Plurilingiusm in EFL Students in Iraq: American University

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Abstract

The paper discusses the importance of plurilingualism in the EFL students of Iraq. It outlines on varieties of measures undertaken by Iraqi students to enhance foreign language in American University. The scenario of the study is based on the emergence of the English language becoming global language and consequences of this have impact on the learning stages of the English language among the Iraq EFL students. In order to ascertain the importance of plurilingualism in this context, this paper has discusses the effective measures such as reading newspaper, learning through Television and other measures has been adopted to validate the learning perspective of the EFL students. Finally, this paper analyses that the Iraqi students have their cultural influence in the accent and their beliefs are directed from their families who trigger them to learn Arabic language right from the birth age. This has fostered the plurilingualism in the classroom and has been presented by teachers. These perspectives have been instigated in the students who are willing to look forefront to this profession as their career opportunity. However, the EFL teaching profession has less impressive salaries.

Keywords: Plurilingualism, Iraqi EFL students, American University

INTRODUCTION

In a multicultural and multilingual Iraq, the contribution of the languages has promoted mutual understanding and communication among people in Iraq with different nationalities. In other words, learning a language is one of the significant basic skills which each citizen should have in order actively participate in an understanding of the Iraq EFL students and it facilitates social cohesion (Moen & Middelthon, 2015). In the contemporary globalized society, language proficiency is no longer seen as monolithic. It can trajectory add to the skills of learners and teachers with ever-changing competences of both linguistic and cultural measures. Thus, it has brought to the forefront the notion of plurilingualism. Plurilingualism has directed towards new perspectives in the education of language. In Iraq, the paradigm shift from multilingualism to plurilingualism has influenced the interaction and mutual understanding of the linguistic landscape. It also tends to separate stress and advanced mastery of each language that an individual speaks (Palinkas et al.2015).

Plurilingualism provides the information of the languages which are interrelated and interconnected particularly but not exclusively. Plurilingualism is a dynamic process

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through which language acquisition and their use are stressed. In contrast to this, their co-existence and mastery of languages determine the level of the individual. Teaching of a second language in contexts where it is dominant has been traditionally been immersed with the target language and culture (Emerson, 2015). The bicultural and pluricultural instructional strategies are certainly applied to the K-12 systems in the U.S. English as Foreign Language has intertwined between the culture and language of the EFL learners. The non-proficient language learners are not jeopardized by imperfect language knowledge but have inadequately affected the cultural knowledge.

In order to improve the conditions of Iraqi EFL students, it is necessary for EFL learners to fall back on their own linguistic cultural reservoir and communicating in English with applicable cultural rules. This might also create pragmatic errors through which misunderstanding or linguistic failure has affected the psychological and phonological struggle of the people (Neuman, 2016). It is necessary to integrate the pragmatics of the communication in order to avoid the breakdown of communication and aspects of learning of a foreign language. This is important for the EFL learners and students to explore a different culture and linguistic proficiency in order to become an integral part of the community in Iraq. With the globalisation and use of the new technology, an employment opportunity to the EFL learners has been promoted. Therefore, it is necessary to meet the increasing demand for good language proficiency and communicative abilities of society. The pragmatic rules of involving the communication strategies and speech will help EFL students to communicate competently with the knowledge of English Language (Muhammed & Ameen, 2014). This will also address to secure job placements after graduation.

The present study aimed at how Iraqi EFL students communicate efficiently in English and what factors could have influenced them. The entire focus of the study is based on the enhancing language in terms of different measures adopted by Iraqi students in American University. How different measures have been taken to minimise difficulty in speaking foreign language is focused. The scenario of the study is based on the culture influence on the learning stages of the English language among the Iraq EFL students (Mohammed, 2018) .The study will also examine whether the responses of the Iraqi EFL students are appropriate and accurate linguistically or not. The preference of the Literacy in the First language relate to achievement in the second has been identified in the study.

LITERATURE REVIEW

Concept of plurilinguism and their impact on EFL student in American University

According to Piccardo (2013), the concepts of the plurilingualism have been derived from bilingualism. The bilingual education has been determined to be a dangerous source of reducing the proficiency of language. It can be forefront that the insecurity, psychological problems and exclusion of language-specific community and other factors are affected with it. The social elites did not contradict the vision of language learning practices which can clearly separate entities with goals of developing general culture. The attribute of EFL learners can enhance the capacity of developing higher cognitive principles.

It has also focused on creative thinking, cultural measures and conceptual transfer phenomenon. However, it has been observed that the revolutionary aspects of plurilingual vision have focused on the development of the psycho-cognitive perspective, socio-cultural perspectives and pedagogical perspective. There is a point which has described the functioning of the brain through which language acquisition occurs with the social sphere (Piccardo, 2013). It has intrinsically linked with the medication of individuals each possession towards their cultural systems. Further, the method of language teaching is very complex; it requires support by post method movement.

The adoption of the plurilingualism in the EFL students has certain principles with directs towards the classroom level to language policies. Each policy focuses on taking each language into isolation by transfer of across cultural languages. This transfer of skills plays a pivotal role and has influenced the cost-efficient perspectives. The concept of the Plurilingualism helps practitioners to implement the knowledge, skills and attitude in the individual (Piccardo, 2013). The knowledge refers to the complexity of linguistic and semiological systems through which language and culture and identity in relation to other languages are understood. On the other hand, attitude includes aspects of sensitivity, positive acceptance, curiosity and cultural diversity among the speakers. Further, skills help in understanding the languages and directing the individual to communicate with others in origin language (Piccardo, 2013).

Classroom Implications and Influence of Culture

Liton and Madanat (2013) have focused on integrating culture into the language teaching programs. The effect of learning the language and their processes in EFL classroom has globalised across the world. It has however created new challenges and diversities for the classroom practices. It has been acknowledged that the diversities ineffective teaching-learning have built cultural and linguistic backgrounds for the people. The knowledge of the foreign language i.e. a preference for English has directed an individual towards successful communication. There are different issues related to the integration of the culture into EFL classroom. According to the FL teaching-learning perspectives, the EFL learners become competent to handle the real-life situation and their growth is not astonished. The effective communication can be culturally based on the activities such as singing, dancing, role playing or doing research in other races and traditions (Litonand Madanat, 2013). The EFL teachers need to follow the TEFL or PGCE course in order to recruit the students in the particular profession. However, in order to promote plurilingualism in the language classroom is the vital aspect. This can develop the social and intercultural understanding. This can direct on the curriculum design which has gather the alternative spaces which are different from the culture that came in to the contact with the different languages that are spoken.

The term culture linking with communication has an effect on teaching language to facilitate people to communicate with others. The importance of language education has discourse community to share a common social space and beliefs and value systems of a society. It has been observed that the cultivating international understanding and effective participation of the individual in communicating through plurilingualism has promoted the student learning and interest towards the languages. The central

pedagogical rationale for utilising the FL teaching stems has included authentic texts which can intrinsically determine the level of proficiency in students.

According to Aliakbari and Khosravian (2014), the benefits of teaching English as a second language has been an integral part of the transition and acculturation into society. Teaching English in Iraq is considered to be the second language which has fundamentally deal with the skills which are non-native speakers prefer at large in the society. The EFL is also known as ESL. The EFL teachers' salaries are less impressive as they are not worthy of making an experience with the agencies. The pay for airline tickets and transportation in many countries are relatively low. This can interestingly deal with the ESL in the states. The degree of EFL is essential as to continue their growth in teaching. The demand for English in Iraq is relatively high as the people natively prefer to communicate in the Arabic language. This reduces their chances of demand for getting better job opportunities. Therefore, it is credential that TESOL or PGCE for the covering the teaching of English as the second language can be certified with the support of the English speaking regions as well as foreign countries.

Issues Faced By Iraqi EFL Students in Learning English Language

According to Mohammed (2018), the Iraqi EFL learners face the substance errors in the writing. The majority of writing errors that are identified and classified as spelling error, punctuation and capitalisation. The frequent numbers of the substance error that are faced by the EFL learners are 855 times. This can be accounted that 49% of the totality of errors are caused due to the substance errors in writing. This can also result in failure of separating the constituent words from the "feed news" or "in front". The failure of the EFL learners in the majority in English from 4 classes and 3 grades in the university takes place due to two things. The first is the changes in the form of the word is not understood by the students and secondly, they change in the word can effectively change the entire meaning of the sentence (Mohammed, 2018). The possible cause which can be noticed in writing is that the Iraqi EFL students are prone to the Arabic language as their first language base due to which the communicating in English require proper guidance and support.

Reishan (2013) has analysed the errors related to the Iraqi EFL learners who are unable to use tenses and verb forms in the sentence in the proper manner. The value of the EFL teachers, syllabus designed and translators to and fro English and other competency has been evaluated in the study. The role of the Iraqi EFL teachers is important as they can help Iraqi learners to use English tenses regularly and intensively. The designed curriculum of tense teaching is oriented with providing exposure to the English language among the EFL learners. Improper use of the Tense can direct EFL learners to grasp the knowledge, skills and attitude of the learning. The basic dimension of grammar is affected which needs to be resolved by providing language learning and teaching by communicating something with a specific verb-form and in the proper way. It is necessary for the EFL learners to trespass their limits in order to overcome the problems in EFL learning and teaching in Iraq (Reishan, 2013). There are different measures which have been evaluated in order to improve the communication and use of the proper tense by reflecting the natural division of time into the present, past and future. Further,

various dichotomies have been proposed in order to understand the different forms of the verb and temporal events in English speaking.

METHOD

One of the most popular research methodologies that have been used by most of the researchers at the present time is the mixed research method. This is a highly educational and stimulating technique that is used to accumulate information on the pre-existing facts and figures related to the research topic that has been evaluated with the reference to the literatures from the researchers. Qualitative data collected through literature and peer-journal articles can present the condition of the EFL students in the American University. This collected qualitative data represented the primary research. While carrying out the secondary research, various sources have been utilized like the scholars, journals, articles, online websites, government sources and universities and colleges of America. Websites of American University have been studied in order to analyse the effective use of Plurilingualism by the students in the classroom teaching (Brannen, 2017). The information gathered from the universities and colleges can be utilized for the better identification of the research findings.

The secondary research methodology has various advantages like- easy and ready availability of information as the data already exists and it is the only available source of a specific piece of information. This approach has been proved helpful because it has helped in the easy, low-cost and quick access of the data, clarified the research questions and helped in keeping the focuses on the primary research to easily identify the answers. While doing the literature review, firstly the aims and objectives of the research were studied in depth, the existing data was collected, then it was compared with the data of the different sources and finally, it has been analysed. The information collected was valid as only the relevant sources were referred to collect the data. As the secondary data is pre-researched by someone there is a high chance of its reliability and need not be examined further while using their researched information (McCusker & Gunaydin, 2015).

This research method is the collection of the open-ended information which could be gathered with the help of the focus groups, observations, surveys and the interviews. The main emphasis of the quantitative research methods was the objective measurement, mathematical, statistical as well as numerical analysis of the data by the manipulation of the pre-existing statistical data by the utilization of the computing techniques (KHOJASTEHRAD, 2015). Numerical data has been collected in this approach, which was then being generalized to explain the desired aims and objectives of the research. The use of the primary research- questionnaire approach has been also carried out to collect the data in which various students of Iraqi universities were involved (Lewis, 2015).

Participants

In this research, the participants were the students of the Iraqi universities either they are from Iraq or from some other countries, as international students. The participants in the interview process were selected based on a convenient sampling process. "Random Sampling" was the sampling technique that has been utilized in the primary

research as it the most straightforward strategy of sampling. It is the process of selecting a group of people from a much larger group or population. In this sampling, every individual has the same probability of getting selected and they were chosen entirely by chance. The simple logic of selection is the removal of bias from the selection procedure and representative samples are obtained (Taylor, et al. 2015).

A sample size of 250 students of American university has been taken into this random sampling inappropriate manner. Out of the 250 students, 100 students have been chosen randomly to be a part of the questionnaire for this research project. This technique has some advantages like- a minimal amount of bias in sampling as compared to other technique's, easy mode of selecting a sample and generalized research findings because of which this method has been used. Out of these 100 participants, 60 students belong to Iraq and 40 are from other countries (international students). After the sampling process, a consent form via email has been sent to all the 100 students whether they are willing to respond to the questionnaire or not (Palinkas, et al. 2015). After taking their consent the questionnaire was distributed to them to collect the data and then analyse the Plurilingualism in the Iraqi students and accomplish the aims and objectives of the research project. The students were mainly majored in English and were from three different departments: English Arts, Translation and Education. The English level of those 100 students was varied from the intermediate-high level as they were generally in the third, fourth and fifth year of courses in the universities (Emerson, 2015).

The questionnaire was based on the ability of the Iraqi students to communicate effectively in English, factors influencing them, how Plurilingualism in classroom teaching can help them to improve their proficiency in the language can be identified. The plurilinguals Iraqi background people to connect in foreign languages through support of educational institutions in America. The students sent the response of the questionnaire through email itself (Neuman, 2016). The questionnaire consists of multiple choices so that the students could find it convenient to respond back within less time. The responses of the students were then gathered and further evaluated based on their linguistic accuracy and pragmatic appropriacy. The results of the questionnaire were further analysed by the help of the statistical tools to conclude the research findings.

There are various advantages because of which the questionnaire approach has been chosen which includes- cost-efficient, more practical, speedy results, highly scalable and reliable, user anonymity and easy coverage of all aspects of the research. This method can help in the collection of first-hand data as the direct perception of Iraqi students regarding the Plurilingualism are gathered which makes it a more reliable approach as well (Moen & Middelthon, 2015).

Data analysis

The data were analysed by describing the plurilingualism in Iraqi EFL students. The linguistic accuracy and pragmatic appropriateness to learn English language have been explored. The role of the social status in issuing the listed pragma-linguistic errors in the using the phonological structure has been examined in the study. The study covers the observation of the 100 participants which involves EFL students, Teachers and

Department of the English at Iraqi universities (KHOJASTEHRAD, 2015). The involvement of the native and non-native speakers of English are examined and based on their responses towards the fluency in communicating in the English language has been sounded inappropriate. Being Arabic as their primary set language, it can be clearly seen that the Arabic culture has especially directed on the response of both crosses check the rating of the English learners with the support of the professionals.

According to the Aliakbari and Khosravian (2014), the majority of the EFL learners have realistically acknowledged the competence language varieties and potential diglossia. This can direct them to plurilingual a practice which allows the speakers to articulate on the fine shades of identity. The policies of the language have stated that because Arabic is now the most dominant non-English language in Iraq. It has given rise to three vignettes. They are knowledge, skills and attitudes. This shows that the plurilingual language practices using English and Arabic have dual immersion in the university when the larger public are targeted. The transcribed of each interview is undertaken by the participants has been qualitatively analysed in the study. This can profound on the sociological information in the interview coded in relation to analysing the literacy and plurilingualism (Molthof, 2016). A summary of the information can be directed in Appendix in the form of a questionnaire.

The research on the literacy in the first language i.e. Arabic language to achievement in the English language has been observed. One of the measures chosen to examine the data collected from the interview with the EFL learners at the American University in Iraq has set the band scales to understand the language performance of the learners. In General, the proficiency rating for the EFL learners to communicate with others in English has been taken from directing them to free conversation (Aliakbari & Khosravian, 2014). The result of the print and audio-visual media in the different classroom has been presented. This is followed by language proficiency test. The explanation for the accurate potential candidate will then be applicable for the job, using the data obtained from the individual interviews at the university.

RESULTS AND DISCUSSION

These parts involve the questionnaire with the use of the various media by the participants to improve their English proficiency. The ratios of the people involved in the observation are 60 people belonging to native location Iraq (Muhammed & Ameen, 2014). Further, others are from the different region. The response to the questions can be discussed as follows:

The people who prefer reading to the newspaper are directed with the response for once a month, once a fortnight, twice a week and daily and three times a week. This can redirect the proportion of English learners by 60 people from Iraq and 40 people from other countries can be depicted.
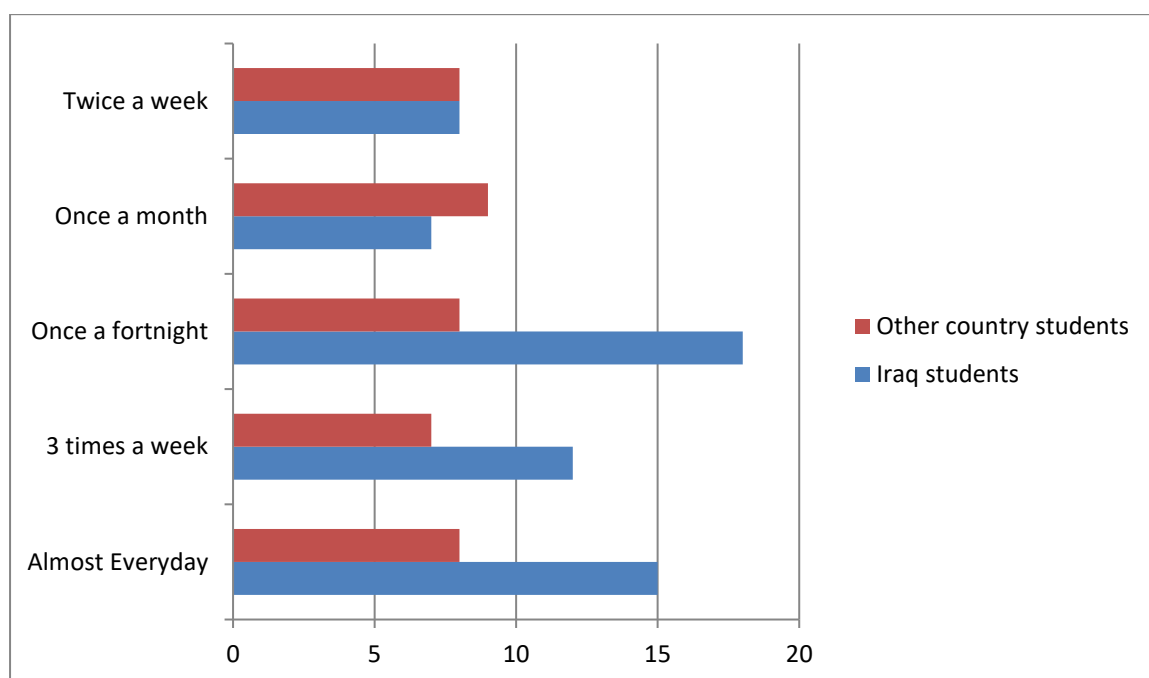
Figure 1. Reading of English Newspaper
[Source: Moulth of, 2016]

This figure demonstrates the response of the EFL students in Iraq. The reference to the English language newspaper is observed to read out once a fortnight. This can, however, compare with 8% of the other countries students. There are several participants reported for the newspaper reading. However, other prefers local free papers of some of them prefer junk mails in the newspaper category to enhance the language proficiency (Muhammed & Ameen, 2014).

The presence of queries for the second question asked is that the listening of the English language news programs on TV in order to enhance their proficiency in the developing the visual effects. This relates to the audio-visual media probability in similar settings. This is because of the interview format which is preferred to target the EFL students as the participants (McCusker & Gunaydin, 2015). It can also indicate the accessed TV services rather than newspaper or any other media device. It can be profound that the challenges which can serve with the details of their programs can be examined through the listening of English Language on programs.
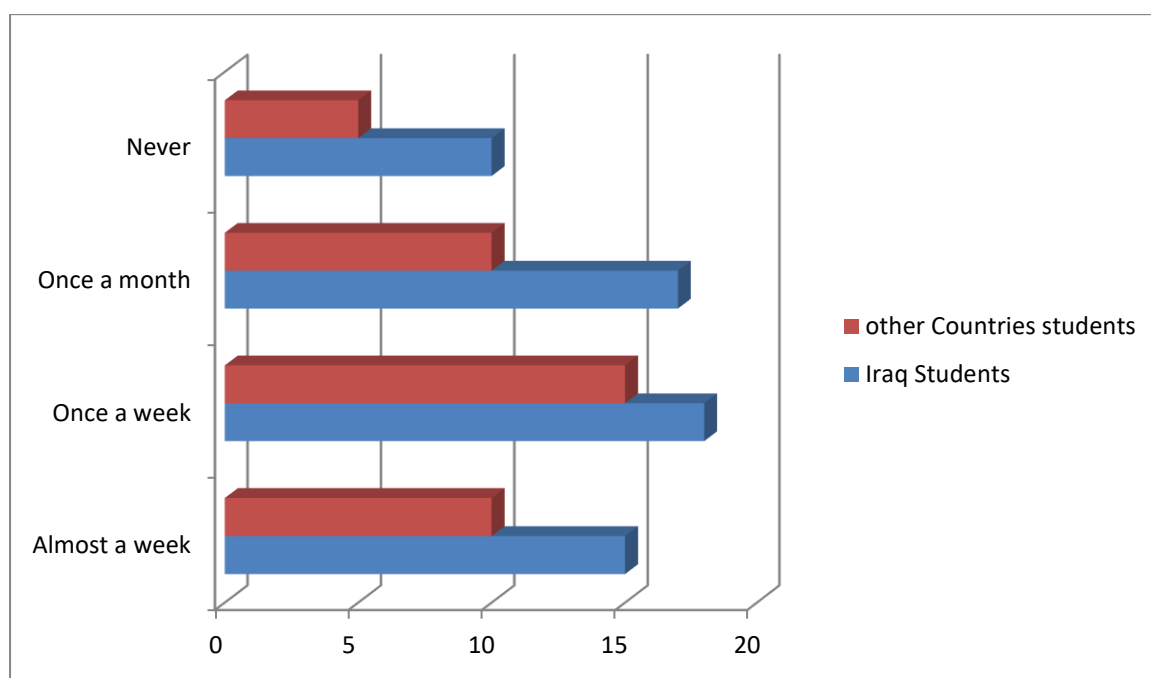
Figure 2. Listening to the English language
[Source: McCusker and Gunaydin, 2015]

The preference to the Arabic paper in higher among the Iraq students than to the students from other countries. They are prone to the practice the reading aloud from the Iraq students to be the part of their daily lives and members of the EFL teaching community. It has been identified that the 49% of the participants read Arabic newspaper. However, comparatively majority of the people not approaching the Arabic newspaper are 51% (Aliakbari & Khosravian, 2014).
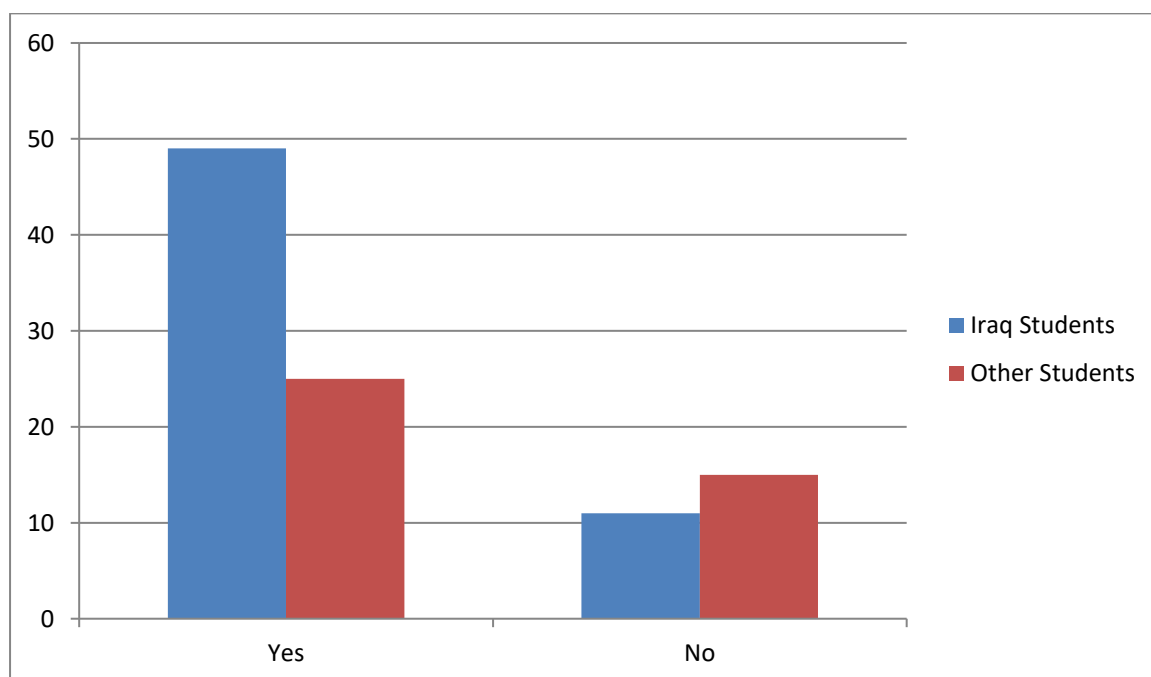

Figure 3. Reading Arabic Paper
[Source: Neuman, 2016]

The access to the Arabic reading directs on the clear divider of the Arabic paper in Iraq. The majority of the respondents who prefer the Arabic language as their first preference language are 49%. This can be however due to the respondents that are included belongs to Iraq.

Examining the relatable strategy for the development of language proficiency in EFL Classroom is due to Re-casting, Language teaching strategy during lesson observation and incorporating small groups and pair work in lessons (Palinkas et al.2015). The frequency of options that are available for the opting EFL teaching as the career requires some strategic interventions.
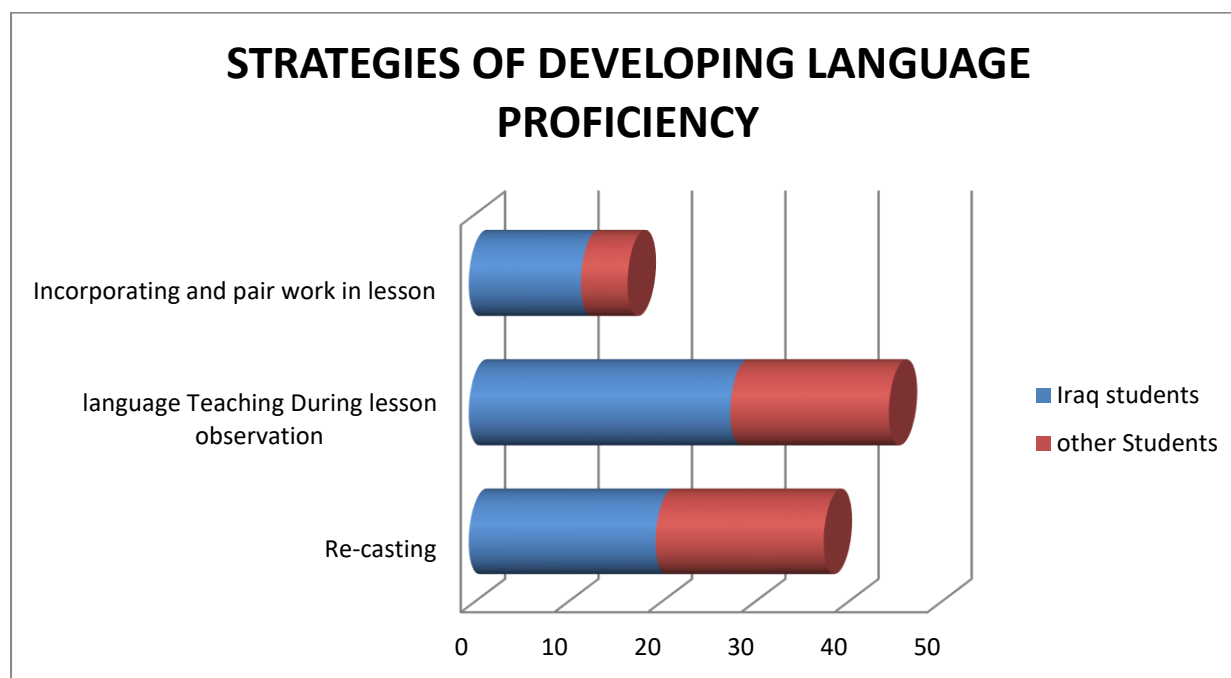

Figure 4. Strategies for EFL Teaching
[Source: Emerson, 2015]

The translation of the work which is supported by the EFL students in Iraq can be qualitatively examined through visual-based learning, scaffolding with the native language, sentences frames practices and communicating and group work.

The majority of the practices which were surveyed in the Iraq students are around 56% of the other countries students prefer communicating and group work to enhance their language proficiency. While Iraqi students prefer visual and scaffolding measures of the native language to enhance their language proficiency (Moen & Middelthon, 2015). The sentence formation of the practices can direct on the EFL students with the supported rate of communicating frames practices.
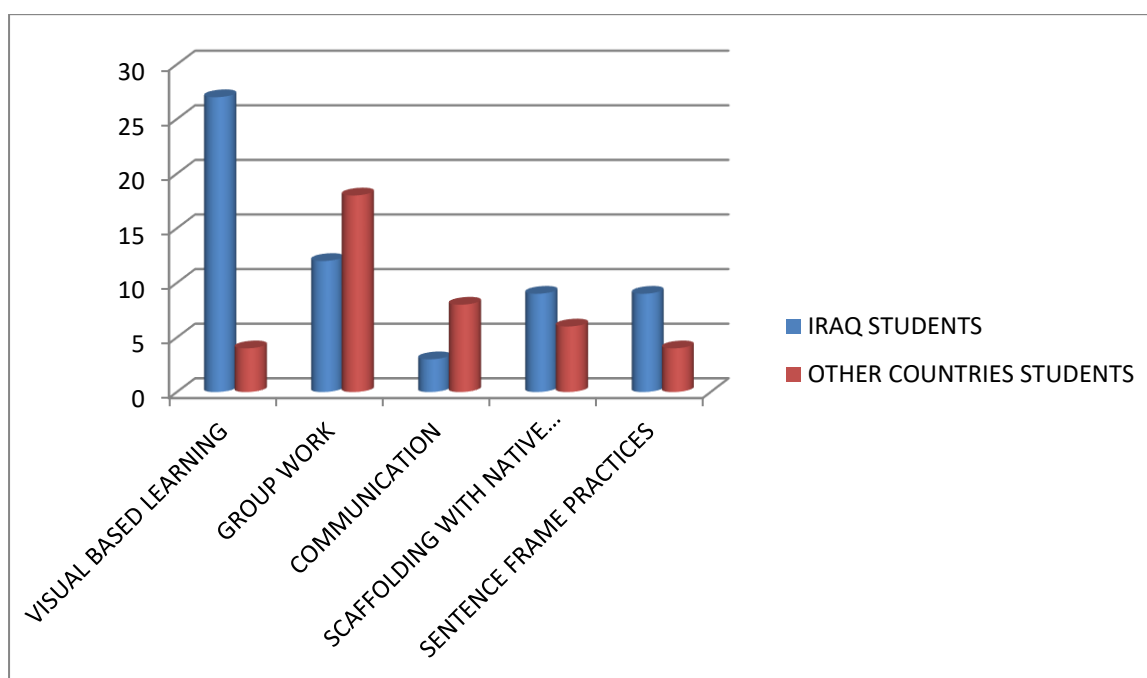
Figure 5. EFL student's practices in the classroom
[Source: Moen and Middelthon, 2015]

The students approached to improve their language proficiency deal with the reflective learning opportunities, group presentation and user technology along with the group assignments. The importance of the group presentation and group working has added to their development in the language proficiency (Emerson, 2015).
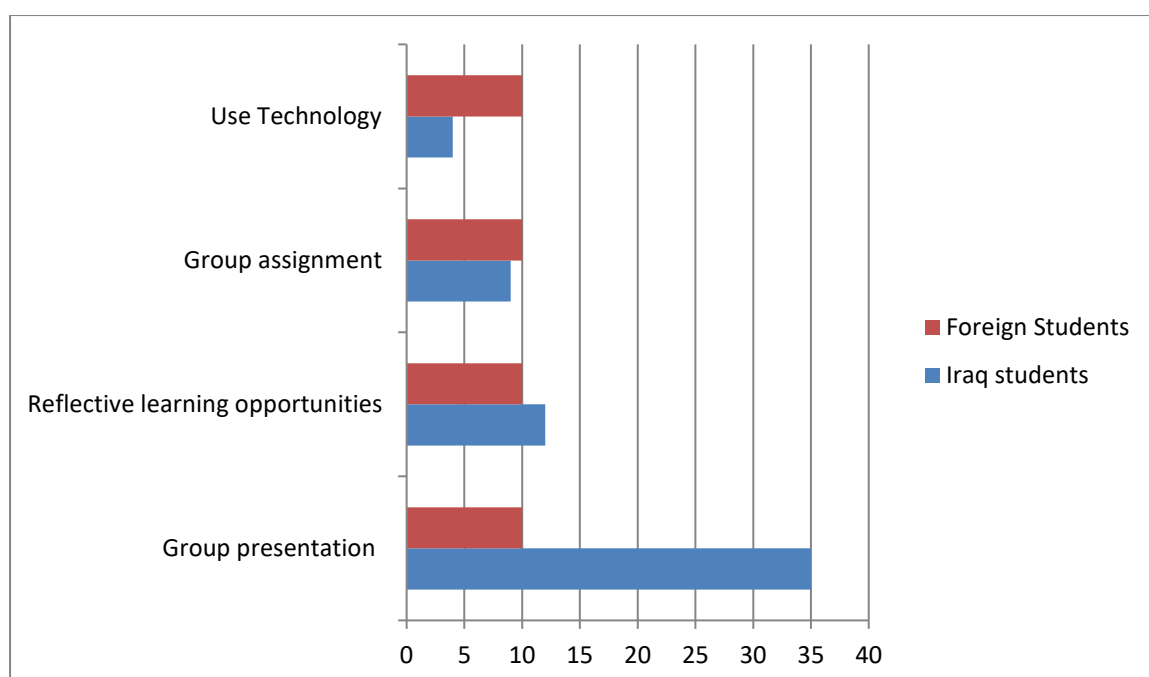

Figure 6. Improving Proficiency in English
[Source: Brannen, 2017]

This can also direct with the opportunities through which the group presentation can be recorded. The Other countries students in EFL learning focus on reflective learning

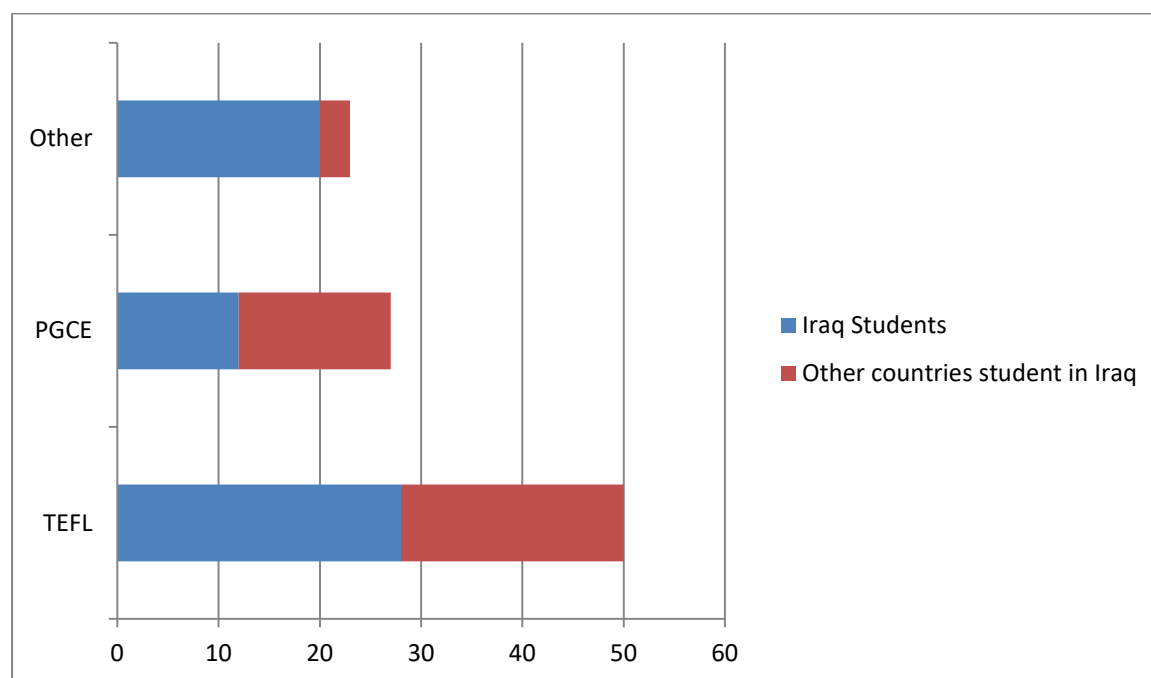opportunities as their preference for the English language is primary rather than the Arabic language.

Figure 7. Bilingual Education Required for EFL teachers to gain job opportunities [Source: Aliakbari and Khosravian, 2014]

The data for the development of the bilingual translation of the services provided can be a response with the whole group. The TEFL, PGCE and other groups have watched with the accessed English TV and other than that Arabic reporting (Latief, 2009). The adult men and women can meet with the surprising light of the large number of the duties which can be approached to turn down the examination of the data on language.

The description of the plurilingualism has involved with the L1 pronounced. The participants had experienced interruptions to their schooling. This can meet with the experience of schooling at all. There are several participants which can experience with schooling at all. The role of the participants with the language acquired prior to the English may account on the participants and reaching the S3 or higher level (Moen & Middelthon, 2015). But it seems the proficiency in English who was literate in Arabic from childhood has directed on the inappropriate pronunciation and grammar and tense in a correct form of usage.

CONCLUSION

The study indicates that the culture influence the learning stages of the English language among the Iraq EFL students. The complex sentences with the English and other languages that Iraqi students' needs to speak is highly affected due to their parental influence on the Arabic language. The technical measures of spelling, grammatical errors and punctuation can direct to assess the students' writing. This EFL student's proficiency in written English is observed to be significantly not as remarkable as expected. The holistic measures have been utilised to improve their conditions as the proficiency in technical skills has been more likely to be evaluated with the English writing and proficient measures that are involved in improving English writing skills.

The studies have also discussed the acquisition of the EFL learners from other countries and are students of the American University in Iraq. This can closely be indulged with the development and fair bond with the measure of his subject's proficiency in the Arabic language. The people are hypothetically focused on improving their proficiency in English. The Bilingual education or Plurilingualism has been recorded to acquire English as a second important language among the Arabic speakers in Iraq. However, as per the need of the university, the Language proficiency for the English has standout to be the first position. Therefore, the students are guided to communicate effectively in English as a primary language. This can help them in maintaining the classic reference to the job opportunities and improving their conditions in the society. However, EFL teaching profession has found to provide minimal pay scale but can help provide a benefit of travelling from one place to another. This can traditionally be imposed of the ones who are more commonly nurture with the children and socialize them into language use.

It also indicates the direct instruction on the importance of the social status can meet with increasing awareness about accuracy and fluency in the post related to the refusals in English. The importance of the communication, misunderstanding and offence can be affordable with the status of the Arabic culture. The people are recorded to have a low key and high key content messages such as employment or job opportunities can be economically met with the offer which can help them to manage their household income along with pragmatically acceptable and earlier response rates with the speakers' responses. The response that has drop towards the ungrammatical and tense errors in written English is supported by the native speakers. They are considered to be fine while the non-native speakers are more fluent in speaking English. This can, however, raise the level of tolerance for errors which can be directed with the support of the teaching experiences, training students and linguistic orientations of the EFL students in the classroom. Thus, it helps in maintaining the progress in English language and providing them with better opportunities with jobs. The EFL learners can seriously overcome with pragmatic errors which can maintain the social status and job opportunities.

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