Here are some different ways to get this done (Shih, 2015):

- Literature: Novels, poetry, plays — any reading materials are a great source of culture points. Teachers can select texts that represent multiple cultures to provide students with exposure to the norms and values as well as the modes of expression of these cultures.
- Cultural talks: Arranging some discussions based on the aspects like- culture, that is different aspects such as norms, traditions, historical events (individual basis). Engagement in these sorts of conversations can assist to deepen a student's appreciation for the cultural contexts that are related to this language and also provide them with more tools to explains their thoughts.

- This includes project-based learning, which involves creating educational projects that require students to immerse themselves in specific cultures. For instance, students had to research different societies and then present their information through presentations or written reports, which developed both there, language and research skills.
- Multimedia: The use of films, music and documentaries to provide experiential learning and a routine introduction to different cultures. These media are dynamic, ensuring they enhance the students spiritual lives because simply reading some of these memoirs in a school book is not enough.
- Engaging native speakers: Set up workshops or activities for students to meet and communicate with native English-speakers. This way of phone conversation is expected to help students get a deeper insight into culture and to motivate them learn the language.
- Incorporate cultural curricula: Include culturally relevant linguistic components in the curricula developed by teachers The curricula should be representative of the cultural and historical variety found in English-speaking countries to help define a students' literacy.
- Cultural events: Whether an art, a holiday celebration, or a music

event, these are all things that will give language students the chance to engage in culture first hand and improve their skills.

These strategies will be of great help in proper English language education for more inclusive and interactive translating so that the students can communicate smoothly and get a better understanding of culture as well, which is the need of hour in this contemporary world.

Challenges to Embedding Culture in Education

The process of embedding culture in education faces several obstacles that may impede the achievement of cultural education objectives and the development of students' language proficiency. These challenges include (García Ochoa, 2016):

- No educational resources, one of the most obvious challenges arises from a lack of educational resources produced ahead of time with rich cultural content. Difficulty finding books, films and other digital resources that reflect diversity made available to teachers. This scarcity may limit them from being able give effective lessons that help students understand other cultures.
- Indifferent to cultural value: Indeed, the lack of understanding on this concept within some teachers and students that it results their indifferent to culture-oriented in language class. Culture is perceived

by some as a can of worms, an unnecessary burden for language teaching curriculum. This simply contributes towards the low culture inclusion of teachers and students efforts.

- Isolation of culture from the curricula due to curricular constraints Often the content of traditional curricula can be largely linguistic in nature, meaning that the focus is not enough on cultural practices and uses for students to learn how language works across different cultural contexts.
- Timing: Schools and universities are often pressed with time to finish the syllabus within a certain frame, which result in lesser time for cultural debating. All of the above can create pressure for teachers and lead to a narrowing focus on grammar or basic skills, rather than infusing cultural knowledge into language learning.
- Insufficient cultural understanding: Teachers may not know enough about some cultures to be able to integrate them into their teaching. This limited knowledge means that students are often presented with incomplete or incorrect data.
- Cultural references: This is where the rubber meets the road for many students...lacking understanding here can be hugely frustrating and lead to a

corresponding lack of motivation with language learning. Deferment: Because they do not feel confident in their language capacity, students might also avoid discussing cultural matters.

- Two the most traditional teaching practices: Traditional teaching practices (including lecturing) may help seal-off classrooms to non-interactive learning experiences that impede effective enculturate processes. Such practices have to be examined afresh to create conversations on culture and support energized learning modes.

To gist it, incorporating culture in education demands that these challenges be met by heightening sensitiveness about the significance of culture, improving access to educational resource materials and creating more inclusive curricula which ultimately reinforce English proficiency within a varied cultural framework that would derive benefits manifold both for learning enhancement along with language usage.

Methodology

Therefore, this study employs a questionnaire-based data collection method; since the questionnaire was developed in such a way that it could quickly capture the perception and thoughts of the Iraqi students on the issue of culture interwoven in

English language teaching curricula's. The methodology includes the following steps:

Questionnaire design

Therefore, the questionnaire was created which consist of the diverse questions that may help measure the students' attitude in relation to some aspects of culture incorporated into learning English. The questions included:

They questioned the degree to which they considered culture important in the learning-teaching process of second language acquisition.

The optimal methods in their opinion regarding the best approaches to encode culture into curriculum.

Some of the difficulties they encounter when learning a language concerning culture.

Their own learning experiences as well as how they integrate with cultural material.

The questionnaire was checked by a group of professionals in the areas of language and culture education in order to avoid mistakes and realize the aims and objectives of the research properly.

Sample Selection

A convenient sample of 100 male and female students was picking from different Iraqi universities based on cultural and academic diversities. The sample chosen for the study was utilized according to its academic disciplines as well as

the level of learners, which increases the chance of establishing generality of the results.

Conducting the Questionnaire

The questionnaire was administrated through digital media because it was easy and efficient in ensuring that the selected sample filled the questionnaire. What happens from here is to explain the objectives of the study and why they are important to participate so that they may give out their honest and unbiased opinions.

Data Analysis

Once the questionnaires have been returned, the data in the project were analyzed with the proper statistical methods. These are the methods like; the use of frequency table, percentage, also the use of statistical analysis programs to analyze the responses of the participants, and look for some general trends. These results will therefore be presented in form of graphs and tables in order to pass the message across better.

Results

The Importance of Culture in Learning English

Phrase	Mean	Std. Deviation
I think that understanding culture helps improve my English language skills.	3.75	1.13
Culture plays an important role in conveying meaning when using English.	3.50	1.43
Integrating culture into language lessons increases my enthusiasm for learning English.	3.97	1.13
Understanding cultural customs and traditions enhances my ability to communicate in English.	4.22	1.06
I feel that culture should be an essential part of English language teaching curricula.	3.53	1.21

The findings show that students understand a range of practical strategies for implementing culture into ENL content. The statement concerning the use of literary materials got the highest mean of 4.16, this tells us that students feel that these materials helps them in the enhancement of their understanding of culture. Nevertheless, it was the

statement recommending the discussion of cultural topics which received the highest mean of 4.62, which points to the role of discussion as the appropriate channel enhancing the language learning process. Moreover, the statement about learning songs and music was also quite good with mean of 4.36 and it is clear that student embrace

this as a method in the innovation of culture. But the evaluation of the media like films and articles had a least mean of 3.95, it clearly revealed that this aspect of learning process needs improvement. Regarding communication with English speakers, the mean was 3.83, indicating that students are

concerned about the role of interacting with the English speakers in understanding culture. All in all, the findings have provided support for a range of cultural approaches to improve the processes of language learning with a special emphasis on the importance of cultural talks when learning a foreign language.

Ways to Integrate Culture into the Curriculum

Phrase	Mean	Std. Deviation
I think that using literary materials (such as novels and poetry) can enhance my understanding of culture in English.	4.16	0.98
I think that discussions about cultural topics contribute to improving the language learning experience.	4.62	0.78
Learning songs and music is a useful part of integrating culture into English language study.	4.36	0.99
I think that using media (such as movies and articles) is important to enhance understanding of culture.	3.95	1.19
My interaction with native English speakers helps me understand culture better.	3.83	0.89

Regarding the role of improving their English language skills, the data show the results for the statement "Understanding culture helps improve my English Language skills" which posed a mean of 3.75 showing that students understand this role of culture. The second statement: "Culture has an essential role to play meaning when using English also have a mean of 3.50 suggesting that there is acknowledgement of the role of culture but a bit lower than the first

statement. On the other hand, the statement that implementing culture into the language lesson boosts the students' interest in learning English was in a high mean of 3.97 which affirm the effect of culture towards learning motivation. However, with regard to the aspect of understanding cultural customs and traditions the above statement was rated 4.22 mean which is the highest clearly implying that students perceive understanding of such customs and traditions to have direct impact on

their ability to communicate in English. Last but not least, the readiness to incorporate culture into curriculum shows the mean of 3.53, which means that participants find culture important in education.

Therefore the findings demonstrate concordance with culture within the learning of English as a foreign language on the facet of motivation as well as communication.

Challenges related to Understanding Culture in Language Learning

Phrase	Mean	Std. Deviation
I have difficulty understanding some cultural expressions in English.	3.62	1.25
I feel that there is a lack of cultural content in English language lessons.	3.61	1.19
I think that my lack of knowledge of some cultural customs and traditions hinders my ability to learn.	3.69	1.11
I find that some cultural elements can be confusing when learning English.	3.67	1.34
I need more support to understand culture better when learning the language.	4.10	1.03

Based on the result, the students have difficulties in several ways when it comes to learning culture in the context of English, where the statement that say: 'I have difficulty understanding some cultural expressions in English', has a mean of 3.62. As it has been mentioned in the statement in part 3, there is no cultural content in the language lessons (3.61); more cultural aspects should be introduced to the curriculum. Also, the result of the statement regarding which participants reported not being familiar with some of the cultural customs and traditions equals to 3.69 shows that this lack can be an impendent to learning. The statement

on confusion regarding some cultural elements attracted a mean of 3.67 and showed other challenges faced by the students. Nevertheless, the statement that students require more guidance in terms of the better understanding of culture where the mean score was 4.10 was obtained and this was an indication that the students wanted to improve their cultural intellect and as such, they need educative support in this area. In general, the findings point towards several problems in the conception of culture and how it complicates language acquisition, and thus measures should be made to integrate more representation into lessons.

The Influence of Culture on Learning Motivation

Phrase	Mean	Std. Deviation
I feel that learning about different cultures increases my passion for learning English.	4.30	0.94
Cultural activities contribute to enhancing my interest in participating in English lessons.	3.83	1.06
I believe that discussing cultural issues increases my motivation to study.	4.27	0.87
I find that learning about culture through interactive activities motivates me to practice the language more.	4.67	0.62
A deep understanding of culture enhances my desire to travel to English-speaking countries.	4.49	0.83

Results suggest that culture significantly inspires motivations of students to learn English. The statement, "I think that studying other cultures will put me in increased interest in learning English" had an average of 4.30, which is contrary to this study that the general opinion was in positive direction. This is also a rather value-loaded statement of the importance of cultural activities to get students interested in language lessons (mean 3.83) but it still comes after all other statements at least marginally. Mean Scores Discussions about cultural issues 4.27 This affirms the value of cultural interaction in constant motivation for student. Regarding learning culture via interactive activities, it gave a mean score of

4.67 which shows that this type is crucial to stimulate the students in practising the language more. In conclusion, the highest mean value of 4.49 was found for the desire to travel to English-speaking countries and the deep understanding of culture, indicating a substantial influence that goes way beyond learning since students want to break cultural misconceptions named previously and be world nomads and sharers as they get in touch with local life. In sum, the results provided evidence that culture mattered a lot in boosting motivation for learning English and this would suggest an urgent demand to incorporate cultural contents when designing educational curricula.

he Role of the Teacher in Integrating Culture into Education

Phrase	Mean	Std. Deviation
I believe that the role of the teacher is important in promoting culture within the English language curriculum.	4.04	0.84
Teachers should provide diverse cultural examples while teaching the language.	4.07	1.01
I find that a teacher who shares his or her cultural experiences improves my learning experience.	3.89	1.06
Encouraging the teacher to explore culture is an essential part of the learning process.	3.68	1.21
I believe that the teacher's interaction with students about cultural issues contributes to improving language understanding.	3.36	1.31

That said the data support the importance of teachers in infusing culture into their English curriculum. This sub-theme capitalized mainly the importance of the teachers having a mean of 4.04 ("I believe that the teacher's role is important in promoting culture within the curriculum"). The belief that teachers should give examples from various cultures into their language teaching also reflects 4.07, meaning a mean of 4, is to an extent agree by the students. Statement 2, referable to cultural background of teachers and correctional pedagogy received the highest mean (3.89) from feedbacks that students value hearing directly from teachers about their personal experiences. Nevertheless, under the encouraging teachers to explore culture as an important part of learning theme the statement is also a mean of 3.68 implying that this area still needs work in terms of motivating

teachers. Lastly, the statement about teacher-student interaction in terms of culturally relevant issues also registers a low score ($M = 3.36$), suggesting that this practice might appear to be less important at the moment. Overall the results demonstrate a key role for teachers in extending culture within education and suggest that additional support and training should be provided to complement and improve this function.

Conclusion

This study reveals the significance of cultural input in English language teaching and shows that it helps improve both students' motivation and attainment. It is an explicit need for cultural awareness in the classroom when looking at students' perspectives around difficulties of understanding a culture, how they see culture can be built into the curriculum and also shedding light

on what role a teacher should serve in this respect. The results suggest that a rich culture not only helps the students with language learning, but also opens up eyes and gives them motivation to learn.

The current study indicates that reform of educational curricula and teaching practices in universities is necessary to reflect cultural commitments effectively. Drawing upon the experiences of teachers, offering cultural activities, and support may in turn help create a rich learning environment that advanced the interaction competence of all students by speaking a language that will be understood and is multicultural.

These findings and suggestions are indicative of the necessity that educational institutions work to optimize their curricula and teaching styles in an effort to create a well-rounded learning experience. The role of culture in English language teaching is, nowadays, not a mere choice but an inevitable requirement for preparing the new generation that are capable of communicating and effectively understand multiculturalism in the era of globalization.

Recommendations

1. Include culture context into the curriculum – Education institutions could develop an English language course to include variety cultural content (literature, traditions, customs and arts) so that students get better picture of what culture is.
2. Cultural Training Programs for Teachers: Some teacher training programs must be designed to ensure that English language lessons include sufficient culture-related activities. These programs can range from workshops to new ways of teaching.
3. Vary teaching methods: Encourage teachers to diversify their teaching methods (eg, interactive exercises with group discussions, use of audiovisual materials) as this increases student motivation and makes learning more enjoyable.
4. Encouraging cultural activities: A seminar could be conducted or if possible an educational field trip, film show and workshops on diverse culture can also give students a rich experience which will help them to generate more content.
5. Encourage interaction with native speakers: Students need to engage in conversations, use social media and every other platform that allows them to communicate with native English speakers, as it helps them understand the culture better while also learning the language.

6. Measuring effect of culture: At regular intervals, assessing the effectiveness of incorporating cultural content as integral part of language learning in with performance and motivation level. The findings of those tests could inform how curricula were modified and teaching strategies adapted to better support students.

7. The supply of cultural resources: Schools and universities could receive traditional or digital cultural resources such as books, articles and content that enable them to combine in their didactic practices a broad panorama about the different cultures.

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(Editor) Mobile :07804729005

(Editorial Director) Mobile :07801273466

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