

A Study of the Cultural Intricacies that the Students Face during Language Learning Processes

Dr. Arev Merza Astifo

Lecturer

English Department

College of Education

Salahaddin University

Abstract

Learning strategies are selected based on insights and analysis that are based on a common global academic foundation. A set of complications negatively affect the process of receiving the applied English language and have many negative psychological and achievement effects on students, and therefore this study seeks to investigate the impact of common ideological and cultural complexities among students on learning applied English linguistics. A quantitative methodology was adopted, where a questionnaire has been distributed online among a sample of (300) teachers working in different English departments at Kurdistan/ Erbil Universities. SPSS 23 was used to evaluate the gathered replies, and the results revealed that numerous cultural complications influence students' acquisition of applied linguistics, such as the traditions and customs of eastern civilizations, which do not favour language learning. Another cultural complexity is the shyness that affects the learner when he/she practices the language in front of others. Moreover, many other erroneous ideologies affect the learning of English applied linguistics including students' contempt for modern teaching methods of the English language, and the false belief among students that learning English is not compatible with the culture and Islamic teachings of society. Moreover, the study concluded that there is a strong negative

correlation with statistical significance between the ideological and cultural complexities of students and the learning of applied English linguistics in English departments at Kurdistan University, through the analysis of statistical data. It was also found that complexities are more influential in learning applied English than cultural complexities. The researcher recommends the necessity for teachers to deal with a greater degree of awareness with the current generations in dealing with these complexities, by making the English language away from the wrong ideology recognized before, and focusing on teaching it as an important and global foreign language, and that mastering it is important in achieving development.

Keywords: *Cultural Intricacies, Learning English, linguistics.*

1. Introduction

There are common factors among all people about the so-called "educational complexities" that the learner suffers while receiving education, as the student's culture and desire to learn has an important and constructive role in the speed of receiving information and understanding it. (Mirhosseini, 2018)

The learning methods and processes for each individual are determined and defined, as they differ from one person to another according to his absorptive capabilities and culture.

Accordingly, educational strategies are chosen to receive applied linguistics, and the level of students is evaluated periodically to see the validity of these educational strategies and accordingly develop and improve it, to obtain better and more effective results (Benlahrache, 2018).

The French philosopher (DISTOT DE TRACY) defined the term ideology (Cavallaro, 2001) "as a science of ideas through which an individual perceives prejudice even in language".

1.1 Problem Statement

This research shows the extent of the impact of common ideological and cultural complexities among English departments teachers at Kurdistan Universities in teaching methods of teaching theoretically and based on internationally recognized scientific and academic studies.

1.2 Study Questions

Through this research, we will answer the following questions:

- What is the concept of culture?
- What is the concept of ideology?
- What are the relations between applied linguistics, culture and ideology?
- What are the cultural intricacies that face students while learning applied linguistics in the English language?
- What are the solutions that can reduce cultural intricacies?

1.3 Aims of the Study

This research aims to investigate the extent of the impact of common ideological and cultural complexities among English departments teachers at Kurdistan Universities on teaching applied linguistics theoretically and based on internationally recognized scientific and academic studies.

As a result, in order to meet the objectives of the current study, the researcher created a questionnaire to gather data on the subject of the study. This questionnaire will be administered to a sample of English instructors from Kurdistan universities' English departments.

1.4 Limits of the Study

The study is limited to the instructors of English language departments / Kurdistan Universities for the academic year 2020-2021.

2. Literature Review

Here we will clarify the definitions of culture and ideology regarding scientific studies in this field:

2.1 Language Culture and Ideology definitions:

2.1.1 Language Culture Definition

The term culture always refers to all the norms, customs and traditions that are known to society that the whole society agrees on. These ideas and norms are what unite society in general and distinguish each society from the other. Culture is also the way of life that a particular civilization lives, and individuals can pass it down from generation to generation or acquire it from one person to another such that they are impacted by what they notice from the behaviors or beliefs of those around them (Mirhosseini, 2018).

Culture is involved in many facets of life, including education, since the teaching approaches and cultures that students are exposed to may have a significant influence on their acquisition of the English language. Culture is divided into two parts: explicit and implicit. The explicit part is what the person communicates explicitly, such as via his actions, voice, and achievements in society. The other side is implicit, which means that the individual conveys it via his thinking, and beliefs, which are the essence.

All societies around the world are based on their own cultures and differences between them, in terms of colour, race, religion or even language.

2.2 Relations between Linguistics, Culture and Ideology:

2.2.1 Relation between Linguistics and Culture

Scientists and philosophers emphasized that there is a clear relationship between culture and learning, especially learning the English language. Where culture can be considered the basis for the formation of words and the structure of linguistic sentences, the

language may be very affected by the societal culture in terms of word formation and daily use. (Rangriz, 2017)

However, this relationship poses a clear danger to the language and the student in particular, as it may affect his social interaction and his academic level. As we mentioned earlier, the prevailing culture negatively affects the student who learns the applied language.

The relationship between language and culture is a close one, as culture is the basis for language learning. The student cannot learn the English language without having a complete background and culture of this language, especially in eastern countries that learn applied linguistics as a secondary language. The student must acquire a complete knowledge of the English language to safely understand and apply it. (Yu ,2020)

Learning English linguistics focuses on the individual difference between students, while the culture focuses on the common ideas, beliefs and traditions that individuals have become accustomed to in their society and are rooted in their minds. Nevertheless, culture can be acquired through socialization and communication with others. Likewise, English, whether it is a mother tongue or a secondary language, can be acquired from others. This is what many philosophers asserted through their cultural studies. (Rangriz, 2017).

2.2.2 Relation between Linguistics and Ideology:

The student's experience in acquiring English language tends to override any of the beliefs and ideas prevailing in societies about the dominance of English language in our societies, which has caused complications and concerns for him in acquiring an important language such as English language.

"Ideology is used in learning English linguistic and cultural studies. As the student's beliefs are linked to the cultural systems within society, and to what is rooted in his mind about the English

language and society". (Rangriz, 2017)

For more than three decades, this wide range of linguistic (educational) ideology has become clear exploitation in some countries by some ideological currents that certain individuals resort to achieve a set of political and social goals that affect societies in general and students in particular. These individuals begin to influence children who are considered the youth of the future. On the other hand, some consider the concept of ideology, such as Marxists, as a false consciousness that people take to know the policies of Western countries and know their intentions. (Mirhosseini, 2018)

In addition, some scholars in this field devise policies and plan to overcome this misconception, especially since a lot depends on English language as a means of creating expressions and intellectual effects on students through the teaching process.

On a more meaningful level, students' ideology in learning the linguistics of the English language can be linked in various aspects in terms of criticism, and social and cultural life. (Mirhosseini, 2018)

2.3 Cultural Intricacies in learning English Applied Linguistics:

Cultural intricacies are defined as the complications that students face during the educational process and are related to what the student is accustomed to in terms of norms and behaviours within the society in which he lives.

In addition to the customs, traditions, and absorptive capabilities of the student all of which may affect the student's academic level in learning foreign languages and their linguistics. Culture is the basis of ideology, and it is the basis for the existence of man and the drawing of his being in society (Jaggi, 2015).

However, ideology makes assumptions and evidence, which are the result of what the individual contains cultures and documented for

the sake of continuous development in proportion to society (Martin, 2015).

Sometimes a person feels shy when practising English as a foreign language in front of others, so this may affect the practice of English and speak fluently. The reason for that shyness is due to thinking about the listener's assessment of him and his ability to speak fluently, this is the most common complex in eastern societies.

Students feel a clear knot regarding cultures and ideology that a student who is proficient in the English language is accepted into groups with higher standards, and is allowed to integrate into society and access better jobs in societies. This, of course, causes a complex for students who suffer from difficulty in the English language, so they feel the difference and distinction between them and the students who master it.

As the student is not accustomed from the elementary stage to be confident while speaking the English language in front of others without thinking about their opinion or their evaluation of it, even if he mispronounced the word.

According to international scientific studies, these cultures, which have become by nature, have a great impact on the student's confidence in receiving the English language, which will affect the advancement of society. This is because the English language is important and universal to deal with groups of society, including tourists (Mirhosseini, 2018).

As Michael Silverstein says, "The student's awareness of the structure of the English language has a great role in shaping and developing it". The student justifies the discrepancy in the language with the ideology that he reproduces from his culture or society, and this divergence in opinions occurs due to insufficient awareness of the language's structure (Mirhosseini, 2018).

This misconception is the reason for the occurrence of this kind of complication in students and their relationship with the English language. Moreover, since they do not like the English language, they certainly will not master it because scientific studies have proven that a student can only master a language by practising and understanding its structure.

Others believe that universities are places where students are heavily influenced by the events and information they encounter, and that English is taught as a means of spreading Western policy and instilling in students a spirit of prejudice and ethnic, religious, and linguistic intolerance. This notion, which is especially widespread in Eastern civilizations, has a direct impact on the student's choice and mastery of the English language.

The philosopher Leeds said in 1990 that; "the reason for this was the poor study and acceptance of the relationship between cultures". (Rangriz, 2017)

Several researchers including: (Moore, 1988; Mumby, 1989; Sigman, 1985; Wright & Hailu 1988-1989) asserted that ideology has a great influence on the acceptance of others as well as the acceptance of their language and cultures.

3. Methodology

3.1 Research Design

The methodology of the study based on important variables influencing the accuracy and efficacy of scientific research since it describes the procedures and instruments that will be used to achieve the research's goals and answer its questions (Bryman & Bell, 2007). The purpose of this study is to evaluate the impact of students' shared cultural challenges on their acquisition of practical English linguistics. For comprehensively addressing the research subject, the quantitative methodology is regarded as the most suitable way. This approach has

several advantages since the data gathered could not be gained through other means. Because all participants share the same data, it also provides a systematic assessment and an objective portrayal of the target demographic (Apuke, 2017).

The cross-sectional survey provided the primary data. Based on past relevant research and literature, this survey (questionnaire) was created. The questionnaire is divided into two sections, each with a collection of closed statements designed to collect data on the various research variables. The first section of the questionnaire includes questions on the sociodemographic characteristics of the instructors who have agreed to participate in this study, such as their gender, age, credentials, and years of experience. The second section is divided into four sections that investigate various aspects related to the impact of students' ideological and cultural complexities on learning applied English linguistics, with the first section containing a group of (6) statements inquiring about the first independent variable in the study, cultural complexities, and the second section containing another (6) statements inquiring about the second independent variable, ideological complexities. Furthermore, the third portion has a set of (6) statements that inquire about the dependent variable, which is students' learning applied linguistics, and the fourth section contains (6) statements that ask about remedies that might lessen cultural complexities among students. The fifth Likert Scale was used to collect research answers.

One of the most important considerations in constructing the questionnaire was ensuring its reliability and validity to achieve accurate and exact data. The questionnaire's validity was attained since its claims were drawn from questionnaires published in peer-reviewed and credible earlier research and journals. The reliability of the questionnaire, on the other hand, was established by conducting

pilot research on a sample of (300) applied linguistics lectures working in English departments at Kurdistan Universities. The instrument and its components were verified for reliability using SPSS' Alpha Cronbach test before being distributed to the first research sample members and conducting the actual study. The Cronbach alpha ratings for the complete questionnaire and its various components are shown in Table 1.

Table 1: The results of Cronbach's alpha reliability test

No.	Variable	Number of Items	Cronbach's alpha value
1	Cultural intricacies	6	0.884
2	Ideological intricacies	6	0.902
3	Learning English applied linguistics	6	0.883
4	Solutions to reduce learning intricacies	6	0.889
Overall Tool's Items		24	0.871

Cronbach's alpha was calculated to be (0.884) for first-scale items, (0.902) for second-scale components, (0.883) for third-scale elements, and (0.889) for fourth-scale elements, as shown in Table 1. Furthermore, for the overall instrument elements, it was (0.871), indicating that the tool's reliability is acceptable and that the results obtained from this questionnaire will be valid and consistent if the questionnaire is redistributed to another random sample, as long as Cronbach's Alpha is greater than (0.7) (Graham, 2006).

3.2 Research Sample

The study population for the current study included all English language teachers working in English departments/at Kurdistan Universities. Because it would be impossible to cover the entire study population, both financially and in terms of time, a random

representative sample of (300) teachers working in different English departments at Kurdistan Universities was chosen, and the questionnaire was sent to them electronically via e-mail.

Table 2 shows the sociodemographic characteristics of the research sample members (gender, age, qualification, and years of experience):

Table 2: The socio-demographic characteristics of the study sample

Variable	Categories	Frequency	Percentages
Gender	Male	160	53.3%
	Female	140	46.7%
Age	24-30 years	74	24.7%
	31-40 years	157	52.3%
	41-50 years	59	19.7%
	More than 50 years	10	3.3%
Qualifications	Bachelor's degree	181	60.3%
	Master's degree	99	33.0%
	PhD	20	6.7%
Years of Experience	Less than 3 years	80	26.7%
	3 years - 10 years	150	50.0%
	10 years - 20 years	40	13.3%
	More than 20 years	30	10.0%
Overall		300	100%

According to the descriptive statistics of the study sample's socio-demographic data, the study participants were nearly evenly divided between males (53.3%) and females (46.7%). As shown in Table 2, the age group with the largest percentage of participants in this survey was 31-40 years old (52.3%), followed by (24.7%) people aged 24-30, (19.7%) people aged 41-50, and (3.3%) people aged over 50. The majority of the study sample members were well-educated, with at

least a Bachelor's degree (60.3%), a Master's degree (33.0%), or a Doctoral degree (6.7%). Table 2 reveals that teachers with fewer than three years of experience are scarce, accounting for just 26.7 per cent of the sample. The vast majority of the study sample, on the other hand, has more than 3 years of experience, with a percentage of (73.3%), including (50.0%) with 3-10 years of experience, (13.3%) with 10-20 years of experience, and (10%) with more than 20 years, indicating that the study sample is made up of highly qualified teachers who are well-versed in the field of study, demonstrating their ability to answer the research questions with credibility and efficiency.

The researcher analyzed the questionnaire items using SPSS (23 programs) and then provided the findings and conclusions from this investigation. To summarize variables of relevance, several statistical descriptive tests were run, including frequencies, percentages, means, and standard deviations. Furthermore, at a significance level of 5%, the simple linear regression and Pearson correlation tests were employed to assess the link between the influence of students' cultural complexities and learning English applied linguistics.

4. Results and Discussion

This section analyzed data from questionnaires collected from a sample of English language teachers working in English departments/at Kurdistan Universities, using means and standard deviations to determine the level and rank of the study's items, as well as the Pearson correlation and multiple linear regression tests to predict the relationship between the impact of students' cultural intricacies and learning English applied linguistics.

4.1 Results related to Cultural Intricacies

The descriptive statistics (means and standard deviation) of the responses and their ranks, which were elicited using a five-point Likert scale, were calculated using SPSS to identify cultural

intricacies that affect students' learning of applied English linguistics from the perspective of English language teachers in Kurdistan, where means ranging from (1-1.80) were considered very low, means ranging from (1.81 to 2.60) were considered low, and means ranging from (2.61-3.40) Table 3 shows a descriptive overview of the results to the questionnaire items used to examine the cultural complexities that influence students' acquisition of applied English linguistics.

Table 3: Summary of participants' responses to items measuring the cultural intricacies that affect students' learning of applied English linguistics (N=300)

Statement	Mean	Std. Deviation	Rank	Level
1. Customs and traditions in society do not encourage learning and speaking English.	4.07	0.88	1	High
2. Feeling ashamed when practising English as a foreign language in front of others.	3.96	0.99	5	High
3. A sense of difference and discrimination from society among those who master the English language, as the student who is proficient in the language, integrates and reaches better jobs in society.	3.98	0.87	4	High
4. Students' fear of listeners' evaluation and their opinion of their fluency in speaking English.	3.93	0.96	6	High
5. There is a weakness in the societal behaviours for acquiring the English language, such as not asking the teacher,	4.04	0.83	2	High

6. correcting classmates, and volunteering answers.				
7. Social interaction behaviours are absent in students such as asking others for help with learning English and asking others to repeat.	3.99	0.96	3	High
Overall	3.99	0.89		High

According to Table 3, the arithmetic means that measure the cultural complexities that impact students' learning of applied English linguistics in English departments/at Kurdistan Universities from the perspective of English professors in Kurdistan were high (3.93- 4.07). It is worth noting that item (1), which stated: "Customs and traditions in society do not support learning and speaking English," has the highest agreed-upon mean statement (4.07), and is followed by item (5), which stated: "There is a weakness in societal behaviors for acquiring the English language, such as not asking the teacher, correcting classmates, and volunteering answers," with a mean (4.04), and item (6), which stated: "There is an absence of socia (3.93).

Furthermore, the overall mean for this axis was (3.99), indicating that a high proportion of the study population agrees that various cultural difficulties influence students' acquisition of applied English linguistics, as the traditions and customs of eastern societies do not encourage language learning. Another cultural complexity is the shyness that affects the learner when he/she practices the language in front of others, and the feeling of discrimination and difference in society towards those who master the English language and those who do not master it in terms of job opportunities, social integration and others, which is consistent with the study of (Martin, 2015; Jaggi, 2015). In another study by Mirhosseini (2018), it was shown that the

country's culture and political aspects may affect the extent of learning the English language. For example, in China, the aspects of English language policy and teaching English as an academic discipline in the context of globalization limit the extent of the spread of applied English language learning.

4.2 Results related to Cultural Intricacies

A series of questions were asked, and responses were arranged using a five-point Likert scale, to assess the cultural complications that effect students' acquisition of applied English linguistics from the perspective of English language instructors in Kurdistan. As stated in Table 4, the descriptive analysis generated the following results:

Table 4: Summary of participants' responses to items measuring the cultural intricacies that affect students' learning of applied English linguistics (N=300)

Statement	Mean	Std. Deviation	Rank	Level
1. Students' disdain for modern teaching methods of the English language and their belief that rote strategies and focus on the traditional system are the most effective.	4.06	0.89	1	High
2. There is a misconception among students that learning English is incompatible with the culture and Islamic teachings of society.	3.99	0.93	5	High
3. There is a misconception among students that the English language is a Western system that depends on using students'	4.05	0.83	3	High

minds to control and wash their minds.				
4. There is a belief among students that the English language is difficult to practice and requires a great deal of time to master.	4.056	0.88	2	High
5. There is a belief that students' academic achievement in English is more important than their language practice.	3.96	0.93	6	High
6. There is a belief among students that the English language should be learned only for necessity, such as jobs that require dealing with tourists or studying abroad and others.	4.04	0.87	4	High
Overall	4.03	0.87		High

The arithmetic indicates that assessing the cultural complexities that impact students' learning of applied English linguistics in the English departments Kurdistan University students' classroom from the perspective of English instructors in Kurdistan were high, as shown in Table 3. (3.96- 4.06). It can be seen that item (1) had the highest agreed to mean statement (4.06) and was followed by item (4), which stated: "There is a misconception among students that the English language is a Western system that relies on using students' minds to control and wash their minds:

"There is a misconception among students that the English language is a Western system that relies on using students' minds to control and wash their minds," with a mean (4.05), and finally, with the lowest mean value, item (5), which stated: "There is a

misconception among students that the English language is a Western system that relies on using students' minds to control and wash their minds" (3.96).

Furthermore, the overall mean for this axis was (4.03), indicating that the majority of the study sample members strongly believe that various ideological difficulties influence students' acquisition of applied linguistics of English, as the dominant ideology in the students' brains and methodological assumptions and beliefs, often described as erroneous, about the use, value, and variations of the English language are taken for granted as influencing the learning of applied English, which is consistent with the study of (Loza, 2019). Studies (Mirhosseini, 2018; Hernández Castro, & Samacá Bohórquez, 2006) showed some of these ideologies and false beliefs represented by students' contempt for modern teaching methods of the English language and their belief that memorizing strategies and focusing on the traditional system are the most effective, and the false belief among students that learning English is not compatible with the culture and Islamic teachings of society. There is also a misconception among students that the English language is a Western system that relies on using students' minds to control and wash their minds.

4.3 Results related to Learning English Applied Linguistics

To assess the learning process of English applied linguistics from the perspective of English language instructors in Kurdistan, a series of questions were posed, and the respondents' responses were organized using a five-point Likert scale. The descriptive analysis yielded the following findings, as shown in Table 5:

Table 5: Summary of participants' responses to items measuring the learning process of English applied linguistics (N=300)

Statement	Mean	Std. Deviation	Rank	Level
1. Students enjoy learning the English language and its various skills such as reading, listening, speaking and others.	1.95	0.91	4	Low
2. Students follow the teachers' explanation of English grammar and skills with interest and concentration.	1.98	0.97	2	Low
3. Students respond positively to the teacher's questions and receive feedback and evaluation of their language performance.	1.87	0.83	6	Low
4. Students accepted to participate in discussions and group dialogue in English.	2.07	1.02	1	Low
5. Students feel the importance of the English language class and look forward to it.	1.96	0.86	3	Low
6. Students are keen to develop their applied skills in the English language through enrichment resources and activities.	1.93	0.93	5	Low
Overall	1.96	0.91		Low

According to Table 5, the measures used to quantify the learning process of English applied linguistics in English departments/at Kurdistan Universities from the perspective of English instructors in Kurdistan were poor, ranging from 0 to 1. (1.87- 2.07) It is worth noting

that item (4), which stated: "Students accept to participate in discussions and group dialogue in English," has the highest agreed-upon mean statement (2.07), followed by item (2), which stated: "Students follow the teachers' explanation of English grammar and skills with interest and concentration," which has a mean of 2.04. (1.98), third, with a mean of (1.96), item (5) stated that "Students feel the importance of the English language class and look forward to it," and finally, with the lowest mean value, item (3) stated that "Students respond positively to the teacher's questions and receive feedback and evaluation of their language performance" (1.87).

Furthermore, the overall mean for this axis was (1.96), indicating that English language instructors' rating of the process of learning applied linguistics of the English language was low, showing that students did not enjoy learning the English language and its various skills such as reading, listening and speaking, and they do not respond positively to the teacher's questions and to assess their language performance, as well as students' reluctance to participate in discussions and group dialogue in English, and students' unwillingness and lack of motivation towards developing their applied skills in the English language through enrichment resources and activities. This is consistent with the study (Kuo & Lai, 2006; Mirhosseini, 2018) which suggests that several factors led to this low effectiveness in learning Applied English, which may be related to students' wrong culture or ideologies and beliefs.

4.4 Results related to Solutions to reduce Applied Linguistics' Learning Intricacies

To identify ways to lessen learning complexities from the perspective of English language instructors in Kurdistan, a series of questions were posed, and the respondents' responses were organized using a Likert scale of five points.

The descriptive analysis yielded the following findings, as given in Table 8:

Table 8: Summary of responses from participants to questions measuring solutions to minimize learning complexities (N=300)

Statement	Mean	Std. Deviation	Rank	Level
1. Working on developing English educational curricula and integrating creative and applied awareness in them.	4.10	0.86	1	High
2. Supportive orientation for community cultural activities and dedicating the concept of interaction with the universities's external, foreign world and its openness to the environment and foreigners' social environments.	4.09	0.86	2	High
3. Using the media and technology to motivate students to learn the English language and accept other cultures is considered a popular resource for the current generation.	3.99	0.92	5	High
4. Spreading the values of participation, cooperation, and linguistic and cultural immersion among students.	4.03	0.94	4	High
5. Interest in holding applied language competitions and activities that contribute to improving students' applied skills related to listening,	3.97	0.95	6	High

reading, expression and others.				
6.To encourage students to learn English and to remove false ideas and beliefs as they are incompatible with the spirit of nationalism, citizenship, and others.	4.07	0.83	3	High
Overall	4.04	0.88		High

This means that measure the solutions to minimize English applied linguistics learning complexities in the English departments Kurdistan University from the perspective of English instructors in Kurdistan were high, as shown in Table 5. (3.97- 4.10). It can be observed that item (1) had the highest agreed-upon mean statement (4.10) and was followed by item (2), which stated: "Working on improving English educational curriculum and combining creative and applied awareness in them: "Supportive orientation for community cultural activities and dedicating the concept of interaction with the universities's external, foreign world and its openness to the environment and foreigners' social environments," with a mean (4.09), followed by item (6), which stated: "To encourage students to learn English and to remove false ideas and beliefs as they are incompatible with the spirit of nationalism, citizenship, and others," with a mean (4.07), and finally by item (7), which stated: "To encourage students to learn English and (3.97).

Furthermore, the overall mean for this axis was (4.04), indicating that the majority of the study sample agreed to a large extent that there is a set of effective solutions to reduce learning complexities, such as working on developing English language teaching curricula and incorporating creative and applied awareness into them, and supportive guidance for societal culture activities and the dedication

of the concept of interaction with the universities' external world and its openness to the social environments for foreigners, and the use of media and technology to motivate students to learn English and accept other cultures because it is a popular resource for the current generation, in addition to spreading the values of participation, cooperation and linguistic and cultural immersion among students which is consistent with the study of (Benlahrache, 2018; Wu, Hammond & Barnes, 2009).

5. Conclusion

There are common factors among all people about the so-called "educational complexities" that the learner suffers while receiving education, as the student's culture and desire to learn has an important and constructive role in the speed of receiving information and understanding it. This research aimed to investigate the extent of the impact of common cultural complexities among English departments/at Kurdistan Universities on learning applied English linguistics theoretically and based on internationally recognized scientific and academic studies.

The study showed that most of the study sample agrees to a large extent that many cultural complexities affect students' learning of applied English linguistics, where for example the traditions and customs of eastern societies do not encourage language learning. Another cultural complexity is the shyness that affects the learner when he/she practices the language in front of others, and the feeling of discrimination and difference in society towards those who master the English language and those who do not master it in terms of job opportunities, social integration and others. Moreover, many other erroneous ideologies and beliefs affect the learning of English applied linguistics negatively including students' contempt for modern teaching methods of the English language and their belief that

memorizing strategies and focusing on the traditional system is the most effective, and the false belief among students that learning English is not compatible with the culture and Islamic teachings of society. There is also a misconception among students that the English language is a Western system that relies on using students' minds to control and wash their minds.

6. Recommendations and Suggestions

Accordingly, and based on these complications that the student faces while learning applied English linguistics, many negative and psychological effects have been detected, where students turn to be negative receptors and do not enjoy learning the English language and its various skills such as reading, listening and speaking, and they do not respond positively to the teacher's questions, as well as their reluctance to participate in discussions and group dialogue in English and their unwillingness and lack of motivation to develop their applied skills in English through enrichment resources and activities.

These negative effects have been proven through the strong negative correlation with statistical significance that was revealed between the cultural complexities of students and the learning of applied English linguistics in Kurdistan English departments/at Kurdistan Universities, through the analysis of statistical data. The researcher also found that ideological complexities are more influential in learning applied English than cultural complexities.

Based on the previous results, the researcher recommends that teachers should be more aware than previous generations in dealing with these complexities through educational institutions, that is, making the English language far from the ideology recognized before, and focusing on teaching it as an important and global foreign language, and that mastering it is important in achieving evolution and development. The researcher also recommends the need to take a set

of effective solutions to reduce the complexities of learning English, such as working on developing English language teaching curricula and integrating creativity and applied awareness in them, and supportive guidance for community cultural activities and dedication to the concept of interaction with the external world of the universities and its openness to the social environments for foreigners. It also recommends the use of media and technology to motivate students to learn English and accept other cultures because it is a popular resource for the current generation in addition to spreading the values of participation, cooperation and linguistic and cultural immersion among students.

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The Impact of Student's Cultural Intricacies on Learning English Applied Linguistics:

There are common factors among all people about the so-called "educational complexities" that the learner suffers while receiving education, as the student's culture and desire to learn has an important and constructive role in the speed of receiving information and understanding it. This research aims to investigate the extent of the impact of common ideological and cultural complexities among English departments/Kurdistan University teachers on teaching applied linguistics theoretically based on internationally recognized scientific and academic studies.

As a consequence, in order to achieve the present study's objectives, the researcher developed this questionnaire to collect data on the subject of the inquiry. English teachers from Kurdistan University's English departments will be given this questionnaire.

Part (1): General information

Gender:

- Male Female

1. Age:

- 24-30 years 31-40 years 41-50 years more than 50 years

3. Qualifications:

- Bachelor's Degree Master's Degree Doctoral Degree

4. Years of Teaching:

- less than 3 years 3-10 years 10 to 20 years More than 20 year

Part (2): The impact of students' cultural complexities on learning applied linguistics

1- Cultural Intricacies						
No	Question	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1.	Customs and traditions in society do not encourage learning and speaking English.					
2.	Feeling ashamed when practising English as a foreign language in front of others.					
3.	A sense of difference and discrimination from society among those who master the English language, as the student who is proficient in the language, integrates and reaches better jobs in society.					
4.	Students fear listeners' evaluation and their opinion of their fluency in speaking English.					
5.	There is a weakness in the societal behaviours for acquiring the English language, such as not asking the teacher, correcting classmates, and					

	volunteering answers.					
6.	Social interaction behaviours are absent in students such as asking others for help with learning English and asking others to repeat.					
2- Ideological intricacies						
1.	Students' disdain for modern teaching methods of the English language and their belief that rote strategies and focus on the traditional system are the most effective.					
2.	There is a misconception among students that learning English is incompatible with the culture and Islamic teachings of society.					
3.	There is a misconception among students that the English language is a Western system that depends on using students' minds to control and wash their minds.					
4.	There is a belief among students that the English language is difficult to practice and requires a great deal of time to master.					

5.	There is a belief that students' academic achievement in English is more important than their language practice.					
6.	There is a belief among students that the English language should be learned only for necessity, such as jobs that require dealing with tourists or studying abroad and others.					
3- Learning English applied linguistics						
No	Question	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1.	Students enjoy learning the English language and its various skills such as reading, listening, speaking and others.					
2.	Students follow the teachers' explanation of English grammar and skills with interest and concentration.					
3.	Students respond positively to the teacher's questions and receive feedback and evaluation of their language performance.					

A Study of the Cultural Intricacies that the Students

4.	Students accepted to participate in discussions and group dialogue in English.					
5.	Students feel the importance of the English language class and look forward to it.					
6.	Students are keen to develop their applied skills in the English language through enrichment resources and activities.					
4- Solutions to reduce learning intricacies						
No	Question	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1.	Working on developing English educational curricula and integrating creative and applied awareness in them.					
2.	Supportive orientation for community cultural activities and dedicating the concept of interaction with the universities's external, foreign world and its openness to the environment and foreigners' social environments.					
3.	Using the media and					

	technology to motivate students to learn the English language and accept other cultures is considered a popular resource for the current generation.					
4.	Spreading the values of participation, cooperation, and linguistic and cultural immersion among students.					
5.	Interest in holding applied language competitions and activities that contribute to improving students' applied skills related to listening, reading, expression and others.					
6.	To encourage students to learn English and to remove false ideas and beliefs as they are incompatible with the spirit of nationalism, citizenship, and others.					

Thank you for your cooperation...

پوخته

لیکۆلینه وهیه ک له ئالۆزیه کولتورییه کان که قوتاییه کان رووبه پرووی ده بنه وه له کاتی پرۆسه ی فیربوونی زماندا

ستراتیژه کانی فیربوون له سه ر بنه مای تیگه یشتن و شیکردنه وه که له سه ر بنه مای دامه زراوه یه کی نه کادیمی جیهانی هاوبه شن ده ستیشان ده کرین. کۆمه لیک ئالۆزی کاریگه ری نه ریئی له سه ر پرۆسه ی وه رگرتی زمانی ئینگلیزی کرداره کی هه یه و چه ندین کاریگه ری نه ریئی ده روونی و ده ستکه وتی له سه ر قوتاییان هه یه و هه ر بۆیه نه م توژیینه وه یه لیکۆلینه وه ده کا له کاریگه ری ئالۆزییه هزری و کولتورییه هاوبه شه کانی ناو قوتاییان له سه ر فیربوونی زمانه وانای کرداره کی ئینگلیزی. شیوازی چه ندایه تی گه رته به ر که راپرسییه ک به شیوه ی راسته وخۆ نه نجام دراوه له نیوان نمونه یه ک له (300) مامۆستا که له به شه جیاوازه کانی ئینگلیزی له زانکۆکانی کوردستان / هه ولێر کار ده کهن. ئیس پی ئیس ئیس 23 به کارهاتوه بۆ هه لسه نگانندی وه لآمه کۆکراوه کان و نه نجامه کان ده ریانخست که چه ندین ئالۆزیی کولتوری کاریگه ریان هه یه له سه ر به ده سه تیه تانی قوتاییه کان بۆ زمانه وانای ئینگلیزی کرداره کی، وه ک داب و نه ریئی شارستانییه تی پۆژه لآت که چه ز به فیربوونی زمان ناکهن. یه کینکی تر له ئالۆزییه کولتورییه کان شه رمه، که کار ده کاته سه ر فیکار کاتیک نه و زمانه له به رده م که سانی تر دا پراکتیزه ده کات، سه ره پای نه وه ش زۆریک له نایدیۆلۆژیای هه لآه ی تر کاریگه ریان له سه ر فیربوونی زمانه وانای کرداره کی ئینگلیزی هه یه له وانه به چاوی که م سه رکردنی قوتاییان بۆ شیوازی فیکردنی هاوچه رخی زمانی ئینگلیزی و نه و باوه رپه هه لآه ی له نیوان قوتاییاندا هه یه که فیربوونی ئینگلیزی له گه ل کولتور و فیکردنی ئیسلامدا نایه ته وه (یه ک ناگرته وه). هه روه ها توژیینه وه که به وه گه یشتوه که په یوه ندیه کی نه ریئی به هیتز هه یه له گه ل گرنگی ئاماری نیوان ئالۆزییه هزری و کولتورییه کانی خویندکاران و فیربوونی زمانه وانای ئینگلیزی کرداره کی له به شه کانی ئینگلیزی له زانکۆی کوردستان له رینگه ی شیکردنه وه ی داتا کانی ئاماره وه. هه روه ها ده رکه وت که ئالۆزییه کان زیاتر کاریگه رن له فیربوونی ئینگلیزی کرداره کی وه ک له ئالۆزییه کولتورییه کان. توژیهر به پیوستی ده زانی مامۆستایان مامه له به پله یه کی زیاتری هۆشیاری له گه ل نه وه کانی ئیستا بکه ن سه باره ت به نه م ئالۆزییانه و به دوورخسته وه ی زمانی ئینگلیزی له نایدیۆلۆژیای هه لآه ی که پیشتر دیاریکراوه و تیشک ده خاته سه ر فیکردنی وه ک زمانیکی بیانیی گرنگ و جیهانی و زالبوون به سه ریدا گرنگه بۆ جیه جیکردن و به ره و پیش بردنی.

وشه سه ره کییه کان: کولتوری ئالۆزییه کان، فیربوونی ئینگلیزی، زمانه وانای.

الملخص

دراسة التعقيدات الثقافية التي تواجه الطلاب خلال عملية تعلم اللغة

يتم اختيار استراتيجيات التعلم بناءً على الرؤى والتحليلات التي تستند إلى أساسيات أكاديمية عالمية مشتركة. وهناك مجموعة من التعقيدات التي تؤثر بشكل سلبي على عملية تطبيق اللغة الإنكليزية، وايضا لها العديد من التأثيرات النفسية السلبية التي تؤثر بدورها على قابليات الطلاب اللغوية. لذا تسعى هذه الدراسة الى التحقيق في تأثير التعقيدات الأيديولوجية والثقافية المشتركة بين الطلاب على تعلم اللغة الإنكليزية. وقد اعتمدت الدراسة على المنهج الكمي في الوصول الى النتائج المطلوبة. حيث تم توزيع استبيان عبر الإنترنت على عينة تضمنت 300 تدريسي يعملون في خمسة أقسام مختلفة لتدريس اللغة الإنكليزية في جامعة صلاح الدين/اربيل. وقد تم تحليل الاجابات التي تم الوصول اليها بواسطة SPSS وقد اظهرت النتائج أن هناك العديد من التعقيدات الثقافية التي تؤثر على تعلم الطلاب للغة الانكليزية، حيث على سبيل المثال تقاليد وعادات المجتمعات الشرقية لا تشجع على تعلم اللغة. تعقيد ثقافي آخر هو الخجل الذي يصيب المتعلم عندما يمارس اللغة أمام الآخرين. علاوة على ذلك، تؤثر العديد من الأيديولوجيات الخاطئة الأخرى على تعلم اللغة الإنكليزية بما في ذلك ازدياد الطلاب لأساليب التدريس الحديثة للغة، والاعتقاد الخاطئ بين الطلاب بأن تعلم اللغة الإنكليزية لا تتوافق مع ثقافة المجتمع وتعاليمه الإسلامية. علاوة على ذلك، فإن الدراسة خلصت إلى أن هناك علاقة سلبية قوية مع وجود دلالة إحصائية بين التعقيدات الأيديولوجية والثقافية للطلاب وتعلم اللغة الإنكليزية في أقسام اللغة الإنكليزية / جامعات كردستان من خلال تحليل البيانات الإحصائية. كما وجدت الدراسة أن التعقيدات أكثر تأثير على تعلم اللغة الإنكليزية التطبيقية من التعقيدات الثقافية. يوصي الباحث بضرورة تعامل المعلمين مع درجة أكبر من الوعي مع الأجيال الحالية في التعامل مع هذه التعقيدات و ذلك بجعل اللغة الإنكليزية بعيدة عن الفكر الخاطئ المعترف به من قبل، والتركيز على تعليمها كلغة أجنبية مهمة وعالمية، وأن إتقانها هو مهم في تحقيق عملية التطور.

الكلمات الدالة : تعقيدات ثقافية، تعلم اللغة الإنكليزية، علم اللغة