

Echoes of Words Across Cultures: Advancing English Learning Through Literature in Kirkuk

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Abstract

This study examines the role of English literature in improving language education in Kirkuk's multicultural academics. Distinguished by its rich cultural and linguistic diversity, the city presents unique opportunities and challenges for instructors to balance global standards with local values. The study investigates how integrating literary works into English language academic programs can promote moral improvement, cultural understanding, and language proficiency, addressing the city's distinctive learning requirements. Literature is a powerful tool for teaching language and ethics, offering students revelation to universal concepts such as empathy, equity, and cultural diversity. By captivating with texts that reverberate with their experiences or introduce them to new perspectives, students can enhance their language proficiency while developing a deeper appreciation of moral and cultural nuances. For example, novels and stories that deal with issues of identity and coexistence establish a space for discussions on moral values and social harmony, making literature an active educational resource in Kirkuk's multicultural classrooms. The study also examines instructors' challenges in applying literature-based language programs in such a diverse community. These include addressing different levels of English proficiency and incorporating ethical and cultural content without subverting local traditions. Finally, this research advocates for a curriculum that includes the two-sided role of literature in developing language skills and instilling moral principles. The findings guide instructors in creating an embracing and effective model for English language education, potentially stimulating similar efforts in other multicultural environments.

Keywords: Kirkuk, literature-based language, multicultural academics, linguistic diversity, cultural diversity

1. Introduction

1.1 Problem of the Study

This paper discusses the challenges of importing English literature into language teaching in Kirkuk, a city of ethnic and linguistic diversity. Although literature has the potential to improve language proficiency, critical thinking, and cultural understanding, several issues prevent it from being implemented effectively:

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- **Challenges with Literature:** The absence of suitable literary texts limits opportunities for schools and teachers to design and implement different learning scenarios suitable for their students' needs.
- **Cultural and Ethical Sensitivities:** Many literary works, especially those representing global perspectives, might contradict local traditions and values, which requires careful selection of texts to the detriment of not disassociating students.
- **Classroom Interactivity:** The difficulties driving engagement and equitable participation among heterogeneous student groups in multicultural classrooms remain relevant.

This study discusses further how literary texts may overcome the challenges mentioned and how such extracts can transform learners in a heterogeneous context.

1.2. Aim of the Study

This study particularly focuses on the role of English literary texts in developing students' linguistic competence and ethical and cultural awareness within the diverse multicultural education of students in Kirkuk, which is very beneficial for them. In particular, the study aims to:

- Explain how literature aids the development of the skills as mentioned earlier
- Explore how literature can encourage discussion and moral reasoning among students from linguistically and culturally diverse backgrounds.
- Recognize educators' challenges in incorporating literature into language curricula and suggest concrete solutions.
- Suggest how to select and teach literary texts in ways that align with globally acceptable educational standards but do not neglect local traditions.
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1.3. Limitation of the Study

Several limitations should be noted in the scope and findings of the study:

Findings should be considered within context: The study systematically establishes Kirkuk as its study point, and the findings may not be generalized to different multicultural or mono-ethnic settings.

Limitations of Methodology: The reliance on classroom observation as a key data collection technique is conducive to the researcher's interpretation and, as such, subjectation.

Language diversity: The differential proficiency levels in students decrease the ability to be generalizable, and results are contingent on the language and cultural diversity of any given classroom.

1.4. Questions of the Study

The study is directed the following research questions:

- 1- To what extent does using English literature promote linguistic competence for multicultural students in forums like Kirkuk?
- 2- How does literature promote ethical understanding and cultural awareness across diverse classrooms?
- 3- What obstacles do teachers encounter when integrating English literature into Kirkuk's special and different educational atmosphere?

2. Literature Review

This is not a new phenomenon, as literature is widely considered a potent instrument for nurturing language capacity. It provides real-life models of vocabulary, grammar, and idioms, which enhances the learning process (Collie, 1987; Duff, n.d.). Ghosn (2002) highlights literary texts as providing an "acquisition-rich environment" where learners can explore language structures and grow their language experience.

Additionally, using literature in the classroom develops students' ability to think critically while improving their reading and writing skills. For example, Lazar (1993) claims that literature encourages readers to engage with the text at a more profound level, where readers are led to analyze and assign a meaning to the text that extends beyond what was on the page. Kramersch (1993) agrees, emphasizing that by contextualizing language, literature allows students to see how the words and structures they learn in their second language are used at the level of communication about the world.

Likewise, literature is critical in stimulating cultural context and ethical reasoning. Stories that engage with universal themes such as identity, justice, and coexistence can provide platforms for intercultural dialogue and ethical contemplation (Nussbaum, 1997; Elif Shafak, 2010). Bassnett and Grundy (1993) describe literature as a mirror and a window and explain its potential for students to reflect on their own experiences and gain insights into new cultural perspectives. Innovative pedagogic strategies should be employed to incorporate literature into language curricula. According to Richards and Rodgers (2014), students in any given language classroom will have different proficiency levels, necessitating differentiated instruction. Accessibility of those strategies for less experienced language learners, e.g., glossaries, pre-reading activities, and visual support (Day et al., 1998).

However, challenges persist. Mart (2016) points out that cultural sensitivity is important, as some texts may contradict students' beliefs or values. Teachers walk a fine line here, balancing materials and messaging that honor the local culture with those that reflect a more global point of view. Other interactive platforms like Plotagon and Duolingo enable customized learning experiences, promoting linguistic and cultural competence (Tabasi et al., 2024).

3. Research Statement

The study argues that English literature could play a vital role in improving language teaching and learning in Kirkuk, taking into account the linguistic and cultural variety. It states that literature has the potential to enrich language development while also increasing ethical and cultural literacy — a transformative tool in multicultural classrooms.

4. Research Methodology

This study employed a methodology to investigate English literature's significant influence on language learning development and how it contributes to ethical and cultural awareness among students in Kirkuk's culturally diverse academic environment. The study adopted a qualitative approach to detailing real-time classroom interactions and evaluating how literary texts can transform language learning and foster intercultural dialogue.

Classroom Observations:

The primary data collection method utilized was classroom observation, where the researcher designs, teaches, and observes students in a multicultural university context. The observations included:

- **Familiarity:** Students read multiple literary texts, such as *The Lord of the Flies* by William Golding, which had a thematic relevance and linguistic accessibility.
- **Evidence of Student Participation:** The researcher wrote notes about the ways in which students interacted/engaged with the texts, and how engaged students were in discussing their ideas and interpretations.
- **Language Development:** They described what they believed to be the students' growth and progress regarding their vocabulary and grammar use and overall communicative competence, as enhanced by literature.
- **Cultural and Ethical Discussions:** The researcher focused on how students engaged with ideas around justice, coexistence, and empathy and whether or what connection they made to their cultures.

Procedure

Lesson Plan: Classes were designed to include discussions, close readings, and collaborative group work on the chosen literary texts. These sessions were held as guided by the researcher to make the learning environment interactive and participative.

Observation and Note-Taking: Each session was carefully documented with notes that recorded student responses, participation patterns, and language usage. Due attention was paid to the reports on the students' critical thinking or cultural insight.

Data Analysis

Qualitative Analysis: A thorough examination of the observational notes revealed themes common within the datasets, including language development, heightened cultural sensitivity, and phenomenological rapport. The researcher categorized these patterns to understand how the literature supported or facilitated language learning and cross-cultural understanding.

Contextual Adaptation

This methodology was adjusted to account for Kirkuk's cultural and linguistic diversity. Since the students had varying levels of English proficiency, additional supports — including glossaries and guided discussions — were provided to help level the playing field. Cultural sensitivities were also taken into account by the researcher when conducting text selection and discussions.

5. Analysis and Discussion

5.1. Contextual Background: Kirkuk's Multicultural Environment

The dynamics of Kirkuk, with its Arab, Kurd, Turkmen, and Assyrian populations, produce a linguistically and culturally heterogeneous population. These ethnicities are woven into the city's social fabric, but this complicates the nitty-gritty around the unification of educational goals. In this scenario, teaching English can play an important role in closing the communication gaps and mutual respect between communities (UNESCO, 2022). Teachers are called to create an appreciation for cultural differences while using literature that reflects those outlooks. Not only does this increase

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student engagement, but it also develops critical thinking skills and cultivates empathy (Bet-Shlimon, 2020).

Kirkuk is a city in northern Iraq famous for its cultural and ethnic diversity. Home to Arabs, Kurds, Turkmen, Assyrians, and others, Kirkuk is a microcosm of Iraq's rich cultural tapestry. However, such a rich tapestry of a multilingual landscape presents certain opportunities and challenges to education in English, which is often perceived as a neutral language bridging different communities (Smith & Shadarevian, 2016). Yet, navigating the intricacies of language learning in Kirkuk is intertwined with comprehending its demographic, cultural, and linguistic context (UNESCO, 2022). The population of Kirkuk is linguistically diverse due to the coexistence of multiple ethnic groups. This linguistic diversity adds vibrance to the learning process but challenges establishing a common ground in English language teaching. Kirkuk's schools and universities offer spaces for students of various cultural backgrounds to interact. Teaching English in such a situation teaches students useful skills when working together in today's world. However, we also improve our mutual understanding and respect. When language learning incorporates English literature, teachers expose learners to concepts that transcend cultural boundaries (e.g., tolerance, identity, common humanity) (Lazar, 1993).

Literature also addresses themes of coexistence and empathy that can effectively transverse cultural barriers in the classroom. Although English is typically viewed as a neutral or global language, integrating it into the diverse tapestry of a city like Kirkuk requires sensitivity. Literature is an important area of educational content that should consider local values and cultural traditions while supporting critical thinking and awareness of global issues. Variability in socioeconomic situations, politics, human resources, and language influence the students' preparedness to learn English language programs. In remote areas or less developed societies, students might have less access to the English language, leading to differences between the levels of students. It emphasizes the importance of employing inclusive and flexible pedagogical practices that cater to the unique needs of individuals from varied backgrounds (Vernez et al., 2014).

Overall, given this sociolinguistic milieu, Kirkuk is a city that harbors great potential for creating innovative educational paradigms that leverage linguistic and cultural cross-fertilization. Educators should take this opportunity to build an inclusive and effective English instruction model that makes the city's diversity an asset rather than a barrier. However, challenges in all contexts require local variations of culturally relevant and responsive pedagogy.

5.2. English Literature: A Tool for Language Teaching

A vast field for developing language-literature teaching, mainly for multicultural and multilingual regions such as Kirkuk, is English literature. Through exposure to real language through literary texts, students are not only introduced to authentic use of language but also challenged to battle themes and structures that cause them to deepen their overall understanding of the English language. The experience from the literature can prepare the students to be immersed in a different writing style, vocabulary, idiom, and culture (Rahayu, 2009).

Data is well known as a manual for usage — for how vocabulary, grammar, and rhetorical styles live and breathe in English literature. Literary texts, whether novels, poems, or plays, push students to grapple with rich language structures, improving their reading, writing, speaking, and listening capabilities (T. Latha, 2024).

Literature such as Elif Shafak's *The Forty Rules of Love* decontextualizes the language and gives ESL students complete exposure to the most culturally grounded stories. It promotes critical thinking and interpretative skills, which are vital in gaining proficiency in a second language in real-world scenarios (Julia & Jeyanthi, 2024). Literature also promotes critical thinking and interpretative skills vital to second language acquisition.

Additionally, a study (MART, 2021) was conducted in an Iraqi multicultural university to examine how the participants encountered literature in the language classroom. There were 60 senior-year ELT students, 35 females and 25 males, aged between 19 and 26. The study included all fourth-year students in the department who were willing to participate and met in literature classes (3) hours per week. The study focused on the novel *Lord of the Flies* (1954) by William Golding because of its clear language and themes. The selected text's themes of civilization and savagery provided participants with regular opportunities for generic interpretations. Throughout eight (8) weeks, while they read the novel, they underwent a research process to solve the setting, character, and plot by decoding the meanings of unfamiliar words and by noticing features of generalized structures in class discussions. When examining the salient findings according to a questionnaire about reading in a second language, there were three findings: a 'new experience,' a second, a matter of engagement,' and finally, 'personal development.' The fact that the participants interviewed rated this statement the most during this study shows that discussions are a relatively new concept for language learning and a helping force to keep them in discussions. In the findings, the participants described literature as a vehicle for personal growth.

There are several sides to reading literature in a second language like English: vocabulary acquisition, grammar, comprehension, and writing. Literature allows students to experience language content in a realistic context that develops retention and functioning in new structures. Moreover, literature enables students to feel the actual language use, exposing them to complex sentence constructions and different language registers not always covered in textbooks (Mardiani & Baharuddin, 2023).

The biggest benefit of using literature in language teaching is the exposure to a new range of vocabulary that students experience when reading stories. Unlike isolated vocabulary lists or controlled exercises, literature teaches new words and phrases in full contexts, allowing students to understand subtleties of connotation, idiomatic expressions, and collocations. For instance, while reading a novel such as *The Great Gatsby* by F. Scott Fitzgerald, students are exposed to vocabulary related to social class, emotions, and historical references, some of which may not be found in conventional English language learning syllabuses. Therefore, a close textual analysis of specific passages from a novel could serve to make the students aware not just of how specific meanings can be encoded through manipulation of the conventions but of certain higher-order, generalizable linguistic features – in this case, collocation. Day and Bamford (1998) claim that this context-based approach helps students grasp the meanings and know the usages in different contexts. Extensive reading of literature naturally leads to vocabulary acquisition. They claim that as learners see the same words in multiple contexts, they better grasp the meanings of those words, enriching both their active and passive vocabularies. In a linguistic-diverse region like Kirkuk, where students speak different native languages and dialects, it is important to understand that the language skills obtained from literary texts in terms of varied vocabulary can supply students with the most challenging aspects of the English language, which are inaccessible in traditional language courses.

Fiction is also a great way to teach grammar, especially with more advanced or complicated structures. Not only do foreign language classrooms involve grammar teaching, but literary texts also lend themselves to grammar teaching. They give authentic instances of sophisticated grammatical configurations and linguistic factors, assisting learners in their linguistic improvement and communicative ability (Elkilic et al., 2011). Literature has emotional value (Weber, 2018), which can capture students' interest and have them think critically and react to texts while using the grammar they learned. Grammar teaching through literary texts enables teachers to promote language skills while teaching target culture and providing different perspectives (Atmaca & Günday, 2016). An inductive approach using literary texts as comprehensible meaning-bearing input can easily introduce new grammatical forms while providing a springboard for communicative practice. It should also foster grammar acquisition, develop language awareness, and help develop meaningful communication and reading skills for literary texts. In conclusion, using literature in grammar does offer a meaningful, interesting, and sometimes even complex way for students to learn grammar because it puts it in a real-world context.

5.3. Reading Comprehension and Critical Thinking

Literature enhances students' critical thinking and their reading comprehension. Khatib and Alizadeh (2012) claim that literary texts are symbolic and complex and demand a kind of analysis beyond the surface meaning. Research by Shukri and Mukundan (2015) suggests that including literary texts within the language classroom raises student skills in critical thinking and overall literacy proficiency. Intermediate-level language learning can be augmented through the integration of literary instruction, while such a practice promotes increased linguistic competence, cultural understanding, and analytical skills. Effective reading will create significant structures in the texts and increase proficiency in reading comprehension (Pourhosein Gilakjani & Sabouri, 2016). Students gain the higher-order skills that are critical for language proficiency (such as analyzing character motivations and identifying themes) through literature engagement. In this way, this kind of technique, highlighted in Shukri & Mukundan (2015), supports reading literacy and creativity by promoting intercultural communicative competence. For example, novels such as *1984* by George Orwell or *Pride and Prejudice* by Jane Austen push students to glean deeper meanings, understand themes that underlie the work, and analyze character development. Such critical engagement develops skills of higher-order thinking central to language proficiency (Grabe, 2009).

Engaging with varied written material hones the mind and improves language understanding and analysis skills. Research has documented that literature is fundamental to critical thinking for students in Iraq. Al-Mafraji and Aala (2022) conducted a study on fifth-grade students in Kirkuk. They reported that using modern educational technology when delivering Islamic education led to significantly high critical thinking skills. Likewise, reciprocal teaching can positively influence history critical thinking (Majeed & Ahmed, 2022). English literature in the curriculum has been shown to stimulate critical thinking, cultural awareness, and language skills. Exposing students to readings from different authors/perspectives allows students to interpret and analyze different perspectives, develop empathy, and further understand differences between different cultures (Waham, 2024), including works that pertain to the myriad of historical and cultural backgrounds that belong to Kirkuk's students, can also enable conversations about both identity and social change.

In summary, the impact of literature on promoting critical thinking and dialogue is a vital aspect of teaching students in Kirkuk. Exposing them to a breadth of literature on complex themes provides students with the necessary cognitive and analytical skills. It prepares them to understand and participate in the socio-political structures that influence their lives.

5.4. Cultivating Ethics and Cultural Awareness

Language is not the only benefit of literature — it is also a vehicle for ethical themes and cultural components. Empathy and a greater understanding of moral values develop as students consider diverse perspectives. Universal human experiences in stories, from identity to love to justice, all promote cultural sensitivity and ethical reasoning, essential skills when living in multicultural Kirkuk.

Literature irresistibly solicits readers' rationalization processes by showcasing intricate moral conflicts, naturally leading them to grasp divergent worldviews (De Jonge, 2024). Through literature that directly engages issues of justice, human rights, inequality, and the tensions of individual choice, students are empowered to reflect on the ethical questions they face in their own lives. Exemplary of these are novels such as *To Kill a Mockingbird* (1960) by Harper Lee, which cover themes of racial injustice, kindness, and the fallout from bias, allowing readers space to examine ethical values like fairness, honesty, and empathy (Karnaze et al., 2023)

In "*To Kill a Mockingbird*," Atticus Finch has long been seen as a paragon of moral courage, but recent scholarship presents a more nuanced view. Atticus's defense of Tom Robinson serves as an example of fighting for justice within a racist society (Batey, 2005), while his tactics of attacking the character of the alleged victim bring into question the ethical implications of those tactics. This complexity can add value in multicultural educational settings, where exposure to other perspectives contributes to moral development. Research indicates that diverse content integrated into a course, coupled with active learning techniques, has a major positive impact on students' moral reasoning (Hurtado et al., 2003). Creating deliberate, guided psychological education efforts that promote both discussions of cultural competence and diversity-related matters has been demonstrated to improve both moral reasoning and multicultural competence in counselor interns (Cannon, 2008). Perceptions like these emphasize the value of navigating complex ethical dilemmas in varied settings as a way to cultivate moral development and foster cultural appreciation.

Recommendations for Educators and Policymakers

This is suggested to make it appropriate for literature-based course strategies to implement lessons into language education in Kirkuk's multicultural classes:

Prioritize Universal Themes: Select literature on topics of justice, identity and human rights — issues that reach across cultures. Examples of programmatic works include universal classics such as *To Kill a Mockingbird* by Harper Lee and *The Kite Runner* by Khaled Hosseini, which are known to encourage readers to humanize others and build cross-cultural empathy. Look beyond writers from Britain and America — think in terms of writers in postcolonial and global texts, like Chinua Achebe (*Things Fall Apart*) and Tayeb Salih (*Season of Migration to the North*). Such a study will broaden student's minds—not only to non-Western cultures but also to other perspectives on the dominant Western narratives.

Be Culturally Sensitive and Relevant: Choose texts that respect local customs but deal with thorny themes — gender, religion or politics, maybe — in a constructive way. Contextual

conversations can provide students a way to engage deeply, but critically, with sensitive material, and serve as a vehicle for tolerance and dialogue.

Embrace Technology and Digital Learning Resources: Emphasizing Use of Technology – Students can be introduced to books and other types of reading through technology. These catered for different learning styles and ensured that no one was left out.

We can protect representation in the areas we teach by centering our focus on the universal in our curriculums, recognizing the richness in our differences and the liberties that technology affords us in sharing our vernacular, as well as establishing classrooms as spaces for empathy, cross-cultural understanding and critical reflection to thrive. These approaches are crucial for students to succeed in a globalized society.

Conclusion

This work is the epitome of a transformative English literature effort to enhance the quality of language teaching in the multi-faceted educational institutions in Kirkuk. Immersing in literature functions as a pragmatic studio for addressing the tensions that have emerged in English language teaching within divergent settings through cultivating the two-celled standards of articulacy and ethics. Around challenges a delicate, devising and accommodating methodology that interleaves literature about local honor systems can create a model for language education that can be followed in similar circumstances elsewhere in the world.

In a nutshell, infusing working English literature into the language teaching spectrum as part of appealing to the multicultural tapestry of Kirkuk is a double-edged sword hovering between vast opportunities for progress and complex undertakings. When it comes to a city as an environment, what surrounds it are a group of other organizations, with Arabs, Kurds, Turkmen, and Assyrians being in the city, and the students in the city can reasonably implement a virtuality for this study for this study as to how the literature involves them in the seek-up towards a proficiency as far as both the language and the culture as well as several attitudes if were moral or not. This not only reinforces the position of literature in terms of language acquisition but rather in facilitating cross-cultural empathy and understanding also indicative of intercultural dynamics.

English literature as a great motivator for language acquisition Reading literature simply contributes to language development — the other development skills include interpretation of meaning and building vocabulary and writing skills, but critical thinking, self-awareness and emotional literacy. By reading and studying literature that addresses universal issues such as justice, freedom and identity, students can respond to their cultural values and insight into the world around them. The world in its diversity and complexity does not stop at the edges of the classroom, and literature gives students the tools to engage this world and its ever-increasing interdependence, getting them ready as they continue down the winding road of their lives for meaningful participation in it.

Yet, as this study illustrates, selecting literature that balances educational abstraction with the socio-cultural and religious vector of their students is a troubling endeavor for educators in Kirkuk. One of the biggest risks in a multicultural classroom is that literature distances students if it is at odds with their beliefs or experiences. Thus, in selecting texts that resonate with universal themes and culturally relevant narratives, it is critical that that selection is intentional so that all students feel seen, respected, and engaged. Teachers should be creating a safe space for different perspectives to be shared and heard, promoting dialogue and empathy.

The institutional/pedagogical level of these text selection challenges arise at the level of all digital pedagogy approaches needing to be addressed. In addition, policymakers and Educational authorities in Kirkuk must also enable teachers by conducting professional development programs to study effective literature teaching strategies in multicultural classrooms and how to promote dialogue between cultures. Technology is the answer to all of those arguments students need to form similar thinking in the literature classroom, providing them a variety of texts and paving the way for differentiated learning. Digital platforms also enable students from Kirkuk to engage in cross-cultural exchanges with peers all over the world and bring back treasured perspectives and analysis to enhance their experience.

Ultimately, the effectiveness of the use of literature as a vehicle to learn a language in the city of Kirkuk, will be based on joint efforts from a collaboration of educators, decision makers, and students. The students blessed by literature find the linguistic challenge and bittersweet joy in literature and explore the world never seen via reading, instilling a two-way street of cultural connection in the students of Kirkuk and the world in what produces a dual kind heart to both the world and a high regard appreciation of the hearth and home surrounding them. This study serves as a practical guide for my EFL teaching in Kirkuk including best choices in selecting literature appropriate for the area's cultural diversity and pedagogical ignition.

Findings

The study finds the following key highlights:

- **Improved Engagement:** Literature-based learning can engage students and promote language acquisition in a coherent communicative framework and motivating experience.
- **Linguistic Benefits:** Literature expands upon vocabulary, improves the understanding of grammar, and promotes critical thinking through contextualized learning.
- **Cultural Sensitivity:** Literature with universal themes allowed students to discuss cultural and moral issues, helping them build empathy and respect for one another.
- **Challenges:** Balancing global vs. local expectations, addressing varying levels of English proficiency among students, and ensuring inclusivity among students.

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دهنگدانهوهی وشه له هه موو كهلتووړهكاندا: بهرهبوئیبشردنی فیربوونی ئینگلیزی له ریگهی ئهدهب له كهركوك

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پوخته:

ئهم توؤیینهوهیه رۆلی ئهدهبی ئینگلیزی له په رهپیدانی پهروهردی زمان له ئهکادیمیای فره كهلتووړی كهركوك تاقی دهکاتهوه. ئهم شاره به هه مهچهشنی کلتوری و زمانهوانی دهوله مهنده، دهرهفت و تهحه دایهکی بیهاوتا بۆ مامؤستایان دهرهخسینیت بۆ هاوسهنگکردنی ستاندارده جیهانییهکان له گهل بهها خۆجییهکان. توؤیینهوهکه لیکۆلینهوه له وه دهکات که چۆن تیکه لکردنی کاره ئهدهبییهکان له پرؤگرامهکانی ئهکادیمی زمانی ئینگلیزی دهتوانیت په رهپیدانی رهوشت و تیگهیشتنی كهلتووړی و شارهزایی زمان بهرز بکاتهوه و پیداوایستییه جیاوازهکانی فیربوونی شارهکه چارهسهر بکات. ئهدهب نامرازیکی بههیزه بۆ فیرکردنی زمان و ئهخلاق، پیشکهشی قوتابیان دهکات بۆ ئاشکراکردنی چه مکه جیهانییهکانی وهک هاوسۆزی، یهکسانی، و هه مهچهشنی كهلتووړی. به سه رنجراکیشی ئهوهقانهی که له گهل ئهزموونهکانیاند دهنگدانهوهی ههیه یان به تیروانینی نوئ ئاشنایان دهکن، قوتابیان دهتوانن شارهزایی زمانیان بهرز بکهنهوه و له هه مان کاتدا تیگهیشتنیکی قولتر بۆ جیاوازییه ئهخلاقی و كهلتووړیهکان گه شه پیدهن. بۆ نمونه، رۆمان و چیرۆکهکان که باس له پرسهکانی شوناس و پیکهوه ژیان دهکن، بۆشاییهک بۆ گفتوگو له سه ر بهها ئهخلاقیهکان و هاونا ههنگی کۆمه لایه تی داده نین و ئهدهب دهکنه سه رچاوهیهکی پهروهردییهی چالاک له یۆله فره كهلتووړیهکانی كهركوك. توؤیینهوهکه ههروهها ئاستهنگهکانی مامؤستایان له جییه جیکردنی پرؤگرامهکانی زمانی ئهدهب له کۆمه لگهیهکی ئاوا هه مهجۆردا تاقی دهکاتهوه. ئهمانه بریتین له باسکردنی ئاستی جیاوازی لیهاتووپی ئینگلیزی و تیکه لکردنی ناوه رۆکی ئهخلاقی و كهلتووړی به بئ تیکدانی دابونه ریتی ناوخۆیی. له کۆتاییدا، ئهم توؤیینهوهیه داکۆکی له پرؤگرامیک دهکات که رۆلی دوو لایه نهی ئهدهب له په رهپیدانی تواناکانی زمان و چاندنی بنه ما ئهخلاقیهکان له خۆ بگریت. دهره نجامهکان رینمای مامؤستایان دهکات بۆ دروستکردنی مۆدی لیکاریگه ر بۆ پهروهردی زمانی ئینگلیزی، که ئه گه ری ههیه هه ولی هاوشیوه له ژینگهی فره كهلتووړی تردها هانبدات.

وشه گرنه گهکان: كهركوك، زمانی ئهدهبی، ئهکادیمی فره کولتووړی، هه مهچهشنی زمانهوانی، هه مهچهشنی

كهلتووړی

صدى الكلمات عبر الثقافات: تعزيز تعلم اللغة الإنجليزية من خلال الأدب في كركوك

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المستخلص:

تستعرض هذه الدراسة دور الأدب الإنجليزي في تحسين تعليم اللغة في الأوساط الأكاديمية متعددة الثقافات في كركوك. تتميز المدينة بتنوعها الثقافي واللغوي الغني، مما يوفر فرصًا وتحديات فريدة للمدرسين الذين يسعون لتحقيق التوازن بين المعايير العالمية والقيم المحلية. تبحث الدراسة في كيفية دمج الأعمال الأدبية ضمن برامج اللغة الإنجليزية الأكاديمية لتعزيز التحسين الأخلاقي، وفهم الثقافات، وكفاءة اللغة، مع مراعاة متطلبات التعلم المميزة للمدينة. يُعد الأدب أداة قوية لتعليم اللغة والأخلاق، حيث يقدم للطلاب مفاهيم عالمية مثل التعاطف، والمساواة، والتنوع الثقافي. من خلال التفاعل مع نصوص تتناغم مع تجاربهم أو تعرضهم لآفاق جديدة، يمكن للطلاب تحسين كفاءتهم اللغوية بينما يطورون تقديرًا أعمق للقيم الأخلاقية والاختلافات الثقافية. على سبيل المثال، الروايات والقصص التي تتناول قضايا الهوية والتعايش توفر مساحة للنقاش حول القيم الأخلاقية والتناغم الاجتماعي، مما يجعل الأدب مصدرًا تعليميًا نشطًا في فصول كركوك متعددة الثقافات. كما تدرس الدراسة التحديات التي يواجهها المدرسون في تطبيق برامج اللغة القائمة على الأدب في مجتمع متنوع كهذا، مثل معالجة مستويات مختلفة من الكفاءة في اللغة الإنجليزية ودمج المحتوى الأخلاقي والثقافي دون المساس بالتقاليد المحلية. وأخيرًا، تدعو هذه الدراسة إلى منهج يشمل الدور المزدوج للأدب في تطوير المهارات اللغوية وغرس المبادئ الأخلاقية. تهدف النتائج إلى توجيه المدرسين في إنشاء نموذج شامل وفعال لتعليم اللغة الإنجليزية، مع إمكانية تحفيز جهود مشابهة في بيئات متعددة الثقافات أخرى.

الكلمات المفتاحية: كركوك، اللغة المعتمدة على الأدب، الأوساط الأكاديمية متعددة الثقافات، التنوع اللغوي، التنوع

الثقافي