

The Socio-Cultural Nexus: An In-depth Examination of its Influence on the Linguistic Acquisition of Kurdish University Students in the English Language

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Abstract

This research delves into the intricate interplay between individuals' psychosocial constitution and the linguistic-cultural milieu, critically examining the profound impact on cognitive and affective dimensions of acquiring English as a foreign language. The focus point lies in the formidable challenge posed by cultural dissonance, which impedes the seamless acquisition of English and establishes a complex nexus between socio-cultural variables and language learning. Methodologically, the study employs a comprehensive approach, integrating quantitative and qualitative methodologies to elucidate the findings. The diverse participant cohort, consisting of 38 Kurdish university students at Charmo University, undergoes scrutiny through meticulously designed questionnaires and insightful interviews as primary data elicitation instruments developed by Lev Vygotsky. This approach unveils a rich tapestry of insights into the intricate dynamics of sociocultural dimensions in English language learning. Empirical findings illuminate the complex ways sociocultural determinants, including parental influences, religious affiliations, and the spectre of political instability, intricately influence students' developmental trajectories in English language proficiency. The study delineates nuanced contours wherein factors like parental guidance and political perturbations eclipse the impact of religious influences on the efficacy of students' English language acquisition. Consequently, the research underscores the pervasive influence of sociocultural dimensions and nuances of the intricate interplay between various factors, presenting a comprehensive perspective on the complex panorama of English language learning among Kurdish university students.

Keywords: Cultural Dissonance; Empirical Finding; English Language Acquisition; Kurdish University Students; Methodological Integration; and Sociocultural Dimensions

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1. Introduction

The introductory section elucidates the intricate relationship between culture and language, positing that culture serves as the foundational force shaping individual and societal identities. It is portrayed as an enduring practice transmitted across generations, influencing perspectives on teaching and learning. The symbiotic connection between culture and language is underscored, emphasizing that language acquisition necessitates an understanding of the associated culture, creating a dual process akin to two sides of a coin. Cultural barriers, encompassing elements like body language, religious beliefs, etiquette, and social habits, are identified as impediments to efficient language learning, challenging learners to navigate the deeply-rooted values of their mother tongue's culture.

Transitioning to the statement of the problem, the narrative highlights the global impact of socio-cultural and traditional conditions on Kurdish learners' attitudes toward English language acquisition. The assertion is made that positive sociocultural contexts foster intrinsic motivation for learning English, a

principle applicable universally, including in Kurdistan. This segues into the study's primary objective, which is to discern the sociocultural factors, such as gender discrimination, religious convictions, family structure, and family influence, that significantly shape English language learning. The investigation, grounded in statistical analysis of questionnaires and interviews, seeks to unravel the nexus between these sociocultural elements and language proficiency.

The subsequent delineation of the research's scope outlines its focus on university students at Charmo University in Chamchamal, delimiting the study to specific demographics for a nuanced exploration of sociocultural challenges in English language learning. The significance of the research is then expounded, emphasizing its potential to enlighten parents and future researchers about the social issues faced by teens and university students in English language education. Moreover, it is posited that the findings may galvanize parental involvement in fostering conducive environments for language learning. The broader societal impact is highlighted, suggesting that the research outcomes could serve as a reference point for future studies, contributing to an evolving understanding of sociocultural dimensions in English language learning among Kurdish students. Moreover, the research questions of the study are mentioned in the methodology section, which is the third section.

2. Literature Review

2.1 Sociocultural Barriers

Brown's assertion (1994, cited in Shemshadsara, 2012) underscores the inseparable link between language and culture, where language serves as a conduit for cultural expression. Transitioning to a new culture disrupts individuals' worldviews, self-perceptions, and communication styles, as culture

is deeply ingrained in individuals' essence. Culture, as a cohesive force, defines human interaction and community behaviour, acting as a binding “glue” that shapes societal expectations (Shemshadsara, 2012). The cultural gap, identified by Wang (2011), poses a substantial obstacle to English learning, intertwining with the intricate dynamics of culture, identity, and foreign language education (Dumitrašković, 2014).

Isolated communities tend to cling to deeply rooted sociocultural views, making it challenging to alter languages, customs, and traditional knowledge. In societies with limited education and isolation, the resistance to changing societal ideas is particularly pronounced, as English education is perceived as a potential threat to cultural norms and lifestyles (Poedjiastutie et al., 2021). Customization becomes imperative in modern society for second language acquisition, with Spackman (2008) analogizing culture to water for fish—enveloping individuals in their learning journey (Al Farabi, 2015). Moreover, cultural barriers manifest in beliefs, societal demands, poor English language systems, norms, and familial challenges, creating a complex tapestry affecting students' learning and perseverance (Razi & Rahmat, 2020).

2.1.1 Family's Educational Background

In cultures valuing talent and knowledge, a robust education is essential for prosperity. The family, alongside the school, significantly influences a student's education. Parental education emerges as a critical determinant, with children from highly educated families more likely to pursue advanced education (Rich, 2000). The impact of parental educational background on children's learning is multifaceted, influencing knowledge acquisition and posing challenges such as

time constraints, skills, and language proficiency (Forey, Besser, and Sampson, 2016; Zhou, 2020:15).

Parents' foreign language proficiency, shaped by their education levels, impacts their ability to support children's language learning. Higher-educated parents not only enhance knowledge acquisition but also positively correlate with a child's second language ability, increasing the likelihood of English education (Walczak et al., 2017; Heyes et al., 2017: 57). A positive correlation prevails between a child's English proficiency and the educational background of parents, emphasizing the advantage for children of more educated parents (Heyes et al., 2017: 57).

2.1.2 Family Awareness

Families play a crucial role in supporting a child's second language acquisition. Parental awareness of education's value significantly influences a child's decision to invest in learning English (Wati and Sahid, 2022). Blake's study (1981, cited in Alam et al., 2018) reveals that parents' understanding correlates with children's academic success, highlighting the impact of parent-child interaction on language learning. Lack of awareness contributes to communicative and developmental issues, whereas awareness fosters cognitive development, providing stimuli crucial for children's thriving (Lieneman CC and Brabson LA, 2017, cited in Thomas et al., 2019). Moreover, parents' understanding profoundly shapes decisions regarding educational options for their children.

2.1.3 Parental Relationship Conflicts

Home, as the primary environment for learning and support, is vulnerable to conflicts that negatively impact a child's well-being. Family conflicts, including

divorce, absent parents, and parental infidelity, affect children's self-esteem, mental health, behaviour, and academic performance (Mauki et al., 2018). Conflicts compromise the safety of the family environment, influencing children's exhaustion and overwhelming feelings (Shantisree, 2015, cited in Ndayambaje et al., 2020).

Dean et al.'s study (2017, cited in Ndayambaje et al., 2020) reveals that children from conflicted families divert focus from learning, affecting academic performance. Domestic violence incurs short-term and long-term costs, posing potential life-threatening consequences, and impacting academic life (Kanchiputu and Mwale, 2016). Furthermore, parental conflicts emerge as major factors adversely affecting the home environment and, consequently, children's performance (Hess, 2021).

2.1.4 Gender Discrimination

Although language is not inherently discriminatory, societal and cultural influences shape gender discrimination. Gender discrimination, rooted in unfair treatment between genders, reflects societal views on leadership roles and responsibilities (Lan and Jingxia, 2019). Traditionally, men are viewed as household leaders, while women are expected to nurture. Additionally, gender prejudices permeate various spheres, including the workplace and schools (Aicha, 2017).

Discrimination is observed in English classes, with gender influencing expectations and hindering girls' English proficiency in certain contexts (Ara, 2019; Shahrear et al., 2011). In his study, Shah finds that cultural beliefs in Pakistan restrict girls' English education, emphasizing traditional values and prioritizing household chores over language learning (Shah, 2015). Likewise,

rural areas face additional constraints due to patriarchal attitudes, limiting women's language learning opportunities (Shahrear et al., 2011). Gender disparities persist in English schools, with varying expectations for boys and girls in co-curricular activities, family responsibilities, and life goals (Shahrear et al., 2011).

2.2 Social Instability

2.2.1 Exposure to the English Language

Language exposure, referring to the learner's contact with the target language outside the classroom, plays a crucial role in English language acquisition. Factors such as age, personality, motivation, and anxiety influence learning English as a second language. Studies consistently show that qualitative exposure to the target language enhances language learning (Peregoy and Boyle, 2005, cited in Domingo, 2020). Despite the importance of exposure, many Kurdish students lack sufficient contact with an English-speaking environment, hindering their language development. Classroom instruction, while valuable, is not the sole solution. Various methods such as multimedia, group work, and projects offer additional opportunities for learners to enhance their English language skills (Al-Zoubi, 2018).

2.2.2 Income Problem

The interactional approach to second language learning remains effective in the classroom, considering the complex nature of language acquisition. In addition, socioeconomic factors, including parental educational background, occupation, and income level, significantly impact students' success in learning a second language (Pradhan and Sreenivasan, 2021). Poverty, a pervasive issue in many households, poses a substantial barrier. Students from lower socioeconomic backgrounds generally exhibit lower academic achievement

compared to their more privileged counterparts. Disparities in language learning opportunities at home and school contribute to disadvantages for children in low-income areas. Similarly, kindergartens, schools, and universities in such areas often provide fewer language learning opportunities, affecting the language skills development of Children, pupils, and students (Bruyckere, 2017). Consequently, language acquisition is a social process influenced by social, cultural, and economic contexts, with inequalities in these factors affecting students' success in learning a second language (Pradhan and Sreenivasan, 2021).

2.3 Religious Perspective

Religion, as elucidated by Geertz (1973), serves as a set of powerful symbols that profoundly influence individuals, binding society together. In the same vein, language, a vital tool in portraying religious concepts, plays a crucial role in the transmission of religious traditions to future generations (Abd Manan et al., 2020). The connection between language learning and religion is evident, with devout learners showing less interest in cultural aspects of English, particularly in the context of Islam (Tseng, 2002, cited in Farokhipour et al., 2017). The dominance of Arabic among Muslims further emphasizes the intimate connection between religion and language (Abd Manan et al., 2020). As religions like Hinduism and Christianity emerged, languages such as Hebrew and Sanskrit developed, but the influence of English has prevailed, shaping modern linguistic landscapes (Smith, 1991, cited in Abd Manan et al., 2020). Religion, therefore, significantly influences language learning strategies in the English language classroom (Wekesa, 2001).

2.3.1 Islamic Religious Perspective Toward the English Language

English, being the global language, carries cultural conceptions rooted in Judeo-Christian ideals and Western cultures, affecting how it is perceived, particularly in Muslim-majority societies (Mohd-Asraf, 2005, as cited in Jailani et al., 2020). In Islamic nations, English faces resistance due to concerns about cultural displacement, colonial legacies, and the potential erosion of local identity (Pennycook and Coutand-Marin, 2003, cited in Irawan, 2020). Issues arise in countries like Malaysia, Indonesia, and Brunei when English education materials clash with local norms and values (Widodo et al., 2018, cited in Irawan, 2020). Notably, the influence of religion is evident in educational priorities, with Urdu being the language of religious education for Muslims, sometimes superseding the desire for English proficiency (Singh, 2010). Indeed, learning English, in the context of Muslim countries, raises concerns about cultural and religious identity loss (Hidayati, 2016).

2.3.2 Strict Religious Views

Religious ideas form an integral part of human cognition, influencing education and societal norms (Baurain, 2015). Religious leaders, sceptical of formal education, establish madrasas to impart Islamic teachings, especially for girls, viewing modern education as a threat to traditional values (Malik, 2008, cited in Shah, 2015). Some oppose female English literacy, aligning with conservative views on gender roles (Shah, 2015). In Afghanistan, religious experts discourage English learning due to Taliban-imposed restrictions (Orfan & Noori, 2021). Moreover, Indian Muslims may oppose English due to religious sentiments (Shah, 2015). Likewise, Saudi Arabian parents and EFL students, influenced by strong Islamic beliefs, prioritize Arabic over English, believing obedience to Allah carries more significance than English proficiency

(Ahmad, 2015). In this concern, language becomes a double-edged sword, conveying religious morality or, conversely, manipulating language for personal and political gain (Abd Manan et al., 2020).

Throughout the later sections, the results for Kurdish students will be analysed and discussed. The role of socio-culture and other perspectives will be conducted on Kurdish students at the university.

3. Methodology

3.1 Research Procedures

In the pursuit of a nuanced exploration into sociocultural factors influencing second language acquisition, a judicious combination of research tools was employed. Utilizing a questionnaire and interviews, the researcher adopted a mixed-method approach to gather comprehensive and reliable data. The findings illuminated the profound impact of sociocultural influences on English language learning. Employing both qualitative and quantitative methods, the paper employed the quantitative approach for numerical analysis and the qualitative method for descriptive exploration. The questionnaire, serving as a quantitative data collection tool, provided statistical insights, while qualitative data from interviews enriched the research with in-depth perspectives and personal viewpoints.

3.2 Research Principles

The term “research principles” encompasses constitutive elements such as reliability, validity, authenticity, and practicality. These principles delineate a stringent, authentic, and objective methodology aimed at acquiring reliable and valid knowledge pertinent to educational activities and programs. The data analysis, undertaken with meticulous care, not only ensures reliability but also unveils obstacles thwarting university students from mastering English.

3.2.1 Validity

The validation of this research hinges on the accuracy of findings, reflecting the experiences of participants akin to those in the study's sample. Internal and external validity, integral components, ascertain the robustness of the research. Internal validity, exemplified by the trustworthy cause-and-effect associations identified, resonates strongly with the sociocultural issues impacting university students. External validity, extending the applicability of findings to a broader audience, is evident in the pervasive influence of traditional and sociocultural factors on learners globally.

3.2.2 Reliability

The research establishes its reliability through the consistency with which methods measure phenomena. The quantitative analysis, chosen for its systemic objectivity, ensures the dependable measurement of outcomes. Two types of agreements, quantitative and descriptive, contribute to the overall reliability, acknowledging the subjective nature of the latter.

3.2.3 Authenticity

Authenticity, defined as truth and reality, permeates this research. The employed techniques for data collection, coupled with the accuracy and relevance of resources, underscore the authenticity and reliability of the study. The credibility and originality of the researcher contribute to the overall legitimacy of the research.

3.2.4 Practicality

The research, characterized by its adaptability and real-world utility, delves into practical insights concerning the barriers erected by sociocultural factors impeding English acquisition among university students. Its focus on real-world experiences and occurrences distinguishes it from mere theoretical assumptions.

3.3 Research Questions

- a. How does the cultural context of Kurdistan/Kurdish families shape the methodologies employed in acquiring proficiency in English?
- b. To what degree does societal instability impact the cognitive and behavioural dimensions of university students mastering the English language?
- c. In what nuanced ways do familial religious perspectives influence the trajectory of English language acquisition among Kurdish university students, navigating the confluence of cultural beliefs and linguistic proficiency?

3.4 Setting

Conducted at Charmo University in Chamchamal, the research benefitted from a mixed-gender class environment, ensuring equal learning opportunities for all students. Students from different stages, grades, and levels of the English Department were included in the data-gathering process.

3.5 Participants

The research engaged 32 students from the English Department of Charmo University, spanning diverse genders, ages (18 to 22), and social backgrounds, all exclusively focusing on English studies. The inclusion of students from freshers to Seniors, belonging to various classes, ensured a comprehensive representation. Interviews with 6 students further enriched the study by capturing perspectives potentially missed by the questionnaire.

3.6 Analysis Data

Leveraging Google tools, the researcher adopted a pie chart as an illuminating visual aid to meticulously dissect the gathered data. Tailored for categorical or nominal data, the pie chart effectively conveyed the parts-to-whole relationship through percentage-based segmentation.

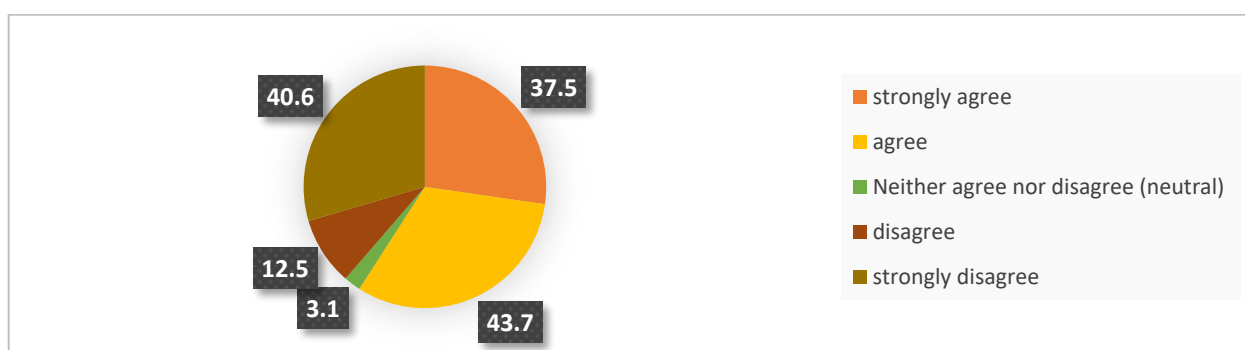
4. Results and Analysis of Data

Within this section, an intricate examination of the questionnaire, encompassing 15 statements, and the subsequent interviews, have been undertaken to explicate the discernments derived from the data collection process. Pie charts and a Likert Scale questionnaire have been instrumental in fostering lucidity and precision in the data.

4.1 Questionnaire Results and Analysis

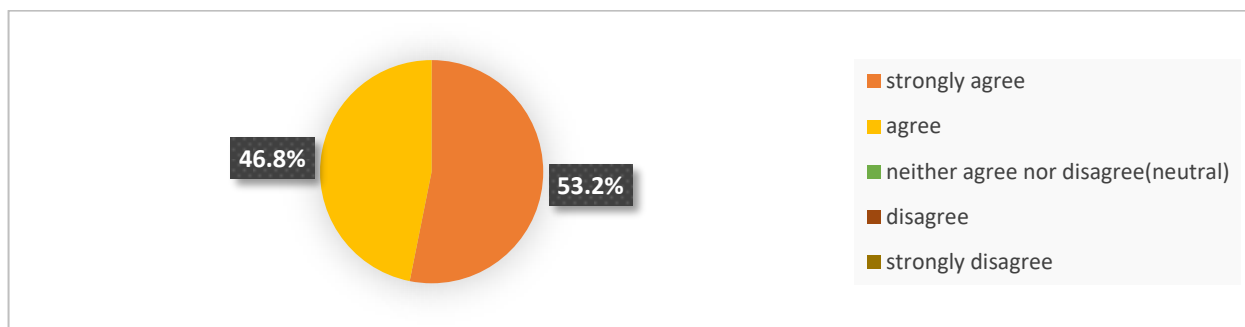
4.1.1 Statement One

The nexus between the parent's educational background and the child's proficiency in the English language emerges as significantly robust. Analysis reveals that 43.7% concurred with this statement, while a mere 3.1% strongly disagreed, with an additional 3.1% adopting a neutral stance. Strikingly, 37.5% expressed strong agreement, whereas 12.5% dissented.



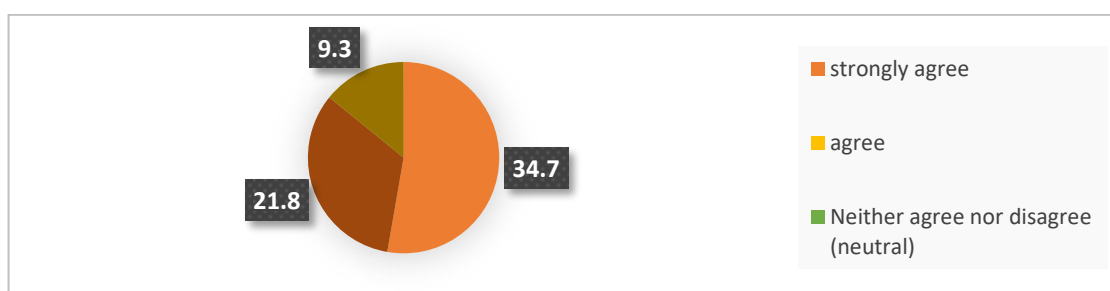
4.1.2 Statement Two

Positing that a parental grasp of English augments a learner's language acquisition, 53.1% staunchly agreed, and 46.8% concurred, forming a unanimous consensus. Intriguingly, no respondents opposed or remained neutral on this assertion.



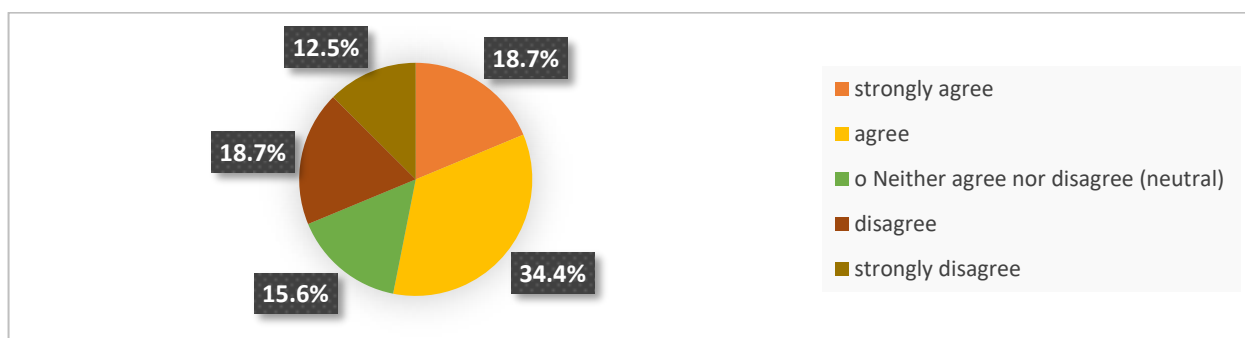
4.1.3 Statement Three

The assertion that underprivileged students encounter limited opportunities for honing intricate language skills resonated with over half the participants. Noteworthy is the fact that 34.7% strongly agreed, mirroring the percentage that agreed, while 9.3% vehemently dissented, and 21.8% expressed disagreement. A nuanced perspective is absent, as no participant chose neutrality



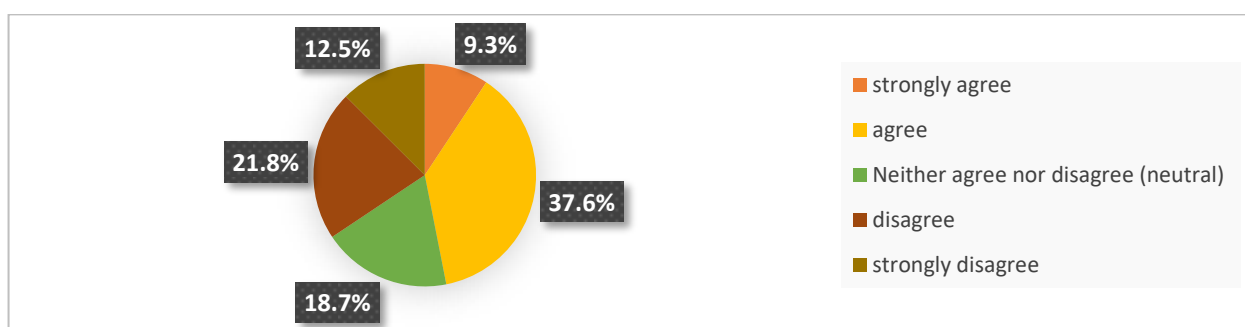
4.1.4 Statement Four

Drawing a correlation between parental socioeconomic status and superior academic proficiency in English, the data showcased 34.3% agreement and 18.7% strong agreement. Conversely, 12.5% strongly disagreed, 18.7% disagreed, and 15.6% assumed a neutral stance.



4.1.5 Statement Five

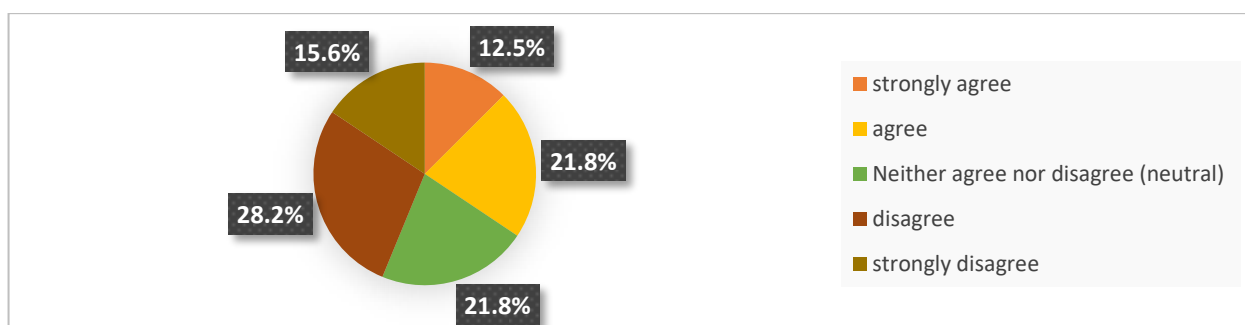
Propounding that instability and conflict impede English language acquisition for university students, garnered varied responses. 37.5% concurred, 9.3% strongly agreed, while 12.5% strongly disagreed, 21.8% dissented, and 18.7% adopted a neutral standpoint.



4.1.6 Statement Six

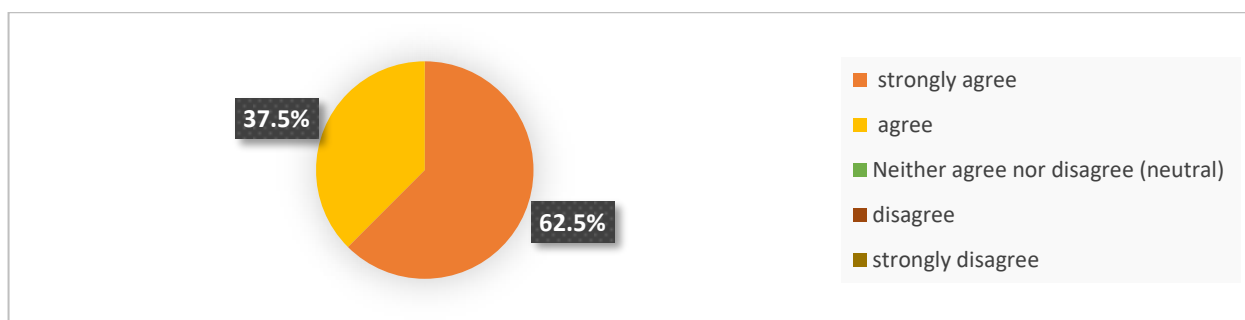
The contention that the educational focus of the Muslim community excludes the English language received divergent responses. 28.1% dissented,

15.6% strongly dissented, 12.5% strongly agreed, and an equivalent percentage concurred, with 21.8% remaining neutral.



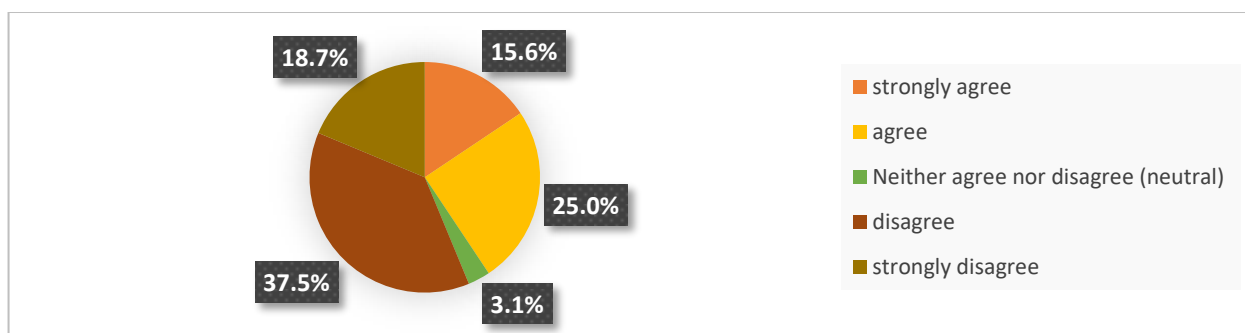
4.1.7 Statement Seven

On the premise that frequent exposure to English simplifies and expedites language learning, unanimity prevailed. 62.5% strongly agreed, and 37.5% agreed, with no respondents dissenting, strongly disagreeing, or adopting a neutral stance.



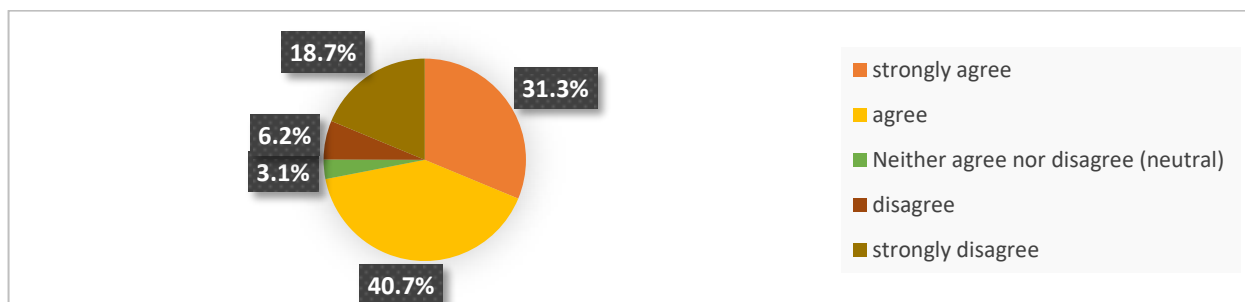
4.1.8 Statement Eight

Contemplating the notion that learning English leads to the erosion of cultural and linguistic identities, elicited diverse perspectives. Additionally, 25% concurred, 37.5% dissented, 15.6% strongly agreed, 18.7% strongly disagreed, and 3.1% chose neutrality.



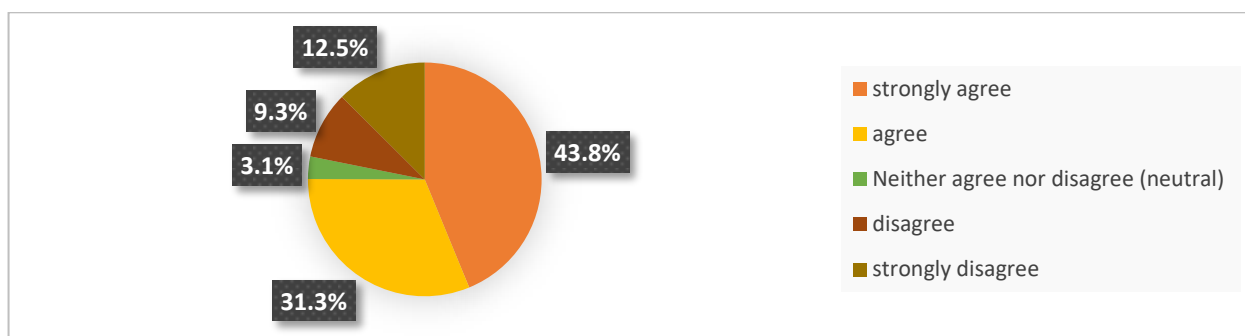
4.1.9 Statement Nine

Interweaving parental conflicts with university students' academic success and language acquisition, manifested a divided perspective. 40.6% agreed, 31.2% strongly agreed, while 18.7% strongly disagreed, 6.2% dissented, and 3.1% maintained a neutral stance.



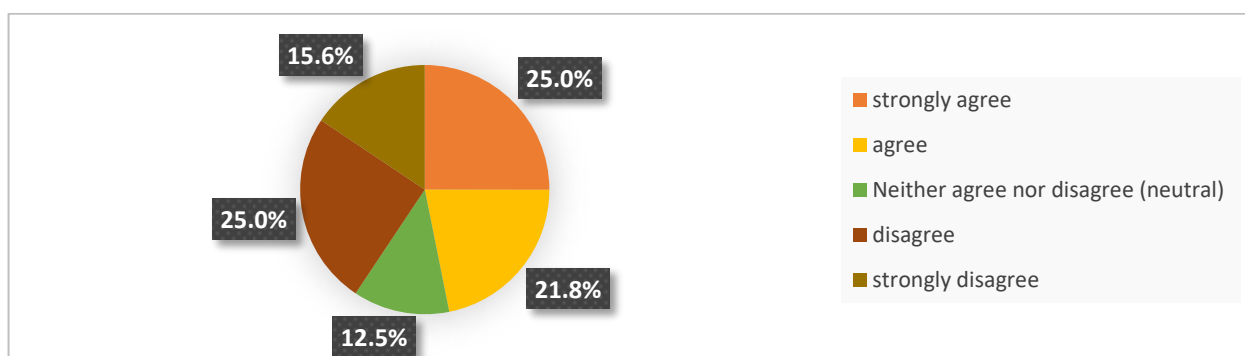
4.1.10 Statement Ten

Affirming the indispensability of a supportive environment for learning a second language, witnessed a resounding consensus. 43.7% strongly agreed, 31.2% agreed, juxtaposed with 12.5% strong disagreement, 9.3% dissent, and 3.1% neutrality.



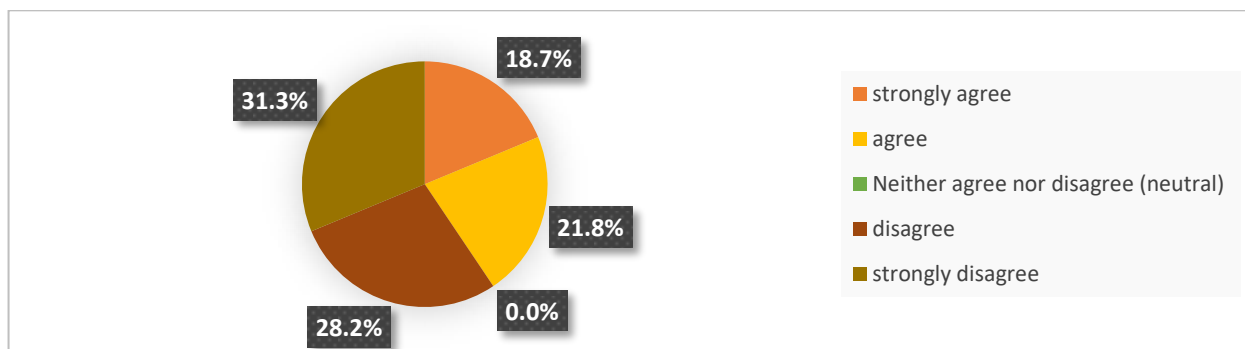
4.1.11 Statement Eleven

Scrutinizing gender disparities in attitudes toward learning English, yielded mixed reactions. 21.8% agreed, 15.6% strongly agreed, while 25% dissented, 25% strongly disagreed, with 12.5% maintaining neutrality.



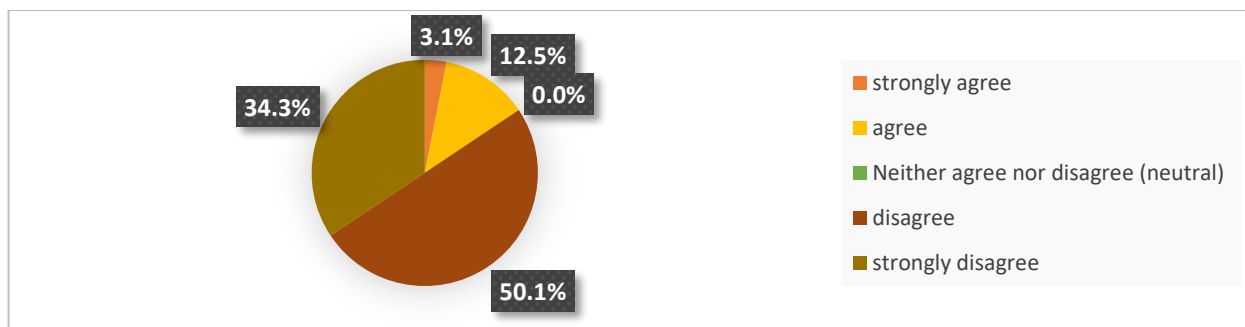
4.1.12 Statement Twelve

Challenging the notion that boys receive superior English learning opportunities, divided opinions emerged. 31.2% strongly disagreed, 28.1% dissented, and 21.8% strongly agreed, with 18.7% adopting a disagreeable stance. Neutral responses were absent.



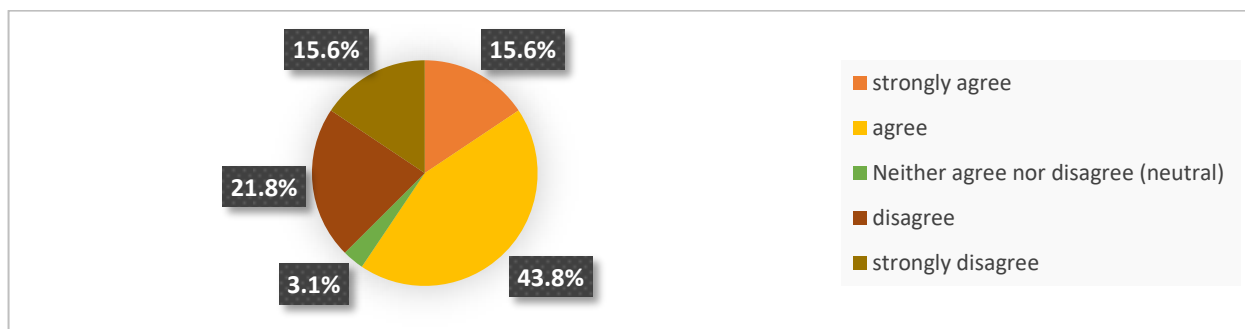
4.1.13 Statement Thirteen

The assertion that English liberates women and renders them uncontrollable drew discernible divergence. 50% dissented, 34.3% strongly disagreed, 12.5% agreed, and 3.1% strongly agreed, with no respondents adopting a neutral standpoint.



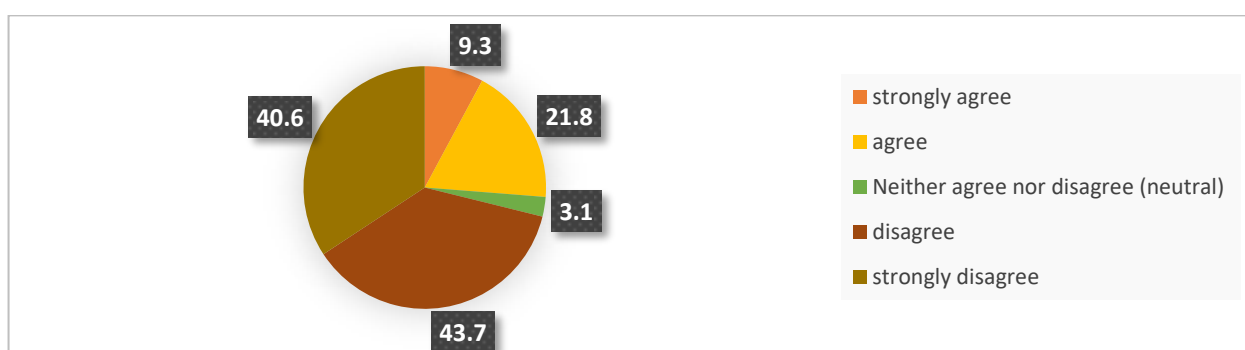
4.1.14 Statement Fourteen

Contemplating the substitutability of English for native languages yielded varied perspectives. 43.7% agreed, 21.8% dissented, 15.6% strongly agreed, 15.6% strongly disagreed, and 3.1% maintained a neutral stance.



4.1.15 Statement Fifteen

The assertion that, due to Islamic culture, English learning lacks essentiality, witnessed substantial disagreement. 43.7% dissented, 40.6% strongly disagreed, while 9.3% strongly agreed, and 3.1% concurred, with only 3.1% remaining neutral.



4.2 Interview Results and Analysis

4.2.1 Students' Interview

During insightful interviews with six Charmo University students, profound revelations surfaced.

Students' responses reflected the intrinsic challenges of self-directed learning and the influence of external factors on their academic pursuits. Some students highlighted the unwavering support from their parents, acknowledging the pivotal role in fostering a positive attitude toward English learning. The pervasive impact of socio-political upheaval, exemplified by the emergence of wars, emerged as a catalyst for fluctuating levels of interest and enthusiasm among students. Notably, students provided nuanced insights into the

intersection of religious beliefs and English learning, shedding light on perceptions within their community. Furthermore, parental conflicts were identified as a potential impediment to academic success and language acquisition.

Intriguing perspectives emerged during interviews with students, shedding light on the intricate dynamics surrounding English education. Students underscored the importance of pre-existing cultural education in mitigating the perceived threat of losing cultural and linguistic identities through English learning. Acknowledging the influence of religious beliefs on parental attitudes, they attested to the existence of families harbouring rigid views on the English language. Additionally, the impact of political and economic instability on the learning environment garnered attention, with students emphasizing its potential to impede their motivation and learning efficacy.

In summation, the amalgamation of quantitative and qualitative insights furnishes a comprehensive panorama of the intricate interplay between diverse factors and English language acquisition among students in the studied context.

5. Discussion of the Main Data and Research Questions

5.1 Exploration of the Primary Research Query

The initial research query delves into the nexus between Kurdish culture and the acquisition of the English language. Per the amassed student data, approximately 44% of respondents posit a correlation between parental educational background and their offspring's English proficiency. Contrarily, only 12.5% dissented, and 3.1% expressed uncertainty regarding this correlation. The findings underscore unanimous student consensus that progenitors conversant in English significantly augment a learner's language acquisition, a

sentiment supported by Rich, who contends that parental occupation impacts scholastic performance (2000).

Corroborating prior research (Dean et al., 2017 cited in Ndayambaje et al., 2020), the study aligns with the proposition that children/learners from tumultuous familial settings exhibit heightened focus on familial affairs, potentially impeding engagement with foreign languages. The responses substantiate this, with 41% of students affirming that domestic violence detrimentally affects a child's education. Divergence exists, however, as 19% of participants dispute the impact of familial discord on academic performance. Moreover, 75% contend that a nurturing environment facilitates academic triumph, whereas 23% hold an opposing viewpoint. This aligns with Shantisree's assertion that an unsafe family environment burdens children, leaving them fatigued and overwhelmed (2015 cited in Ndayambaje et al., 2020).

Gender disparities emerge, rooted in cultural and religious paradigms where women are often relegated to minority status. Approximately 50% of students opine that boys receive preferential attention, creating disparate learning frameworks. Conversely, 16% believe English liberates girls uncontrollably, contrasting with the majority's stance (84%) on this matter. Shah (2015) contrasts this viewpoint, stating that in Pakistan, learning English is perceived as a threat to traditional values, encouraging girls to neglect household responsibilities.

Qualitative data substantiates the quantitative findings, recounting a student's narrative of how parental divorce and domestic violence detrimentally impacted a friend's English proficiency. This underscores the assertion that a

student's home serves as a primary source of education, inspiration, and support beyond the classroom.

5.2 Examination of the Second Research Question

The second research question probes the impact of societal instability on university students' English language acquisition. Social instability begets fear, yielding social exclusion, psychiatric afflictions, academic deterioration, and arrested development due to circumstances impinging on attention and interest (Muthanna et al., 2022). The research attests to this, with 46.8% of respondents affirming that instability and conflict hamper English learning, while 34.3% contest this notion, and 18.7% remain uncertain. Muthanna et al. (2022) substantiate the argument, explicating that these global regions ensnared in conflict experience deleterious consequences on education, a reality evident in Kurdistan.

Survey respondents (69.4%) posit that adolescents/university students in disadvantaged neighbourhoods encounter restricted opportunities to hone complex language skills. Conversely, 31.1% dismiss the influence of poverty on language acquisition. The study echoes Admin's (2020) assertion that poverty poses a formidable hindrance to home and classroom learning. Pradhan and Sreenivasan (2021) fortify this, contending that students from higher socioeconomic backgrounds exhibit superior academic progress in English.

Qualitative data underscores the adverse impact of instability on English learning, with interviewees recounting experiences related to the war's presence in Iraq. This upheaval induces mental health issues, a decline in interest, and an overall negative impact on students. They, also, validate these concerns,

elucidating how political and economic volatility compromises the very foundations of educational systems.

5.3 Exploration of the Third Research Question

The third research question scrutinizes how familial religious perspectives influence English language learning. Singh posits that Muslim educational initiatives focus on imparting Quranic knowledge, Islamic values, and a Code of Conduct (2010). Despite this, the study's findings diverge, with only 28.1% of students in disagreement, 15.6% strongly disagreeing, and 12.5% strongly agreeing that the Muslim community's educational system exclusively centres on the Quran, ignoring languages like English. Hidayati suggests that Muslim countries fear the dilution of their Islamic identity due to language influences on culture and lifestyle (2016). The study contradicts this, as only 25% concur that learning English jeopardizes cultural and linguistic identities, while 37.5% dissent. Moreover, 43.7% anticipate English eventually supplanting native tongues, contrasting with 21.8% in disagreement. Participants defy Ahmad's (2015) assertion that in Saudi Arabia, strong Islamic beliefs downplay the significance of learning English, with 43.7% strongly disagreeing and 40.6% disagreeing.

Qualitative insights emphasize the influence of religious beliefs on language learning, with students attributing resistance to English to cultural clashes and concerns about Western influence. They reiterate the impact of family background, emphasizing that parental religious beliefs can impede English learning due to rigid ideologies and unfavourable opinions.

In summation, section five intricately examines the multifaceted interplay of Kurdish culture (Kurdish families from different backgrounds), societal

instability, and religious perspectives on English language learning, offering a nuanced portrayal of the intricate factors shaping students' linguistic odyssey.

6. Conclusion

In scrutinizing the hurdles encountered by university students in Kurdistan striving to master English, this research unveils the multifaceted impact of socio-cultural factors. The amalgamation of data gleaned from questionnaires and interviews illuminates the pervasive influence of parents, religion, instability, and cultural nuances on the English language learning journey of adolescents and university students. While religion exerts an influence, its impact is nuanced, overshadowed by the weight of other contributing factors. The consensus among students is that these sociocultural elements indeed wield a substantial influence over the efficacy of university students' English language acquisition. Additionally, the research underscores the catalyzing role of a supportive environment in facilitating expedited academic achievement for university students.

A formidable challenge encountered in the course of crafting this research stems from the scarcity of mixed-gender classes at the university in Chamchamal. The researcher faced a conundrum, with only one such institution available for data collection in the area. Further exacerbating the issue was the disproportionately low representation of students, inevitably constraining the pool of participants available for questionnaire responses. To circumvent the limitations posed by the scope of this study, the researcher advocates for future investigations to delve deeper into the myriad of socio-cultural impediments hindering English language learners. In addition, the scarcity of space and time constraints compelled the researcher to curtail a comprehensive discussion of all

obstacles, prompting the need for subsequent studies. Furthermore, a call is made for broader international research encompassing diverse sociocultural contexts and age demographics, particularly focusing on learners in various countries. The researcher emphatically endorses a proactive stance for students, urging them to surmount social obstacles. In addition, recognizing English as a global lingua franca pivotal for future success, students are encouraged to proactively engage in their language learning journey, underscoring the transformative impact it can wield on their future endeavours.

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الملخص

يتناول هذا البحث التفاعل المعقد بين التكوين النفسي الاجتماعي للأفراد والبيئة اللغوية الثقافية، ويفحص بشكل نقدي التأثير العميق على الأبعاد المعرفية والعاطفية لاكتساب اللغة الإنجليزية كلغة أجنبية. وتكمن نقطة التركيز في التحدي الهائل الذي يفرضه التنافر الثقافي، والذي يعيق اكتساب اللغة الإنجليزية بسلاسة ويؤسس لعلاقة معقدة بين المتغيرات الاجتماعية والثقافية وتعلم اللغة. ومن الناحية المنهجية، تستخدم الدراسة نهجاً شاملاً، يدمج المنهجيات الكمية والنوعية لتوضيح النتائج. تخضع مجموعة المشاركين المتنوعة، المكونة من ٣٨ طالباً جامعياً كردياً في جامعة جرمو، للتدقيق من خلال استبيانات مصممة بدقة ومقابلات ثاقبة كأدوات أساسية لاستنباط البيانات والتي طورها ليف فيجوتسكي. يكشف هذا النهج عن نسج غني من الأفكار حول الديناميكيات المعقدة للأبعاد الاجتماعية والثقافية في تعلم اللغة الإنجليزية. تسلط النتائج التجريبية الضوء على الطرق المعقدة التي تؤثر بها العوامل الاجتماعية والثقافية، بما في ذلك التأثيرات الأبوية، والانتماءات الدينية، وشبح عدم الاستقرار السياسي، بشكل معقد على مسار نمو الطلاب في إتقان اللغة الإنجليزية. تحدد الدراسة الخطوط العريضة الدقيقة حيث تحجب عوامل مثل التوجيه الأبوي والاضطرابات السياسية تأثير التأثيرات الدينية على فعالية اكتساب الطلاب للغة الإنجليزية. وبالتالي، يؤكد البحث على التأثير الشامل للأبعاد الاجتماعية والثقافية والفروق الدقيقة للتفاعل المعقد بين العوامل المختلفة، مما يقدم منظوراً شاملاً للبانوراما المعقدة لتعلم اللغة الإنجليزية بين طلاب الجامعات الأكراد.

الكلمات المفاتيحية: التنافر الثقافي؛ النتائج التجريبية؛ اكتساب اللغة الإنجليزية؛ طلاب الجامعات الأكراد؛ التكامل المنهجي؛ والأبعاد الاجتماعية الثقافية

پوخته

ئەم توێژینەوهیه ورد دەبێتەوه لە یارییه ئالۆزمەکانی نیوان دەستووری دەروونی کۆمەڵایەتی تاکەکان و ژینگەى زمانەوانى-فەرەهنگى، بە شێوەیەکی ڕەخنەگرانه کاریگەرییه قوولەکانی بەدەستەئێنانی ئینگلیزی وەک زمانى بىانى لەسەر ڕەهەندە مەعریفى و سۆزدارییهکان دەکۆڵێتەوه. خالى جهخت کردنەوه لە ئالەنگارى ترسناکدایه که ناتەبابی کەلتووری دروستی دەکات، که ڕیگری لە بەدەستەئێنانی بى کێشهى زمانى ئینگلیزی دەکات و پەيوەندییهکی ئالۆز لە نیوان گۆراوه کۆمەڵایەتی-فەرەهنگییهکان و فیربوونی زماندا دادەمەزرینیت. لە رووی میتۆدۆلۆژییهوه، توێژینەوهکه ڕیبازیکی گشتگیر بەکاردههینیت، که میتۆدۆلۆزیای چەندایەتی و چۆنایەتی یەکدەخات بۆ ڕوونکردنەوهی دۆزینەوهکان. کۆهۆرتی بەشداربووانی هەمەچەشن که له ٣٨ خۆیندکاری زانکۆی کورد له زانکۆی چەرموو پیکهاتوه، له ڕیگهى پرسیارنامەى ورد و چاوپیکهوتنى تێرمانەوه وەک ئامرازى سەرەتایی وەرگرتنى زانیاری که له لایەن لیف فیکۆتسکیهوه پەرهی پێدراوه، لیکۆلینەوهیان لەسەر دەکریت. ئەم ڕیبازه پەرده لەسەر تابلۆیهکی دەوڵەمەند له تێروانینەکان بۆ داینامیکی ئالۆزی ڕەهەندە کۆمەڵایەتی و کۆلتوورییهکان له فیربوونی زمانى ئینگلیزیدا لادەبات. دۆزینەوه ئەزموونییهکان ئەو ڕیگا ئالۆزانە ڕووناک دەکەنەوه که دیاریکەرانى کۆمەڵایەتی و کەلتووری، لەوانەش کاریگەرییهکانی دایک و باوک، پەيوەندییه ئایینییهکان و رهوشی ناسەقامگیری سیاسی، بە شێوەیەکی ئالۆز کاریگەرییان لەسەر ڕیروى گەشەسەندنى خۆیندکاران له توانای زمانى ئینگلیزیدا ههیه. توێژینەوهکه کۆنتۆره نوانسییهکان دیاری دەکات که تێیدا هۆکارەکانی وەک ڕێنمایی دایک و باوک و تیکچوونی سیاسی کاریگەری کاریگەرییه ئایینییهکان لەسەر کاریگەری فیربوونی زمانى ئینگلیزی خۆیندکاران دەگرەنەوه. له ئەنجامدا، لیکۆلینەوهکه جهخت لەسەر کاریگەریی بەربلای ڕەهەندە کەلتوورییه کۆمەڵایەتییهکان و نوانسەکانی یارییه ئالۆزمەکانی نیوان فاکتەرە جیاوازمەکان دەکاتەوه، دیدیکی گشتگیر لەسەر پانۆرامای ئالۆزی فیربوونی زمانى ئینگلیزی له نیوان خۆیندکارانى زانکۆی کورددا دەخاتە ڕوو.

کلیلەمۆشه: ناتەبابی کەلتووری؛ دۆزینەوهی ئەزموونی؛ فیربوونی زمانى ئینگلیزی؛ خۆیندکارانى زانکۆی کورد؛ یەكخستنى میتۆدۆلۆژی؛ و ڕەهەندە کۆمەڵایەتی و کەلتوورییهکان