12th VESAL

INTERNATIONAL VISIBLE CONFERENCE ON
EDUCATIONAL STUDIES & APPLIED LINGUISTICS

ABSTRACT BOOK

MAY 21st
2022

"Educational Breakthrough to Success"

TISHK INTERNATIONAL UNIVERSITY
FACULTY OF EDUCATION
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May 21st, 2022
Erbil, Iraq

WELCOME TO THE **VESAL 2022** CONFERENCE

Organized by

Faculty of Education of Tishk International University &
College of Education of Salahaddin University

12th VESAL

INTERNATIONAL VISIBLE CONFERENCE ON
EDUCATIONAL STUDIES & APPLIED LINGUISTICS

"Educational Breakthrough to Success"

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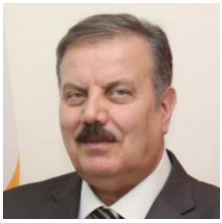

WELCOMING REMARKS

Asst. Prof. Dr. Idris Hadi Salih
Head of Board of Trustees,
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PROFILE:

It is a pleasure and privilege to welcome you to this most innovative and forward-thinking venue where you will have time to consider and formulate what higher education will look like as emerging technologies, economy, and policies continue to catapult it into the future. In many ways one's career during this evolving information age seems more like a foot race. We have been challenged to remain relevant in our disciplines and at the same time are compelled to adopt and use current technologies. The changes have been both exciting and profound and have transformed the way we do business. We now have learning environments that include online classrooms, MOOCs, cellphone response systems, and countless other instructional technologies dramatically changing the way in which we interact and engage with our students and deliver education. As professors, administrators and public leaders, what do we need to be thinking about as the academy's core missions of teaching, research, and outreach move into the future? To discuss the core mission of education and language teaching and learning, Faculty of Education at Tishk International University and College of Education at Salahaddin University jointly organizes International Visible Conference on Educational Studies and Applied Linguistics (VESAL), which is entering its 12th year of successful organization. The conference has already become a considerable brand and improving year by year. The aim of VESAL 2022 is designed to attract the research communities to promote connections between theory and practice and explore different perspectives on the application of research findings into different practices. I kindly welcome scholars coming from the international and local regions as well as experts, educators, linguists, lecturers and senior lecturers to Erbil, Iraq. The Conference is aiming to open channels, and pave roads of academic collaboration and to bring experiences together with expertise for further innovative thoughts and more creative research. Dr. Idris Hadi

is now the Head of Board of Trustees of Tishk International University since November 2016. Previously he worked as the first Minister of Higher Education and Scientific Research in Kurdistan Regional Government – Erbil from 2006 till November 1st 2009. Then he worked as the Minister of Labor and Social Affairs in the first elected government of Iraq – Bagdad between 2005-2006. Dr. Idris Hadi is a founding member of Human Rights organization in Kurdistan region and was elected as the president of the organization from 1991 till 1993. During this time, he has actively participated in conferences, workshops related to human rights, women rights, children rights and joint projects with international Human Rights Watch such as Amnesty International, Human Rights Watch, Human Rights organization of UN and other organizations. After that, Dr. Idris Hadi worked as the Minister of Transportation and Communication in the first cabinet of Kurdistan regional government – Erbil in 1992. Then he worked as the Minister of Transportation and Communication in the second cabinet of Kurdistan regional government – Erbil in 1993. Later, Dr. Idris Hadi worked as the Minister of Industry and Energy in the third cabinet of Kurdistan regional government – Erbil in 1996. Then he worked as the Minister of Municipalities and Tourism in the Kurdistan regional government – Erbil in 1998. Dr. Idris Hadi received his bachelor's degree in Sulaimani university/ Iraq in 1976 and his master's degree in Communication Engineering at Leningrad University in 1982, then he received his PhD Degree in Communication Engineering (Technical Science) at Leningrad university in 1985. Dr. Idris Hadi and his family live in Erbil-Iraq.

ORGANIZING COMMITTEE

The Organizing Committee of The International Visible Conference of Educational Studies and Applied Linguistics (VESAL 2021) is composed of distinguished academics who are experts in their fields. The Organizing Committee is responsible for nominating and vetting Keynote and Featured Speakers; developing the conference program, including workshops, panels, targeted sessions; undertaking event outreach and promotion; recommending and attracting future Organizing Committee members; working with Tishk International University to select PhD students and early career academics for Tishk International University-funded grants and scholarships for teaching profession as careers; and reviewing abstracts submitted to the conference.

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Dr. Venera Ulker Head of English Language Teaching Department - Tishk International University, Erbil, Iraq

"Educational Breakthrough to Success"

The world is changing with increasing speed – the way we communicate, find information and work has been massively transformed in the past decade. Education systems, however, are struggling to catch up with an overwhelming amount of information at students' fingertips. There is a growing need for soft skills such as empathy and creativity; educators at every level are facing the challenge of reinventing the classroom and reshaping the very system itself. During the changing times the educators should rethink and rebuild the executive education that will help the learners to integrate global citizenship and social justice into their lives. A nation that effectively utilizes their resources is closely aligned with the thoughts, concepts, and culture of the individuals who make up the society and with the prudence, foresight, and sincere devotion of those in power. The administrators that are responsible for the level of care given to individuals and their efforts toward becoming a social entity will be an indication of how closely aligned they are with the prophetic principle that "All of you are shepherds, and all of you are responsible for those under your care" and that "being glad with making others happy instead of self-concerns. If the new generations' minds are equipped with the sciences of their time and their hearts are not lit up with breezes from beyond and if they are provided with an ample education, with all their needs fulfilled and all opportunities available for them to succeed then they can look forward to a bright future. These future generations will be able to stand up to every kind of obstacle in the struggle of life, they will be able to overcome – material or spiritual – every kind of difficulty and will never give in to despair. All the hardships that we will have encountered along the way in providing our children with a better education will have been worth it.

CONFERENCE GUIDE

Registration and Payment: Saturday, May 21, 2022, at 08:30-09:45
at TIU, Education Faculty Building Entrance Hall

REGISTRATION & ACCESS

You will be able to pick up your registration pack and name card at the Conference Registration Desk. The Conference Registration Desk and Publications Desk will be situated in the following locations during the conference. When you register for the conference, you will pay the fee of conference. If you have any questions or concerns, Education Faculty staff will happily assist you.

Name Badges

When you check in at the registration desk, you will receive a registration pack, which includes your name badge. Wearing your badge is required for entrance to the sessions. You must wear your badge at all times during the conference.

Certificates

Certificates for the Participants will be delivered during the closing ceremony. Certificate for each Presenter will be delivered at the end of his or her presentations. Certificates for Session Chairs and Organizing Committee members will be delivered during the closing ceremony.

Dinner

The official Conference Dinner is a free of charge service by Salahaddin University, Cultural and Social Center of Salahaddin University Building.

Lunch

Lunch on Saturday is included in the conference registration fee. Lunch will be provided in the Tishk International University, Education Faculty Building dining hall, which will serve different local dishes prepared by a talented team of chefs. Lunch service includes unlimited drinks bar (non-alcoholic), coffee station and dessert table. Please remember to bring your name badge with you, as this will act as your lunch ticket.

Lunch Time:

Saturday, May 21, 2022 from 12:30 to 13:40

PRESENTATION GUIDE

Conference Abstracts

All conference abstracts are available as a hardcopy of an abstract book. Presentations Presentation Sessions will start after the opening ceremony at 12:05 on Saturday morning. They are generally organized into parallel sessions. Oral Presentations are normally scheduled in sessions comprising three (Concurrent Session I) four (Concurrent Session II) presentations. The time in the sessions is to be divided equally between presentations. We recommend that an Oral Presentation should last 15 minutes to include time for question and answers (5 minutes). Any remaining session time may be used for additional discussion.

Online presentations

Online sessions will run throughout the program according to presenters' preferences and availability. Details and link of the presentations are available in the abstract book shared on the VESAL website.

Equipment

All rooms will be equipped with a computer and IWB pre-installed with PowerPoint and connected to an LCD projector. We advise you to use the computer provided by plugging in your USB flash drive. We recommend that you bring two copies of your presentation in case one fails, and suggest sending yourself the presentation by email as a third and final precaution.

Session Chairs

Session Chairs are asked to introduce themselves and other speakers (briefly) using the provided printouts of speaker bios, hand out the provided presentation certificates at the end of the session, ensure that the session begins and ends on time, and that the time is divided fairly between the presentations. Each presenter should have no more than 20 minutes in which to present his or her paper and respond to any questions. The Session Chair is asked to assume this timekeeping role. Please follow the order in the program, and if for any reason a presenter fails to show up, please keep to the original time slots as delegates use the program to plan their attendance.

Certificates

All presenters will receive a certificate of presentation from their Session Chair or a member of staff at the end of their session.

Conference Proceedings

The Conference Proceedings will be published with a DOI number after August 10, 2022, the deadline of full paper submission on the Tishk International University website and can be freely accessed as part of Faculty of Education's research archive. All authors may have their full paper published in the online Conference Proceedings. Full text submission is by June 10, 2022, through the online system.

A Polite Request to All Participants

Participants are requested to arrive in a timely fashion for all presentations, whether to their own or to those of other presenters. Presenters are reminded that the time slots should be divided fairly and equally between the number of presentations, and that presentations should not overrun. Participants should refrain from talking amongst themselves and ensure that mobile phones are switched off or set to silent mode during presentations.

VISION & MISSION

VISION

In order to enable the knowledge and information accessible to everyone, Tishk International University holds its annual conference on Educational Sciences and Applied Linguistics. The International Visible Conference aims to gather researchers, practitioners, educators, and scholars with interests in any fields of teaching at all levels from around the world. The VESAL 2022 conference is designed to attract the research communities to promote connections between theory and practice and explore different perspectives on the application of research findings into different practices. We kindly welcome scholars coming from the international and local regions as well as teachers and prospective teachers to Erbil, Iraq. The VESAL 2022 conference aims to contribute to the region and educators through international experts and researchers. The VESAL 2022 conference plans to remain open to educational studies, language teaching and/or language-education related topics broadly defined, looking more closely into the current dynamics in the world between old and new trends, local and global tendencies, progressive and

conservative views, stabilization and destabilization patterns, national and global identities It is expected that VESAL 2022 conference will be a magnet for a significant number of front-ranking academics, professionals and policy makers working in the broad areas of Educational Environment.

MISSION

To develop highly-qualified individuals who will contribute to the future of the country by making utmost use of the knowledge gained in fields of science, technology and arts in the light of universal values; offer learning opportunities in the fields of research, education and service for the benefit of the wider community.

JOIN US TO HELP TURN THE TIDE IN EDUCATION

SPECIAL THANKS - SESSION CHAIRS

We, at the Tishk International University Faculty of Education, would like to recognize the Session Chairs for all of their hard work in coordinating his/her respective Concurrent Session. We know that it is difficult to stop Academicians presenting their research they love. Thank you for ensuring that the sessions ran on time and smoothly.

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SCHEDULE AT A GLANCE

Hour	Event
08:30 – 9:45	*Registration*
9:45– 10:20	Opening Ceremony at TIU/Education Building / #302
10:25 – 11:05	*Keynote Speech I: Prof. Dr. Himdad A. Muhammad*
11:05 – 11:20	Coffee Break
11:20– 12:00	*Keynote Speech II:* Prof. Dr. Hedde Zeijlstra
12:00 -12:05	*Break*
12:05 –13:05	I. Concurrent Session
12:30– 13:40	LUNCH Education Faculty (DINING HALL)
13:40– 14:20	Keynote Speech III: *Prof.Dr. Mark LeTourneau*
14:20 – 15:00	Keynote Speech IV: *Prof. Dr.Mahalingam Subbiah*
15:00 – 15:15	Coffee Break
15:15 – 16:35	II. Concurrent Session
16:35 – 16:45	Break
16:45 – 17:30	CLOSING CEREMONY Conference Hall (302)

Keynote Presentation
Keynote Speech I: Prof. Dr. Himdad A. Muhammad **Title: Teaching in the 21st Century: the Flipped Classroom Approach**
Keynote Speech II: Prof. Dr. Hedde Zeijlstra **Title: Language and language learning**
Keynote Speech III: Prof. Mark LeTourneau **Title: The Meta-four: Metalanguage and Its Kin in L1 and L2 Writing Pedagogy**
Keynote Speech IV: Prof. Dr. Mahalingam Subbiah **Title: Project-Based Learning: Rewards and Challenge**

Keynote Speakers

KEYNOTE PRESENTATION

SATURDAY, MAY 21st | 10:25 –11:05 | HALL 302

Prof. Dr. Himdad A. Muhammad
Salahaddin University
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Teaching in the 21st Century: The Flipped Classroom Approach

Teaching methods change over time in order to meet the needs of learners at different levels. Learners' needs have witnessed overall changes due to the advancement and integration of technology in education. Teaching in the 21st century has become more demanding as the learners are more acquainted with technology right from their very young age. This affects their learning style and tendencies. Over the past years, several non-traditional approaches to teaching have been proposed to yield better results. The new teaching approached use various strategies and utilize technology to connect with learners more effectively. Therefore, 'blended learning' has been a cover term for many of new approaches and methodologies in the 21st Century. One of the recent and effective approaches for teaching is called 'The Flipped Classroom'. In this approach, lectures and theoretical material are mostly shared outside of class time in order to be read and reviewed, whereas the classroom time is almost entirely maintained for learners to finish up their due assignments, activities and more practical parts of the lesson, along with clarifying points that were difficult for learners' themselves to digest. The Flipped Classroom Approach has several goals but three of them are very important, namely, turning the classroom to an active learning environment, allowing learners to learn at their own pace, provide more time to teachers for more individualized teaching. It is found out that flipping enhances learning experience in general because it is customized, active and more engaging for learners as it allows them to learn at their own pace. It, also, provides a continued review of the subject through the videos which leads to better learner-autonomy.

KEYNOTE PRESENTATION

SATURDAY, MAY 21st | 11:20-12:00 | HALL 302

Prof. Dr. Hedde Zeijlstra Professor at the Seminar for English Philology at the Georg-August-University in Göttingen, Germany
hzeijls@uni-goettingen.de

Future Learners Need Learning Strategies

The rapid speed and ease with which young infants acquire their target languages has often been contrasted with the vast complexity of natural language syntax. In earlier versions of generative grammar this has lead to the postulation of a very rich version of Universal Grammar, known as Principles and Parameters (Baker 2001, Chomsky & Lasnik 1993). Contemporary research in language evolution has revealed that such a rich universal grammar is no longer tenable (Hauser et al. 2002). Instead, the prevailing idea is that language, underlyingly, needs to be much simpler than previously assumed (Chomsky 1995). In this talk, I will present an outline of the architecture of grammar that aims at exactly doing that. By taking lexical items not to be form-meaning pairs in the Saussurian sense but rather triples of phonological, semantic and formal features, the syntactic component of grammar can be fully autonomous from sound/signs and meanings (Zeijlstra 2014). It is these formal features that drive sentence building, and a language learning child as well as a language learning adult needs to acquire which formal features a particular grammar manifests and how these features can exactly be combined into bigger phrases or clauses.

KEYNOTE PRESENTATION

SATURDAY, MAY 21st | 13:40 –14:20 | HALL 302

Prof. Dr. Mark Stephen LeTourneau
Weber State University, Ogden, Utah, USA
mletourneau@weber.edu

The Meta-four: Metalanguage and Its Kin in L1 and L2 Writing Pedagogy

A critical component of student success is learning to write academic discourse. One contested question within this domain concerns the role of metalanguage, specifically grammatical metalanguage. Grammatical terminology is of course essential to analyzing native speakers' introspective judgments of linguistic well- or ill-formedness as a metalinguistic act (Chomsky 1986, Williams 1986). However, there is a strong research consensus in native-language writing pedagogy that instruction in formal grammar does not improve student writing (Hillocks 1986). O'Hare (1973) took the further step of showing that students who were taught sentence combining without formal grammar wrote essays judged globally superior. Similarly, in L2 pedagogy, Krashen (1982) argued for a very restricted role for direct instruction in grammar in favor of delivering comprehensible input to learners. Yet recent writing research has documented the value of both metacognition and metalinguistic awareness in improving L2 student writing (Shintani, Aubrey, and Donnellan 2016; Lee and Mak 2018; Negretti and McGrath 2018; Hidayatun, Nurfaidah, Hamaera, and Gazaly 2021). Complementing metacognition and metalinguistic awareness is teaching metadiscourse (Williams and Bizup 2014). I propose to reconcile these apparently conflicting results by appeal to Hartwell's (1985) five senses of grammar and the distinction between reflective and reflexive metalanguage (Trybulec 2021). I will then suggest the implications of these distinctions for L1 and L2 composition pedagogy.

KEYNOTE PRESENTATION

SATURDAY, MAY 21st | 14:20 –15:00 | HALL 302

Prof. Dr. Mahalingam Subbiah
Weber State University, Ogden, Utah, USA
msubbiah@weber.edu

Project-Based Learning: Rewards and Challenges

Project-Based Learning (PBL) is an experiential way of learning fundamental technical writing concepts and acquiring valuable technical writing skills by undertaking a semester-long, real world projects. Focusing on solving particular problems, the projects might result in a user manual for a workplace, proposal to a city council, recommendation report to a nonprofit organization, and so forth. In the process of getting such documents written, students would interact with peer reviewers in their classes, clients who approve and give feedback to their projects, and end users of the final documents, who are often different from the clients who approve the projects. In my keynote presentation, I would like to focus on the rewards as well as challenges of learning (and teaching) technical writing content through the PBL pedagogy.

ABSTRACTS

The more empowered schools, The more fruitful students

Abdullah Kurudirek[1], Oygul Berdieva[2]
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ABSTRACT

Not every student at your school will become a doctor, engineer, lawyer, etc. They will; however, all grow up at some point. They will also require the appropriate life skills to be resilient, well-adjusted, and capable of managing everyday life. They must learn how to take care of themselves mentally, physically, emotionally, and financially from a young age. For this reason, teaching students life skills in school is just as important as teaching them how to count and spell. Life skills and a student's development are inextricably linked. They encourage students to live healthy lives and have healthy minds, allowing them to reach their full potential and engage more effectively with their environment. In this paper, the role of education in making the changing generations ready for life at the desired level and, of course, the empowering of schools; is aimed to reconsider the tripod and thus reach a more productive future and productive generations.

Keywords: *Empowering, Government, Generation z, Life skills, Tripod.*

Pre-service Teachers Perspectives Regarding their Workplace Readiness

By Aivar L. Surji[1], Hannah K. Surji[2]
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ABSTRACT

Pre-service teachers often hold unrealistic expectations of teaching that influence their readiness and willingness to continue in the teaching field. Analyzing pre-service teachers' knowledge, ability, and confidence provide insight into possible areas that could require further attention or practice. After all, readiness to enter the field of teaching requires pre-service teachers to be knowledgeable and confident in various aspects of planning, teaching, methods, strategies, resources, ability to manage the classroom, etc. Hence, this study's purpose centers on exploring senior Education Faculty students' perspectives on their readiness to enter the teaching field. This contributes to comprehending their confidences and anxieties, which would aid in finding areas that indicate a need for improvement. Moreover, this research applied a quantitative method that used a 15-question survey to anonymously collect results from 52 fourth-year students from Tishk International University-Erbil. These seniors were from the TIU departments of English Language Teaching, Biology, Math, and Physics. The results presented that a majority of learners are planning to work in their fields, and their feelings of readiness are average. The majority provided positive responses towards inquiries centering on being prepared to apply different teaching methods, plan learning activities and instructional strategies, and use technology while teaching. However, a substantial number of contributors expressed that they did not feel they received enough practice teaching and are worried about teaching in English.

Keywords: *Preparedness, Satisfaction, Students, Bachelor's, Education, Faculty*

A Comparative Study of the Semantic Transfer by Kurdish Learners of English language

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ABSTRACT

Semantic transfer occurs when a word loses its old meaning and comes to refer to something different. This results in a change in a word's meaning. The changes in meaning are usually gradual. Many words in both languages, English and Kurdish, have gone through semantic transfer, whether the change is an extension or narrowing of the original meaning of them. This paper compares a set of words in the two languages in terms of their semantically transferred sense of the original meaning they used to convey. Those words are sometimes used interchangeably by the Kurdish students as a result of language interference between their first language which is Kurdish, and English which is the target language of their learning.

Keywords: *Semantic Transfer, Semantic*, *English Language, Kurdish, Kurdish Learners*

Literature and its Effectiveness in Improving English Language and its Cultural Understandings

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ABSTRACT

When it comes to the field of literature the first thing which comes to mind is reading different literary works and from the different genres; however, literature means the development of communication between individuals of different cultures and societies; this is against the past knowledge that linguistics was regarded as a tool to teach languages. Through the study of language, imagination can hardly be developed and vocabulary development would be something so difficult to accomplish; in contrast, literary works will help learners of any language to adapt to the real world through language competence and knowledge since language and literature have an intimate role. The paper aims at improving the English language and understanding the cultural background of the language through literature. Another objective will be about the improvement of personal imaginations and emotion and provide the opportunity to use the language through the words that will be learned in different literary works effectively. Furthermore, further ideas will be given to utilize critical thinking.

Keywords: *Literature, Ethno, Culture, Communicative Approach, Critical Thinking*

Teacher Motivation towards the Implementation of Bologna Process in Erbil-Kurdistan

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ABSTRACT

The concept of Bologna Process has first been introduced in 2019 in Kurdistan. The lack of research about how the 4-year-old Bologna reform persists in a handful of universities implementing it in Kurdistan made it necessary to conduct the current research. Hence, this study aims to investigate teachers' level of motivation towards the implementation of Bologna Process in Noble Technical Institute-Erbil (NTI) and examine whether there is any difference between the level of motivation of teachers who took Pedagogical Training Course and those who didn't. It further unveils the factors that negatively affect teacher motivation towards the implementation of Bologna Process. To achieve the aims, a mixed methods approach has been adopted. To identify the teachers' level of motivation, a survey questionnaire was distributed to the 50 teachers at Noble Technical Institute. Later, an unstructured interview was carried out as a qualitative research tool to investigate the factors that demotivate the teachers. The results show that teachers at NTI are not motivated to a good extent and there is a significant difference between the motivation level of the trained and untrained teachers. Trained teachers are way more motivated than the untrained ones. Moreover, the findings demonstrate that the factors that negatively affect teacher motivation towards Bologna Process implementation are; lack of training, technological and teaching materials are not well provided, the subjects taught do not ensure students' employability, teachers' fees, lack of promotion of teachers who perform better, fear of teachers for not having their contracts prolonged. The findings will benefit all the trustees, boards and faculty members in institutes and universities in Erbil that implement or aim to implement Bologna Process and want to have their teachers motivated.

Keywords: *Bologna Process, Pedagogical Training, Teacher Motivation.*

Language Activation in Online Pedagogical Learning: Students' perspective

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ABSTRACT

Distance learning has become the norm in the education systems recently. The online learning context, where terminologies are mainly English, introduced English terminologies that are nonexistent in other languages. Few studies have looked into the students' perspective on online learning (Zaborova et al., 2017). However, no previous study has looked into students' perspective on the online-related L2 vocabulary and body language. This study surveyed 360 participants; they were Kurdish adults with postgraduate degrees who were enrolled in online pedagogical courses from 12 universities in Kurdistan Region. The results show a positive attitude towards the role of online learning in improving the learners' L2 level. More than half (58%) of the students think that online learning improves the level of English language. However, many (37%) students think that using English as the only medium of communication can cause misunderstanding. Therefore, they (62.2%) suggest using native language (i.e., Kurdish) equivalent terms for the English online terms. Results also show that valuable responders feel they have freedom of dialogue (61.1%) and have chance of effective discussion (54.9%). Body language and Emoji are other effective silent language, they respectively allocated 55% and 52.5% of responses to increase motivations and communications.

Keywords: *Online learning, language activation, pedagogy, learning engagement*

A Cross country Analysis on Quality Education
An expedition towards Sustainable Development Goal 2030

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ABSTRACT

The sustainable development goals (SDGs) known as global goals were designed and developed by United Nations. The seventeen indivisible goals aim to take action for people, the planet, and prosperity in various fields such as eradication of poverty, fight against climate change, education access, gender equality, and many more. Quality education is the fourth goal of SDG. Since 2015, vast progress can be seen in achieving the target of Universal Primary Education, increase in literacy rates, enrolment of girls in school than ever before are a few examples. However, according to UN stats, there are still 57 million primary-aged children who remain out of school, in which more than half are from the Sub-Saharan African region moreover one out of four girls are not in school. In this paper, the authors explore and analyse the status quo of the SDG – Quality Education. The aim is to analyse the Government across nations' expenditure as a percentage of GDP (Gross Domestic Product), that is the proportion of total government spending on essential services like education. Microsoft Excel is used to analyse and depict the results in the form of Charts. The findings include the depiction of challenges being faced by developing countries to achieve the SDG by 2030 and ensure that all girls and boys have access to quality primary education and early childhood development. There is a direct relationship between expenditure on education and achievement of quality education. Based on the analysis, suggestions and recommendations are provided to achieve quality technical and vocational education including Universities.

Keywords: *Quality Education, SDG, GDP, Government expenditure.*

Importance of Multimodality in Educational Syllabi

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ABSTRACT

Education discourse is characterized as multimodal. Hence, multimodality need to be integrated into educational syllabi. The aim of this paper is to analyze some Syllabi of English departments of Salahaddin University- Erbil to investigate into the presence or absence of multimodality in them. Some recommendations are made on how to make syllabi more multimodal. Multimodal discourse analysis is used as a technique for data collection and analysis. Some findings of the study are that multimodality can accommodate for students` individual differences and teachers need to use modes in their class activities and exam questions.

Keywords: *Education Discourse, Multimodality, Multimodal Discourse Analysis, Syllabus*

Inflectional Changes of Double Marked Forms: Evidence from a Corpus Study of English Verbal System

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ABSTRACT

It is assumed languages of human beings are directed by rules; however, these rules have certain exceptions in the form of irregularities. A double-marked form in which the regular rule is added to an irregular form has been attested in languages of human beings and is considered as a type of irregularization in the morphological processing. It has been claimed that there is a correlation between this type of irregularization process and high word frequencies. The real rate and nature of these double-marked forms have rarely been documented. On the basis of data from the new linguistic corpus (WebCorp) which allows us to make refined searches given its wider range of searching possibilities, this paper investigates whether there is a correlation between these irregularization processes in the English verbal system and word frequency with the aim of addressing the research questions: Is there a relationship between irregularization with the type of double-marked forms and word frequency in current English? If so, are irregular verbs with high frequency irregularized more often than the ones with low frequency? To do so, word frequencies of 488 irregular verbs in the past and perfect were collected from the selected corpus. Then, word frequencies of their corresponding double-marked forms in both forms were collected from the same corpus. Descriptive and statistical analyses were conducted to test the importance of the difference in the results. The results of the data in this study suggested that there is a correlation between high word frequency and these irregularization processes. By considering the current irregularization processes in English verbal system, this study makes an attempt to provide an introductory source of analytical research of how linguistic information is mentally processed and represented by the human language faculty.

Keywords: *Double-Marked Forms, Morphology, Verbal system, irregularization, irregular verb*

The Perception of Kurdish EFL Learners towards Using English Authentic Reading Materials in the Classroom

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ABSTRACT

Recently, there has been a trend towards using more authentic reading materials in EFL classrooms. The current study investigates the perceptions of Kurdish EFL learners regarding utilizing authentic reading materials in the classroom. The study is an attempt to discover participants' general attitudes towards adopting more authentic reading materials in their classrooms, and to see whether there was any significant difference between the attitudes of the participants. A total of 128 EFL learners participated in the study of which 52 were from Sulaimani Polytechnic University, and 76 from University of Halabja. A questionnaire consisting of 37 items was adopted to collect the data for the present study. Descriptive analysis was used to explore EFL learners' perceptions of English authentic materials, and t-test analysis was used to find out any significant differences between the Polytechnic University and Halabja University EFL learners. The results of the study revealed that Kurdish EFL learners have a positive attitude towards using more authentic reading materials in the classroom at both universities. The participants also believed that authentic reading materials would introduce them to samples of natural language. They prefer reading more authentic materials and as a result of this, they can improve their language proficiency. Finally, the results also indicated that Sulaimani polytechnic university EFL students had a more responsive and positive attitude towards using authentic reading materials in their classrooms.

Keywords: *EFL Learners, Kurdish Learners, Authentic Material, Reading Comprehension Skill*

Implementing Critical Pedagogy into EFL Context to Reach Higher Order Level of Thinking in Bloom's Taxonomy

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ABSTRACT

The primary goal of this paper is to promote critical pedagogy in the higher education system by applying it in the EFL context. Critical pedagogy is concerned with how educators can alter education from the banking model of education, in which learners are passive receivers, to the problem-posing method in which students are active agents of their own learning process. For this purpose, problem posing, and two-way dialogue followed as a pedagogical action to enhance students' critical thinking and communication skills. The present study is intended to develop the students' capacity of speaking, engaging them to ask questions, and give reflections on the exposed issues. Sixty students were pre assisted to determine their cognition level according to Bloom's Taxonomy. Afterwards, five steps were followed for problem posing; describe the content, define the problem, personalize the problem, discuss the problem, and discuss substitutes to the problem. The observation method was carried out to collect the data among three different classes of twenty students each. The result was compared to the pre-assessment phase to figure out the progress of the students throughout the implementation of critical pedagogy. Finally, the findings of this study proved that implementing critical pedagogy in EFL classrooms increases students' engagement with the curriculum and enhances their interactions in the classroom. In addition, students reached the higher level of Bloom's Taxonomy associated with their earlier level.

Keywords: *Critical Pedagogy, Problem Posing, Bloom's Taxonomy, Banking Model of Education.*

Language and Medicine Interaction in Iraqi Kurdistan Region

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ABSTRACT

This study touches upon language and medicine interaction in Iraqi Kurdistan where the medium of communication in the medical fields is found to be very complicated since most of the senior staff prefer using English while the majority of junior staff particularly nurses and medical assistants are not competent enough to use English especially when they communicate with doctors or when they get involved in medical issues related to the treatment of patients and this might probably affect negatively on their performance. English is widely used by the doctors especially during their study in the College of Medicine and this will affect their performance after their graduation particularly when they find themselves enforced to use Kurdish for speaking and treating their patients who use different Kurdish varieties for speaking. Likewise, the medical junior staff in general and nurses in particular are found to face some challenges in terms of using English. This study is of great significance since it shows the impact of communication between the medical staff and the patients on the one hand and among each other on the other hand. This study aims at showing the fact that knowing English besides Kurdish and Arabic and vice versa becomes a necessity. This research adopts quantitative approach to arrive at sufficient results through collecting data related to the contribution of participants to the medical field. This paper is confined to the languages that are used in the medical field and focuses on the linguistic communication problems of the medical staff mainly including nurses from College of Nursing-Medical University of Erbil and Koya University during their dealing with patients and other related medical issues. In brief, this study comes to the conclusion that there is no explicit language policy in the health sector of Iraqi Kurdistan Region and this has a negative impact on the performance of the linguistic communication of the medical staff in one way or another. Meanwhile, the findings of the research will hopefully be beneficial for pedagogical implication in enhancing the status of Kurdish language and improving teaching of English language skills and reviewing the current nurses' programs curriculum offered in nursing schools.

Key words: *Language, language policy, medicine, nurses, and performance*

Classification and Analysis of Common Writing Errors of EFL Kurdish Learners at Education Faculty -TIU- Northern Iraq

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ABSTRACT

Writing skills have always been a challenge for learners, particularly for EFL learners. So, the EFL learners make errors in their writing skills while transferring knowledge and expressing their thoughts on what to say. Learners are assisting successful writing skills, the classification and analyze their sources of writing errors are crucial. The present paper aims to shed light on analyzing and classifying frequent student errors of Kurdish university students in academic writing class. Ninety English as foreign language learners (EFLL) of Education Faculty-Tishk International University as a private sector in Northern Iraq from intermediate to advanced level have participated in this study. The participants were invited to write an essay about the assigned topic, limited to 150 - 300 words. Students' errors were identified after checking them. The standard errors were analyzed and categorized depending on the Kashavaroz (2015) model. The analysis of errors was analyzed by Inter-rater reliability. The data showed that the morphological errors were making mistakes in their writings. Syntactic errors were also the frequent errors that learners made in their writing. The contribution of sources of the errors was interlingual and intralingual. The results have implications for further studies, for designers to adapt their syllabus, and for EFL teachers.

Keywords: *Errors, Error analysis, interlingual, intralingual, Kurdish learners, University Students, English as a Foreign language.*

Ecological Footprint Factors of Tishk International University Staff and Students

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ABSTRACT

Natural resources are decreasing day by day in the world. Contrary to this, the unplanned growth of population keeps going. As a consequence of the irresponsible use of some resources, natural resources are becoming depleted. An ecological footprint is a scientific accounting indicator that addresses how a lot of herbal assets need to be utilized within the scope of the earth. It gives countries the data necessary to manage their resources and enlock their futurity. In literature, there is not any investigation on Ecological Footprint in Iraq, so this present study's aim is to inform students and staff of Tishk International about Ecological Footprint. For this reason, was targeted to compute the ecological footprint of the participants to let them know how much they use natural resources and the damage they cause to the environment and hope to decrease the damage caused to the planet. A total of 300 students and staff (130 females and 170 males) pursuing their different programs at Tishk International University participated in this study. Ecological Footprint Calculation Questionnaire in the ecological footprint calculation engine was used in the preparation of these survey questions. In analyzing the data, the normality test was performed. After establishing the normality condition, statistical techniques of means, t-test, and Analysis of Variance (ANOVA) were used to analyze the data. In order to investigate whether there is a difference in gender and marital status in ecological footprint, carbon footprint, and how many worlds they need of participants, scores on the scale were compared for males and females by utilizing the t-test. One-way ANOVA was performed to investigate whether there are differences in ecological footprint, carbon footprint, and how many worlds they need of participants regarding age and education degree. Alpha was set at .05 level of significance for all tests. The average carbon footprint of the participants in the research is 18.09, and the ecological footprint is 9.94. These people have revealed that if they maintain their living standards in this way, they need 6.12 worlds instead of one world. The current study does not show a statistically significant difference based on age, educational degree, gender and marital status in the dimension of the ecological footprint, carbon footprint, and how many world needs.

Keywords: *Ecological footprint, Natural resource, Iraq*

Impact of Pandemic COVID-19 on Higher Education in Iraq

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ABSTRACT

During the covid-19 outbreak in Iraq, the higher education sector faced many obstacles, and this research examined how remote learning and other relevant technologies, platforms, and other internet ramifications helped to keep this vital sector going during the new standard era. Students and lecturers will also be given a look at ways to overcome the drawbacks of using these technologies in this paper. The Corona pandemic (COVID-19) had a significant impact on Iraqi education, which was transformed through the implementation of e-learning in an effort to reduce the risk of the coronavirus infecting students. Remote learning and its associated technologies, platforms, and other online consequences helped sustain Iraq's vital higher education industry during the covid-19 pandemic while also providing insight into the issues encountered by the sector during the new normal era. This paper will also address the difficulties, benefits, and drawbacks of educators and students using these technologies, as well as possible solutions.

Keywords: *Challenges, Benefits, and Downsides of Online Learning, Higher Education, (Covid -19)*

The Effect of Social Networks on Education Faculty Learners: A Comparative Study of First-Year Students from 2016 and 2022 Academic Year

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ABSTRACT

Social networks have become exceedingly popular and individuals, such as students, spend an abundant amount of time on them. Over the years, the views, usage, and popularity regarding the types of social networks have changed, especially among learners of different academic years. Thus, this research's objective centered on examining and comparing the usage of social networks by first-year learners of two different academic years (2016 and 2022) of the Education Faculty at Tishk International University. This was conducted to present the different perspectives and preferences of the learners from different academic time periods. A Google Forms survey consisting of seven questions regarding social media use was utilized to collect responses. A total of 36 first-year learners, 18 in 2016 and 18 in 2022, participated in the survey. The survey inquired about the private usage of the social networks, their influence on marks, and their communication ability. The findings displayed that the most popular type of social network in 2016 was Viber, whereas, in 2022, it was Instagram. Furthermore, in 2016, a majority of the students stated that social media negatively affects their grades, while in 2022, a majority stated that it does not have a negative impact on their grades. Moreover, the electronics used to access the accounts, perspective on the best communication format, and the possibility of a break differed between the respondents of the two academic years being compared. Hence, this research presented that social network was viewed, used, and managed differently by the respondents of the 2016 and 2022 academic years of the Education Faculty's first stage.

Keywords: *Social Networks, Effect, Education Faculty, Students, 2016, 2022*

The Effectiveness of Non-Verbal Communication in the Classroom

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ABSTRACT

People use different ways to communicate with each other. Verbal communication and nonverbal communication are two common and certain ways of exchanging ideas, thoughts, information and emotions. Verbal communication is the use of spoken words to convey a message, while non-verbal communication is the use of unspoken language to contact with others. This paper works on the effectiveness of the latter in the classroom. Thus, non-verbal communication is the subject of this research. The current study aims to understand the significance of non-verbal language on students' performance. It tries to diagnose the students' feelings and perspectives about the use of non-verbal communication in the class. For that reason, a quantitative study is followed. A Likert Scale questionnaire is designed, and given to all the students of English department at Koya University. The results of the findings showed that there is a positive correlation between the use of non-verbal communication and students' performance. The students' responses to the importance of different types of non-verbal communication vary.

Keywords: *Non-Verbal Communication, Body Language, Gesture, Posture*

Translating Polysemous Emojis into Kurdish

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ABSTRACT

Due to the polysemous and ambiguous nature of the emojis, translators encounter difficulties in rendering them into Kurdish. This paper is an attempt to find out the nature and the frequency of the problems related to emojis and suggest more appropriate ways for dealing with them when they are translated into Kurdish. The paper takes up a descriptive-analytic approach. The data of the study is collected primarily from the 'Emoji movie' produced in 2017. The data are then categorized and analyzed thoroughly to explore the underlying factors of these problems and suggest effective strategies for translating them with minimum ambiguity. The results of this study show that polysemous emojis could be disambiguated through the context and other extra linguistic factors such as the setting and the technological background of the translators.

Keywords: *polysemous emojis, emoji ambiguity, emoji translation*

The Value of Peer feedback in Enhancing Writing skills

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ABSTRACT

Language education scholars have focused on enhancing writing skills for the past thirty years because writing skills have the most important role among other language skills. Language teachers have implemented many techniques and strategies to improve their writing skills. Peer feedback belongs to one of these vital techniques for allowing the students to express their ideas more clearly. Additionally, the scholars defined peer feedback as constructive criticism from students studying in the same field. It allows the students to cope with the problems of writing anxiety, lack of comfort, and fear of making mistakes. It also enables the learners to provide critiques of each other's papers. Peer feedback makes the students more apparent and more critical. This study aims to highlight the value of peer feedback in writing classrooms. The researcher used a quantitative research design, and the populations of this study were 100 students from a private university in Erbil- Iraq. To collect students' opinions, the researcher used a survey. The researcher analyzed the data by using Likert scales and charts. The results of the quantitative analysis demonstrate that most of the students have a positive perception of peer feedback. The students had considered peer feedback as an essential dialogue in writing classes. This study shows the value of peer feedback in enhancing writing skills.

Keywords: *Writing skills, Peer feedback, Cooperation, Criticism*

Improving Speaking Skills Through Story-telling Strategy

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ABSTRACT

Language educators aim to promote speaking skills because speaking skills are one of the productive skills that make language learners create meaningful conversations and dialogues with the target language. There are different methods and strategies for promoting speaking skills, such as communicative language teaching and story-telling strategies. CLT aims to have communication and discussions in the class, and so does the story-telling. The researchers conducted studies on making foreign language learners speak the target language. They had concluded that enhancing speaking skills requires actively involved students, and for that, the language instructors need to use some tools and strategies. Moreover, the story-telling strategy involves the students practicing their speaking skills, and this technique aims to improve their speaking skills in a real-life situation. Thus, this research paper explores the values of story-telling strategies in the EFL classroom. A qualitative descriptive research design was implemented, and the data was collected from secondary sources such as research articles. For analyzing the data, a thematic analysis was used. The results demonstrated that story-telling was highly sufficient in enhancing the capacity to capture new vocabularies, fostering pronunciation because it enables the learner's imitation skill, expanding the learner's communication, including their criticality, and increasing the learning desire to use the target language. In brief, story-telling strategies help the language learners to make the learners use the target language, and it also helps the learners to improve their speaking skills.

Keywords: *Language teaching, speaking skills, story-telling, communication, EFL classroom*

The Misuse of Emojis in Social Media: The Case of Kurdish Facebook Users

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ABSTRACT

Writing in online platforms does not have the animate qualities of face-to-face interactions. In a real context, people use body language, gestures, and facial expressions. They show different thoughts and emotions of the speaker to the listener. This lack of body animation has resulted in creating an anonymous and a vague social situation in digital communication. The invention of kaomoji, emoticon, and emoji was a unique step toward solving the issues in online writing. It was a step to make digital writing animate and alive. As there are different gestures, body language movements, and facial expressions, the same is true about having different emojis. There are thousands of emojis and a lot of Kurdish users do not know where, when and how to use them. The misuse of emojis create misunderstandings on the level of language and socialization. This study tries to understand the factors behind misusing emojis among Kurdish Facebook users. In this regard, there are a selected number of emojis used by Kurdish users to express their modes of feelings and thoughts in all circumstances. In most cases, the misused emoji does not fit the topic of the sender or vice versa. To tackle the current issue under consideration, ten visual documents are taken from the posts of Kurdish Facebook users in the year 2021 in Erbil and Sulaimani in Iraq. These posts express different social situations. The researchers used Microsoft Excel to analyze the collected data. To explain the misuse of emojis, they used C. S. Pierce's theory of signs. The results of the current study demonstrate that almost all users fail to select a right emoji for the situation under consideration. Mostly, their use of emojis is not accurate and relevant. Of course, this misuse creates problems for both sides, the addresser and the addressee. The researchers recommend the Kurdish users to know the reasons behind their emoji selection, otherwise they should not use them. The same scenario is true in educational settings. Finally, the researchers present their recommendations for the educational institutions to avoid these issues of miscommunication in their academia.

***Keywords**: Electronic medium, Language and internet, Online communication, Misuse of emojis*

Non- Linguistic Aspects of Interpreting with Reference to English and Kurdish

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ABSTRACT

Interpreting as a profession has become the center of interest and focus for many linguists, translation scholars, translator, and professionals. Interpreting has played a vital role in bridging the gap and maintaining relationships among people of different languages. The output of interpreting, unlike written translation is entirely oral leaving behind no written proof. Interpreting is an activity or a process which consists of the facility of oral and sign language communicated either consecutively or simultaneously between two or more speakers who are not speaking the same language. Interpretation is the act of transposing a message from one language to another immediately in real time
The study sheds light upon non-linguistic factors in interpreting which can be no less important than the linguistic ones. The aim is providing an overview of interpreting in general with a detailed description of the non-linguistic strategies or skills from the perspective of interpreting process. Bearing these in tactics in mind, the interpreter tackles the interpreting problems and difficulties in a more skillful way.

Keywords: *Interpretation, Non-linguistic factors, Interpreting process*

Borrowing Fluctuation in the Conversation of Old and Young Generations of Kurdish Community in Erbil City

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ABSTRACT

Borrowing is a linguistic innovation that takes place in language. The perpetuation of human language depends upon our human prosperity even eagerness to imitate. That makes it possible for patterns of one language to be borrowed into another. All languages borrow lexical items from other codes, and have always done so. It can be said that certain languages seem to have been particularly prone to borrowing from others, as for instance English today is the most prolific 'donor' giving words to most languages of the world. Languages borrow primarily to communicate; borrowing, therefore, occurs out of necessity or need where a language does not have a readily available word for something. It happens when a language had some contact with another or other language(s). This paper deals with Borrowing Fluctuation in the Conversation of Old and Young Generations of Kurdish Community in Erbil City. It is hypothesized that the borrowed words in the language of these two generations are different. They have been borrowed from different languages. The paper also discusses how, when, and why these differences occur. The influence of cultural change on Kurdish language is obvious. The paper states why Kurdish borrow words, where are the sources of borrowing, and the cultural implications of borrowing in Erbil.

Keywords: *Fluctuation, Borrowing fluctuation, Kurdish Community, Conversation, Cultural implication*

THE USE OF DISCOURSE MARKERS IN EFL CLASSROOMS: CHALLENGES AND SOLUTIONS

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ABSTRACT

This paper investigates the effect of using discourse markers on the writing skills of Kurdish university students. By revising the related literature, it appeared that so far there is no consensus on the actual effect of the explicit presence of discourse markers on foreign language writing. Many studies came to the conclusion that different discourse markers have different effects on the writing of foreign language learners (Morell, 2004; Ying, 2007; Castro, 2009; Dariush and Mohamad 2015). The current research tries to find out if there are any cross-linguistic factors that could cause issues for students in EFL modules. Data for the current study were collected from essays written by Kurdish students at the English Department in Salahaddin University, Erbil. In total, 20 essayswere received with total of 19872 wordsand total 261 DMswere found in the data. A mixture of quantitative and qualitative methods wasused to analyse the data. The raw frequencies of the DMs were: Additive (101= 0.5 %), Adversative (45= 0.22 %), Causal / Conditional (83= 0.4 %), and Temporal (32= 0.16 %). The findings suggested that level of attention to and appropriate use of discourse markers were significantly unbalanced, and various misuses were found. Sample errors in using the DMs were selected for a qualitative analysis. It is recommended that discourse markers are taught individually not in groups with more focus on the more difficult discourse marker types.

Keywords: *TEFL, Writing, Discourse Markers*

Fostering Students' Motivation in ESL Classrooms; Increasing and Enhancing Participation, Interaction and Production

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ABSTRACT

The ESL classrooms plan an animated role to enhance the support for English as a second language in most of the areas of the world. The global village has dominated the context of newness and support for the use of English this is why the use of the language is increased. The need for increasing enhancement is high for the classrooms' output in the context of production and interaction. This is why the participation rate needs to be more in the classes. The role of motivation is promising in this regard to cultivating support for more output from ESL classrooms. Motivation is an action tool that may lead to the growth of the learning process. It is a scheduled practice that may allow the learners to grow with time. Total number of participants taken were 852 among which 500 were females and rest of were males. The participants were from different colleges who support ESL classroom. In addition, both internal and external motivational factors are essential in this regard. Motivation has an animated role to enhance the concerns of motivation which may allow the boost to learning it not as a formality but with dedication and support. The analysis has evaluated the motivation role with the aid of relevant tools of qualitative investigation plan of methodology via secondary analysis support. The main objective of the study is to find out what role ESL plays in enhancing skills regarding English speaking and progressing the lives of those who take part in it.

Keywords: *ESL, classroom, motivation, participation, English, enhancement, interaction, production.*

Zero-morph as a Creative Affix

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ABSTRACT

To be able to use the target language sentence structure efficiently, a speaker needs to learn and have a very large number of words (Nation, 2013). Research shows that understanding the meaning of a word is not sufficient, rather, it involves more than just its meaning; such as spelling, grammatical behavior (Pigada & Schmitt, 2006). Vocabulary acquisition requires effective methods. One of the methods of learning vocabulary is learning the process of word formation in the target language. This research aims at investigating and exploring one of the productive word-formation processes in the English language which is conversion or zero-derivation in which the grammatical category of a word is changed without adding any affixes. For instance, every day, I *walk(V)* to the park near to my house, or, every day, *I take a walk(N) with my dog*. The results will have several pedagogical implications for researchers, teachers, and learners. Based on the presented data in the current study, it can be concluded that zero-morph can be considered as one of the productive word-formation processes, and pedagogical implications are discussed in the discussion section.

Keywords: *Word-formation, conversion, Kurdish EFL learners, vocabulary acquisition*

Student-Centered Syllabus Design of Syntax Class at Universities in Erbil-Kurdistan

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ABSTRACT

Minor changes and improvements have been made to syllabi in the universities in Erbil-Kurdistan over the years. Hence, this research aims to bring to light the need for student-centered syllabus in Erbil- Kurdistan. It further aims to find out the degree to which the syllabi of syntax class are student-centered, assess the items mentioned in the syntax syllabi, and identify the frequency range of the existing student-centered factors. Additionally, it identifies the items in the syllabi that need to be modified towards a more student-centered format. Document review is adopted as a quantitative research tool for collecting data. 15 syllabi of syntax class have been collected in 8 public and private universities in Erbil-Kurdistan. To assess the learner-centeredness of the collected syllabi, the researchers adapted Cullen and Harris' (2009) rubric in accordance to the syllabi in the universities in Kurdistan. The results show that syllabi of syntax class in the public and private universities in Erbil-Kurdistan are teacher-centered to a high degree. Moreover, the findings also show that the syllabi of syntax class would sound more student-centered if teachers start working on certain elements in their syllabi, such as accessibility of teacher, learning rationale, teacher's role, student's role, grades, feedback mechanisms, and revision/redoing. The results will benefit all the teachers in Erbil-Kurdistan and show them a clear picture of the state of their syllabi in terms of student-centeredness and encourage them to work on certain aspects in their syllabi to design a more student-centered syllabus.

Keywords: *Student-Centered Syllabus, Syllabus Assessment, Syllabus Design, Syntax Class, Teacher-Centered Syllabus.*

Types and Sources of Difficulties Kurdish EFL Students Encounter in English Number-related Idioms in Oral Communication

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ABSTRACT

Native speakers' spontaneous use, recognition and comprehension of idioms without thinking of the figurative and metaphorical meaning is not a matter of surprise; whereas, it is natural that non-natives find them difficult to use, recognize and understand because they do not know what is the image an idiom is based on. Idioms are essential of English language proficiency to be used, recognized and comprehended when communicating in the English Language. English number-related idioms contain both the cardinal and ordinal numbers. Many English learners lack the competence to recognize, understand and use English number-related idioms adequately. The aim of the study was to explore the types of difficulties that Kurdish sophomores encounter in number-related idioms in speaking productions on one hand and sources of those difficulties on the other hand. The subjects were male and female English major university students from the department of English at Faculty of Education-Koya University. Two data collection instruments, a closed ended questionnaire to explore the types and sources of the difficulties they face and two sets of multiple-choice tests were employed to know their ability of idiom understanding and recognizing. Ten cardinal number-related idiomatic expressions from one to ten were subjected to the analyses which are at the beginning, middle and end of test items respectively. The results revealed that the participants had problems with using the number-related idioms and the departmental negligence of the aforementioned type of idiom in their oral communications.

Keywords: *Difficulty, number-related idiom, recognize, understand, use, EFL, Koya University, encounter, oral discourse*

Distinctiveness of Juncture in English and Central Kurdish

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ABSTRACT

The present study attempts to find out the distinctiveness of juncture (pauses within words, phrases and sentences) in English and central Kurdish. Juncture is the relationship between one sound and the sounds that immediately precede and follow it. It is amorphophonemic phenomenon with double signification, a suprasegmental phoneme which changes the meaning and is important for phonological descriptions of languages. The aim of this study is to see how juncture affects the meaning of words, phrases and sentences. Slow or rapid speech can also determine the use of juncture which marks the break between sounds and the phonological boundary of words, phrases or sentences. However, the ambiguity of meaning resulting from the placement of juncture can be solved by context. Stress placement on certain words also affects the use of juncture and leads to a change in meaning. In this study, English and Central Kurdish junctures were identified within words, phrases and sentences. Based on the data collected and presented, it was found out that juncture in English is distinctive at all levels, namely, simple words, phrases and sentences. In Central Kurdish, however, juncture is distinctive in compound words and sentences. As for the sentence level, because Kurdish is an agglutinative language, there are cases where the pause or juncture is closely related to the morphological structure of the words and the personal clitics and prefixes added to the end. As for theimplications of the results in the field of practice, teachers must take these into consideration while teaching stress , intonation and other aspects of connected speech.

Keywords: *Distinctiveness , Juncture in English, Juncture in Kurdish*

Policy Flux: The state of policymaking in the Iraqi Kurdistan

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ABSTRACT

Many education systems in the Middle East (ME) are going through rapid policy reforms while facing challenging socio-economic and political challenges (Arar et al., 2021). As part of the ME and since 1992, the education system of the Iraqi Kurdistan (IK) has experienced disjointed modernising reforms in a post-conflict situation. Using document analysis techniques for education policymaking since 1992, my doctoral study examines the major policy conditions and imperatives that are seeking to reshape education in the IK. My work explores the roots and trajectories of policymaking rationalities in order to understand contemporary conditions of policy in the IK, and their possible futures. In this presentation, I will show that we need to understand an assemblage of policy forces such as nationalism, democracy, and neoliberalism which have generated conditions of policy flux. As a consequence, using IK as an example, I argue that addressing three key challenges facing education systems in flux requires recognising: the limitations of conventional approaches to policymaking, the effects of a disregard of locality, and the problems that emerge across the education sector of contradictory policy intentions.

Keywords: *Education system, policymaking, Iraqi Kurdistan, policy flux*

A Stylistic Approach to Teaching Literature: Thomas' "And Death Shall Have No Dominion" As an Example

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ABSTRACT

There are various approaches to teaching literature from numerous perspectives. Considering teaching literature classes from stylistic viewpoint is a new trend in this context. For this reason, the aim of present study is to seek the significance and relevance of stylistic approach in general and using aspects of deviation and foregrounding in particular to explicate and analyze literary text at university level. While most other traditional methods are teacher-centered approach, this new emerging method is providing more participating and interacting roles to engage student to examine and evaluate the linguistic features of literary works in order to interpret required meaning through prominent linguistic feature and literary theories. In this respect, the current study is utilizing one of the early poems of Dylan Thomas. This approach will help learners comprehend the linguistic role in literature and appreciate the use of linguistic value in literary works. Using this approach will also enhance the communicative competence as it is different from traditional methods. When analyzing text in this way, students will also learn to experiment everyday language and other literary genres. In this regard, the study has a pedagogical importance to teaching literature. The paper concludes that teaching literature through stylistics is multi beneficial trend as it enables leaners to use linguistics, literature, and stylistics simultaneously, find out how form and content relevant to each other and how the poet used his diction to carry the tone and mood in his poem. The paper ends with list of references and further recommendations.

Keywords: *Analysis, Approach, Literature, Method, Stylistics, Thomas*

THE USE OF ARISTOTLE'S CATEGORIES IN WORD DEFINITIONS IN ESL/EFL CONTEXTS

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ABSTRACT

The categories introduced to the world of science by Aristotle basically express the different situations necessary for the definition of a noun. According to Aristotle, who put forward 9 different categories related to the noun, the features that will distinguish an object from others are determined by these categories. In its definition, the noun is expressed as substance, while the other categories are determined as accidents. In addition, he mentioned 4 different causes of the existence of an object. All these are effectively used for word definitions, especially in dictionaries. The concepts of universal, which are related to the word, and differentia, which distinguish the word from others in its own kind, are the concepts that dictionaries especially focus on. Knowing and using these concepts correctly by teachers will help students understand better. This study was conducted to confirm this aim. In this study, 10 teachers were asked to define the given words and then the problematic situations in the definitions were mentioned to the teachers. Afterwards, the issue of categories and what universal and differentia are, were explained to the teachers and asked to redefine the words. In this case, it has been observed that teachers were more successful. In addition, the word definitions were given to the students, and they were asked what the word was. The rate of students knowing the words correctly was found to be sixty-five percent.

Keywords: *Aristotle, Categories, Word Definitions, ESL / EFL context*

HOW AWARE ARE THE TEACHERS OF THE CHILDREN WITH SPECIFIC LEARNING DIFFICULTIES?

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ABSTRACT

Specific learning disability is a psychological and mental disorder that prevents students from learning like normal students, especially in the primary school period. While other people often see this condition of students as a mental problem, it is treatable. They generally do not have any problems with their intelligence, and it is possible to educate them so as to be normal individuals because they are normal indeed. The application of the curriculum suitable for these students is very important to overcome the problem. Although they may exhibit some behaviours that are not compatible with their age because of slow improvement of emotional quotient, they may change into normal individuals in time. It is very common for the teachers to behave these students as if they are mentally retarded. In fact, the case is quite different. In this study, we applied a questionnaire to detect how aware the teachers are of their situation and how they approach these students. The aim of the study is to show that many teachers have the false idea that these students as if they were mentally retarded and there is nothing to do for them. A Likert-scale questionnaire was applied, and the teachers' opinions were taken through it. The questions are about how aware the teachers are of these students and if they think these students are mentally retarded. In total, 789 teachers participated in the questionnaire, and 68,9% of them think that these students have mental problems.

Keywords: *Specific Learning Difficulty, Dyslexia, Intelligence*

Exploring Factors that Affect EFL University Students' Reading Comprehension

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ABSTRACT

Reading comprehension is a necessary skill throughout university as it is closely related to other skills; writing, speaking and listening, and like the other skills it is influenced by some factors. Hence, students are required to read regularly and understand the reading material in order to have better ability in the learning process. Furthermore, one of the most notable problems faced by instructors is lack of motivation and active participation of the students in understanding the subject taught by the teacher, which decreases the students´ willingness to achieve the material being taught. As well as, lack of reading texts among the university students, which reflects the students' poor academic ability, is another problematic situation. It is assumed that learners who are unable to read and comprehend face many challenges during their studies. The aim of the research is to explore the main factors that affect EFL university students' ability of English department in reading comprehension. In addition, this research tries to find solutions for the problems. The Descriptive Quantitative method is used in this research, where the questionnaire and interview were used as a tool for data collection method and the sample is third year students of English department.

Keywords: *EFL, Reading Comprehension Skill, University Students*

Who We Are and Who Others Are: the Experiences of the Iraqi Youth of their Ethno-Religious Socialization

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ABSTRACT

By employing 12 semi-structured interviews and a focus-group discussion with 17 youths from different ethnic and religious groups, this research investigates how the diversity of Iraqi population (ethno-religious composition) is dealt with in multitude agents of socialization. It wants to reveal how diversity is reflected in educational settings, media, and the wider society. The overarching theme is that the way and the extent to which diversity is taught/ avoided in family, schools, politics, and media is fundamentally shaped by the context of Iraqi society. To illustrate this further, a developmental approach can help substantially. The study participants demonstrated clearly that the farther you go in terms of time and the family experience of interviewees, diversity becomes almost totally absent in the socialization process. Put it differently, the Iraqi youth have rarely learned about others through their families. The study also found that schools and universities to some extend do not teach/educate students on the Iraqi diverse population, which consequently leaves the Iraqi youths to be almost illiterate about others. Agencies of socialization (media, social media, political parties, religious institutions), which take over the socialization process in the later stages, served as active agents in generating a discourse which has been outstandingly incompatible with the inherent positive connotation of the concept of diversity. Being ignorant is more applicable towards heterodox religions of Kakai, Shabaki and Sabea Mandeai whose names just became known to many Iraqis. Apparently, this can be clearly observed in homogeneous areas of the country, i.e., areas which tended to be overwhelmingly Shi'a Muslim or Sunni Muslim in Southern or central provinces of the country.

Keywords: *Ethnic diversity, religious diversity, agencies of socialization, education*

Significance of a systematic standard ESP course for the students in Kurdistan Technical Institutes, Department of Administration as a Case Study

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ABSTRACT

English for specific purposes is based on the design of specific courses to provide response to the requirements of students who, beyond the learning of the common language, require a practice about definite professional areas. ESP plays a central role in Higher Education in Kurdistan/Iraq where English is used mostly for academic purposes. However, it has been found that under the name of "Administrative Readings in English" an ESP course is taught in Kurdistan Technical Institutes programs are developed without conducting a systematic needs analysis. To explain this, students' ability, needs, and interests for choosing the course materials and methodology have not been considered. Thus, this must affect the students' motivation and learning. As a result, this study is an attempt to investigate the effect of systemized ESP on the students' motivation and learning. The study was conducted with 155 first-year students in Darbandikhan, Kalar and Halabja Institutes, Sulaimani Polytechnic University. A pretest and posttest were used to identify the students' learning as a result of the course. The performance of the students' general English and basic administration in both pretest and posttest were compared. Their performance in general English was the same. However, they scarcely outperformed in basic administration in the posttest. Moreover, a questionnaire was used to find how this course has had impact on the students' motivation. They were given a questionnaire before and after the course to identify their motivation about English courses before and after the course. Regarding the students' perceptions, their motivation before and after the course was alike. In general, they lack motivation. It can be concluded that a systemized ESP is a mandatory for the students' lack of motivation and more specifically learning.

Keywords: *English for Specific Purposes (ESP) course, Administrative Readings, Students' learning and motivation*

An Intelligent Integrated Computer-Assisted Language Learning (iiCALL) Environment

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ABSTRACT

A software framework, a generic data model, and a development technique for developing an integrated language learning platform are presented in this article. CALL (Computer-Assisted Language Learning) has a long history. It began in the 1960s with the goal of assisting teachers and students in their language acquisition. CALL systems have evolved into Intelligent Computer-Assisted Language Learning (ICALL) systems as a result of advances in Artificial Intelligence and Computer Linguistics. New advances in Natural Language Processing (NLP), which has become a burgeoning academic topic, have enabled a slew of new applications in the field. We define extensibility, flexibility, and reusability as requirements for a language learning platform to be a cutting-edge software offering. We believe that those requirements are not met by any of the existing language learning platforms.

Key words: *language, computer, requirement, context-related learning*

Assessing EFL University Teachers' Awareness and performance in Designing Tests

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ABSTRACT

Assessment is one of the major factors of a successful program. Assessing students takes a very big part of the academic year for both teachers and students. In schools, both main types of assessment are used, formative assessment (assessing students throughout the academic year) and summative assessment (assessing students at the end of the academic year). The total marks at the end of the academic year determine if the student passes the school year or not. Due to that reason, teachers who are planning these tests need to be well aware of the standards of an effective assessment, and have the assessment literacy needed for conducting the tests. This research aims at finding out the assessment literacy of the university teachers and examine their use of the standards of testing design in their exam papers that they design. The participants are university teachers from both private and public sectors. The exam papers from both 2020-2021 and 2021-2022 were collected to be analyzed for testing design standards. Another tool that was used for measuring the teacher's awareness was a questionnaire. The data from both tools are being analyzed by the researcher.

Keywords: *EFL, assessment, teacher's awareness, test design*

Online Assessment Challenges: Validity, Practicality and Reliability

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ABSTRACT

Online education nowadays is a worldwide accepted norm, however there are a lot of questions around online assessment. The main concern of educators is reliability, validity, and practicality of online assessment. This research article aims to provide ideas for developing the curriculum of the teacher training programs for creating and administering online assessment. The research emphasizes the importance of professional training in assessment literacy in general and online assessment in particular providing the balance between the learning outcomes, course content, and assessment using digital assessment tools. The mixed-method research is used to examine the current online assessment practices. To further explore and understand the online assessment needs this study provides an insight of the year 2020-2021 syllabi and assessment samples from faculty of education in one of the private universities in Erbil. The findings reveal the opportunities and the challenges of online assessment and provide suggestions for educators and other stakeholders to improve online assessment creation, application and utilization of the assessment results.

Keywords: *online assessment, validity, reliability, practicality, digital assessment tools*

Linguistic Deviation in Shepard's " A Lie of the Mind"

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ABSTRACT

Deviation, referred to as stylistics, is a means by which writers resort to in order to add artistic beauty to their work or to convey the messages they implicitly intend to focus on. There are different types of linguistic deviation such as phonological, grammatical represented by ellipsis, repetition and others. In this research the author investigated the use of *repetition* in one of the works of Shepard entitled " A lie of the Mind". The results showed that *repetition* indicate suffering, hesitation, wondering, and disbelief of the characters. The conclusions arrived at show that this kind of deviation reveals some of the characteristics of the actors in the play. Language of literature is different from that of linguistics. The language of literature deviates from the rules of grammar, morphology and phonology. The purpose of using a deviant language is to grant some kind of artistic beauty to the piece of writing and show the causes that make characters use a deviant language. The analysis intends to teach readers how to convey specific messages using linguistic forms, to value literary texts and to teach the audience and readers how language is used in literary texts which results in the increase in language knowledge. The method used for data analysis mostly based on Leech and Short's model of linguistic deviation *Style in Fiction* and *A Linguistic Guide to English Poetry* by Leech. The results showed that *repetition* indicated things such as wondering, disbelieving, suffering, unstable mentality and hesitation. The conclusion arrived at show that deviation is really a successful means that Shepard used to reflect the intention of the writer in conveying the message he intended to reach to his audience and to his readers as well.

Keywords: *Artistic Beauty, Linguistic Deviation, Shepard's Style, Stylistics*

Describing Lexico-Grammatical Features of English as a Lingua Franca in Kurdistan and the Issue of Intelligibility

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ABSTRACT

Due to the widespread of the English language, and as English now is the language of business, technology, and education, the number of non-native speakers has increased rapidly and lately exceeded the number of its native speakers. Now the vast majority of communications are taking place among non-native speakers in international settings, often without the presence of native speakers. Consequently, this dominance of the English language has led to the emergence of a new conceptualization of using the language, which is that as a result of being used in international settings, new varieties of the language have emerged which might not necessarily conform to native-speaker standards. This is known as English as a lingua franca (ELF). ELF is a new field in applied linguistics, but large body of research has been conducted investigating various related areas. The current study fills a gap in the literature by identifying systematically repeated lexical and grammatical features of proficient users of English in the Kurdistan Region of Iraq. The research compares against other ELF features previously identified in various contexts. The corpus of this study included data collected from both written and spoken interactions. A corpus of 42,094 words of authentic English use by 10 master's students in one of the English-medium universities in the Kurdistan Region. The written corpus was from 10 final papers and 10 response essays written by the participants as part of their MA coursework, and the spoken corpus included recording six hours of the participants' discussions during one of their modules in their studies. The analysis resulted in identifying a number of deviations which were both similar and different from those found in previous studies. The results indicated deviations in the use of articles, prepositions, the third person singular –s, redundant marking and non-marking plural nouns, and verbs with high semantic generality. The findings of this research suggest that although a number of lexico-grammatical deviations occur systematically in the ELF in this context, their occurrences did not seem to impede intelligibility or the flow of communication amongst the participants. Importantly, there were no cases of breakdowns in communication as the English users did not make use of requests for clarifications, reformulations, or repetitions. More empirical research is warranted to identify more and other grammatical, lexical, pragmatic

and pronunciation features of the local ELF which characterize ELF in Kurdistan, as this study was guided by previous studies and focused merely on identifying features which were available in previous studies. This thesis concludes with a discussion of theoretical and practical implications of the findings. As this study focused merely on identifying features which were available in previous studies, more empirical research is warranted to identify more and other features of the local ELF such as grammatical, lexical, pragmatic and pronunciation features which characterize ELF in Kurdistan. The results will of this study add to the body of knowledge in the field and can be beneficial for English teachers and practitioners in both language pedagogy and assessment areas.

Key words: *English as a lingua franca (ELF), lexical and grammatical features, standard English, non-native speaker deviations, non-native users of English*

Empirical Research Study on The Effects of Technology Use on Writing Sub-Skills

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ABSTRACT

One of the key language skills is writing that requires close attention in the learning and teaching processes. There are several sub-skills involved in writing. One of the very important ones is spelling. The ability to spell correct is particularly essential for EFL learners and concurrently challenging due to various complexities in the English language writing system. With the wide spread of technology use in almost all aspects of our lives. Learning and teaching processes are not out of this technological storm that ultimately affects the way language learning and teaching are maintained. Having that considered, the fundamental purpose of the study was to find out the potential effects of using technology on spelling ability. A quasi-experimental study was conducted to examine the effect of technology on writing sub-skills, particularly on spelling. The findings showed that students who enormously rely on technological tools face more challenges when it comes to spelling than students who depend less on technological tools in their writing.

Keywords: *Skills, Writing, Spelling, Technology, EFL learners*

Teacher Leadership: Views of Administrators and Teachers

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ABSTRACT

Teacher leadership is intended to improve instructional practices, promote school activities, and progress students learning. The cooperation of teachers in the school also positively affects the organizational climate. Therefore, it is thought that research on teacher leadership, which is vital for the success and effectiveness of schools, will play a role in increasing success. In this case, it is thought that revealing the views of administrators and teachers on teacher leadership will contribute to the subject of leadership in the field of education. Due to the limited number of studies in this field in Kurdistan Region-Iraq, it is thought that this study will be effective in explaining the importance of teacher leadership and the extent to which it is applied. It includes the views of both teachers and administrators working in public and private primary schools. Therefore, this study can contribute to the determination of the suggestions to administrators and teachers about teacher leadership in schools. It is thought that this may lead to new studies on the importance and necessity of teacher leadership. For this reason, this study, which was carried out using a qualitative research technique, will contribute to the literature by reaching the opinions of administrators and teachers about teacher leadership.

Keywords: *Leadership, Educational Leadership, Teacher Leadership, School Administrative.*

Common Features of English and Kurdish

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ABSTRACT

Needs such as economic, social, commercial and educational have enabled a nation to communicate with other nations. A need for a common language arose for proper and faster communication. In order to meet this need, many personal and social means have been used. So much so that people have not avoided even material and moral obligations in order to learn and speak the common language. Learning a foreign language has been an indispensable part of our century. There are many formal or online options for learning a foreign language, such as private tutors, private courses, private schools, private universities, going to the country where that language is spoken. In order to contribute to the fast and easier learning of Kurdish students who want to learn English as a foreign language, this study focuses on the close and common usage of Kurdish and English, since they are from the same language family. The features of these two languages, which are members of this language family, which covers a large part of the world from India to Europe and from there to the Americas, such as vocabulary, grammar and sentence structures will be discussed. It is aimed that this study will be a resource for Kurdish students to love English and to teach it more easily.

Keywords: *Common Features, Foreign Language, EFL Learners*

Demotivating Factors of Learning English in Classroom: A Case of University Students in Kurdistan Region of Iraq

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ABSTRACT

Recently, demotivation has attracted researchers' attention in the field of second language (SL) and foreign language (FL) learning. Therefore, many studies from different educational contexts have been conducted to explore what factors influence ESL/EFL learners' demotivation. The present mixed-methods study aims to explore possible demotivating factors of learning English language, their major sources, and possible effect of gender on these factors. In so doing, quantitative and qualitative data are collected from Fifty-seven Kurdish learners of English (26 female and 31 male) through questionnaires and online written interviews. The results reveal some possible factors and their sources of the learners' demotivation and show that gender difference is effective for one factor, but not for the others. Finally, some pedagogical implications and possible solutions are presented.

Keywords: *Demotivation, Language Learning, English as a Foreign Language, University Students, Kurdistan Region of Iraq*

The Advantages of Teaching Short Stories in ESL classrooms: A Literature Review

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ABSTRACT

Many ESL experts have emphasized that short story has an important role in learning a new language. The use of short stories in teaching ESL classes has frequently been studied. Many researchers and educators have tried to identify more effective approaches to assist students become more efficient readers. They believe in the usefulness of including literary works into language classes. Literature, in general, and short stories, in specific, have countless advantages for ESL learners when they are taught properly by the ESL teachers. The advantages of incorporating short stories have been highlighted by researchers. A literature search in different databases was performed to pick relevant studies between 2011 and 2022 on the topic. In total, nine studies were included in this review. The articles show and discuss the ways short stories can be incorporated into teaching comprehension skills lessons. The review was done with a systematic literature. The results were summarized narratively. Distilling the major findings of the articles, the review concludes that short stories had various advantageous if properly selected and taught.

Keywords: *Short Stories, ESL, Reading Comprehension Skill, English Language Teaching*

Evaluating the Context of Translation Courses at the Departments of English in Kurdistan Region-Iraq

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ABSTRACT

Many models have been used in evaluating programs, courses, and projects. Stuffelbeam's CIPP (1983) is one of the models that is used for curriculum evaluation. C stands for 'context', I for 'Input', P for 'process', and P for 'product'. Based on this model, this study aims at evaluating the context of translation courses offered at the Departments of English, Colleges of Languages, Salahaddin University-Erbil, University of Sulaimani, and University of Duhok. A Questionnaire tool was used consisting of (N= 8) main items and (N=27) sub-items for students' evaluation, and (N=10) main items and (M=27) sub-items for teachers' evaluationin this study to collect quantitative data. The translation teachers and fourth-year students represented the sample of the study. Data were analyzed by using the Statistical Package for Social Science (SPSS 24). Results showed that therewas a discrepancy between translation teachers and students in many aspects; one of these aspects isthe translation objectives and objective needs. Thus, translation teachers are recommended to update the course objectives.

Keywords: *Context Evaluation, Course Evaluation, curriculum evaluation, translation course evaluation, Translation teaching*

The optimum class size and the effect of class size on English language learning

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ABSTRACT

There is an ongoing discussion over the preference of what is optimum class size in educational settings and its impact on language learning and how can class size make a difference. This research is devoted to the study of the impact of class size on teaching and learning English as a foreign language. The purpose of this study is to closely investigate how class size can have an impact on English language teaching and learning and also to explore the learning and pedagogical challenges that are encountered by teachers. This study investigates into the literature connected to class size impact and to this end it follows a systematic literature review method in the light of previous research findings relative to a specified research question that what is the impact of class size on the quality of teaching and learning English. The investigation of related literature shows the effect of class size on students' English language teaching and learning in academic classrooms, including the quality of delivered instruction, classroom management, providing students with useful feedback, and teacher-student interaction, and that there is a relationship between class size and learning whereby students in larger classes show less effective learning. Finally, it comes up with some suggestions and recommendations regarding the impact of class size on the quality of teaching and learning. This study could apparently contribute to the area of English language learning in regard to the effect of class size on language learning.

***Keywords**: Class size, English language class, teaching, achievement, active learning*

Online Education: Aligning Technology, Classroom Management, and Teacher development

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ABSTRACT

The number of students who are not engaged or indifferent to online lessons is a dominant number among the others. During the pandemic period of Covid 19, it was arduous to have the students focused on their assignments, daily activities, and the tasks in the E-learning to perform the learning process. Thus, online education is a comparatively new approach that is supposed to be highlighted and researched, not only during the pandemic butas well as afterward-since it is inconceivable to go back to pivoting only on traditional education in this new era. Integrating the online method into the curriculum means reshaping the approaches used by the teachers in the first place. This confirmed approach is more linked to the new digital era of education. A step to be taken here is to have the learners aware of the changes and requirements by doing courses, workshops, and seminars to be followed together with the teachers and the administration likewise, which would ultimately reduce the burden on the educators, parents, and society. This theoretical research is mixed-method research, where data collection was done through observations of around seventy to eighty students of A2 level of English.

Keywords: *online education, digital era, classroom management, teacher professional development.*

Educational Strategies Assessment of Autism Center and Related Disorders in Erbil, KRG, Iraq

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ABSTRACT

Children diagnosed with autism spectrum disorder (ASD) need special care and education. Autistic centers provide autistic children a nurturing environment supplied with several educational strategies including behavioral, discrete trial training, music, and communication therapy. In Kurdistan region, there are more than 20 autism-designed centers. This study is investigating the teaching strategies, treatment, quality of autistic centers in Erbil city and the parents' perception of their services. Five autistic centers were chosen randomly and evaluated for their teaching strategies and services based on the number of classes, students in each class, lessons, games used in teaching, teachers' qualifications, and centers services. Also, 10 parents were interviewed to evaluate their satisfaction level about the types of treatment and social training in centers. The results show that the number of classes in these centers ranges between 12 to18 classes with 5 to 10 students in each class. The centers offer many services, such as transportations, physicians, nurses, and qualified teachers with a degree of general education. As for the educational strategies, these centers have school-based therapy using behavioral intervention or modification, occupational, social skills training, physical, music, speech, and language therapy daily. In addition, medication was offered for the children, as 20% of the children use sleep medication, 10% use anxieties, 70% didn't use any medicine, with only 20% of children use medicine once per week, and 20% used daily. The centers held regular parents' meeting once or twice monthly, and the parents were satisfied with their child development, safety, and contentment at the center especially as their child behaviors improved notably. This indicates that these centers offer good services that help improving the child's skill to meet his needs. In addition, it plays an essential role in the development of these children to help them become healthy normal individuals in the society.

Keywords: *Education, Strategies, Autism, Disorders, Centers, Child.*

Teacher's perspective on the challenges of using ICT in teaching: A case study in Education Faculty

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ABSTRACT

Over the last decade, the rapid development of the technology has become a significant interest in Education. Information and Communication Technology (ICT) has integrated into learning and teaching along with delivering more chances for students and teachers to operate better in teaching and learning. Conversely, the obstacles may prevent teachers from applying ICT in the classroom. Analyzing the barriers of ICT integration can help and encourage educators to be creative and try to use a new approach for integrating technology into their everyday teaching process. This study investigates teachers' perspectives on those obstacles for integrating ICT in teaching at the university level. It also aims to find out other uncommon barriers in teaching that any facilitators who are applying ICT can face. Sixty-seven participants from different positions and departments in the education field, who integrate ICT have participated in the study. A mixed-method has been implemented. The data was collected through a survey with Google form. The quantitative data were analyzed by IBM SPSS version 28, while the thematic analysis was used for qualitative data. The study's results have declared that the majority of the teachers have solid demand to apply ICT in teaching, even with these barriers. The most difficulties were internet connection and electricity in the process. It also indicated that ICT makes the class more effective through student engagement, time management, and student-student interactions.

Keywords: *Integration, Difficulties, ICT, Teachers perspective, higher education, curriculum.*

The Significance of non-verbal communication in Practical Translation

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ABSTRACT

The purpose of writing this research is to find out a different definition of interpretation and to discover that how non-verbal communication is a fundamental part of interpretation, and an interpreter without a good knowledge of non-verbal communication cannot be a complete interpreter. Because the interpretation process is not only the process of meaning transference from one language to another, and it is also the transference of the facial expression, tone of voice, eye contact etc, most of the interpreters do not take the non-verbal communication into serious consideration and they might not even have enough information about it. This will cause problems while interpreting or analyzing a speech of a president or a government official, as it leads to miss-understanding, miss-interpretation that might be embarrassing for the interpreter and the organization or the Media network he /she is working for. Because non-verbal communication can be used in different forms, each of which illustrate or replace a specific part of the verbal communication. It contains many more figures than anyone might think in the first place. So non-verbal signs/Communications plays a great role in interpretation and it is the most important and essential base in interpreting process, it's why interpreters have to concentrate on them to carry out a successful interpreting process and achieve great results.

Keywords: *Interpretation, non-verbal communication, meaning transference, source language, Target language*

The Effects of Code-switching on Teaching English from EFL Students' Perspectives

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ABSTRACT

The main purpose of this study is to shed light on the effects of code-switching in teaching. The main research questions of this study are what are the main purposes and benefits of code-switching in teaching? To obtain data, for this study an open-ended questionnaire is used. The participants are 120 senior students at Salahaddin University-Erbil/ College of Languages and College of Education/ English Departments and Lebanese French University/ College of Languages and College of Education/ English Departments. The senior students were required only to take part in the questionnaire intentionally because when students reach the final year of their study at university; they know and understand very well in what year at university while studying the students will need to switch codes from the language of instruction to the their mother tongue. To analyse the obtained data, the mixed methods research approach involving both quantitative and qualitative methods was used by the researcher. This study concluded that code-switching has some advantages for the fresher students; they switch codes from the target language to their mother tongue because of some reasons. First, they do not want to face misunderstanding when they are in communication with their instructors in teaching and learning. Second, fresher students switch codes when they want to focus on some information. Third, they switch codes not to interrupt the discussion. Fourth, they switch codes for using of the native equivalent words in the target language. Fifth, performing code-switching in teaching helps fresher students to learn new words and terms easily and quickly in the target language. Sixth, when fresher students are allowed to switch codes, many of them are involved in daily activities. However, it should be noted that code-switching should not be done when the fresher students pass the first year because, if this happens in last years of the study; students are unable to learn and use the language of the instruction at their departments academically and perfectly. Therefore, code-switching should be done in the first year of the study, but accurately and carefully.

Keywords: *Code-switching, Teaching, Instruction method*

The Impact of Culture on Learning English as a Second Language

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ABSTRACT

The present research aims mainly to identify the impact of culture on learning English language as a second language at the university level. A second aim is to investigate whether understanding culture engages students to create vigorous relationships with foreign people or not. It also aims to determine if the direct meaning of some expressions without referring to the cultural significations is sufficient for understanding or not. It further aims at identifying if learners of the English language can be proficient in the background, laws, customs, and way of life of native speakers by integrating culture into their process of learning. The sample population is fifty students from different universities in Kurdistan and Iraq. They data were collected after giving a designed questionnaire including 10 statements to be answered regarding the students opinions about the impact of culture on learning English. The current research has found that English language learners care about foreign language culture because it has a great impact on the process of learning English as they use it as a basic element for improving their language skills. It has also been found that understanding the relationship between culture and language helps learners to decide the exact meaning of vague expressions in different contexts and that it reduces the obstacles facing students during the process of communication with foreign language speakers.

Keywords: *Culture, second language, impact, phenomenon*

Undergraduate Students' Perceptions of what makes a Good University Lecturer

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ABSTRACT

In higher education in the Kurdistan Region of Iraq in all public and private universities at the end of the semester or academic year students evaluate their lecturers' performance. Unfortunately, in some cases, these evaluations do not reflect reality, and some lecturers receive low students' evaluation scores, which has a negative impact on lecturers' teaching motivation. This study aims to investigate private university students who are regarded as customers' perceptions of what makes a good university lecturer from their perspectives. The questionnaire has been administered among students from different departments and faculties in one of the private universities in KRG- Iraq. The results show that a lecturer's personality, professional knowledge, and pedagogical and pedagogical content knowledge have a significant impact on students' perception of a good lecturer.

Keywords: undergraduate students, perception, private university, evaluation

Program Flow

HALL NO. 302

12:05 –13:05

Concurrent Session I

Chairs of Session:		**Khadeeja Saeed Isameel, Karwan Karim Abdalrahman, Adem Daskan**
Time:		**12:05 – 13:05**
Code	**PRESENTER(S)**	**TITLE OF PRESENTATION**
EDU 01	Vian Mikhail Poulis	Evaluating the Context of Translation Courses at the Departments of English in Kurdistan Region-Iraq
EDU 02	Pashew Nuri	Policy Flux: The state of policymaking in the Iraqi Kurdistan
EDU 03	Tariq Ibrahim Fannoush	The Impact of Culture on Learning English as a Second Language

HALL NO. 230

12:05 –13:05

Chair of Session:		**Fatimah Saadi, Rawand Sabah Ahmad, Asma Abas Brime**
Time:		**12:05 – 13:05**
Code	**PRESENTER(S)**	**TITLE OF PRESENTATION**
EDU 04	Rawand Sabah Ahmad	A Stylistic Approach to Teaching Literature: Thomas' "And Death Shall Have No Dominion" As an Example
EDU 05	Slvar Abdulazeez Arif & Fatimah Saadi Ali	Teacher's perspective on the challenges of using ICT in teaching: A case study in Education Faculty
EDU 06	Wyria Izzadin Ali & Lanja Abdul razzaq Dabbagh	Non- Linguistic Aspects of Interpreting with Reference to English and Kurdish

HALL NO. 229
12:05 –13:05

Concurrent Session I

Chair of Session:		**Hannah K. Surji , Aivar L. Surji Basima Othman Mahmood**
Time:		**12:05 – 13:05**
Code	**PRESENTER(S)**	**TITLE OF PRESENTATION**
EDU 07	Recep Bilgin & Bunyamin Celik	HOW AWARE ARE THE TEACHERS OF THE CHILDREN WITH SPECIFIC LEARNING DIFFICULTIES?
LIN 08	Widad Sabir Shakir & Amina Jawdat Ali	Linguistic Deviation in Shepards " A Lie of the Mind"
EDU 09	Hannah K. Surji & Aivar L. Surji	The Effect of Social Networks on Education Faculty Learners: A Comparative Study of First Year Students from the 2016 and 2022 Academic Year

HALL NO. 215
12:05 –13:05

Chair of Session:		**Reman Sabah Meena, Hiwa Fouad Ali, Nawsha Ghaleb Shareef**
Time:		**12:05 – 13:05**
Code	**PRESENTER(S)**	**TITLE OF PRESENTATION**
EDU 10	Reman Sabah Meena, Hiwa Fouad Ali, & Sami Hussein Hakim Barzani	Teacher Leadership: Views of Administrators and Teachers
EDU 11	Nawsha Ghaleb Shareef & Rekan Rasheed Ismai	Student-Centered Syllabus Design of Syntax Class at Universities in Erbil-Kurdistan
EDU 12	Hawkar Omar Ali	The Effectiveness of Non-Verbal Communication in the Classroom

HALL NO. 214
12:05 –13:05

Chair of Session:		**Pakhshan Ismaeel Hamad, Zeynel Polat, Mr. Ahmed Ariwan**
Time:		**12:05 – 13:05**
Code	**PRESENTER(S)**	**TITLE OF PRESENTATION**
LIN 13	Himdad A.Muhammad - Sangar Hassan Najim	Translating Polysemous Emojis into Kurdish
LIN 14	Pakhshan Ismail Hamad	Distinctiveness of Juncture in English and Central Kurdish
EDU 15	Mohammed Omer Ahmed	Zero-morph as a Creative Affix

HALL NO. 212
12:05 –13:05

Chair of Session:		Rebin Abdulkadir Aziz, Soran Mustafa Kurdi, Unal Ulker
Time:		12:05 – 13:05
Code	**PRESENTER(S)**	**TITLE OF PRESENTATION**
EDU 16	Areen Ahmed Muhammed	Literature and its Effectiveness in Improving English Language and its Cultural Understandings
LIN 17	Sangar Youssif Salih & Hewa Haji Khedir	Who We Are and Who Others Are: the Experiences of the Iraqi Youth of their Ethno-Religious Socialization
LIN 18	Muhammad Qadir Saeed	Language and Medicine Ineraction in Iraqi Kurdistan Region

HALL NO. 210
12:05 –13:05

Chair of Session:		Mustafa Altun, Kanar Zirak Haseeb Chicho, Soma Hassan
Time:		12:05 – 13:05
Code	**PRESENTER(S)**	**TITLE OF PRESENTATION**
EDU 19	Zainab Nizar Karam & Zana Ibrahim	Describing Lexico-Grammatical Features of English as a Lingua Franca in Kurdistan and the Issue of Intelligibility
LIN 20	Beway Mahmood Saheb; Atta Mostafa Hamamorad; Hameed Hussein Hama-said	The Perception of Kurdish EFL Learners towards Using English Authentic Reading Materials in the Classroom
EDU 21	Mustafa Altun & Soran Abdullah Khdhir	Fostering Students' Motivation in ESL Classrooms; Increasing and Enhancing Participation, Interaction and Production

HALL NO. 209
12:05 –13:05

Chair of Session:		Mr. Muhammad Abdulwahab Aziz, Aziza Kavlu, Soma Hassan
Time:		12:05 – 13:05
Code	**PRESENTER(S)**	**TITLE OF PRESENTATION**
EDU 22	Reka Husamaddin Yasin & Ameera Mohammed Abdullah	Exploring Factors Affect EFL University Students' Reading Comprehension
EDU 23	Sultana Begum, Aziza Kavlu & Elvira Koran	A Cross country Analysis on Quality Education: An expedition towards Sustainable Development Goal 2030
LIN 24	ALAA YOUNIS MOHAMMAD	A Comparative Study of the Semantic Transfer by Kurdish Learners of English language

HALL NO. 208
12:05 –13:05

Chair of Session:		Sami Hussein Hakeem Barzani, Habip Bedr, Mr. Rizgar Qasim Mahmood
Time:		12:05 – 13:05
Code	**PRESENTER(S)**	**TITLE OF PRESENTATION**
EDU 25	Sawsan S. Al-Rawi, Zahra Wali Majed, Bakhcha Qasim Hama, Shaima Ibrahim Fakhir	Educational Strategies Assessment of Center for Autism and Related Disorders in Erbil, KRG, Iraq
LIN 26	Ahmed Qader Mohamedamin	The Significance of non-verbal communication in Practical Translation
EDU 27	Rashwan Ramadan Salih	The use of discourse markers in EFL classrooms: challenges and solutions

Concurrent Session II
HALL NO. 207
15:15 – 16:35

Chairs of Session:		Karwan K. Abdalrahman, Rawand S. Ahmad, Shirin Kamal Saeed
Time:		15:15 – 16:35
Code	**PRESENTER(S)**	**TITLE OF PRESENTATION**
EDU 28	Suhayla Hameed Majeed & Lanja Abdul Razzaq Dabbasgh	Borrowing Fluctuation in the Conversation of Old and Young Generations of Kurdish Community in Erbil City
EDU 29	Recep Bilgin & Yunus Yildiz	THE USE OF ARISTOTLE'S CATEGORIES IN WORD DEFINITIONS IN ESL/EFL CONTEXTS
LIN 30	Arya Yassin Abdullah; Twana S. Hamid & Asaad M. Mahmood	Language Activation in Online Pedagogical Learning: Students' perspective
LIN 31	Basima Othman Mahmood	Inflectional Changes of Double Marked Forms: Evidence from a Corpus Study of English Verbal System

HALL NO. 205
15:15 – 16:35

Chairs of Session:		Aziza Kavlu, Habip Bedir , Khadeeja Saeed Isameel
Time:		15:15 – 16:35
Code	**PRESENTER(S)**	**TITLE OF PRESENTATION**
EDU 32	Dilveen Abdullstar Sadiq; Liva Adil Shareef	Implementing Critical Pedagogy into EFL Context to Reach Higher Order Level of Thinking in Blooms' Taxonomy
EDU 33	Usman Eshchanov	An Intelligent Integrated Computer-Assisted Language Learning (iiCALL) Environment
EDU 34	Habip Bedir	Ecological Footprint Factors of Tishk International University Staff and Students
EDU 35	Dana Ibrahim Ahmed	The optimum class size and the effect of class size on English language learning

HALL NO. 208
15:15 – 16:35

Chairs of Session:		Semih Aydin, Hewa Fouad Ali, Asma Abas Brime
Time:		15:15 – 16:35
Code	**PRESENTER(S)**	**TITLE OF PRESENTATION**
EDU 36	Soran Mustafa Kurdi & Lara Nizam	The Advantages of Teaching Short Stories in ESL classrooms: A Literature Review
EDU 37	Hawraz Qader Hama	Demotivating Factors of Learning English in Classroom: A Case of University Students in Kurdistan Region of Iraq
EDU 38	Hewa Fouad Ali, Liza Jamal, Fatimah Saadi,Sami Hussien Hakeem Barzani	Empirical Research Study on The Effects of Technology Use on Writing Sub-Skills
LIN 39	Serdar Dayan & Adem Daskan	Common Features of English and Kurdish

HALL NO. 209
15:15 – 16:35

Chair of Session:		Pakhshan Ismaeel Hamad, Fatimah Saadi Ali, Aivar L. Surji
Time:		15:15 – 16:35
Code	**PRESENTER(S)**	**TITLE OF PRESENTATION**
EDU 40	Hannah K. Surji & Aivar L. Surji	Pre-service Teachers Perspectives Regarding their Workplace Readiness
EDU 41	AMANI BASEEM ARIF	Online Education: Aligning Technology, Classroom Management, and Teacher Development
EDU 42	Fatimah Saadi Ali	Classification and Analysis of Common Writing Errors of EFL Kurdish Learners at Education Faculty -TIU- Northern Iraq

HALL NO. 214
15:15 – 16:35

Chair of Session:		Venera Ulker, Soma Hassan Hussein, Kanar Zirak Haseeb,
Time:		15:15 – 16:35
Code	**PRESENTER(S)**	**TITLE OF PRESENTATION**
EDU 43	Venera Ulker	Online Assessment Challenges: Validity, Practicality and Reliability
EDU 44	Kanar Zirak Haseeb Chicho & Ahmed Husain Abdullah	Improving Speaking skills through Story-telling strategy
EDU 45	Soma Hassan Hussein	Assessing EFL University Teachers' Awareness and performance in Designing Tests
EDU 46	Kanar Zirak Haseeb Chicho	The value of Peer feedback in Enhancing Writing skills

HALL NO. 215
15:15 – 16:35

Chair of Session:		**Unal Ulker, Mr. Reman Sabah Meena, Muhammad Abdulwahab**
Time:		**15:15 – 16:35**
Code	**PRESENTER(S)**	**TITLE OF PRESENTATION**
EDU 47	Shler Mohammed Ali Najmadin, Shilan Ali Hama Sur, Burahn Ali Muhammed	Significance of a systematic standard ESP course for the students in Kurdistan Technical Institutes, Department of Administration as a Case Study
EDU 48	Paiman Zorab Azeez	Types and Sources of Difficulties Kurdish EFL Students Encounter in English Number-related Idioms in Oral Communication
EDU 49	Bandar Abdulqahar Muhammed, Kawa A. Sherwani, Hoshang Farooq	Importance of Multimodality in Educatinal Syllabi
EDU 50	Hamdi Serin	Impact of Pandemic COVID-19 on Higher Education in Iraq

HALL NO. 212
15:15 – 16:35

Chair of Session:		**Rizgar Qasim Mahmood, Hannah K. Surji, Alan Anwer**
Time:		**15:15 – 16:35**
Code	**PRESENTER(S)**	**TITLE OF PRESENTATION**
LIN 51	Ari Tariq Khalid	Teacher Motivation towards the Implementation of Bologna Process in Erbil-Kurdistan
EDU 52	SANGAR OTHMAN IBRAHIM	The Effects of Code-switching on Teaching English from EFL Studentsâ€™ Perspectives.
EDU 53	Oygul Berdieva & Abdullah Kurudirek	The more empowered schools, The more fruitful students
EDU 54	Karwan Karim Abdalrahman & Chovin Awat Abdullah	The Misuse of Emojis in Social Media: The Case of Kurdish Facebook Users

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