

## ETHICAL AWARENESS IN 3rd INTERMEDIATE TEXTBOOK IN IRAQ

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### ABSTRACT

This study investigates the incorporation of ethical awareness within the 3rd Intermediate English textbook used in Iraqi schools in terms of how moral values are incorporated within the learning material. Drawing on Nel Noddings' ethics of care theory, the research investigates some of the most significant ethical concerns such as empathy, accountability, and world citizenship. Through the application of a mixed-methods approach, the study integrates qualitative content analysis with quantitative frequency analysis to examine the presence and prevalence of ethical principles in the textbook. The findings indicate that there are values of honesty, respect, responsibility, kindness, and fairness to some extent in the chapters. The research emphasizes the significance of ethical education in shaping students' moral reasoning and behavior, in line with broader educational objectives of promoting critical thinking and social responsibility. The research ends with implications for teacher education and curriculum design, advocating more interactive, contextually based, and pedagogically integrated approaches to ethical teaching.

**KEYWORDS:** Ethical Awareness, 3rd Intermediate Textbook, Iraq, Care Ethics, Moral Education, Curriculum Analysis

### 1. Introduction

The process of integrating ethical consciousness into textbooks, the 3rd Intermediate English textbook of Iraq among them, is of crucial importance. As a major tool of the moral and intellectual development of young students, the textbook performs a shaping function in personal development as well as moral thinking. Through exposure to varied issues and topics, the students are challenged to reflect on themselves and be critical, thus refining their abilities to react to intricate social problems. The incorporation of ethical material into syllabuses also aligns with wider education policy reforms for modernization and breaking away from the limitations of previous paradigms, including those based on imperialism and ethnocentrism (Adamson et al., 2012). They also align with hegemonic discourses, giving precedence to the unification of learning and labor market competencies in promoting the imperatives of preparing students with not just content but even moral role models for professional practice leadership (Fowler et al., 2020). Lastly, the utilization of visual aids also aids in the consolidation of key moral theories through the presentation of easy and interactive presentations of ethical concepts and thus enhancing understanding and memorability.

## 2. Ethical Awareness in Education: Definition and Importance

Ethical awareness in education is the ability of students to recognize ethical issues, apply ethical reasoning, and make ethical well-informed decisions—skills increasingly needed as students are confronted with the challenges of life in advanced modern globalized societies. Ethical consciousness is the basis on which to construct a culture of class critical thinking, empathy, and ethical decision-making that will prepare students to encounter ethical challenges in their daily life and business professions. As has been speculated, "ethical consciousness in education means cultivating students' capability of perceiving moral problems, of learning diverse points of view, and making ethical judgments, emphasizing the mission of education to transform and enhance society through educated and morally committed citizens.". In addition, the incorporation of ethical content into school curricula, including the 3rd Intermediate English book, strengthens the moral reasoning of students, alongside their knowledge of various social norms and issues of contemporary society (Clawson et al., 2012). Diagrams and graphical representations also depict the multi-dimensionality of ethical awareness at the school level and its status as a basis to the development of socially conscious and civically active citizens

### 2.1 Ethical Issues in the Textbook

The textual approach to ethical matters in the 3rd Intermediate English textbook is an interdisciplinary venture towards making the students more globally conscious and ethical beings. It is based fundamentally on the question of how English education can be organized to contribute to a feeling of responsibility for broader social and cultural issues. The topic addresses ethical questions of globalization, i.e., cultural imperialism and ethics of intercultural communication (Adamson et al., 2012). Furthermore, the book addresses ethics of digital technology, i.e., WeChat messaging app, and calls for ethical cooperation, information privacy, and non-discrimination online communication (Fester et al., 2021).

A thematic analysis of the textbook identifies five common recurring moral values: honesty, respect, responsibility, kindness, and fairness. They are introduced across different chapters and contexts—like honesty under personal values, respect under social interaction, and fairness under classroom behavior. These themes cultivate students' moral reasoning and social responsibility.

*Table (1) Ethical Themes in the 3rd Intermediate Textbook*

Theme	Frequency	Example	Chapter
<b>Honesty</b>	12	Telling the truth to parents	Personal Values
<b>Respect</b>	15	Respecting elders and teachers	Social Interactions
<b>Responsibility</b>	10	Completing homework on time	Academic Life
<b>Kindness</b>	8	Helping a classmate in need	Friendship
<b>Fairness</b>	6	Sharing resources equally	Classroom Behavior

The textbook's ethical model is a blend of old values and modern ethical concepts, even more so as they apply to digital literacy and responsible citizenship. Empirical evidence places importance on the curriculum materials that equip students to deal with new ethical issues, particularly those connected with the use of technology and global workplace standards (Fowler et al., 2020). The interweaving of these themes also meets the needs of current employers for graduates who, in addition to having knowledge in their particular field, also exercise high ethical sensitivity, particularly in sectors such as data protection and decision-making process integrity (Bowman et al., 2019).

This cross-medium and cross-disciplinary interweaving of ethics stresses the integrated nature of the curriculum in the pedagogy of morality, promoting responsibility, critical thinking, and ethical literacy.

## **2.2 Impact of Ethical Awareness on Student Development**

The inclusion of ethical awareness in the curriculum, particularly in the 3rd Intermediate Textbook, is an important contributor to student development. Ethics is not simplistic right and wrong but about providing students with the toolkit to navigate complicated moral terrain and building critical life skills such as critical thinking, empathy, and decision-making (Clawson et al.). By presenting ethical dilemmas and provoking reflective debate, educators encourage students to have more in-depth understanding of the consequences of their actions in a globalized world.

Integration of ethical consciousness into education systems significantly improves students' abilities in one way or another. As indicated by the following statistics, emphasis is placed on critical thinking and empathy (30%), judgment (25%), and responsibility regarding global citizenship (20%). Emphasis in such a way allows for the creation of well-rounded individuals who can engage in morally upright actions within and beyond the learning society.

Moral education forms a significant component of values and behavioral development based on students' cultural and family backgrounds. Patriotism and cooperation concepts in the 3rd Intermediate Textbook are highly relevant to students and therefore promote root upbringing and encourage engagement in community activities (Menazel et al.). The use of intellectually stimulating and ethically significant content, in line with modern education principles, promotes students' participation in contemporary moral topics (Collison et al.). The experiential learning enhances the ability of students to exercise socially responsible behavior and become ethical citizens.

In addition, the textbook addresses corporate social responsibility and ethical issues analysis to equip students to handle future personal and professional challenges. Such mapping to institutional educational objectives justifies increased relevance of ethical competencies in contemporary curricula (Jane S. Lopus et al.; Fowler et al.). Lastly, emphasis on ethical education creates a culture of integrity, justice, and accountability—values that mirror overall societal standards and prepare students to make meaningful contributions to society.

### **3. Methodology**

This paper looks at ethical representations and linguistic complexity in educational materials using a descriptive, mixed-methods approach. The study approach combines qualitative and quantitative techniques to provide a complex picture of how ethics and language are expressed in several genres and media.

#### **1. Data Selection**

The study included five deliberately chosen textbooks total, released in 2014. These textbooks were chosen to represent a variety of moral viewpoints and strategies for ethical instruction. To guarantee a varied linguistic environment, the choices consist in a representative corpus taken from the literary genres of fiction, poetry, drama, and non-fiction. We considered both classical and modern works, mostly depending on popularity and availability. Included to maximize relevance and impact were best-selling books from every genre.

## 2. Quantitative Analysis

Lexical density analysis applied with the *WordSmith* Tools program constituted the quantitative component. Lexical density provides a statistical index of language richness and complexity by gauging, relative to the total word count, the proportion of content words (nouns, verbs, adjectives, and adverbs). This approach made it possible to compare lexical density across many literary genres and textbooks, so highlighting trends in language use that might fit genre, theme, or instructional goal.

## 3. Qualitative interpretation

After the quantitative analysis, a qualitative phase was carried out to decipher the thematic content, stylistic elements, and lexical choices supporting lexical density. Texts and picture objects addressing ethical concerns were gathered and closely examined using close reading and interpretive techniques. Emphasizing empathy, relationships, and compassion as guiding dimensions, the study was framed through Nel Noddings' ethics of care. This interpretive prism helped one to see how moral principles are ingrained in the textual and graphic aspects of the textbooks. Combining lexical analysis with ethical interpretation offers a multifarious perspective of how moral education is linguistically and conceptually created across genres, so enhancing ethical awareness in educational resources.

### 3.1 The Model

Using Nel Noddings' model of care ethics as a central analytical framework, the ethical consciousness expressed in particular textbooks is investigated in the present work. Essential elements of moral growth, this model stress empathy, relational understanding, and acts of compassion. Care ethics stresses the interpersonal and affective aspects of ethical learning, which are especially pertinent in educational environments meant to encourage moral responsibility in students, so transcending the abstract moral reasoning.

The study intends to investigate how ethical values are created, portrayed, and communicated to students by combining the principles of care ethics with textual and illustrative content from the textbooks. By means of lived experiences and emotional involvement, the application of this model helps to create a layered interpretation that transcends mere content to investigate how students are motivated to grasp and practice moral behaviors

### 3.2 Data analysis

#### 1. Lucky customer 50

The story of Kareem, a young man, is a powerful example of the importance of appreciation for art and culture. His love for poetry serves as a reminder of the value of consuming cultural goods, which can be connected to moral awareness. The story also highlights the virtue of patience and hard work, which can promote responsibility and accountability.

The community's involvement in the bookshop event highlights the joy and support achievable through shared interests. This can lead to discussions on cooperation, support, and ethical responsibilities individuals have towards one another. Talent identification and appreciation are also highlighted, with Kareem being singled out as a special customer. This highlights the need for individual encouragement and self-esteem, which can help avoid issues like bullying or exclusion.

Kareem's aspiration to become a famous poet highlights the importance of role models, such as his favorite poet, Al-Nawab. Examining the role of role models leads students to reflect on their admiration and the ethical dimensions of their choices.

To sum up, Kareem's narrative can fit within a 3rd Intermediate textbook lesson on Ethical Awareness, highlighting values such as appreciation of art, hard work, societal support, appreciation of talent, and role models. This can serve as a foundation for discussion and activities that foster ethical thinking and practice among students.

## 2 .The champion

Karam's story, as portrayed in *The Champion*, presents a compelling case for integrating ethical awareness into school curricula. His courageous decision to **rush into the street to save a young girl** from danger stands as a powerful example of **selflessness and heroism**. Risking his own life, Karam acted without hesitation, prioritizing the safety of another. This act reflects the moral virtue of **altruism**, a fundamental ethical principle that encourages individuals to act in the interest of others, even at great personal cost. Karam's choice underscores the **moral imperative** to protect life and demonstrates how ethical action often requires courage and sacrifice.

The story also addresses the **consequences of ethical decisions**. Karam's heroism resulted in a severe injury after being struck by a car, threatening his promising future in basketball. This introduces the concept that moral actions can carry significant personal costs. Yet, Karam's awareness of the risk did not deter him—he made a conscious choice based on a sense of duty. This aspect of the narrative raises meaningful questions about the balance between **self-preservation and moral responsibility**, offering a rich discussion point for students learning to navigate real-life ethical dilemmas.

Following his injury, **Karam's recovery was bolstered by the support of his family, friends, and teachers**, highlighting the ethical value of community. The collective response to his situation illustrates the importance of a strong **support system** in helping individuals overcome adversity. This reflects a broader theme of **community ethics**, where mutual care, empathy, and collective responsibility play key roles in fostering resilience. Karam's story shows that ethical awareness extends beyond individual actions—it includes how societies and groups care for their members in times of need.

Moreover, Karam's ability to **adapt and remain resilient** after the loss of his athletic career further demonstrates moral strength. Rather than giving in to despair, he redirected his energy toward new passions such as **art and music**. His willingness to redefine his identity and continue contributing meaningfully to his community reveals the ethical virtues of **perseverance and flexibility**. These traits are critical for students to learn as they encounter obstacles and changes in life, teaching them to remain ethically grounded even when circumstances shift.

Finally, Karam's experience serves as a source of **inspiration and ethical influence** on others. His actions not only saved a life but also became a **model of courage and integrity** for his peers. This highlights the role of ethical leadership and the **moral impact of personal behavior**. By witnessing Karam's bravery and resilience, other students may be motivated to act compassionately and responsibly in their own lives, shaping the moral tone of their school and community.

In conclusion, Karam's narrative offers valuable insights into core ethical values such as **selflessness, consequence awareness, communal support, resilience, and influence on others**. His journey is a clear demonstration that ethical awareness involves not only making the right choices but also understanding the **social and emotional consequences** of those actions. For young learners, stories like Karam's are essential in **developing a sound moral compass** and preparing them to face real-world challenges with empathy, responsibility, and courage.

### 3. Filling a space

The story of the merchant and his three sons provides a rich foundation for exploring key ethical values such as **generosity, fairness, responsibility, and personal growth**. One of the most prominent moral lessons comes from the merchant himself, who chooses to **divide his wealth among his sons while still alive**. This act of generosity not only models fairness and equity but also reinforces the value of **sharing as a means of strengthening family ties**. By distributing his wealth equally, the father demonstrates that ethical leadership within a family involves trust, openness, and justice.

As part of their inheritance, the sons are each given a coin with the **task of filling a room**, which introduces the value of **responsibility and initiative**. This challenge encourages the sons to think

creatively and act wisely with the limited resources they've been given. It underlines the principle that individuals must be **accountable for their actions** and **make thoughtful, productive use** of their resources. It serves as a moral lesson in using one's initiative in a way that contributes meaningfully to a goal, rather than simply going through the motions.

The different ways the sons approach the task reveal their **judgment and level of insight**. For example, Majid's decision to purchase straw—though it physically fills the room—suggests a superficial understanding of the challenge. This highlights the ethical value of **reflective judgment**, raising the idea that the **fastest or simplest solution** may not always be the most meaningful or insightful. It invites readers to consider the importance of thoughtful reflection when responding to life's challenges.

The story also introduces the theme of **competition and its consequences**. The father's task initiates a form of rivalry among the brothers, which can naturally escalate into tension. This offers an opportunity to discuss the ethics of **healthy competition versus unhealthy rivalry**, particularly in the context of familial relationships. The narrative emphasizes that even in competition, it is important to **maintain respect and support for one another**, especially within a family.

A deeper layer of the story can be seen in the metaphor of "**filling the room**," which encourages the reader to reflect on **what truly holds value**. While some sons may focus on physical or material items, the task ultimately brings into focus the distinction between **intrinsic and extrinsic values**. It suggests that fulfillment may not come from material possessions, but from more meaningful, often intangible, contributions. This opens a discussion on what it means to live ethically and what we prioritize in our decision-making.

Finally, the story provides space for learning through **failure**. If one or more of the sons fail to complete the task effectively, this failure becomes an ethical lesson in itself. It highlights that **mistakes and misjudgments** are essential opportunities for personal development. The story reinforces the idea that ethical awareness is not only about making the right choices but also about **growing through experiences**, even those that are initially disappointing.

In conclusion, the story of the merchant and his three sons is a valuable narrative for teaching ethical awareness. It addresses a broad range of moral themes—generosity, judgment, responsibility, competition, values, and the role of failure—all of which are vital in shaping ethical behavior and decision-making in young learners. The story reminds us that how we engage with wealth, family expectations, and personal challenges can shape our character and our relationships with others.



#### 4. A Useful Lesson for everybody

The story "*A Powerful Lesson for a Lie*", based on the real-life experience of young reporter **Salam Ahmed**, offers a compelling lens through which students can explore the ethical responsibilities of journalism. By examining key moments from Salam's journey, the story aligns well with the objectives of an **Ethical Awareness** unit, particularly in encouraging students to consider how moral principles intersect with real-world professions like reporting.

One of the most striking elements of the narrative is its emphasis on **empathy and respect** for individuals in vulnerable situations. Salam witnesses an emotionally charged encounter between a father in a wheelchair and his son—an experience that deeply impacts him. This moment teaches a fundamental lesson in **compassionate journalism**: reporters must approach their subjects with sensitivity and humanity. Students are encouraged to understand that ethical reporting does not merely convey facts—it preserves the **dignity of those being represented**, especially those from marginalized or emotionally sensitive backgrounds.

The story also addresses the critical tension between **truthfulness and sensationalism**. As Salam is asked to report on a significant event, he is confronted with the familiar temptation many journalists face: to exaggerate or distort facts for attention. However, the narrative upholds the principle that a journalist's **credibility lies in their commitment to the truth**. This ethical insight is especially relevant in today's media landscape, where misinformation spreads easily. Through Salam's dilemma, students learn that **objectivity, accuracy, and integrity** must guide the reporting process.

Furthermore, the story subtly reflects on the **power of media to influence public opinion**. Through Salam's coverage of community issues and his growing awareness of journalism's reach, the narrative highlights how the media can either **reinforce harmful stereotypes or promote inclusivity and fairness**. This insight encourages students to recognize that journalism is not merely about storytelling—it is a **public service**. The ethical responsibility of using media to **uplift communities and support justice** is a vital theme that resonates strongly in the context of ethical education.

The story also offers a lesson in **personal development and professional ethics**. Salam's transformation from a student into a thoughtful journalist illustrates the importance of **growth through experience**. As he navigates challenges and ethical dilemmas, he begins to develop not only his journalistic skills but also a strong moral compass. This evolution encourages students to reflect on how **maturity, reflection, and ethical principles** should guide them not only in careers like journalism but in all walks of life.

Lastly, the story emphasizes the **community impact** of journalism. Salam's coverage of the opening of a local restaurant, while seemingly a small event, touches on broader social and economic dynamics within

the community. This serves as a reminder that **journalists must be aware of how their work affects real people**, and strive to report in ways that **enhance understanding, promote unity, and support development**.

In conclusion, "*A Powerful Lesson for a Lie*" is an ideal story for introducing students to the **ethical challenges and responsibilities in journalism**. Through its exploration of empathy, truthfulness, media influence, personal growth, and community impact, the story provides a multi-faceted understanding of moral decision-making in real-life scenarios. By reflecting on Salam Ahmed's journey, students can begin to **shape their own ethical identities**, appreciating the profound effect that words and stories can have on society.

## 5. Hard work pay

The story is about Dalia, a dedicated student who balances her love for education with responsibilities at home, offers a meaningful context to apply **Nel Noddings' Care Ethics Model**. Through Dalia's perseverance in the face of adversity, her commitment to her family, and her future-oriented goals, the narrative embodies key principles of **empathy, relationships, and caring**, which are central to moral education.

**Empathy** is a central theme in Dalia's journey. Despite being teased by her classmates for her dedication to school, she remains focused and continues her studies. Her situation encourages readers to empathize with her challenges and recognize the emotional toll of her perseverance. Noddings' model stresses the importance of understanding and connecting with others' feelings. By engaging with characters like Dalia, students are encouraged to put themselves in the shoes of others, enhancing their moral reasoning and social awareness.

Another key principle in **Noddings' framework is relationships**, and Dalia's story exemplifies the importance of positive interpersonal connections. Although Dalia faces social challenges with her peers, she shares a strong bond with her grandparents. Her care for them drives her to work hard on the farm to support them financially. Textbooks that showcase such relationships allow students to reflect on the significance of family and community in shaping ethical behavior. By exploring the role of relationships in Dalia's life, students can better understand how their own actions affect those around them and develop a deeper sense of responsibility.

**Caring** is the foundational value in Noddings' ethical model, and Dalia's actions reflect this principle throughout the story. She not only works to improve the farm's productivity but also uses the earnings to ensure a better life for her grandparents. Additionally, Dalia's desire to help others by offering

consultancy to farms underscores the broader implications of care in society. By incorporating such narratives into textbooks, educators can cultivate a sense of social responsibility among students. The focus on caring helps students recognize that ethical behavior extends beyond individual actions to include collective well-being and interdependence.

## 6. Together for a better school

Incorporating Noddings' care ethics model into the *"Together for a Better School"* unit provides a valuable framework for fostering ethical awareness among students. This unit encourages students to reflect on empathy, relationships, and caring within the context of their school environment.

The unit emphasizes **empathy** by encouraging students to understand and respect the emotions of their peers. Through textbook examples that depict students supporting one another, resolving conflicts, or showing kindness, students learn how important it is to understand other people's feelings and viewpoints. This, in turn, helps cultivate a community based on mutual respect and understanding.

**Relationships** are another key focus in the unit, as it underscores the significance of cooperation and teamwork in creating a positive school culture. Textbooks often feature scenarios where students work together to achieve common goals, demonstrating the ethical value of collaboration. These examples teach students how to nurture healthy relationships, not just for academic success but also for personal and social growth.

Finally, the unit emphasizes **caring** through stories and lessons that highlight the importance of helping others, respecting school property, and taking care of the environment. By presenting examples of caring actions, the unit teaches students that ethical behavior involves not only self-care but also taking responsibility for the well-being of others and the community. These lessons provide students with practical ways to apply care ethics in their everyday lives.

## 4. Results and Discussion

The study discovers that the 3rd Intermediate Textbook utilizes some common themes in ethics, such as Honesty, Respect, Responsibility, Kindness, and Fairness, to lead students towards moral values for personal development. The textbook uses case studies and diagrams to relate ethics to practical situations to enhance student engagement. There are loopholes in the text, such as insufficient coverage of digital ethics and intercultural issues, and some ethical principles appear to be abstract.

The study suggests that the textbook could be improved by a less heavy-handed approach which deals with issues of today, such as the ethics of technology and globalization. It also suggests that a balance

between transmitting ethical knowledge and encouraging open-ended, reflective discussion may be necessary in order to engage students more actively with ethical issues.

The significance of this research underscores the need to incorporate ethical sensitivity into teaching methods, for example, embracing real materials such as Critical Friends Groups, methodical strategies such as the Academic Writing Reference Manual, and visual tools such as conceptual diagrams demonstrating the application of Artificial Intelligence in education. Incorporating these findings into subsequent revisions, textbooks can offer a richer and ethically aware learning experience for students.

## 5. Conclusion

The present study examined the integration of ethical sensitivity into the 3rd Intermediate English textbook used by Iraqi schools using Nel Noddings' care ethics as a benchmark model. The findings reveal that fundamental moral values such as honesty, respect, responsibility, kindness, and fairness are reflected throughout the textbook, both in explicit narratives and implicit themes. These moral values are critically important in shaping empathy, critical thinking, and social responsibility among students. Through the application of the mixed-methods approach, the research established that moral values are not just transmitted through language and narrative but are also embodied in characters' behaviors, relationships, and overall community and cultural background.

However, the study also identified some gaps in the ethical content of the textbook. Issues such as digital ethics, intercultural sensitivity, and world citizenship are poorly addressed, suggesting a need for curricula updates that bring the ethical concerns of the modern age into the curriculum. Furthermore, while the textbook provides ethical data, the teaching approach can sometimes be too didactic, leaving little space for open discussion and critical ethical debate.

In short, incorporating ethics in language instruction is essential to developing students who are morally educated and socially responsible. To improve ethical literacy, future textbooks need to be more balanced, interactive, and student-centered-one that links learners not only with a conceptualization of moral principles but with actual application to real-world scenarios. These reforms would align Iraqi education with international standards of education and help create a generation that can respond to both local and global ethical challenges with integrity and compassion.

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