



Implications and Insights: A Comprehensive Review of English Language Teaching Research in Iraqi Kurdistan

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Abstract

This comprehensive review delves into a series of research papers, providing an extensive analysis of English language education in Iraqi Kurdistan. The collection covers diverse aspects, including students' attitudes towards English language education policies, challenges in English language proficiency, comparative studies on teachers' beliefs, the effectiveness of training courses for English teachers, and the complexities faced by novice English as Foreign Language (EFL) teachers. The examination begins with an overview of the selected papers, detailing publication information, abstract summaries, and key findings. The research encompasses a wide range of themes, such as the impact of language policy, difficulties in English language speaking proficiency among EFL students, and teachers' perspectives on code-switching. The papers also shed light on critical areas like teacher motivation, curriculum reforms, and the influence of the linguistic landscape on language policy. The analysis proceeds with a meticulous examination of each paper, summarizing essential details, abstracts, and significant findings. The methodology sections outline the criteria for selecting papers, data extraction processes, and analysis approaches, providing a robust foundation for the research. The subsequent sections present in-depth reviews of each paper, capturing essential elements such as publication details, abstract summaries, and key findings. The discussion highlights the significance of each paper in contributing to the understanding of language education in Iraqi Kurdistan. Conclusively, this compilation contributes a nuanced

exploration of language education in the specified context, offering insights for educators, policymakers, and researchers. The collection's breadth and depth provide a valuable resource for those seeking a comprehensive understanding of language education in Iraqi Kurdistan. The findings emphasize the importance of addressing challenges, refining teaching methodologies, and adapting policies to create an optimal learning environment for students and teachers alike.

Key words: EFL; English language; ELT research; Teaching and learning; Iraqi Kurdistan

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INTRODUCTION

Language teaching is a complex process that involves the integration of various disciplines such as linguistics, psychology, sociology, pedagogy, and politics. Curriculum design in this context requires the collaborative efforts of experienced English language teachers and subject matter specialists. In his seminal work, Corder (1973) emphasizes the multidisciplinary nature of language teaching, underscoring the importance of theory and cooperative efforts. This paper aims to illuminate the history of English language curriculum in Iraq, focusing on the phases of reform it has undergone, and delving into the methods employed in English language teaching.

The roots of English language teaching in Iraq can be traced back to 1873 when English was introduced in state schools in major cities. During the British colonialization after World War I, English teaching expanded, initially as a second language from the first primary year.

However, later modifications shifted its status from English as a second language (ESL) to English as a foreign language (EFL) (M. Amin, 2017). Textbooks imported from Egypt laid the foundation, utilizing the Grammar–Translation Method. An examination of a 1938 ministerial examination document reveals an emphasis on written form, vocabulary intricacies, and a neglect of communicative skills (Rivers, 1980). The Grammar–Translation Method’s features, as described by Larsen-Freeman (1986), dominated this phase, with little attention to speaking and listening skills. M. Amin (2017) adds historical context, noting the earliest ELT courses and series of textbooks used until the 1970s. The lack of a “Teacher’s Guide” during this period underscored the assumption that teachers knew how to teach, highlighting a need for educational improvement. Moreover, the establishment of the Foreign Languages Department at the Higher Teachers Training College in Baghdad marked a pivotal moment in English language teaching in Iraq. The focus shifted to the teaching of literary readers at the intermediate stage (M. Amin, 2017). The early 1970s ushered in a new era known as “The Era of Nationalizing the Syllabuses of English in Iraq.” The Ministry of Education formed a committee in May 1970 to develop the objectives of a new English program. The result was “The New English Course for Iraq” (NECI), consisting of eight books designed with a structural approach and employing the Audio-lingual Method. This series, introduced gradually from 1973, replaced the old textbooks and proved efficient in comparison.

The NECI marked a significant shift, with Iraqi authors and an advisory board contributing to the curriculum. Locally-produced textbooks granted the Ministry of Education the freedom to revise and modify, addressing the shortcomings of the previous imported series (M. Amin, 2017). In late 1970, the Institute for the Development of English Language Learning in Iraq (IDELTI) was established to improve English textbooks. The IDELTI Journal, focusing on English language teaching, further facilitated discourse in the field. However, attempts to revise the New English Curriculum faced challenges due to the regional political and military situation in the 1990s (M. Amin, 2017). English language has become a global means of communication, prompting responses from Asian and Middle Eastern countries. In 2007, the Kurdistan Regional Government (KRG) initiated a new curriculum called “Sunrise” for secondary and high schools. Recognizing students’ challenges in using English communicatively, the curriculum prioritized the four essential skills: writing, reading, listening, and speaking. (M. Amin, 2017).

Since 2007, the KRG has demonstrated a commitment to improving education standards by introducing English to early classes and emphasizing creative thinking. The Sunrise curriculum adopts a communicative approach,

integrating various language skills through motivating topics, adventure stories, and a variety of activities (Sunrise for Kurdistan). In conclusion, the evolution of English language teaching in Iraqi Kurdistan has undergone significant transformations over the years. From the initial phases of adopting imported textbooks and methods to the nationalization of syllabuses and the current emphasis on communicative approaches, each phase has contributed to shaping the English language curriculum. These historical shifts highlight the resilience of the education system in adapting to challenges and the ongoing commitment to improving language education standards in Iraqi Kurdistan.

The purpose of this research paper is to provide a comprehensive understanding of the historical evolution of English language teaching in Iraqi Kurdistan. By delving into the curriculum’s development and the various teaching methods employed over distinct phases, the aim is to shed light on the transformative journey that has shaped English language education in the region. This exploration serves as a valuable resource for educators, policymakers, and researchers seeking insights into the challenges, innovations, and reforms that have marked the trajectory of English language teaching in Iraqi Kurdistan.

The paper meticulously examines three historical phases of English language teaching, starting from the late 19th century to the present day. The delineation of these phases offers a nuanced perspective on how English education has evolved, providing a backdrop for educators and policymakers to comprehend the contextual factors that have influenced decision-making processes over time. Furthermore, the research paper delves into the methodologies employed in English language teaching during each phase. From the traditional Grammar–Translation Method to the adoption of the Audio-lingual Method, the evolution of pedagogical approaches is analyzed. This understanding is crucial for educators seeking insights into the historical context of methodologies, enabling them to make informed decisions about contemporary teaching practices. The exploration of curriculum design is a key component of this research paper. By uncovering the historical shifts in the curriculum, educators and curriculum designers gain valuable insights into the rationale behind changes. This historical context aids in shaping current and future curriculum designs, ensuring that they align with the evolving needs and goals of English language learners in Iraqi Kurdistan. The paper also addresses the challenges encountered during different phases and the subsequent reforms implemented to overcome them. This aspect is particularly significant for policymakers as it provides a roadmap of the educational landscape, highlighting successful strategies and areas that may require further attention. Learning from the challenges and reforms of the past contributes to the development of more effective

policies and practices in English language education. The historical overview presented in this research paper holds implications for the continuous improvement of English language education in Iraqi Kurdistan. Policymakers can draw upon the successes and failures of previous initiatives to shape future strategies. Educators, too, can benefit from understanding the evolution of teaching methods, allowing them to adapt their approaches in line with the historical context, ultimately enhancing the quality of education provided to students.

The research paper is not only relevant within the local context but also contributes to broader discussions on cross-cultural and global perspectives in language education. By examining the historical development of English language teaching in Iraqi Kurdistan, educators and researchers gain insights into the dynamics of language education in diverse cultural settings. This broader perspective fosters a more comprehensive understanding of the challenges and opportunities faced by educators globally. In conclusion, the purpose of this research paper is to offer a detailed exploration of the historical journey of English language teaching in Iraqi Kurdistan. The significance lies in its potential to inform and guide current and future stakeholders in education. From policymakers shaping curriculum frameworks to educators crafting pedagogical strategies, the insights derived from this research paper pave the way for a more informed, contextually aware, and effective approach to English language education in Iraqi Kurdistan and beyond.

The selected research papers by Momen Yaseen M. Amin offer a comprehensive exploration of various aspects of English language education in Iraqi Kurdistan. In “Attitudes of University Students toward English Language Education Policy,” the authors delve into the perceptions of university students regarding language education policies. Another paper examines “Difficulties in Speaking English among EFL Students,” shedding light on the challenges faced by English as a Foreign Language (EFL) students in Iraqi Kurdistan. In a comparative study, Amin explores “Teachers’ Beliefs about Code-Switching,” providing insights into educators’ perspectives on this linguistic phenomenon.

Additionally, Amin’s work includes a review of “Teacher Motivation in TEFL/TESL contexts” in Iraqi Kurdistan, emphasizing the importance of understanding factors influencing teacher motivation. The effectiveness of a “Training Course for English Teachers” is assessed in a paper focusing on enhancing teachers’ confidence. Another study investigates the “Challenges Faced by Novice EFL Teachers,” offering valuable insights into the experiences of new English as a Foreign Language teachers in the Iraqi Kurdistan context. Two papers provide an extensive overview of English language teaching methods and reforms in the Iraqi curriculum,

along with a case study on “Communication Strategies and Gender Differences.” Collectively, these research papers contribute significantly to our understanding of English language education in Iraqi Kurdistan, addressing attitudes, challenges, teacher perspectives, and strategies for improvement.

METHODOLOGY

This research adopts a systematic approach to selecting and analyzing relevant papers on English language education in Iraqi Kurdistan. The methodology encompasses three key components: the criteria for selecting papers, the data extraction process, and the analysis approach.

The criteria for paper selection involved a meticulous screening process to ensure the inclusion of scholarly works that directly contribute to the understanding of English language education in Iraqi Kurdistan. Papers were chosen based on their relevance to the research focus, emphasizing aspects such as attitudes of university students, challenges in speaking English, teachers’ beliefs about code-switching, teacher motivation, effectiveness of training courses, challenges faced by novice teachers, and methods and reforms in English curriculum. The data extraction process involved a comprehensive review of each selected paper. Key information, including publication details, research objectives, methodologies employed, and significant findings, was systematically extracted. The authors’ names, publication years, and journal details were recorded to ensure proper citation in the research paper. Detailed notes were taken regarding the research designs, participant demographics, and data collection methods utilized in each paper. This systematic approach allowed for the retrieval of pertinent information essential for a comprehensive analysis.

The analysis approach adopted for this research involves a qualitative synthesis of the selected papers. A thematic analysis method was applied to identify recurring themes, patterns, and insights across the diverse range of topics covered in the literature. The thematic analysis aimed to uncover commonalities and divergences in attitudes, challenges, and methodologies discussed in the selected papers. Moreover, the analysis delved into the implications and recommendations presented in each paper, providing a holistic understanding of the state of English language education in Iraqi Kurdistan. To ensure the validity of the analysis, a cross-comparison of findings from different papers was conducted. This process allowed for the identification of consensus or discrepancies in the literature, contributing to the reliability of the synthesized results. Additionally, the inclusion of papers from various publication years ensured a temporal perspective, capturing the evolving landscape of English language education in Iraqi Kurdistan over time.

In summary, the methodology adopted for this research paper combines a rigorous selection process, meticulous data extraction, and a qualitative thematic analysis. This approach aims to provide a nuanced and comprehensive overview of the selected papers, contributing valuable insights to the broader understanding of English language education in Iraqi Kurdistan.

ANALYSIS OF SELECTED PAPERS

Paper 1, Publication Details

- Title: Attitudes of University Students toward English Language Education Policy in Iraqi Kurdistan
- Authors: Momen Yaseen M. Amin, Javad Gholami
- Journal: International Journal of Foreign Language Teaching and Research
- Volume: 10, Issue: 43
- Pages: 33-46
- Digital Object Identifier (DOI): 10.30495/JFL.2022.697332
- Affiliation: Department of English Language Teaching, Urmia University, Urmia, Iran

Paper 1, Abstract Summary

This paper investigates EFL students' attitudes towards English language education policy in Iraqi Kurdistan's tertiary education context. Utilizing a qualitative approach and adapting Yang's questionnaire, the study encompasses 300 university EFL students from both private and state universities. The statistical analysis reveals positive attitudes towards learning English as an international language in both soft and hard sciences. Despite the overall positivity, some students express dissatisfaction with the current state of English education in their institutions.

Paper 1, Key Findings and Contributions

The key findings highlight students' positive attitudes towards English language education, emphasizing its importance in academic achievement. English proficiency is considered a significant accomplishment across diverse study fields. Noteworthy is the nuanced understanding of gender differences and variations in students' perceptions.

The study contributes valuable insights for policymakers, administrators, and instructors, offering recommendations to address student dissatisfaction and enhance the quality of English language education.

This research fills a crucial gap in the literature, providing a comprehensive analysis of the higher education landscape in Iraqi Kurdistan and enriching the understanding of English language education policy.

Paper 2, Publication Details

- Title: Difficulties in Speaking English among the EFL students in Iraqi Kurdistan Region
- Authors: Zanyar Nathir Ghafar, Momen Yaseen M.

Amin

- Journal: World Journal of English Language
- Volume: 12, Issue: 6
- Pages: 286-293
- Digital Object Identifier (DOI): <https://doi.org/10.5430/wjel.v12n6p286>
- ISSN 1925-0703(Print), ISSN 1925-0711(Online)

Paper 2, Abstract Summary

This paper addresses the challenges faced by EFL students in Iraqi Kurdistan Region when it comes to speaking English. Despite English being taught as a foreign language from elementary to university levels, students, including those at the university level, encounter difficulties in speaking English fluently. The study explores personal, linguistic, social, and environmental challenges, highlighting issues such as lack of confidence, insufficient vocabulary, reluctance, nervousness, fear of errors, and the absence of suitable settings to practice English.

Data were collected from 12 second-year students in the National Institute of Technology, Sulaimaniyah, using semi-structured interviews. The analysis reveals three significant categories: difficulties, reasons, and subgroups. The research emphasizes psychological, social, environmental, interpersonal, and linguistic issues as challenges to speaking fluency, identifying causes like instructor and instruction, core curriculum, misuse of mother tongue, insufficient education, and classroom culture.

Paper 2, Key Findings and Contributions

The study uncovers significant challenges EFL students in Iraqi Kurdistan face in speaking English, emphasizing the importance of fluency in language learning. Key difficulties include a lack of confidence, insufficient vocabulary, and environmental constraints. Reasons behind these challenges encompass instructor-related factors, core curriculum issues, misuse of the mother tongue, inadequate education, and classroom culture. The research suggests interventions such as creating a positive atmosphere, modifying teaching approaches, and revising courses to enhance students' English speaking abilities. This paper contributes valuable insights to the understanding of the specific challenges faced by EFL students in Iraqi Kurdistan Region, providing a basis for targeted improvements in English language education.

Paper 3, Publication Details

- Title: A Comparative Study on Teachers' Beliefs about Code-Switching
- Authors: Najma Salem (Azzaytuna University, Libya), Momen Yaseen M. Amin (Cihan University of Sulaimaniya)
- Journal: Applied Linguistics Research Journal
- Volume: 5, Issue: 1
- Publication Date: January 2021

- Pages: 68-75

- Digital Object Identifier (DOI): 10.14744/alrj.2020.37167

Paper 3, Abstract Summary

This paper delves into the ongoing debate on code-switching or L1 use in second language acquisition, particularly in the context of language teaching and learning. Conducted as a comparative study, the research aims to explore and compare the beliefs of English as Foreign Language (EFL) teachers in Libya and Iraqi Kurdistan regarding the use of L1 in language classrooms.

The study recognizes teachers' beliefs as influential factors in second language teaching and learning. The research investigates whether Libyan and Kurdish EFL teachers share similar or different beliefs and aims to identify the specific beliefs held by each group. Data were collected using a Teachers' Beliefs Questionnaire, with 40 EFL teachers from both contexts participating in the study. The findings reveal significant differences in beliefs between Libyan and Kurdish EFL teachers concerning the use of L1 for subject access, classroom management, and code-switching for interpersonal relations. However, no significant differences were found between the two groups in relation to teachers' personal beliefs.

Paper 3, Key Findings and Contributions

The research uncovers noteworthy disparities in the beliefs of Libyan and Kurdish EFL teachers regarding the use of L1 in language classrooms. The identified differences specifically pertain to subject access, classroom management, and code-switching for interpersonal relations. The study contributes valuable insights into the cultural and contextual variations that shape teachers' beliefs in different regions. By highlighting these differences, the research provides a foundation for understanding the factors influencing language teaching practices and underscores the importance of considering context-specific beliefs in language education.

Paper 4, A. Publication Details

- Title: Studies of Teacher Motivation in TEFL/TESL contexts; Review of Iraqi Kurdistan Context

- Author: Momen Yaseen M. Amin

- Journal: Canadian Social Science

- Volume: 16, Issue: 5

- Publication Year: 2020

Paper 4, Abstract Summary

This paper offers an in-depth examination of studies on teacher motivation within the realms of Teaching English as a Foreign Language (TEFL) and Teaching English as a Second Language (TESL) contexts. Emphasizing motivational strategies for teachers, the paper explores the evolving definition and development of motivation in educational settings.

A significant aspect of the paper focuses on a specific study conducted in Iraqi Kurdistan, delving into the intricacies of EFL teacher motivation and the application of motivational strategies. The concluding section provides pertinent suggestions and recommendations aimed at enhancing teacher motivation in the Iraqi Kurdistan context.

Paper 4, Key Findings and Contributions

The paper contributes to the broader discourse on teacher motivation in TEFL/TESL contexts, consolidating insights from various studies. The specific examination of the Iraqi Kurdistan context adds a distinctive layer, offering a nuanced understanding of the motivational landscape for EFL teachers. By highlighting motivational strategies, the paper serves as a valuable resource for educators, researchers, and policymakers seeking to optimize the teaching experience in English language education. The recommendations provided in the paper are tailored to the Iraqi Kurdistan context, with the potential to inform practices and policies for cultivating a more motivating and supportive environment for EFL teachers.

Paper 5, Publication Details

- Title: The Effectiveness of «Training Course for English Teachers in Iraqi Kurdistan» and Improving Teachers' Confidence

- Author: Momen Yaseen M. Amin

- Journal: International Journal of Humanities and Cultural Studies

- Volume: 5, Issue: 1

- Publication Date: June 2018

- ISSN: 2356-5926

- Page: 137

- Website: [IJHCS](<http://www.ijhcs.com/index.php/ijhcs/index>)

Paper 5, Abstract Summary

This study delves into the description and analysis of the «Training Course for English Teachers in Iraqi Kurdistan» with a focus on its positive and negative aspects. The aim is to provide insights into the course, highlighting both favorable and unfavorable elements. The study also aims to offer suggestions and recommendations for potential improvements in the course design to enhance its effectiveness in future iterations.

To achieve this, a questionnaire with two parts was designed. The first part gathered demographic data and teachers' experiences, gauging their attitudes and reactions. The second part involved participants answering questions about their perceptions (satisfaction/dissatisfaction) regarding the course. Additionally, three participants were interviewed to provide insights into the course's effectiveness, weaknesses, and recommendations. The study reveals the significance of the course in training teachers in Iraqi Kurdistan, especially in the context of the new curriculum (Sunrise, since 2007). The findings

suggest the need for more training courses to familiarize teachers with the curriculum and effective teaching techniques.

Paper 5, Key Findings and Contributions

The study's significant findings underscore the importance of the training course for English teachers in Iraqi Kurdistan, particularly in light of the introduction of the new curriculum (Sunrise) since 2007. The research emphasizes the course's role in enhancing teachers' confidence and addresses the necessity for additional training courses to further acquaint teachers with the curriculum and effective teaching methods. The study contributes valuable insights for educational policymakers and institutions to improve teacher training programs, ultimately elevating the quality of English language education in the region.

Paper 6, A. Publication Details

- Title: Challenges Faced by Novice EFL Teachers
- Authors: Momen Yaseen M. Amin (Cihan University of Sulaimaniya), Ali Rahimi (Suleyman Demirel University)
- Journal: International Journal of Humanities and Cultural Studies
- Publication Date: June 2018
- DOI: [10.1719/IJHCS] (<https://doi.org/10.1719/IJHCS>)

Paper 6, Abstract Summary

This study explores the challenges encountered by novice English as a Foreign Language (EFL) teachers during their induction period in Iraqi Kurdistan. Utilizing a cross-sectional descriptive design, data were collected through a questionnaire from 20 novice EFL teachers across four provinces of the Kurdistan region. The findings indicate that novice EFL teachers face both job-related and social challenges. The most prevalent adaptation challenges are identified in areas such as (1) relationship with students, (2) social status and identity, (3) supervisors (school principals and inspectors), and (4) classroom management. The data were analyzed using SPSS 16.0, and the study's outcomes are discussed, accompanied by appropriate recommendations.

Paper 6, Key Findings and Contributions

The study sheds light on the adaptation challenges experienced by novice EFL teachers in Iraqi Kurdistan, emphasizing both job-related and social aspects. The identification of prevalent challenges, particularly in areas like student relationships, social status, supervision, and classroom management, contributes valuable insights. The use of SPSS 16.0 for data analysis enhances the study's rigor. The findings serve as a resource for teacher training programs, educational policymakers, and institutions to develop strategies that address the specific challenges faced by novice EFL teachers, ultimately contributing to

the improvement of the teaching experience in the region.

Paper 7, Publication Details

- Title: English Language Teaching Methods and Reforms in English Curriculum in Iraq; an Overview
- Author: Momen Yaseen M. Amin
- Journal: Journal of University of Human Development (UHDJ)
- Volume: 3, No. 3
- Publication Date: August 2017
- DOI: [10.21928/juhd.20170820.23](<https://doi.org/10.21928/juhd.20170820.23>)
- e-ISSN: 2411-7757, p-ISSN: 2411-7765

Paper 7, Abstract Summary

This paper delves into the historical trajectory of the English curriculum in Iraq, examining three distinct phases. From the initial introduction in 1873 to the recent reforms in the Kurdistan Region of Iraq (KRG) since 2007, the evolution of English language teaching is explored. The analysis encompasses teaching methods, shedding light on the transition from traditional approaches, such as the Grammar-Translation Method, to more recent developments. Challenges faced in earlier phases, including an emphasis on written form and the lack of communicative skills focus, are highlighted. The paper also outlines reform efforts, including the establishment of the Foreign Languages Department and modifications to the curriculum.

Paper 7, Key Findings and Contributions

The study identifies the historical phases of the English curriculum in Iraq, marking significant shifts and reforms. Challenges in early phases, such as an overemphasis on written skills and neglect of communicative skills, are outlined. The transition from traditional methods to more modern approaches is explored, with a focus on the Grammar-Translation Method. The establishment of the Foreign Languages Department and subsequent modifications to the curriculum are highlighted as crucial reform initiatives. This overview contributes valuable insights for educators and policymakers, providing a comprehensive understanding of the factors influencing English language teaching in Iraq.

Paper 8, A. Publication Details

- Title: Communication Strategies and Gender Differences; A Case Study
- Author: Momen Yaseen M. Amin
- Journal: International Journal of Humanities and Cultural Studies (IJHCS)
- Publication Date: December 2017
- DOI: [10.1719/IJHCS](<https://doi.org/10.1719/IJHCS>)

Paper 8, Abstract Summary

- This study, within the realm of second language

acquisition (SLA), delves into communication strategies (CSs) employed by English learners, specifically focusing on gender differences. The primary objective is to explore the varied strategies learners employ to overcome language barriers and enhance discourse during oral communication. The research involves a pair of learners (male and female) engaging in an oral communication task, describing six pictures. The analysis utilizes Nakatani's (2006) framework for oral communication strategies. The study sheds light on the differential use of CSs by learners during audio-video interviews, providing insights into gender-specific communication patterns.

Paper 8, Key Findings and Contributions

- The study reveals distinct communication strategies employed by English learners, emphasizing gender differences. Analysis of oral communication strategies during the task of describing pictures provides nuanced insights. Nakatani's (2006) factors for oral communication strategies serve as a framework for understanding learner behavior. Understanding how learners adapt communication strategies in audio-video interviews contributes to the broader field of SLA. This case study adds valuable knowledge about gender-specific language problem-solving strategies and their impact on discourse in second language acquisition.

CONCLUSION

The exploration of the selected research papers has unveiled several key findings across diverse dimensions of English language education, teacher training, and language acquisition. The study on university students' attitudes towards English language education policy in Iraqi Kurdistan identified positive inclinations toward English as an international language. Challenges in speaking English among EFL students revealed multifaceted linguistic, social, and environmental obstacles. A comparative study on teachers' beliefs about code-switching across two Arab countries, Libya and Iraqi Kurdistan, highlighted significant differences in perceptions related to subject access, classroom management, and interpersonal relations.

Investigations into the effectiveness of a training course for English teachers in Iraqi Kurdistan shed light on the crucial role of such courses in adapting to new curricula. The scrutiny of teacher motivation in TEFL/TESL contexts presented insights into the motivational strategies employed by English teachers in the Iraqi Kurdistan context. The examination of the English language teaching curriculum in Iraq outlined historical phases and reforms, providing a comprehensive overview. Further studies on novice EFL teachers delved into adaptation challenges during the induction period, identifying issues related to student relationships, social status, supervisors, and classroom management. Lastly,

an analysis of communication strategies and gender differences illuminated how learners deploy strategies differently in audio-video interviews, enriching our understanding of second language acquisition.

This compilation of research papers makes noteworthy contributions to the field of English language education and second language acquisition. The insights gained from university students' attitudes toward English language education policies provide valuable considerations for policymakers, administrators, and instructors at tertiary levels. Identifying challenges in speaking English among EFL students emphasizes the need for targeted interventions to enhance language proficiency. The comparative study on teachers' beliefs about code-switching contributes to the ongoing debate in second language acquisition, offering nuanced perspectives from two distinct Arab contexts. Studies evaluating the effectiveness of training courses for English teachers provide practical implications for designing future courses to align with curriculum changes. The exploration of teacher motivation and the historical overview of the English language teaching curriculum in Iraq contribute to a comprehensive understanding of the socio-cultural and historical factors shaping language education.

Investigations into novice EFL teachers' challenges during induction pave the way for mentorship programs and support mechanisms. The analysis of communication strategies and gender differences provides valuable insights into learner behavior during oral communication, adding depth to our knowledge of language acquisition. Building on the findings of these research papers, several avenues for future research emerge. Firstly, a longitudinal study tracking university students' attitudes toward English language education policies could provide a dynamic understanding of evolving perceptions. Exploring innovative pedagogical approaches to address the identified challenges in speaking English among EFL students may enhance language learning outcomes. Comparative studies on teachers' beliefs across diverse cultural contexts could offer a broader perspective on the influence of cultural factors on language education practices. Further research into the long-term impact of teacher training courses on English language education in evolving curricular contexts is essential. Investigating motivational strategies across different regions and educational settings would enrich our understanding of the universality or context-specific nature of these strategies. Future studies could delve deeper into the experiences of novice EFL teachers, providing insights into effective induction programs and support structures. Lastly, exploring communication strategies in various language learning contexts and their impact on learner proficiency can contribute to the development of targeted language teaching methodologies.

In conclusion, this compilation of research papers

presents a comprehensive picture of English language education and second language acquisition in Iraqi Kurdistan, offering valuable insights for educators, policymakers, and researchers alike. The varied perspectives explored within these papers provide a foundation for future research endeavors, ensuring the continued advancement of language education practices in the region and beyond.

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