

THE PROBLEMS FACING IRAQI CHILDREN IN LEARNING ENGLISH

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ABSTRACT

1) Introduction

Iraqi children are deprived from regular educational services for decades. Education sector suffers a severe lack of human, financial and other related resources. Such circumstances lead to demotivate either pupils or teachers to not be interested learning and teaching respectively including English.

English is fundamental in business, communication and reconstruction. Without this global language, progression is difficult if not impossible. English is vital to create changes efficiently and effectively.

KEYWORDS: Iraqi Children, English Learning, War Effect

INTRODUCTION

2) AIM AND OBJECTIVES

2.1. General Aim

- To highlight the problems facing Iraqi children in learning English in primary schools.

2.2. Objectives:

- To identify the effects of war on learning English
- To identify the impacts of gender on learning English

3) LITERATURE REVIEW

3.1. The Problems Facing Iraqi Children in Learning English in Primary Schools

English language acquisition is the study of how human beings acquire a grammar of a set of semantic, syntactic morphological and phonological categories and rules that underlie their ability to speak and understand the language to which they are exposed.¹

English is taught in primary schools approximately all over the world. It imposed itself as a compulsory subject within curriculum for the role it plays in building society materially and morally.

Having sufficient sources and resources are vital for providing a healthy educational environment that secures a successful teaching and a smoothly learning process. Generally, schools in developed countries are provided with 1)

¹ Parker and Riley, 1994:176

language laboratories, 2) libraries with language-related sources such as books, magazines, newspapers, cassettes, CDs, TV programmes and films, as well as 3) a computer room equipped with advanced information technology, teaching facilities and tools to support language learning. Unfortunately, the old-styled classroom organisation with rows of crowded pupils in front of a blackboard with no visual audio aids, to large extent, is dominant in Iraq.

Poor performance by English teachers results at producing not competent individuals who is able to rebuild the society now and in future. Simply, there are extra quantities with fewer qualities of English teachers who are not prepared to teach it. There is no a healthy English teaching process as a result.

English as a foreign language is not subjected compensational if compared with other topics taught in Arabic.

Naturally, in such circumstances the learning outcomes stay far behind the standards. Teachers are not capable of delivering their educational duties and graduate pupils / students able to respond to the scientific, technical, cultural and other requirements in now and future.

Iraqi English teachers are victims of the Iraqi poor / corrupted education system. They have studied, educated and graduated without receiving sufficient knowledge and / or experience. The school environments are not supportive to them to gain proper professional judgement. In other words they are not prepared well theoretically, artistically and as business professional teachers!

In one hand, Iraq has been ruled for decades (1968 - 2003) by Baath Party. Baath Party was an Arabic national extremist political movement believed in Arabic culture and civilization and was unable to recognise the interdependent of the Eastern and Western cultures in which language is the main medium of communication, on the other hand Iraq was a rich country and companies all over the world are extremely ready to do all the services. Therefore, English was just an ordinary subject and not looked to be exceptional.

Post occupying Iraq by United States and allies, the need for knowing English has dramatically rose. It has got a priority in Iraq and in a region too. Actually, dealing with such an issue needs time, effort and patient.

The qualified English service provider main body i. e. Ministry of Education, the first line key service providers i. e. teachers and the targeted people for whom the whole education system exists i. e. learners / pupils in general and in Primary Schools in special, has to operate in harmony to transform English from a strange / foreign language to an attractive and interesting topic. This will occur by identifying, analyzing and resuming an inclusive reform in the field.

English is a serious issue as pupils are not able to read English books and / or understand them. A respectable number of pupils do not participate in class conversation due to having difficulties in expressing themselves in English. Others are reading English in silence because of the pronouncing barriers. Iraqi culture is a negative source of abuse in both occasions! Pupils are using their mother tongue while learning instead of the English, not in doing comparison.

School non-educational environment is unhealthy too; on contrary it is bad, furthermore, by health and safety standards, it is dangerous. Iraqi ministry of education, states that almost one-third of all primary schools are lacking water supply and half of them are without sanitation facilities. The critical situation can be seen in the Thiqr, Salaheldin, Diala governorates where more than 70 percent of primary school buildings are either lacking water services or the existing water supply are broken.

In spite of the mentioned difficulties, the overall enrolment has surged from 2003/2004 academic year. Suitable buildings with a plenty and proper facilities are always fail to keep pace with user demands. A total of 4.3 million children are currently enrolled in primary school compared to 3,6 million in 2000, the most recent year for which data were available prior to this survey. However, there are not enough desks, chairs or classrooms. Many primary schools in Iraq running two or three shifts a day.

It is obvious that from more than 14,000 primary schools in Iraq, only 11,368 school buildings are available, 2,700 sites need major renewals. As a result of neglecting buildings, school walls have crumbled, windows have broken and roofs are leaking. Since 1980 till now, Iraq had fought with its neighbours and has internal fights led to economic and social disasters in which education and school buildings are included. Since March 2003, over 700 primary schools had been damaged by bombing, a third of them are in Baghdad, with more than 200 burned and over 3,000 looted.

It is vital to diagnose the symptoms then to submit realistic recommends.

It is an educational oriented issue; therefore, it is necessary for educational executives, supervisors, educators, head-teachers, teachers, pupils, parents, educational NGOs, related ministries and service providers to participate in this reform process.

Wars and internal crisis destroy the economic must be ended to avoid critical unwanted social problem and to allocate a respectable ratio of national income into the education sector. Family and educational order and social stability are control to efforts to achieve progress in child education.² Children needs are universal such as nutrition food, adequate healthcare, decent education, shelter and secure and loving family. Politicians, government officials, military authorities and legal experts have responsibilities to change and ameliorate conditions for Iraqi children. People who have been a victim of armed conflict, men, women and children are key stakeholders in finding solutions to improve the condition and future of Iraqi children, their voices should be heard in the planning and implementation of intervention programs.

3.2. The Impact of War on Learning English

Armed conflict resulting in massive levels of destruction places a population at risk of physical, human, moral and cultural damage.³ Children, the most vulnerable group, may not be only killed or injured in large numbers but countless others are likely to grew up materially and emotionally deprived. They are moreover harmed by the destruction of the social structures that give meaning to psychology and cultural life such as their communities and families. They are exposed to multiple forms of abuse, including being recruited or used by armed conflict (forces) or groups, trafficked placed in conflict with the law, made to engage in dangerous labor, left to live or work on the streets and subjected to under-nourishment and under-situation academically.⁴ War violates every human right of the children, including children killed without having their right to live, to be with their families and communities, to-be healthy to develop their personalities and to be nurtured and protected.⁵

The disruption of social networks and primary relationships that support the normal development of children

² Al Obadiah AK, Piachaud j, 2007: 394-395

³ Scheuren et al, 2007: 56

⁴ (humanitarian info.org /ias

⁵ Michael. G, Sowa T, 2001: 176

physical, emotional, moral, cognitive and social development for the duration of lengthy conflicts can have profoundly negative consequences on children. The entire fabric of their personal world, their homes, schools, health systems and religious institutions may be placed in extreme crisis and jeopardy by war and armed conflict.⁶ The number of children killed due to current violence is unknown but it is estimated that some hundred thousand have been killed or injured.⁷ The war in Iraq continues to have a detrimental on millions of Iraqi youth. Children eat what the other members of the family eat. Toys and games are offered only at festivals and on special occasions. School teachers and managers spoke to the parents about the problems facing children who do manage to go to school. 'Teaching has been hit by the political situation in Iraq,' said Salma Majid, manager of a local primary school. Children can often not get to the school, and people may have more than three days off in a week. The whole academic year may be delayed because the violence has been so extreme in Iraq. 'Schools can provide children a chance to play but sometimes it is not safe' she said. A number of school buildings have been hit by mortar. 92 percent of children had learnt impediments that are largely attributed to the current dilate of fear. Schools are regularly closed as teachers and pupils are too fearful to attend. Over 800,000 children may now be out of school.⁸

Wars in Iraq created a bad situation where two million Iraqi children have to suffer from poor nutrition, disease and interrupted education. A child dies every five minutes, many more have been displaced and others have to leave the country because of war situation. One and a half million of children have no access to basic health care, education, shelter, potable water and sanitation. Sick or injured children, who could otherwise be treated by simple means, are left to die in hundreds because they do not have access to basic medicines or other resources and children who have lost hands, feet or other limbs, all of these are considered obstruction in their teaching. They could not learn in a suitable way in a comfortable environment.⁹



Figure 1

⁶ United Nation, 1996:451

⁷ Burnham et al, 2006:368

⁸ Ips news.net

⁹ Inease, 2009:43-45



Figure 2



Figure 3

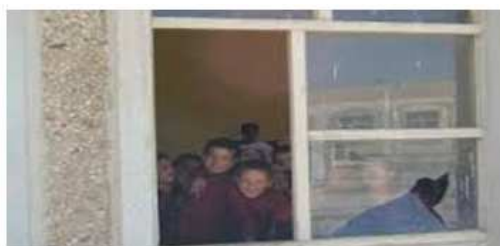


Figure 4

3.3 The Impact of Gender on Learning English

A number of sociolinguistic studies have found that women tend to use higher status variants more frequently than men. Women of each social class group use the more standard variant more often than men of equal status. The variable is more sharply stratifying for women than for men and the biggest gaps occur in the lower middle class and lower working class. Women tend to hypercorrect more than men especially in the lower middle class.¹⁰ In Iraq, it was found that women use higher status variants more than men. They tend to hypercorrect more than men, girls are more serious in study comprehend material explanation quicker than boys and they try to correct their mistakes more than boys. Wray & Bloomer state that early work either assumed or suggested that girls acquired language faster and better than boys because of early maturation and because a large number of families lost their fathers, so their boys being the leader of families and responsible of feeding their families and this makes them far away from learning English in a good way.¹¹ Being free from such a responsibility, girls have better opportunity to concentrate on study including English. Similar results have been

¹⁰ Romaine, 1994:78

¹¹ Wray & Bloomer (1998:115)

found in other places such as Sweden, Britain and Netherlands. In fact one sociolinguist has gone further to say that this pattern of sex differentiation is so ubiquitous in western societies today that one could look at women's speech to determine which forms carry prestige in a community and conversely at men's to find out which are stigmatized.¹² Relying on her prestige and accent, you can determine if the speaker from Baghdad, Basrah or Karbala etc.

Women use more prestige forms and they are more polite than men because they use nonstandard forms of speech carries connotations of masculinity.¹³ It is obvious that girls are quieter, sitting in a more arranged order and are more respectful towards their teachers in classroom and in settings compared with boys who are known for being noisy, rough and abusive. In addition, boys and girls are being treated differently by teachers, because they believe, that boys use to get more conversational turns than girls in classroom settings and the implications for their educational achievement of girls tendency to be more quiet and passive than boys in the classroom.¹⁴ Women may be using linguistic means as a tool to achieve status denied to them through other outlets. Since women have long been denied equality with men as far as educational and employment opportunities are concerned, these are not reliable indicators of a woman's status or the status she aspires to. Thus, the market place establishes the value of men in economic terms, but the only kind of capital a woman can accumulate is symbolic, she can be a good wife etc. with respect to the community's norms for appropriate behavior.¹⁵

Unfortunately, in Iraqi countryside areas, people and culture do not provide a supportive atmosphere for women to have their ordinary human rights and to be educated. On contrary, they offer men every opportunity to attend school, have responsibilities, attaining formal and informal positions. They prefer to keep women at home as a house wife who takes care of her husband and children. In such environment where culture, society and non-equal opportunity elements are collectively preventing women from education, it is a natural outcome for them to remain unable to learn / speak English.

3.4. The Impact of Dialects Variation on Learning English

Although they speak and understand each other through their English language, yet it is extremely hard if not impossible to find individual English speakers to be alike in expressing. Some differences are due to age, sex, speech rates, emotional state of health, and whether English is first language or not. Other differences come from word choices, the pronunciation of words and grammatical rules.¹⁶

No human language is fixed uniform, or unvarying: all languages show internal variation. Actual usage varies from group to group, and speaker to speaker in terms of the pronunciation of a language, the choice of words and the meaning of these words, and even the use of syntactic constructions.¹⁷ Each recognizable dialect produces and uses their language in exactly the same way. People are able to recognize different individuals by their distinct speech and language patterns, indeed, a person's language is one of the most fundamental features of self identity.¹⁸

Although different groups are sharing the same language (English), they speak with different expressions /

¹² Romaine, 2000: 79

¹³ Romaine, 1994: 79

¹⁴ Wray & Bloomer, 1998: 111

¹⁵ Romaine, 2000:79

¹⁶ Fromkin & Rodman & Hyams, 2003:445

¹⁷ Akmajian et al, 2001:275

¹⁸ Akmajian et al, 2001: 277

accents. It is different even with people living in the same region or city (London). Bostonians, New Yorkers, Blacks in Chicago, Whites in Denver and Hispanics in Albuquerque all exhibit systematic variation they speak English.¹⁹

To take an example, the speech of Americans is somehow different from the speech of the British, and the speech of these two groups in turn is distinct from the speech of Australians. When groups of speakers differ noticeably in their language, they are often said to speak different dialects of the languages.²⁰ There In Iraq we have the Iraqi language but each governorate speaks it differently such as Basrah language which is different from Baghdad or Karbala or Mosul language in some aspects such as the way of speech or pronunciation of some words that distinct each governorate from another. When there are systematic difference in the different groups speak a language, we say that each group speak a dialect of that language.²¹ Iraq is not exceptional. Iraqi people speak different languages (around 78% Arabic, 17% Kurdish, 3% Turkish and 2% other languages). Arabic and Kurdish are formal languages. Quran Arabic written is the source of study, formal usage by state and government establishments where Arab residents are dominant, while Kurdish has the same role where Kurd residents are dominant.

Arabic, Kurdish and Turkish have different roots, grammar bases and structures. Arabic has an Aramaic script root, Kurdish has Indo-European origin while Turkish (Turkman) has a middle Asian (Mongolia) background.

Iraqi Kurds use Arabic alphabet with some basic amendments. Arabic Alphabet consists of 28 letters, while Kurdish Alphabet consists of 34 letters. There are 6 Arabic letters (ث، ذ، ط، ظ، ص، ض) not available in Kurdish²²; there are 10 Kurdish letters (پ، چ، ر، ژ، ف، گ، ل، و، ه، ئ) that you cannot find them in Arabic.²³

Arabs who live in southern, middle and southern provinces / regions in Iraq have different dialects. Kurds have two main dialects. 1) **Sorany** is dominant in Arbil, Sulaymaniyah and Kirkuk while 2) **Kirmanjy** is dominant in Duhuk.

All Iraqi border residents share the same region / local dialect with people who live in neighbouring areas who live in other countries like Kuwait, Saudi Arabia, Jordan and Syria for Arabic spoken people, Turkey, Iran and Syria for Kurdish spoken languages (personal observation). Dialects are mutually intelligible forms of a language that differ in systematic ways every group whether rich or poor, regardless of region or racial origin speaks a dialect²⁴ and it is not easy to decide whether the systematic differences between two speech communities reflect two dialects or two languages. A rule of thumb definition can be used when dialects become mutually un-intelligible, when the speakers of another dialect group, these dialects become different languages. Danes speaking Danish and Norwegians speaking Norwegian and Swedes speaking Swedish can converse with each other. Nevertheless, Danish and Norwegian and Swedish are considered separate countries and because there are regular differences between them are not much greater than those between the English spoken in Australia and America.²⁵

¹⁹ Ibid, 2003:454

²⁰ (Akmajian et al, 2001: 275

²¹ Fromkin et al, 2003: 445

²² <http://www.islam101.com/quran/letters.html>

²³ <https://ckb.wikipedia.org/wiki/>

²⁴ ibid: 445

²⁵ ibid: 445-446

A language is a coherent system of rules. Two dialects of a given language are somewhat different systems of rules. By definition, dialects have a great deal in common with one another. Dialects are not foreign languages but alternative versions of the same language.²⁶ the various languages spoken in China such as Mandarin and Cantonese, although mutually unintelligible, they have been referred to as dialects of China because they are spoken within a single country and have common writing system.²⁷

Similar to other societies, there is dialects in Iraq known by **1) market** dialect, generally exists in public markets and used by people with poor / lower educated / cultured background who do not pay enough attention to the content of and the way of expressing their speech, and **2) business** dialect, used by businessman who are professional and have higher education / cultural background. There are two kinds of dialects: one of them is called social dialect; which are varieties of language used by groups defined according to class education, age, sex and the other kind is a number of other social parameters, and it is also the distinct form of a language spoken by members of specific socioeconomic class, such as the working class dialects in England or the ghetto languages in the United States.²⁸

Other Regional dialect is the distinct form of a language spoken in a certain geographical area. For example, we might speak of Ozark dialects, on the grounds that inhabitants of these regions have certain distinct linguistic features that differentiate them from speakers of other forms of English.²⁹

How regional dialects developed is illustrated by changes in the pronunciation of words with an r. The British in Southern England „were already dropping their r's before consonant and at the end of Words as early as the eighteenth century

Words such as farm and father were pronounced as (fa:m) and (fa:)³⁰ and today in Britain accents that have lost post vocalic r as a result of linguistic change generally have more prestige than those, like Scottish English that preserve in many parts of the United States the reverse is true.³¹ So concerning the pronunciation of r becomes silent before consonant and at the end of words being a rule in English grammar and I observed many students even in the university did not know this rule. I think that this due to the bad situation of education in Iraq in Primary and Secondary Schools (personal observation).

The distribution of post vocalic r in the United States reflects the history of settlement patterns of colonists from different parts of Britain and Ireland. Because the relevant linguistic factor for this change was the presence or absence of a consonant in the immediately following word (cf e.g. car engine v. car key) also called 'linking r' appears in non-rhotic accents before words beginning with a vowel. Subsequently this pattern seems to have been restructured and generalized so that r is inserted in many contexts before a vowel where historically it was never present e.g. ' the idea of it becomes the idea of it ' this phenomena is known as intrusive r.³²

²⁶ Language Development Structure and Function, P 271

²⁷ ibid :446

²⁸ Akmajian et al, 2001: 276

²⁹ Akmajian et al, 2001: 27-6

³⁰ Fromkin & Rodman & Hyams ,2003:449

³¹ Romaine , 1994 : 68

³² Romaine , 1994 :68

Not having p: problem, v: victim letters or related pronouncing for related letters such as ch: chair, Arabic spoken people face difficulties to produce a proper pronouncing. Kurdish spoken people face difficulty for not having th: the, earth pronouncing. As Kurdish has the Endo-European roots, therefore they facing fewer difficulties than Arabic spoken people in this regard, although Arabic has been served in excellence as it is the formal language of Quran, Hadith and Islamic religion.

Failing to pronouncing r in Arabic is relatively common in some areas. The holder is automatically unable to pronounce r in English as well. Another problem I noticed when one of my colleagues could not pronounce r in Arabic dialect, he also could not pronounce it in English language. It may be a source for not understanding from other people who is not aware of the issue.

It is advisable for Iraqi professionals who are providing this service in to develop techniques that help Iraqi learners to deal smoothly while they are on the course of learning English. Waves of immigration brought speakers of other dialects and other languages to different regions. Each group left its imprint on the language of the communities in which they settled. For example, the settlers in various regions developed different dialects. The Germans in the south eastern section, the welsh west of Philadelphia.³³ We noticed that the bad situation in Iraq forces many families to go to European cities, we noticed that Iraqi people obliged to learn the dialect of the region in which they settled in, we observed that Iraqi children facing problems in learning English in their schools because they learn this language in a different way in comparison to the condition of learning this language in Iraq.

During the second half of the twentieth century hundreds of thousands of Spanish speaking immigrants from Cuba, Puerto Rico, Central America, and Mexico moved to settle down in the east and west coasts of the United States. In addition, English is being enriched by the languages spoken the large numbers of new residents coming from the pacific Rim countries of Japan, China, Korea, Samoa, Malaysia, Vietnam large new groups of Russian and American speakers also contribute to the richness of the vocabulary and culture of American cities. The language of the regions where the new immigrants settle may thus be differentially affected by the native language of the settlers, further adding to the varieties of American language.³⁴ I do remember the difficulty of understanding one of our Indian Secondary stage teacher as she was swallowing some of sounds when she was speaking in English. English is the most widely spoken language in the world if one counts all those who use it as a native or as a second or third language.³⁵

There is no such thing a who use it as a native language or as a second or third language (a single language used at all times by all speakers, there are many languages (dialects and idiolects)³⁶

4) FIELD WORK

This fieldwork has been carried out in the primary school of al Shamma in New Baghdad city in Baghdad, where the total number of the students is 57.

³³ Fromkin & Rodman & Hyams, 2003: 449

³⁴ (From kin & Rodman & Hyams, 2003: 449

³⁵ (Fromkin & Rodman & Hyams, 2003: 449

³⁶ (Akmajian& Demers & Farmer & Hamish, 2001: 277

Table 1

1	Do you like English?	Yes	48	No	9
2	Do you practice English in your daily life?	Yes	47	No	10
3	Do you find difficulties in the meaning of English words?	Yes	45	No	10
4	Do you find your English teacher dealing with you in a good way?	Yes	53	No	4
5	Can you write any word or sentence correctly when you hear it for the first time?	Yes	11	No	40
6	Do you face specific problem with the pronunciation of some words?	Yes	18	No	39
7	Do you find teaching aids such as painted pictures, colored chalk, diagrams, drawings, tools and instruments useful?	Yes	51	No	6
8	Does your family support you in improving your learning the English language?	Yes	40	No	17

5) RESULTS

- 48 students out of 57 answered, 'they like English', but 9 answered they do not like it '
- 47 students out of 57 answered, 'they practice English in their daily life', but 10 students answered, 'they do not practice English in their daily life '
- 45 students out of 57 answered, 'they do not find difficulties in the meaning of English words', but 10 students answered, 'they find ' difficulties
- 53 students out of 57 answered, 'their teachers are dealing with them in a good way', but 4 students answered the opposite.
- 11 students out of 57 answered, 'they can write any word or sentence correctly when they hear it for the first time', but 40 answered, 'they cannot write any word or sentence correctly when they hear it for the first time'. '
- 18 students out of 57 answered, 'they do not face problem with the pronunciation of some words', but 39 answered, 'they face problem with the pronunciation of some words'. '
- 51 students out of 57 answered, 'they find using teaching aids useful', but 6 students answered, 'they do not find using teaching aids useful'.
- 40 students out of 57 answered, 'their families support them in improving their learning in the English language', but 17 students answered, 'their families do not support their learning in the English language'.

6) DISCUSSIONS

Generally, students like English as a favourite topic; but it is teaching styles that attract learners for the lesson or not. Unfortunately, physical, emotional and neglect abuses exist in Iraqi schools. Punishment, shouting, utterances words etc. are unwanted behaviours are committed by teachers against pupils on daily basis!

Teachers are suffering from educational, social, economic, political and religious problems that prevent them from concentrating to have and produce their extreme efforts to serve their targeted people i. e. pupils and students.

Until recently / now, teachers are centred within teaching process instead of pupils / students.

Scientific management systems do not exist in Iraqi educational sector including the higher one! Students attending College of Literature not because they are interested in teaching, but because they are failed to attend the colleges they applied for. Students with no choice, who passed secondary or intermediate stage exam are attending College of Literature. There is no room for interest in this choice while the only victim in a long-term is the learner for not having a faithful and an enthusiastic teacher. Recruitment procedures are controlled by dominant politicians. Educational abilities are not accountable for; but been replaced by religious belief and affiliation to political parties. It is a phenomenon and apply with no exceptional from the top to the toe of the educational sector!

There are no School managing policy, procedure and implications; and been replaced by' controls. Appointing teachers for the subjects are not based on professionalism as well. Teachers are not asking learners to relax while they in the course of learning English, they are not encouraging them to read extra English age-related books, papers and magazines, listen to radio news and songs, watch TV different programmes, ... etc. Indeed, when the teacher herself / himself needs to be aware about the mentioned issues, may be, is it logic to blame her / him?

In one form or another, characteristics that define the second language, is differ from the first one. English taught similar to the first languages in Iraq. Instead of being supportive for teaching English, they are dominant on it. Not teaching English in a proper way creates problems for the learners not to learn it currently, and is responsible for misunderstanding, it requires huge efforts to get rid of them in future too. Teaching language is contextual, English should be taught in a creative way, give words proper pronunciation and live meanings and avoid imposing as far as possible.

Unwanted factors are responsible for learners not to be interested in English, stop to deal with, to learn it, furthermore to hate it!

The students find using teaching aids useful and this is so helpful because this would make them understand and comprehend this language quickly and much better. But for those who find using teaching aids not useful is due to the lack of realizing the importance of using such thing or it could be due to their teacher adequate explanation without using teaching aids.

There is no room for family support for their children in Iraq to learn English. Firstly, disastrous circumstances surround Iraqi families as economic is in a deep crisis and corruption is dominant. Iraqis are at the bottom (physiological, safety) of the Maslow hierarchy classification, secondly, Iraqi family members are not familiar with English!

7) CONCLUSIONS

Regarding the problems facing Iraqi children in learning English in primary schools, I concluded that the students are just bodies sitting in rows in their classrooms with a blackboard and no other teaching aids which resulted in low performances in their exams. Insufficient materials, demotivated home students background and lack of interest in speaking the language on the part of teacher all of which caused the same above.

I concluded that many students cannot read and understand English books. Many of them are shy to read aloud in the classroom. Thousands of schools lack the basic tools to provide children with decent education. There are no enough desks, chairs or classrooms. Many of Iraqi schools are short of water and sanitation facilities.

As far as the impact of war is concerned, children's lives and their families' livelihood are precarious. Conflict has split the children communities and taken the lives of hundreds of their friends and family members. Economic hardship and the flight of millions from their homes dominate the picture in Iraq. Efforts to protect the children of Iraq are constrained by violence, insecurity and the absence of social services and professionals.

Through my research I have found out that women tend to use higher status variant more frequently than men. They use more standard variant more often than men of equal status. Women also tend to hypercorrect more than men. One could look at women's speech to determine which forms carry prestige in community. Women use more prestigious forms than men. Boys use to get more conversational turns than girls in the classroom settings. Girls tend to be more quiet and passive than boys in the classroom. Women's equality with men has been denied for a long time. The systematic differences between two speech communities reflect two dialects or two languages.

Throughout my research I came across two kinds of dialects, social and regional dialects. All speakers of English can talk to each other and to certain extent, understand each other. No two speak alike exactly. No human language is a fixed uniform, or unvarying. All languages show internal variation. Each recognizable dialect produces and uses their language in exactly the same way and different group of people that speaks the same language speak it differently. When there are systematic differences in the different groups who speak a language we say that each group speaks a dialect of that language.

In my field work I found out that the approach of teachers in teaching English makes students uninterested in this language, they do not like this language as they do not practice it in their daily life. The situation of learning English makes them face difficulties in knowing the meaning of the English words. The headmasters of schools do not select the best teachers for their students which result in mistreating students. Spelling prevents them not to be able to write any word or sentence correctly when they hear it. Students face problem with pronouncing words. They are unable to understand due to the lack of teaching aids. Students' families do not support their sons and daughters in learning English.

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