



وزارة التعليم العالي والبحث العلمي
جامعة ميسان
كلية التربية الاساسية

مجلة ميسان
للدراسات الاكاديمية
العلوم الانسانية والاجتماعية والتطبيقية

ISSN (Paper)- 1994-697X
(Online)- 2706-722X



الجلد 22 العدد 48 السنة 2023

مجلة ميسان للدراسات الاكاديمية

العلوم الانسانية والاجتماعية والتطبيقية

كلية التربية الاساسية - جامعة ميسان - العراق

ISSN (Paper)- 1994-697X

(Online)- 2706-722X

مجلد (22) العدد (48) كانون الاول (2023)

ISSN
INTERNATIONAL
STANDARD
SERIAL
NUMBER
INTERNATIONAL CENTRE

OJS / PKP
www.misan-jas.com

IRAQI
Academic Scientific Journals



ORCID

OPEN ACCESS



<http://www.issn-jas.com/1994-697X/0.js>

journal.m.academy@uomisan.edu.iq

رقم الايداع في دار الكتب والوثائق بغداد 1326 في 2009

الصفحة	فهرس البحوث	ت
16 - 1	درجة ممارسة مدرسي علم الاحياء للإبداع المهني وأخلاقيات مهنة التعليم من وجهة نظرهم وسن قاسم علوان	1
26 - 17	أصوات الإطباق عند المتقدمين (دراسة صوتية) أحمد عبد الكريم ياسين العزاوي	2
44 - 27	التحليل الجغرافي لواقع الخدمات الصحية في مدينة الشرطة لطيف جبار فرحان	3
58 - 45	التنبؤ بالالتزامات المالية لمنافع للإجازات المتراكمة وفقاً لمتطلبات IAS19 عبد الرحمن إبراهيم خاشع سلامة إبراهيم علي	4
81 - 59	السكن العشوائي وتداعياته على البيئة الحضرية مدينة الحلة نموذجاً منار علي سلطان السعيد	5
98 - 82	اسباب الجرح والتعديل عند الامامية رمضان سلمان قاسم سيد حسن المتهجد العسكري (ال مجدد)	6
121 - 99	النمذجة الخرائطية لتقدير حجم الجريان السطحي لحوض وادي سبته وفق نموذج (SCS - CN) باستعمال تقنيتي الاستشعار عن بعد ونظم المعلومات الجغرافية محمد عباس جابر الحميري	7
136 - 122	أدلة نشوز الزوجين في الفقه الامامي والحنفي والقانون العراقي عدنان سلمان قاسم حسين رجبى مصطفى زكي يحيى اللامي	8
144 - 137	الخطاب المضاد قراءة ثقافية في الرواية العراقية المعاصرة إحسان محمد التميمي	9
166 - 145	وسائل تحقيق الإصلاح الفكري في ضوء العقيدة الإسلامية حامد هادي بدن	10
180 - 167	ملاحح السررد في القصيدة الغزلية عند شعراء الطوائف والمرابطين حسن منصور محمد	11
189 - 181	Evaluation of the Salivary levels of TNF-α and IL35 in Iraqi patients with Rheumatoid Arthritis Maher Abdulazeez Nsaif Heba Fadhil Hassan	12
197 - 190	A study of English The farewell expressions image schema from cognitive perspective Ahmed Mohamed Fahid	13
205 - 198	Fluoride and Titanium Based Orthodontic Arch wire (Review article) Haidar M. AL Sharifi Akram F. Alhuwaizi,	14
212 - 206	Bite Force Evaluation in Unilateral Posterior Crossbite Patients Maitham G. Oudah Hayder F. Saloom.	15
225 - 213	"Bond strength of 3d printed acrylic resin with silicone soft liner after ethyl acetate surface treatment (A Review of Literature)" Yousif Waleed Abd Alrazaq Bayan Saleem Khalaf	16

241 - 226	Comparison of Fitness of Casted Cr-Co with Selective Laser Sintering (SLS) Technology of Cr-Co and CAD/CAM Milled Acetal Major Connector Materials Bashar Mohammed Al Noorachi Ali Jameel Al Sudany	17
252 - 242	"Enhancing Photostability of Maxillofacial Silicone by the Addition of Ultraviolet Absorbing Bisoctrizole (A Review of Literature)" Widyaa Abbas Ahmed Bayan Saleem Khalaf	18
263 - 253	Frictional Resistance in Orthodontics-A Review Hiba A.Kamel , Shaym Sh. Taha	19
269 - 264	Analysis of the surface hardness of niobium carbide coatings deposited on commercially pure titanium and Ti-6Al-7Nb alloy implant materials using the glow discharge plasma technique Haitham T. Al Qaysi Thekra I. Hamad Thair L. Al Zubaidy	20
292 - 270	Metaphors in Iraqi Media Discourse: Newspaper Headlines as a Case Study Hayder Tuama Jasim Al-Saedi	21
299 - 293	Title: Enhancing Surface roughness and Wettability of Commercial Pure Titanium Implants with Electrospun PCL/Chitosan/Cinnamon composite Khadija Sahib Hasen Ghassan Abdul-Hamid Naji Akram R. Jabur	22
319 - 300	Pharm logical Application of Click Chemistry: A review Rana I. Faeq Yusra J.Ahmed Sarab M. Alazawi	23
329 - 320	STUDING THE NANOMETIC FEATURES OF COMERCIAL PURE TITANIUM AFTER THERMOCHEMICAL ETCHING Shanai Al-Bayati Raghdaa Jassim Akram Jabur	24
336 - 330	A Critical Discourses Analysis of National Identity in Textbooks: A Case Study of Iraqi Curriculum for Sixth Preparatory Mohammed Hussein Hlail	25
344 - 337	Iraqi Feminism in Translation: an Analytical study of <i>The Waiting List</i> Falah Hussein Hanoon Al-Sari	26
351 - 345	Assessment of the Lysozyme and Lactoferrin in the Saliva of Vaccinated Individuals against COVID-19 Hanadi Hafid Abdulkareem Al-Saad Ahmed Abd Burghal Marwan Y. Al-Maqtoofi	27
361 - 352	Comparison study between inherited and biogenic calcium carbonate formation on the surface roots of Eucalyptus trees using X-ray technique and field observations Hashim H. Kareem Kahraman H. Habeeb Layth S. S. Al-Shihmani	28
370 - 362	Using the ACTFL Guidelines in Evaluating Student-Teachers' Speaking Proficiency Asst.prof. Hayfaa Kadhim Al Dihamat	29



ISSN (Paper) 1994-697X

Online 2706-722X

<https://doi.org/10.54633/2333-022-048-025>



A Critical Discourses Analysis of National Identity in Textbooks: A Case Study of Iraqi Curriculum for Sixth Preparatory

Mohammed Hussein Hlail

(General Directorate for Education in Misan)

mohammedhusein18@gmail.com

(<https://orcid.org/0000-0001-9560-2095>)

Abstract

Textbooks are by no means ideological. This means that they present their dominant values and culture in the foreign-language education. In other words; textbooks can change thoughts of learners of the target language. The study is limited to the Iraqi ESL textbooks (English for Iraq) for sixth preparatory stage. This paper tries to examine the discourse of these textbooks critically. The aim of the current paper is to investigate the national identity of the publishing house in the Iraqi textbooks. In order to reveal the national identity embedded in them, the study draws on a corpus-based analysis. This study found the frequency of referring to nation identity of England more than other countries throughout the whole books. The study concluded that the English publishing house uses the national identity of England in the investigated data for ideological purposes.

Keywords: Ideology, Critical discourse analysis, national identify, educational discourse

1-Introduction

Smith (1991) defined a nation as a group of people with common legal rights and obligations for all members, as well as a shared historic territory, common myths and historical memories, mass public culture, and economy. According to Blank and Schmidt (2003), a national identity is, in essence, the current state of affairs when it comes to people's identification with a country. The discourse of national identity is continuously upheld and dismantled throughout the course of a person's life and recreated via objects, materials, theatrical performances, text presentation, and symbolism (Sautman, 1997). The importance of a shared history which is always connected to memory and remembrance is the foundation upon which native citizens build their sense of national identity.

This paper is about critical discourses analysis of national identity. How the phenomenon of " identity " is linguistically expressed or framed in discourse tactics and patterns is a topic of interest in critical stylistics, critical linguistics, and, of course, critical discourse analysis. Written or spoken discourse is regarded as the most prevalent type of social structure that is closely associated with ideology. Although language and ideology are closely related, few studies have focused on language and ideology

in educational contexts, especially in academic textbooks (Beard 2002). So, the focus of this article is on how language is implemented for the sake of national identity. The current study uses critical

discourse analysis to illuminate how the notion of identity in the textbooks. It seeks to examine the linguistic devices employed in the selected data.

2-Critical Discourse Analysis

Critical discourse analysis (CDA) looks on the ways that language conveys social meanings. According to Norgaard et al (2010), critical linguistics and critical discourse analysis serve as both inspiration for and sources of information for critical stylistics (CDA). Research in critical linguistics show that prejudice may permeate discourse and that it frequently goes unrecognized outside of its intended audience. The most crucial role of CDA, according to Meriel and Thomas Bloor (2007), is to expose this type of disingenuous mindset. Because "different" is ambivalent, CDA is interested in how it is presented discursively. On the one hand, "difference" is essential for creating meaning, language, culture, social identities, and a sense of self. It is, however, a place of negativity, animosity, and aggression towards the "Other." A critical discourse analysis examines the unequal Blommaert and Bulcaen (2000).

Accordingly, a subfield of discourse analysis study known as critical discourse analysis (CDA) studies the ways in which social power abuse, dominance, and inequality appear in the political and social domains (Van Dijk, 1995). McKenna (2004) claims that CDA is a method of evaluating any content, spoken or written, and that, as its name implies, it is an essential tool. "Relationships of causality and determination between (a) discursive practices, events, and texts, and (b) wider social and cultural structures, relations, and processes," According to Fairclough (1995), Discourse consists of three parts: text, discursive practice, and social practice. All three of these elements must be considered while analyzing a text, as well as their relationships with one another. So discourse is about two types of cognitive memories—social memory and episodic memory—this means that the two memories shape and reshape discourse as a sociocognitive process. The term "episodic memory" describes the recall of daily occurrences, including the why information is stated, the things (what), the people, the context, and the emotions (Ali 2021) .

1-Language textbooks as ideological discourse

Ideology is defined by Woolard (1998) as "ideas, discourse, or signifying practices in the service of the struggle to acquire or maintain power". Ideologies in language education are frequently created by elevating particular discourses, cultures, and linguistic beliefs to a dominant position in the classroom, while other discourses and cultural perspectives are marginalized or left out entirely. In a foreign language lesson, the selection of books to be carefully studied is seldom impartial. Fairclough (1992) made the observation that texts have an ideological function when they name or describe the social and natural worlds, molding them to fit specific objectives and the needs of select privileged demographics.

According to Bakhtin (1981), the process of idealistic becoming is a necessary step towards becoming a proficient language user. Learners of foreign languages are, in a sense, going through the process of creating an identity through the study of the ideologically embedded discourse, speaking,

Act as though you are a native speaker. Additionally, Apple (1999) contended that because centralized textbooks represent official versions of dominant cultural knowledge and specific social world constructions, they have an identity-shaping discourse. As a result, language textbooks are approved and officially chosen to help foreign language learners from other nations get along. Through the analysis of these texts, foreign students acquire the ability to identify and articulate the facets of a specific national identity.

1- Method

4.1. Data Collection

The current study has taken the data from the 6th preparatory English course books in Iraq that are presented by the Ministry of Education in Iraq in 2014. These books has two sides "student book" and "activity book".

Research Question

The current research tries to answer the following question:

Is the publishing house presenting its English national identity in the Iraqi ESL textbook for sixth preparatory ?

The Analytical Approach

For the purpose of analyzing the data, the researcher adopts as a model of analysis. For the purpose of analyzing the data, the study adopts an analytical approach for the analysis of the national identity in the discourse of the selected data. Danping Wang's (2016) aspects of national identities as an analytical approach is adopted in the present study.

This adopted analytical approach contains the following parameters:

Places of self-identity description

Marketing Statistics of the country to learners

Love and sacrifice for the country

Commitment to maintain traditional values

Confidence to face economic reforms

Responsibility to make a lawful country

Proud of the beautiful and vast land

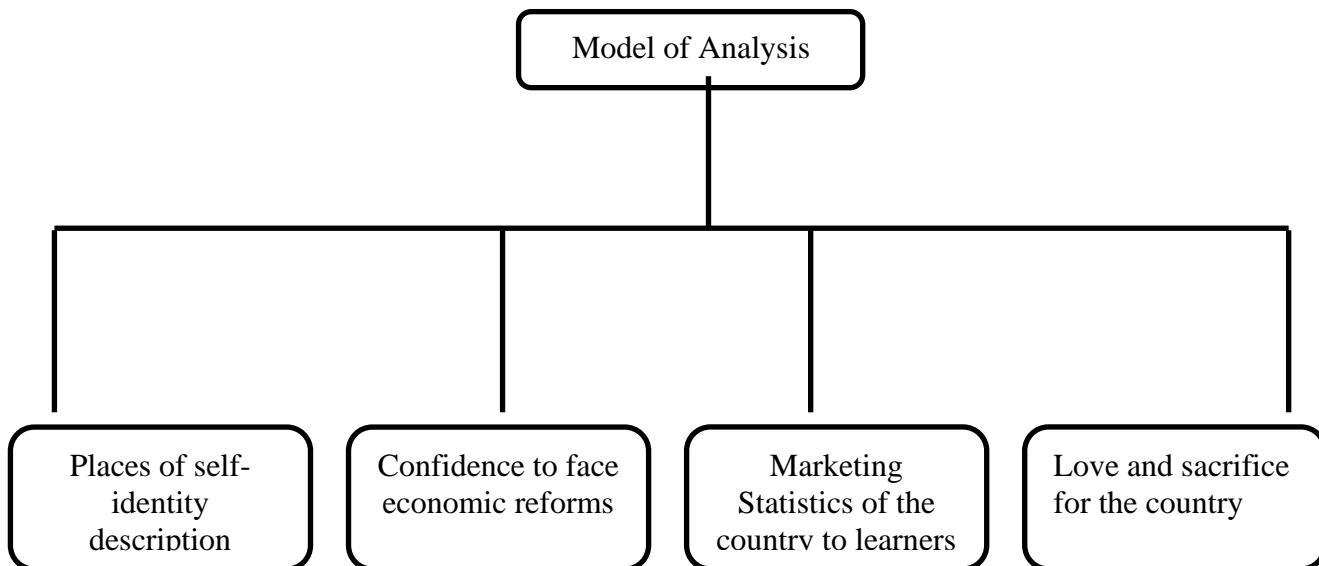



Figure (1): Model of Analysis

1. Data Analysis

5.1. Places of self-identity description

The analysis of the data shows all the lexical and visual items that are associated to national identity in the whole selected textbook. The researcher finds seven categories of national identity that refer to Britain at the national level. The analysis reveals that Britain was the most frequently used country. This means that the publisher of the textbook use a strong identification of what is called “who we are”. If we make a comparison between Britain with other countries, it will be clear that Britain is used more than other countries. In addition to that all learners of that textbook are Iraqis, but only a few times Iraq appeared in the textbook corpus. The analysis of the selected data shows that there are so many aspects of the places of self-identity description of national identities.

Learn English in the UK at
Birchwood International College!



We have colleges in 24 different (1) _____ across the country. Choose a busy city, where you can enjoy shopping, eating out and nightlife. Or opt for a village in the English countryside, where you will enjoy beautiful surroundings, lovely walks and a slower pace of life.

All our teachers are qualified and highly (2) _____. Classes are small, which means that you will be sure of a high (3) _____ of individual attention. Our courses, which run throughout the year, are tailored to your needs, and our friendly (4) _____ are always on hand to offer expert (5) _____. Choose from (6) _____ of one week to 3 months' duration.

We offer a choice of accommodation to (7) _____ your needs. If you choose homestay, you will stay in an English home, which means you will have the opportunity to (8) _____ family life in Britain. You will also be able to practise your English in the evenings.

In 12 of our locations, you can choose residential accommodation. We have our own students' (9) _____ where we can offer comfortable (10) _____ in single rooms. Breakfast is provided and students can buy other meals in the on-site (11) _____.

Download an application form from www.birchwoodcollege.org.uk and (12) _____ it with a recent passport photo to Birchwood International College, PO Box 222, Truro TR22 9DR.

Figure (2): *Places of self-identity description*

In the figure above, it can be seen that the publisher tries to present the description of the English learning system focusing on the most important and the positive aspects of the English system. In fact, the Iraqi learning system and the positive aspects of that educational system should be focused.

1.2. Confidence to face economic reforms

Some texts under the umbrella of the aspect of economy attempts to characterize the confidence of the Iraqi people in the British economy. Furthermore, there are many stories stated in the investigated data concerning the positives of the British banks and British economy.

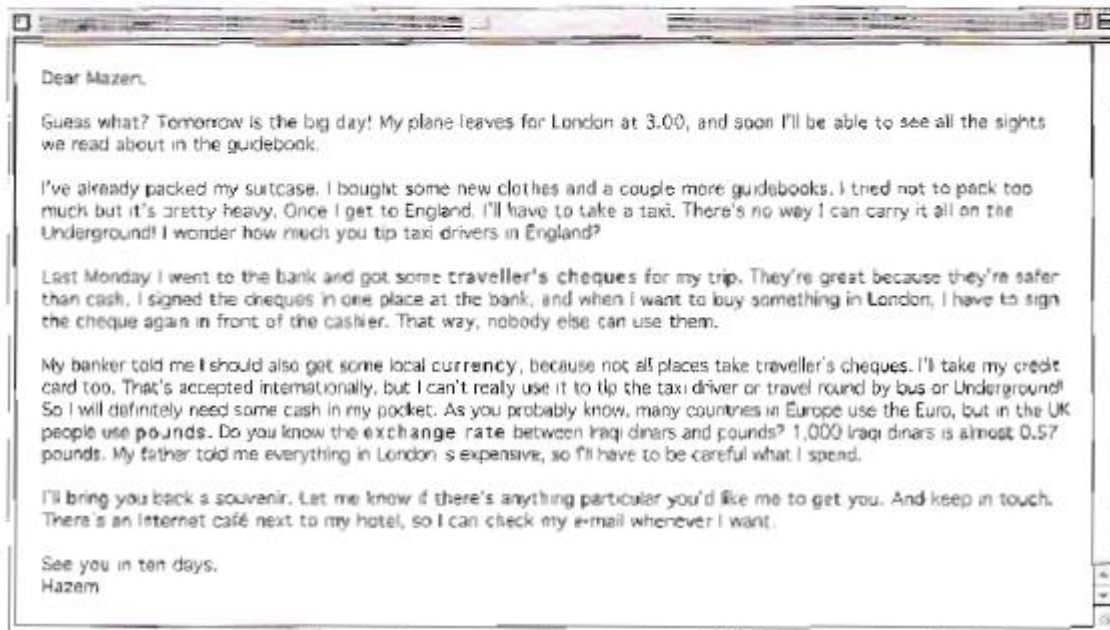


The big day

Read the e-mail and do Exercise A in the Activity Book. Then use the context to help you match the words in bold with these pictures.



CURRENT CURRENCY RATES	
COUNTRY	CURRENCY
IRA	EUR 1.98
IRA	SWF 12.9
IRA	CYP 0.78
IRA	JAP 198
IRA	SWI 6.99



Figure(3): Confidence to face economic reforms

According to the text above, the publisher presents paragraphs about banks and economy of England and gives it a title the big day. This is from one hand, on another hand the text talks about the English pound and how much it equals in Iraq rather than the other currencies of other countries. This means that the publisher tries to present his national identity to the Iraqi learners.

Marketing Statistics of the country to learners

The data analysis shows that the publishing house presents some statistics concerning the country of the publishing house. This means that some lexical and visual items associated to national identity in terms of making learners learn some social and common considerations of specific country.

The researcher finds eleven categories of national identity that refer to Britain at the national level concerning **Marketing Statistics of the country to learners**. The analysis reveals that Britain was the most frequently used country. This means that the publisher of the textbook use a strong identification of what is called "**Marketing Statistics of the country to learners**". If we make a comparison between Britain with other countries, it will be clear that Britain is used more than other countries. In addition to that all learners of that textbook are Iraqis, but only a few times Iraq appeared in the textbook corpus. For example:

- Every year, around 114,000 smokers in the United Kingdom die from their habit. That's about ① _____ people every day.
- Smoking in Britain is highest in the 20-② _____ age group.
- It is illegal to sell cigarettes to children under the age of 16. Yet 20% of Britain's ③ _____ -year-olds are regular smokers.
- More than ④ _____ of smokers take up the habit when they are teenagers.
- People who smoke a packet of cigarettes a day die on average ⑤ _____ years earlier than people who have never smoked.
- Every day in the United Kingdom, approximately 450 young people under the a
- The British Government currently spends arou anti-smoking education campaigns. A further on measures to help people give up smoking.
- More people in Britain die from smoking than poisoning and AIDS.

Figure (4): Marketing Statistics of the country to learners

1.3. Love and sacrifice for the country

According to the investigated data and the example below, the textbooks try to present Britain as a land of love and a land of hope. They portrayed the country as goodwill and provided charity and social relief. On another hand the text also tries to give a clear view of the educational system and enrich the Iraqi learners with some rules and the shine points of the educational English high schools. It would be much better to use some Iraqi high schools instead of the English ones, because the students are from Iraq. From the lines above, it can be conducted that the authors of the investigated data impeded their English national identity the Iraqi textbooks.

BIRCHWOOD INTERNATIONAL COLLEGE
 Information for new students

Accommodation

- 1 You _____ share a room with other students, but the price of accommodation is lower you do.
- 2 Breakfast is from 7 to 9 a.m. You _____ eat it but the price is included.
- 3 All students _____ be out of their rooms by 9.30 a.m. so that the cleaners can get in and clean them.
- 4 You can eat snacks and have drinks in your rooms but you _____ cook.
- 5 You can play your CD and DVD players in your rooms, but you _____ make noise after 1 a.m.

Courses

- 1 Classes start at 9.30 a.m. every day. Students _____ be late.
- 2 If you are late, you _____ go to the office and sign the late book before joining your class.
- 3 We provide all the books for our courses. You _____ bring any books besides a dictionary.
- 4 You _____ take the special computer course, but we think all our students will find it usefu
- 5 There are social activities, sports and excursions after class every day. You _____ do any of these, but if you want to, you _____ sign the list by 11 a.m.

Figure (5): Love and sacrifice for the country

Conclusion

Based on the analysis of the data, it can be concluded that the language of the chosen data (to the Iraqi ESL textbooks "English for Iraq" for sixth preparatory stage) uses the notion of the national identity for several times. In other words, they have been ideologically employed to express love and sacrifice for the country, marketing Statistics of the country to learners, confidence to face economic reforms and places of self-identity description. Furthermore, the investigated data use these four different parameters or strategies to show the notion of national identities but with different percentages.

The investigated textbook serves as an example of how ideology and identity formation permeate British language for foreign students. The analysis came to the conclusion that the textbooks were written with the British government's objectives in mind in order to demonstrate soft ideology, but not with the students' best interests in mind, to aid in their comprehension of the various aspects of modern. The standardized textbooks provide learning materials about particular facets of British society, which acts as a means of promoting national British identity and patriotism.

References.

- Abdulhameed, A. (2021). Trump's Discourse on Iran Nuclear Deal: A Critical Study. Misan Journal for Academic Studies. Vol 20. <https://www.misan-jas.com/index.php/ojs/article/view/198/144>
- Apple, M. (1999). Power, meaning, and identity: Essay in critical education studies. New York, NY: Peter Lang.
- Bakhtin, M. (1981). The dialogic imagination. Austin, TX: University of Texas Press.
- Beard, A. (2000). The Language of Politics. London: Routledge.
- Blank, T., & Schmidt, P. (2003). National identity in Germany: Nationalism or patriotism? An empirical test with representative data. Political Psychology, <http://dx.doi.org/10.1111/pops.2003.24.issue-2>
- Blommaert, J. and Bulcaen, C. (2000). Critical Discourse Analysis. Annual.
- Danping Wang's (2016). Learning or becoming: Ideology and nationalidentity in textbooks for international learners. Cogent Education
- Fairclough, N. (1989). Language and Power. London: Longman.
- Fairclough, N. L. and Wodak, R. (1997) . Critical discourse analysis. London: Oxford.
- McKenna, B. (2004) . Critical Discourse Studies :Where To From Here?, In Critical Discourse Studies.New York.
- [Meriel Bloor](#), [Thomas Bloor](#). (2007). The Practice of Critical Discourse Analysis: an Introduction: Routledge.
- Norgaard, Nina, Beatrix Busse and Rocio Montoro. (2010). Key Terms in Stylistics: New York.
- Sautman, B. (1997). Myths of descent, racial nationalism and ethnic minorities in the People's Republic of China. In F. Dikotter (Ed.), The construction of racial identities in China and Japan. London: Hurst.
- Smith, A. D. (1991). National identity. London: Penguin Books.
- Van Dijk T.A . Discourse as social interaction. London :Sage.
- Van Dijk T.A. (1985). Handbook of Discourse Analysis. London: Academic Press.
- _____. (1995) .Discourse semantics and ideology. London: Academic Press.
- _____. (2001). Critical discourse analysis.. Oxford: Blackwell.
- Woolard, K. A. (1998). Introduction: Language ideology as a field of inquiry. London: Blackwell.