

T. R.  
GAZIANTEP UNIVERSITY  
GRADUATE SCHOOL OF EDUCATIONAL SCIENCES  
DEPARTMENT OF FOREIGN LANGUAGES TEACHING  
ENGLISH LANGUAGE TEACHING PROGRAM

THE IMPACT OF ENGLISH LEARNING ON IDP AND  
REFUGEE ADOLESCENT RESILIENCE IN IRAQ: A  
SAMPLE OF DUHOK

Master of Arts Thesis

RAID AMEEN

Gaziantep  
October, 2017

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Supervisor: Assist. Prof. Dr. EMRAH CİNKARA

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## APPROVAL OF THE JURY

**Student** : Raid Faiq Ameen  
**University** : Gaziantep University  
**Graduate School** : Graduate School of Educational Sciences  
**Department** : English Language Teaching  
**Thesis Title** : The Impact of English Learning on IDP and Refugee Adolescent Resilience in Iraq: A Sample of Duhok.  
**Thesis Date:** : 5 October 2017

I certify that this thesis satisfies all the requirements as a thesis for the degree of Master of Arts.

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**Head of Department**

This is to certify that I have read this thesis and that in my opinion it is fully adequate, in scope and quality, as a thesis for the degree of Master of Arts.

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It is approved that this thesis has been written in compliance with the formatting rules laid down by the Graduate School Educational Sciences.

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**Director**

## RESEARCH ETHICS DECLARATION

The information contained here is, to the best of my knowledge and belief, accurate. I have read the University's current research ethics guidelines, and accept responsibility for the conduct of the procedures set out in the attached application in accordance with these guidelines, the University's policy on conflict of interest and any other condition laid down by the Gaziantep University Research Ethics Committee or its Sub-Committees. I have attempted to identify all the risks related to this research that may arise in conducting this research, and acknowledge my obligations and the rights of the participants.

I have declared any affiliation or financial interest in this research or its outcomes or any other circumstances which might present a perceived, potential or actual conflict of interest, in accordance with Gaziantep University policy on Conflicts of Interest.

Signature:

Name: Raid Faiq Ameen

Student ID Number: 201565873

Date: 5 October 2017

## DEDICATION

I dedicate this thesis to my kind parents Faiq and Zakia, beloved wife Shereen, cute kids Helen, Deler and Maria, lovely siblings, and loyal friends.



## ACKNOWLEDGEMENTS

First and most of all, I am sincerely grateful to God Almighty for giving me patience and strength to complete this work, without his constant providence I could not have this thesis done among all the challenges.

I would like to thank my supervisor Assist. Prof. Dr. EMRAH CİNKARA for being a kind advisor, mentor and friend. I am grateful for his advice, guidance, and patience throughout this project. I would also like to extend my gratitude to all of the faculty in Gaziantep University's School of Foreign Languages department for their efforts.

I am particularly appreciative of Dr. Hatem Hassan, who encouraged me to apply for MA study, aided me in applying, and supported me during my first year study. I would like to thank Ali Yousif for his support and generosity in answering my endless questions. Similarly, many thanks are due to Dr. Nazar Mohamed for his kindness and support.

I would like to thank the UNICEF Duhok office staff, Abduljabar Arab and Vimala Periyannanpillai for their advice and support. Renaz Nabee, and Jwan Omed for their Support. Many thanks also to Bawer Ramathan, Basim Elia, and Firas Ibrahim for facilitating the data collection process and to the school headmasters and students involved in this study.

Finally, I would like to thank my parents, brothers and sisters, without whom I could not have succeeded in my Master's study, as well as my wife and children for supporting and inspiring me. Their smiles always push me to go forward.

Thank you all!

## ÖZET

### İNGİLİZCENİN ÖĞRENİLMESİNİN İRAK'TAKİ ÜLKE İÇİ YERİNDEN EDİLMİŞ VE MÜLTECİ ERGENLERİN DAYANIKLILIKLARI ÜZERİNE ETKİSİ: DOHUK ÖRNEĞİ

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Danışman: Yrd. Doç. Dr. Emrah CİNKARA

Ekim -2017, 84 sayfa

Yer deęiřtirme ve göçün en önemli yönlerinden biri, bundan etkilenen bireylerin yařanan deęiřime ayak uydurma becerileridir. İletişim ve yařamı sürdürmek adına büyük önem taşımasından ötürü dil, bu dirençlilięi teşvik eden başlıca unsurdur. Günümüzde, İngilizce öğrenmek, bireylere sayısız olanak sunmaktadır, bu nedenle yer deęiřiklięi yařayan popülasyonlar arasında direnci pekiřtirmek için dil, büyük önem taşımaktadır. Bu bağlamda, mevcut çalışma, İngilizce ediniminin, ergenlerin yařamları üzerindeki etkileri doęrulamanın yollarını aramıştır. Çalışma, yařları 16 ile 17 arasında deęiřen, kampta yer alan ve yer almayan okullarda öğrenim görmekte olan 223 ergene, CD-RISC-25 anketinin uygulanmasıyla gerçekleştirilmiştir.

Bu çalışmada, yerinden edilmiş Iraklı ergenler ve Suriyeli mülteci ergenlerin, yařadıkları zor yařam kořullarından dolayı düşük düzeyde dayanıklılıęa sahip olabilecekleri ve yerinden edilmiş Iraklı ergenler ile mülteci Suriyeli ergenler arasında, genellikle olumsuz bir deneyim olan yeni yařamlarına alışma sürecinde, gösterdikleri direnç açısından istatistiksel yönden anlamlı farklılıkların olmayacağı varsayılmıştır. Aynı zamanda, yabancı dil olarak İngilizce öğrenmenin, yerinden edilmiş Iraklı ergenler ve Suriyeli mülteci ergenlerin, her nedense dayanıklılıęını arttırdığı düşünölmektedir.

Çalışma verilerine göre, Iraklı ergenler ve Suriyeli mülteci ergenlerin orta düzeyde dayanıklılıęa sahip oldukları görölmüş ve bu anlamda aralarında istatistiksel yönden anlamlı farklılıklara rastlanmamıştır. Aynı zamanda, yabancı dil olarak İngilizce öğrenmenin, Iraklı ergenler ve Suriyeli mülteci ergenlerin dayanıklılık kazanma süreçlerini olumlu yönde destekledięi sonucuna varılmıştır.

**Anahtar Kelimeler:** Irak krizi, yerinden edilmiş insanlar, dayanıklılık, yabancı dil öğrenimi

## ABSTRACT

### **The Impact of English Learning on IDP and Refugee Adolescent Resilience in Iraq: A Sample of Duhok**

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MA Thesis, English Language Teaching Program

Supervisor: Assist. Prof. Dr. Emrah CİNKARA

October-2017, 84 pages

One of the central aspects of displacement and migration is resilience on behalf of the affected individuals. As it is crucial to communication and, thus, survival, language is vital to promoting such resilience. Nowadays, English language learning provides numerous opportunities for individuals to succeed; hence, it is essential in building resilience among displaced populations. Nevertheless, the current study seeks to verify the impact of English language acquisition on adolescents' lives. The study has been conducted in camp and non-camp schools via the delivery of a CD-RISC-25 questionnaire to 223 adolescents aged 16 to 17 years.

In the current study, it is assumed that Iraqi IDP and Syrian refugee adolescents have low resilience due to the harsh circumstances they endure and that no statistically significant differences exist between Iraqi IDP and Syrian refugee adolescents in relation to their resilience and poor qualities of life. It is also hypothesized that learning English as a foreign language (EFL) increases the resilience of both groups.

In this study, it is concluded that Iraqi IDPs and Syrian refugee adolescents have medium resilience levels and that no statistically significant differences exist between Iraqi IDP and Syrian refugee adolescents' resilience. It is also concluded that EFL learning promotes the resilience of both groups.

**Keywords:** Iraq crisis, displaced people, resilience, foreign language learning.



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## LIST OF ABBREVIATIONS

**3RP:** Regional Refugee & Resilience Plan

**EFL:** English as Foreign language

**FL:** Foreign Language

**SL:** Second Language

**ICRRP:** Iraq Crisis Response and Resilience Program

**IDP:** Internal Displaced Person

**IOM:** International Organization for Migration

**MRI:** Magnetic Resonance Imaging

**NGO:** Non-Governmental Organization

**PBUH:** Peace be Upon Him

**PS:** Psychosocial Service

**PSS:** Psychosocial Service

**SD:** Standard Deviation

**SPSS:** Statistical Package for the Social Sciences

**US:** United States

**UN:** United Nations

**UNDP:** United Nations Development Program

**UNESCO:** United Nations Educational, Scientific and Cultural Organization.

**UNHCR:** The United Nations High Commissioner for Refugees

**UNICEF:** United Nations International Children's Fund

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# CHAPTER I

## INTRODUCTION

### 1.1. Presentation

This chapter provides background information regarding vulnerability in displacement, definitions of internal displaced person (IDP) and refugee, and children's situation in Iraq. It also elaborates the main problem and hypotheses, aim, significance, and limitations of the study.

### 1.2. Background of the Study

Each day, global conflicts increase the numbers of IDPs and refugees. The United Nations High Commissioner for Refugees (UNHCR), reports that the number of IDPs and refugees around the world reached 65 million by the end of 2015. This number represents immense human suffering, meaning that one out of every 113 people on the Earth now have been obligated to leave home by conflict, persecution or violence. Another way to explain this is that each minute, 24 people are forced to flee from their homes (UNHCR, 2016).

Since 2004, the conflict in Iraq has forced people to flee from unsafe areas of the country to other areas perceived to be relatively safer. 2014 was the worst year for internal displacement, as hundreds of thousands of Iraqi families fled from their homes and re-settle in other cities. Likewise, since 2012, violent events in Syria have forced multitudes of individuals either to resetting in other Syrian cities or flee the country altogether to neighbouring countries like Jordan, Turkey, Lebanon and Iraq. UNHCR (2017) reports that the number of Syrian refugees in Iraq is 233,224, while international Organization for Migration (IOM) reports that the number of Iraqi IDPs between 2014 and 2016 exceeded 3.4 million (IOM, 2017).



Not only do IDPs and Syrian refugees in Iraq lose their homes, but also do several of them lose one or more family member to murder, abduction, separation, or physical harm. Also, many witness severe violence and crimes as they leave their friends, relatives, schools and jobs behind. They now live in poor economic conditions, have low qualities of health and education, and lack proper shelter, food and sanitation. As a result, they experience anxiety, stress, grief, depression, sadness, fear, anger and all symptoms of passiveness.

As a response to the crisis in Iraq, a tremendous effort is spent by different entities to accommodate these vulnerable people. The local government, United Nations agencies (UN), and Non-Governmental Organizations (NGOs), all work as humanitarian partners. Since 2012, they have built many camps in different cities as shelters for these people, and they provide different kinds of services such as education, food, security, sanitation, and medical services including Psychological Services (PS) and Psychosocial Services (PSS) in both camp and non-camp settings. Different strategies are devised to address the physical and psychological needs of these people, e.g., the Regional Refugee & Resilience Plan (3RP), also, The Iraq Crisis Response and Resilience Program (ICRRP). Such programs aim to understand and respond to people's needs, and this includes promoting the resilience of individuals and communities by strengthening their capacities and protection (UNHCR, 2016).

Despite all the efforts mentioned above, the Iraqi IDPs and Syrian refugees in camp and non-camp areas require more support in terms of food, shelter, sanitation, education, health, and resilience programming.

### **1.3. IDP and Refugee Definition**

IDPs have been defined as;

“people or groups of people who have been forced or obliged to flee or to leave their homes or places of habitual residence, in particular as a result of or in order to avoid the effects of armed conflict, situations of generalized violence, violations of human rights or natural or human-made disasters, and who have not crossed an internationally recognized State border”

(UNHCR, 2006, p.8)

On the other hand, refugees are considered;

“individuals who are outside their country of nationality or habitual residence; have a well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group or political opinion; and are unable or unwilling to avail themselves of the protection of that country, or to return there, for fear of persecution”.

(The Refugee Convention, 1951, p.1).

It is also important to acknowledge the crucial difference between the terms “refugee” and “migrant.” The former seems to be applied to a person who is forced to flee or leave his/her country involuntarily because of imminent threat of, violence, injury or death from human or natural disasters, whereas the latter is a person who leaves his/her country voluntary to improve his/her economic situation or family wellbeing, lack of jobs opportunities, or family problems (Guarnaccia & Lopez, 1998).

#### **1.4. Vulnerability in Displacement**

De Vries (1994) states that IDPs and refugees are extremely vulnerable victims of conflict and violence in the countries from which they flee, and they often are victims of violence in the country to which they flee as well. Moreover, they often experience unsecure economic conditions. Lavik, Hauff, Skrondal & Solberg (1996) state that, people who experience such events, especially young people, are at great risk and there is a high possibility in their cases to develop psychological and emotional problems. Ajdukovic (1998) mentions some of these problems, namely nightmares, sleeping problems, anxiety, sadness, low self-esteem, violent behavior, and guilty feelings. These symptoms can be experienced by both IDPs and refugees, especially children and adolescents who lost their homes, parents, siblings, friends, schools, lifestyles, habits, and the expected futures. Eisenbruch (1990) explains that, these losses may affect their physical and mental health and can result severe regret and sadness. These individuals need to be resilient and in order to return to normalcy.

#### **1.5. Children in Iraq**

Conflicts over the past few years have produced a disorderly environment for children in some parts of Iraq. Recent reports regarding children living in Iraq seem unpromising. Statistics have indicated large amounts and various types of violence against these children. According to United Nations International Children’s Fund

(UNICEF) “Iraq is now one of the most dangerous places in the world for children, four decades of conflict, sanctions, violence, insecurity and economic stagnation have brought development in the country to its knees” (UNICEF, 2016, p.5).

In addition, UNICEF (2016) reports that assistance is required for almost 4.7 million children across Iraq. 3.6 million of them, are at a great risk of death, injury, sexual violence, recruitment into armed groups and abduction. This number has increased by 1.3 million in just 18 months. The report has verified 838 child deaths and 794 injuries since 2014. In particular, thousands of children were abducted in Sinjar district of northern Iraq during 2014, and they are considered as being at risk of sexual violence. UNICEF has verified 1,496 of these abduction cases, particularly those from ethnic and religious communities. The practice of brutalization and sexual violence among females has been well documented among, with many abducted on a mass scale, held captive for months, sold into sexual slavery and subjected to rape. The report mentioned 124 cases of children recruited into armed groups in Iraq. Also, 60 cases of mine incidents led the victims either to death or to living with disabilities. In the chaos of multiple displacement and forced movement, many children are separated from their families. In 2015, UNICEF and its partners provided family tracing and reunification or alternative care services to 527 unaccompanied and separated children. In fact, the actual numbers of these cases are likely to be much higher, according to the report.

Recently, the Iraqi government has retaken most the areas that had been under the control of armed groups, but many other types of the problems have persisted. The psychological effects of violence on children is devastating and has lifelong effects. Children who have been obligated to flee their homes due to violence often exhibit behavioural changes as a result of their experiences. According to a study in some cities, behavioural changes were reported in 76% of children. The most common behavioural pattern cited for girls was unusual crying and screaming. This was followed by sadness, nightmares, antisocial behavior and aggressive behavior among boys. On the other hand, the displacements have placed a huge strain on health insurance. Some hospitals and primary health care services reported a 50% increase in caseloads, while health professionals often run for their lives, leaving services understaffed. The stress leads to a heightened risk of disease and the inability to provide adequate medical services. In

same manner, education is affected. A large number of children have left school, and the report estimates that more than half a million children in Iraq are working rather than going to school (UNICEF, 2016).

It is important to recognize that the above report provides on a general image of the situation in Iraq, which differs from city to city. Some cities (a small part of the aforementioned areas) are secure and stable, while others such as Ninawa, Anbar, and Salahedeen have witnessed black days since 2014. Another important point is that the researcher has been working in the humanitarian field in Iraq for three years. He reports that Syrian refugees who have lived in Iraq since 2013 face a similar situation to that in their home country, since both countries are experiencing similar circumstances.

However, there are other reports from different entities that give more specific data about the situation in Iraq, and all confirm the requirement of building or enhancing the population resilience, especially among children.

#### **1.6. Statement of the Problem**

During times of crisis and disasters, people of a given community feel shocked by their experiences and by the new situation in which they must live. Crises and disasters may induce a large number of unavoidable challenges for these individuals such as poverty and poor nutrition, health, education, sanitation and shelter conditions. Adolescents may face particular difficulty in facing such problems given the sensitive transition period in which they live. Difficult circumstances may negatively affect their personalities, as they may be unable to forget painful memories of the crisis, adapt to new changes, or overcome these challenges. Therefore, supportive factors are necessary to aid them in developing resilience toward their experiences. Language is a crucial supportive factor that affects all daily tasks. It interacts with the social, educational, technological, and economical factors around us, and it significantly impacts our achievement of various objectives. However, Iraqi IDPs and Syrian refugees, a large number of whom have settled in more secure areas of Iraq, have been displaced to camp and non-camp environments in different locations around the world. Most of them, including children, have witnessed severe armed conflict, lost loved ones, and left their homes, and they now live in poor economic conditions while lacking basic services and

having no clear plans for their future. In order to better support Iraqi IDP and Syrian refugee adolescents, it is significant to investigate the extent to which they are resilient in their new life experiences. Moreover, language, and more particularly English, plays a vital role in building their resilience and confidence while improving a variety of life factors. Thus, this study endeavors to investigate the extent to which EFL has contributed to Iraqi IDP and Syrian refugees adolescents' resilience toward the severe circumstances of camp and non-camp life in Iraq.

### **1.7. Hypotheses**

In this study, the following is hypothesized:

1. Iraqi IDP and Syrian refugee adolescents have low levels of resilience.
2. No statistically significant difference exists between Iraqi IDP adolescents and Syrian refugee adolescents in terms of their resilience.
3. Learning EFL boosts the resilience of Iraqi IDP and Syrian refugee adolescents in camp and non-camp schools.

### **1.8. Aims of the Study**

One of the main purposes behind this research is to support Iraqi IDP and Syrian refugee adolescents who have settled in Iraq, the topic that stems from the researcher's personal experience with both these individuals and EFL. Thus, this study investigates the impact of English language learning on the resilience of Iraqi IDP and Syrian refugee adolescents in terms of developing protective factors, adapting to their circumstances, and building stamina to confront challenges. This study also aims to illuminate the resilience levels of these vulnerable individuals by means of objective and scientific work, which may better assist in enhancing their life quality.

As there are limited number of studies that explore the relationship between the foreign language (FL) domain and resilience variables, this study aims to provide new findings that may aid teachers in teaching and understanding the mindsets of displaced adolescents in order that they may improve these students' lives through FL teaching.

Some adolescent students think that FL learning affects one or two life factors. Therefore, this study aims to elucidate the effects of EFL on students' experience of crises, their daily lives, their chances of obtaining a quality education, and other related areas. It is hoped that conveying such effects might improve the attitudes of displaced adolescents and parents toward FL learning.

The current study also explores EFL teaching and learning in abnormal environments. In particular, camp and non-camp schools experience nuanced difficulties related to EFL; thus, it is hoped that this study will enable better management of such environments.

The concept of resilience is new and often unclear for most individuals living in Iraq. Therefore, the current study aims to clarify this construct and illuminate its importance for individuals living in difficult situations.

### **1.9. Significance of the Study**

It is hoped that the present study will benefit government entities and applied linguists who investigate FL learning and its impact on daily life factors, crises, education, and other areas. The current study is also designed to benefit UN agencies, NGOs, and psychologists who are concerned with individuals experiencing displacement and crises.

Furthermore, it is hoped that this study will provide significant information for Iraqi adolescents, parents, and caregivers regarding resilience and EFL. Specifically, this study aims to clarify the construct of resilience for these individuals while emphasizing the crucial role of EFL in resilience building.

In terms of the EFL field, this study is significant for teachers working not only in Iraq but in other countries, as well. A limited amount of studies consider EFL alongside resilience; thus, this study attempts to provide teachers with new information about the impact of EFL on adolescents' resilience building.

Since Iraqi IDP and Syrian refugee adolescents living in Iraq experience difficult abnormal situations, it is hoped that this study will garner more support for

them. This can be achieved by determining their resilience levels and elaborating their life circumstances as well as by considering their own points of view toward EFL

### **1.10. Limitations of the Study**

The current study is limited to the linguistic aspects of resilience in humanitarian action. It is further limited to Iraqi IDPs and Syrian refugees as subjects of the practical part. In addition, it adopts a CD-RISC questionnaire as a tool for measuring resilience.

### **1.11. Thesis Composition**

This study is comprised of two main parts, one practical and one theoretical. It further consists of six chapters. Chapter one is an introductory chapter including the context of the problem, aims, and hypotheses along with the study's value and scope. The chapter two presents language and resilience in detail. The practical part begins with chapters three, four and five, which elaborate the methodology adopted by this study and findings as well as discussion. Chapter six concerns the conclusions of this study, pedagogical recommendations, and suggestions for further research.

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **2.1. Presentation**

This chapter discusses definitions of resilience and provides an overview of previous studies concerning this topic. It also concerns adolescent resilience and the reasons behind its study. The role of education and FL learning in resilience building is also examined, followed by a historical overview of the relationship between the foreign languages and Iraqi society. Finally, the educational system of Iraq is elaborated.

#### **2.2. Definitions of Resilience**

Historically speaking, the notion of resilience comes from the Latin word *resilio*, which means to “jump back” or “bounce back.” According to the Oxford English Dictionary (2013) “resilience is the ability of a substance or object to spring back into shape; elasticity or the capacity to recover quickly from difficulties; and toughness”. However, researchers give various definitions for the construct of resilience, e.g., it has defined as “the ability to successfully adapt to stressors, maintaining psychological well-being in the face of adversity”. And “it is dynamic process encompassing positive adaptation within the context of significant adversity or trauma” (Luthar & Cicchetti, 2000, p. 543).

In a different manner, Wildavsky (1988, p.224) views resilience as developed by "trial and error, general capacities, and decentralization." Anticipation, in contrast, involves "predicting hazards, specialized protections, centralization, and detailed standards". “It is further concluded that seeking a balance between anticipation and resilience is the most beneficial strategy of coping with risk”.



According to Masten (2001, p.228), resilience refers to “good outcomes in spite of serious threats to adaptation or development”. Rutter (1985) emphasizes that resilience involves “protective factors”. While Leipold & Greve (2009, p.41) demonstrate that resilience involves a measure of emotional stability “an individual’s stability or quick recovery (or even growth) under significant adverse conditions”. Similarly, Egeland (1993) emphasizes resilience as the individual capacity for successful adaptation, positive functioning, or competence, despite high-risk status, chronic stress, or following prolonged or severe trauma. Furthermore, resilience is defined by Gordon (1978) as a physical ability to store strain energy and deflect elastically under a load without breaking or being deformed.

From an ecological perspective, Holling (1973) defines resilience as “the persistence of relationships within a system; a measure of the ability of systems to absorb changes of state variables, driving variables, and parameters”. Later on, the same author (1995) defines it as “buffer capacity or the ability of a system to absorb perturbation, or the magnitude of disturbance that can be absorbed before a system changes its structure”. In the community analysis domain, Godschalk (2003) defines resilience as a “sustainable network of physical systems and human communities, capable of managing extreme events; during disaster, both must be able to survive and function under extreme stress”.

Broadly speaking the humanitarian sector defines resilience as, a measure of a system’s ability to withstand stresses and shocks, that is, its ability to persist in an uncertain world. Essentially resilience refers to the ability of the individual, and community, to use coping mechanisms when there is increased vulnerability and pressures from external stresses...Resilience shifts attention away from long-run equilibria, towards a system’s capacity (e.g., a livelihood system, a food security system, a market system) to respond to short-run shocks and stresses constructively and creatively (Sue Lautze, 2011).

### 2.2.1. Literature review of resilience

One historical analysis study concludes that the construct of resilience is centred around two discourses, physiological and psychological (Tasaie & Dyer 2004). Physiologically, human beings have homeostatic mechanisms to foster resilience in the event of adversity such as haemorrhage or stress (Rabkin, Remien, Williams & Katoff, 1993). Psychologically, resilience is defined as the capacity to move on in a positive way from negative, traumatic or stressful experiences (Tugade & Fredrickson 2004). In fact, the differences in resilience definitions and the ambiguity surrounding its processes belong to theoretical explanation, as resilience has two core concepts: risk (adversity) and positive adaptation. Most researchers claim that, to demonstrate resilience, both risk (adversity) and positive adaptation must be evident. The disagreement on some points about these concepts have caused some confusion in their meanings, and this is the reason why some scholars question the scientific value of resilience itself (Bodin & Winman, 2004). Therefore, some argue for greater clarity in the use of definitions (Coleman & Ganong 2002). Boss, Bryant & Mancini, (2016) report that:

“resilience researchers explore coping and adapting process under stress conditions as chronic illness, death of a loved one, abuse, neglect, disasters, and stressful life events. Essentially, much of resilience researches shed the light on individuals of a given community who face difficulties or problems in their life”.

According to Tusaie & Dyer (2004) resilience has primarily been studied in relation to stressful times of transition. Spiegel & Grinker (1945) studied men under stress in war and presented a research on the impact of catastrophic events involving trauma and loss. Commenting on this, Figley & McCubbin (1983) state, that study has demonstrated the individual’s capacity to recover and move on with life. Similarly, another study associated with pain was conducted by (Friborg, 2006). Also, Bonanno (2004) analyzed the number of people exposed to loss and traumatic events at some point in their lives. In addition, Carver, Pozo, Harris, Noriega, Scheier, Robinson & Clark (1993) examined women with breast cancer and their coping strategies.

An increasing amount of resilience studies investigate wider social contexts and conditions, e.g., Garmezy (1991) examined people in poverty by analyzing community violence and resilience in the face of devastating social conditions. Similarly, Felsman &

Vaillant (1987, p.298) followed the lives of 75 high-risk, inner-city males who grew up in poverty-stricken, socially disadvantaged families. They state:

“It was observed that their family lives were often complicated by substance abuse, mental illness, crime, and violence. Nevertheless, many of these men led courageous lives of mastery and competence. These men took an active initiative in shaping their lives despite occasional setbacks and multiple factors working against them”.

As the study concluded, their resilience demonstrated that “the events that go wrong in our lives do not forever damn us”. Similarly, at a cross-cultural level, Dugan & Coles (1989) compared Brazilian shantytowns and South African migrant camps to United State (US) inner cities and found that many children had later led successful lives despite the challenges they had faced.

It is also important to examine resilience from the perspective of the workplace, which may include difficulties, challenges and problems such as bullying, violence, and abuse that might expose staff to stress, depression, anxiety, and illness. Many studies have examined the workplaces, e.g., Cline, Reilly, Moore (2004) investigated nursing workplaces because many nurses leave the healthcare system due challenges associated with workplace adversity.

Regarding differing viewpoints concerning the definition of resilience, some researchers have moved away from vulnerability or passive models of resilience to focus on positive points, e.g. strengths opposed passiveness or weaknesses, health opposed illness (Zolkoski & Bullock, 2012). Murphy (1987) reported that developmental resilience studies focus on promoting resilience via either the removal of risk and health promotion or the fostering of protective, psychological, factors to increase resilience. Similarly, the concept of hardiness has derived from another line of research on stress and coping. Rutter (1987) states that the developmental perspective is also essential in understanding resilience rather than as a set of fixed traits, coping and adaptation involving multiple processes that may vary over time. Most forms of stress are not simply a short-term, single stimulus, but a complex set of changing conditions with a past history and a future course.

Resilience studies have provided valuable information for better understanding and analyzing this construct. Werner & Smith (2001) conducted a longitudinal resilience analysis of 700 children involving different internal and external protective factors

affecting their lives over time. They indicated that nothing is “cast in stone” because of early life experiences. Few persons identified as resilient at 18 had developed significant problems by age 30. However, the most important finding was that resilience could be developed or changed at any point over the life course. Unexpected events or situations and new relationships can disrupt a negative chain and catalyze new growth. Werner & Smith claim that in previous studies, there is a narrow focus on the mother and on the damage of one parent in house, while they neglect the effects of siblings and extended family members who play important roles at every age. This study provides crucial evidence for a complex interactional analysis of resilience. Werner and Smith assert that the variables in resilience developmental studies confirm the dynamic nature of resilience over time. For instance, adaptation occurs at different life stages. Also, gender affects vulnerability as time progresses. Similarly, Rutter (1987) emphasizes that, to understand resilience, we must understand the individual’s family, political rules, economic, social conditions, and racial climates.

Luthar & Cicchetti (2000) suggest that, more studies should focus on protective factors and adaption avenues to enable individuals to overcome mental disorders and life challenges. It is essential for resilience researchers to try to enhance the scientific rigor of their investigations because researches in the area of resilience bear directly on matters of social policy import. Studies must have high standards of evidence and engage in self-scrutiny in their work.

Overall, it can be said that, to promote individuals’ resilience, it is necessary to investigate more factors by which we can improve human life.

### **2.3. Individual Resilience**

People experience different degrees of setbacks and problems. Some of these challenges might be easy, while others are difficult and disastrous. However, the ways of dealing with these challenges can play an important role in the results and consequences. One may ask why some people remain calm in the face of challenges while others cannot. The answer is because these people have the ability to cope with their problems, challenges and setbacks. Resilient people are able to face job loss, medical emergencies, illness, financial problems, divorce, poverty and the death of a loved one. This does not

mean they do not feel sad or they experience less anxiety or distress than other people. But they face such challenges in ways that develop strength and growth. They know that problems and setbacks happen sometimes in life, they perceive that they have the strength to handle these challenges and they do not blame outside sources for these problems. Moreover, they have problem-solving skills and sense of control. They do not consider themselves as victims, and they realize that friends, family members, and co-workers can be supportive; therefore, they ask for help in need (Cherry 2016).

Giordano (1997) lists some characteristics associated with resilience such as, self-confidence, flexibility, self-discipline, curiousness and headedness. Similarly, Tugade & Fredrickson (2004) draw a metaphor between resilience in individuals and the elasticity and malleability of certain metals. In illustrating this metaphor, they highlight the differences between brittle and malleable metals, comparing the properties of these malleable metals to the psychological qualities in some individuals that allow them to withstand strain and hardship. Henning (2011) states that, challenges in life are necessary because these challenges stimulate developmental transition to facilitate resilience, and individuals become more resilient and more flexible when they overcome these challenges.

Most studies of individuals' resilience are based on questions such as the following: Where does resilience come from? How can one build or enhance an individual's resilience? What is the effect of resilience on an individual? Are some individuals naturally more resilient than others? One of the most important findings of these researches is that there is a lot of things we can do to assist individuals in becoming more resilient (Braddell, 2015).

#### **2.4. Resilience in Adolescence**

Adolescence, or the transition from childhood to adulthood, is a transitional period characterized by identity formation and a gradual development towards more autonomy and less dependence on parents (Bimmel, Juffer, Jzendoorn & Kranenburg, 2003). During this period, many hormonal and physical psychological changes occur (Coleman & Hendry 1990). Fischhoff, Parker, de Bruin, Downs, Palmgren, Dawes & Manski (2000, p.1) explain adolescence in the following way:

“Adolescents clearly do not always act in ways that serve their own best interests, even as defined by them. Sometimes their perception of their own risks, even of survival to adulthood, is larger than the reality; in other cases, they underestimate the risks of particular actions or behaviors. It is possible, indeed likely, that some adolescents engage in risky behaviors because of a perception of invulnerability—the current conventional wisdom of adults’ views of adolescent behavior. Others, however, take risks because they feel vulnerable to a point approaching hopelessness”.

Blum, McNeely, Nonnemaker, Fischhoff, Nightingale & Iannotta (2001) highlight that adolescents sometimes place themselves in risky situations unknowingly. Also, they make choices that place them at risk and can potentially be physically and/or psychologically harmful.

According to Rak & Patterson, (1996) resilient adolescents are those who have the capacity to overcome risks and have ability to avoid negative results, such as psychological maladjustment, physical complications, behavioural problems, and academic difficulties. Other psychosocial studies have proven that, in general, children are able to survive and cope despite adverse situations surrounding them (Masten, Best & Garmezy, 1990).

Other studies conducted over the past few decades have provided important knowledge for understanding resilience in adolescence, e.g. a landmark study providing invaluable information about resilience involved children born in Kauai, Hawaii, in 1955 who were followed for over four decades. Approximately 1/3 of these children were considered resilient despite the risks to which they had been exposed, and these children continued to be resilient adults (Werner, 1993). As Gerard & Buehler (2004) state, numerous studies in different places and situations have attempted to understand the risks related to the behaviours and attitudes of adolescents, such as, drug use, obesity, smoking, abuse, sedentary lifestyles and so on.

Consequently, many resilience frameworks for adolescents have been developed for the purpose of understanding and responding to adolescents at risk. One such framework is known as the sociocultural framework. Rew & Horner (2003, p.386) highlight that

“the sociocultural context in this model incorporates the individual with associated risk and protective factors, family, community, and resilience. Resilience is represented by the interface between risk factors (vulnerability)

and protective resources (protection) which are present throughout one's life. This framework can also be used to develop interventions to improve health outcomes by enhancing resilience and diminishing risky behaviours".

Researchers in other domains of psychology, education and social work have developed conceptual models and frameworks to study resilience in adolescence and youth. McNeely, Nonnemaker & Blum (2002) used the conceptual domains to develop their ecological resilience framework, which includes 16 protective and risk factors in different environments.

Several adolescent resilience studies have provided different results which can be used to enhance adolescents' resilience. These researches have examined adolescents in different risky places and situations. Despite the contradictory findings of these studies, the majority agree that resilience has positive effects on this age group. Rouse, Ingersoll & Orr (1998) examined the relationship between resilience and a group of high risk- behaviour adolescents. They found that the resilient adolescents were less likely to participate in new risk behaviours, but they were not free from some simple wrong behaviours and emotions due to their non-resilient friends. While Dumont & Provost (1999) examined 297 adolescents in schools and placed them into three groups (well-adjusted, resilient, and vulnerable), they concluded that the resilient adolescents group had achieved the highest scores in terms of problem-solving coping skills and confirmed that it is necessary to enhance resilience and protective factors in order to minimize risk, especially in behaviours.

In a different manner, Hunter & Chandler (1999) reported that the question to be asked concerns whether resilience is really a healthy state. To clarify this more, Haase (1997) studied adolescents with cancer and found that these adolescents developed defensive coping behaviors to deal with stages of their diagnosis phases. In addition, Higgins (1994) asserted that the effects of resilience on adolescents are not always positive in every situation.

Since school is the second main environment for adolescents after home, it is reasonable to examine resilience interventions from this perspective. Numerous resilience studies have been conducted in schools, e.g., Pollard, Hawkins & Arthur (1999) studied the influence of risk on adolescents in high schools and addressed the

relationship between risk and some behaviors such as smoking, crime, and violence. They concluded that developing protective factors was important to reducing or preventing such risks.

To conclude, investigating factors of adolescent experience such as mind-set, protective factors, and positive health practices in various environments will lead to more knowledge and understanding of resilience within this age group.

#### **2.4.1. Reasons to study resilience in adolescence**

The previous studies have demonstrated that that no child is immune from pressure in fast-paced, stress-filled environments (Goldstein & Brooks 2013). However, the technological complexity of the late twentieth century has increased; thus, the number of youth facing adversity and the number of adversities they face appear to be increasing. Also, there has been an accelerated interest in understanding risk and protective factors and their operations. This not only may increase positive outcomes for youth experiencing risk, but also can be applied to the population of children in general in an effort to create a “resilient mind-set” in all youth (Brooks & Goldstein, 2001).

Barletta & Bond (2012) state that, the concept of resilience has become a buzzword when it comes to raising young people. There are concerns that young people today are not as resilient as they used to be or they are not resilient enough to cope with the demands and pressures of modern society.

There are several motivations for continued resilience studies, e.g., Bernard, Burgoa & Whealdon. (1994) report that resilience helps to enhance communities that support human development based on caring relationships, and it addresses youth’s needs for belonging and stability. Moreover, resilience is maintained in the lives of practitioners. As for Goldstein & Brooks (2013) they state that understanding resilience in terms of the processes that alter children’s transactions with adverse life conditions enables them to reduce the negative effects of such experiences. Fostering mastery also enables youth to avoid the type of damaging labelling that sometimes occurs when resilience is referred to as an individual outcome. Children who experience adversity, particularly severe and long-lasting trauma, should be expected to display distress symptoms of some sort. For this reason, it is particularly helpful to think of a



“continuum of resilience” as well as a “continuum of vulnerability” across multiple domains (physical, psychological, interpersonal, and occupational) and to be alert to the ever-changing dynamics of the child’s functioning over time. In addition, Goldstein and Brooks state that investigating resilience increases the chances that findings that may help to understand the means by which children develop well behaviourally, emotionally, academically, and interpersonally in the face of risk and adversity. These findings might offer valuable insight into those qualities that likely insulate and protect in the face of wide and varied types of adversities.

Skinner & Wellborn (1994) examined children’s school problems. In same manner, Brown & Harris (1989) demonstrated at-risk children experience increased medical problems. Beardslee (1989) identified family risks. Hammen (2002) studied psychological problems. Lutzke, Ayers, Sandler & Barr (1999) examined the effects of parental loss.

Overall, resilience studies of youth such as those mentioned above enable researchers to identify additional factors improving their qualities of life. Masten (2001, p.235) states that:

“some risk factors such as poverty and neighbourhood adversity cannot easily be solved. She notes that there must be an increasing focus on understanding the protective variables that allow some children to function well in these environments and continue to function well in the future. Just as risk factors are not specific to particular adverse outcomes, protective factors may also not be equally specific”.

Masten adds that resilience does not appear to arise from rare or special qualities but from “the everyday magic of ordinary, normative human resources in the minds, brains and bodies of children in their families and relationships and in their communities”.

Resilience studies of youth emphasize that every child capable of developing a resilient mind-set as a result s/he will be able to deal with stress and pressure more effectively, to cope with daily challenges, to bounce back from disappointments, adversity, and trauma, to develop clear and realistic goals, to solve problems, to relate comfortably with others, and to treat him/herself and others with respect (Goldstein & Brooks 2013).

A study by Lösel, Bliesener & Köferl, (1989) identified hardiness, adaptation, and adjustment as significant factors of resilience and suggested them as the constructs that protect or reduce vulnerability. These factors should be built by the important adults in a child's life. Also, Sameroff (2000) suggests that a number of factors within the child and environment are mutually interactive over time. Accordingly, with appropriate responsive and adequate care-taking and environments in which mutual adaptations can occur, the odds favor good outcomes (Campbell, 2002)

From the later-effects perspective, resilience studies demonstrate additional reasons to investigate this construct. Some resilience studies consider that the impacts of some early adversity might not be evident immediately but might develop later. Goodman (2007) indicated the effects of living with a depressed mother, while Di Lillo & Damashek (2003) investigated child neglect and abuse. These studies have demonstrated that resilience is important to protect children from later psychological, behavioural, and physical problems. Thus, continued studies are needed. Weinfield, Sroufe & Egeland (2000) state that, longitudinal data on interpersonal functioning over time is particularly necessary to understand the influence of early traumatic relationship experiences on later attachments and to explore the timing and types of subsequent interpersonal experiences that can counteract adverse effects.

In addition to the above benefits of resilience research, investigating resilience also aids in understanding cultures. Goldstein & Brooks (2013) highlight that, just as biological evolution has equipped human individuals with many adaptive systems, cultural evolution has produced a host of protective systems. Protective factors are often rooted in culture. So, cultural traditions, religious rituals and ceremonies, and community support services unquestionably deliver a wide variety of protective functions, though these have not been studied as extensively in resilience research.

Moreover, there may well be culturally specific traditions, beliefs, or support systems that function to protect individuals, families, and community functioning in the context of adversity within those cultures. Goldstein and Brooks add that as researchers better understand aspects related to resilience, they become better prepared to foster resilience in all children and adults. In order to understand the bases of resilience to

promote it, scholars must ask a complex, multipart question which seeks to ascertain the fundamental attributes of individual youth (e.g., features of cognition, motivation, emotion, ability, physiology, or temperament); the attributions of status (e.g., sex, race, ethnic, religious, geographic location, etc.); context (e.g., regarding family, neighbourhood, social policy, economy, or history); and facets of adaptive functioning (e.g., maintenance of health and of active, positive contributions to family, community, and civil society). Addressing such a set of interrelated issues requires, at the least, a systematic program of research.

## **2.5. The Role of Education in Resilience-Building**

The importance of education has been asserted by various religious and scientific sources, e.g., education has been greatly emphasized in Islam. “Iqra,” the first word of the Quran, is a command which can be translated into “recite,” “read,” or “seek knowledge”. Acquiring knowledge is obligatory for every Muslim because of the impact of education on the individual and community, particularly in building resilience and sustainable development as well as in promoting equality and economic growth.

On the other hand, governments, NGOs and UN agencies regard education as a basic human right. Many studies have concluded that education positively impacts individuals and communities. According to the United Nations Educational, Scientific and Cultural Organization (UNESCO), education value is reflected in the 21st century UN Agenda (1992) as the following way:

“Education, including formal education, public awareness and training should be recognized as a process by which human beings and societies can reach their fullest potential. Education is critical for promoting sustainable development and improving the capacity of the people to address environmental and development issues. Both formal and non-formal education are indispensable to changing people’s attitudes so that they have the capacity to assess and address their sustainable development concerns”.

(UNESCO, 2002, p.4)

For the purposes of this study, it is important to recognize the link between education and resilience. UNICEF (2015) confirms that, there is a strong link between education and resilience specifically that an educated community has more ability to cope with disasters, conflicts and hard times when they strike.

With education, people can be more resilient toward life challenges, e.g., poverty. UNESCO (2013, p.6) reports that “one extra year of education increases an individual's income by up to 10%, and each additional year of education raises the average annual gross domestic product by 0.37%”.

Moreover, education leads to peace, tolerance and a healthy civil society as literate people are more likely to participate in the democratic process and exercise their civil rights (UNISCO, 2013). Similarly, people with secondary education are more likely than those with only primary education to show tolerance for individuals of another ethnicity.

To conclude, studies have demonstrated a strong relationship between education and resilience. Investigation into different educational branches and environments may foster new information regarding resilience.

### **2.5.1. The role of school in resilience-building**

It important to realize that schools play a crucial role in forming students' personalities and, thus, can enhance students' resilience. Teporich (2012) explains that positive student-teacher relationships and having teachers as role models are key to building resilience. Moreover, teachers provide various protective possibilities for students in the classroom. For instance, they can enhance students' self-confidence, encourage them to become active learners, and promote independence and autonomy (Alfassi, 2004).

In addition to teachers themselves, classroom activities can also influence students positively. Weissberg & O'Brien (2004) demonstrated that, activities in the classroom can be designed to promote students' development of positive, supportive relationships as well as skills to cooperate, avoid negative impressions, and negotiate conflict. Ryan & Patrick (2001) claim that, classroom unity-building activities help students to determine their interests, compare their common interests, and form relationships with peers.

Eggum, Sallquist & Eisenberg (2011) interviewed 57 youth to analyze the manner in which life events and protective issues were associated with resilience. Their findings indicated that education was one of the high-frequency answers.

Investigating more schools' programs, activities and so on may help to enhance or build students' resilience and protective factors for them to be normal, healthy and productive individuals.

## **2.6. The Relationship between Language and Resilience**

Before presenting the relationship between language and resilience, and what role it plays in building this construct, it is important to present language definition. As well as how many types of languages are there, how we can distinguish these languages from each other. After clarifying these topics, the relationships between language, FL, EFL and resilience will be shown in the following parts.

### **2.6.1. Language definition**

According to Sapir (1921, p. 8) "language is a purely human and non-instinctive method of communicating ideas, emotions and desires by means of voluntarily produced symbols". The Dictionary of English (1995, p.795) defines this term as "a system of communication consisting of small parts and a set of rules which decide the ways in which these parts can be combined to produce messages that have meaning".

Troike (2006) states, individuals who are able to use only one language is monolingual, while those who are able to utilize two are bilinguals, and those using more than two are multilinguals.

### **2.6.2. Languages distinguishing**

People in different countries speak different languages. Some speak and use one language, some speak two, and others speak more than two. However, it is important to understand which language is an individual's first and which is his/her second, also which is considered a FL for them.

### **2.6.2.1. First language**

Tennant & Negash (2009, p. 24) state that a first language is acquired at home from care-givers. Similarly, Punchihetti (2013, p. 3) explains the following:

“It seems appropriate to me to call the first language, the very first language that a child would master and that s/he would continue to use to different degrees for the rest of life. Many learners in the world learn their first languages both at home and school and use it for day-to-day communication in the society in which they live”.

### **2.6.2.2. Second language**

In many countries, usually children learn their second language (SL) at school. This is generally either another local language (French for English-speaking Canadians) or an international language (French for Moroccans) that is considered to be important in the country in which the learner resides. The designation of a non-native language as a SL in a given country depends on the close historical, geographical, socio- economic ties that the country shares with the country of origin of the non-native language. When the SL of the learner is determined by the country in which he/she resides, the learner often has the possibility of using that language in his/her own country (Punchihetti, 2013).

### **2.6.2.3. Foreign language**

The FL generally is the language that has no direct link to the learner’s immediate social or personal environment. The selection of a target FL is thus largely a personal choice of the learner, except in cases in which children and adults are compelled to learn foreign languages for academic or professional reasons (Punchihetti, 2013).

## **2.6.3. The role of language in resilience-building**

“The experimental psychologist Wilhelm Wundt (1832-1920) claimed that the study of language could provide important insights into the nature of the mind, and he wrote extensively about many different aspects of language. Between 1870 and 1900, most of the investigations into child psychology focused on the development of speech in early childhood, especially on memory and mental associations involving the use of language”.

(Demirezen, 2004, p.26)

Recently, British Council (2016, p.4) has stated that “language-learning builds inclusive classrooms and increases feelings of safety; moreover, it increases students’

attendance and attainment. Language-learning can also improve psycho-social well-being and life skills”. Also, British Council (2016, p.4) reports:

“Language is an essential part of our individual and community lives, as well as being an essential tool for learning. All the languages that migrants speak and write, contribute to their capacity to interact with other cultures in different sociolinguistic contexts. Indeed, access to opportunities for individuals to draw on these languages is central to participation in social processes as well as policies of social inclusion”.

British Council (2016, p.3) similarly elaborates the following:

“Language is an equalizer. When a child can speak and write in the language of the host country, this creates confidence and self-assurance, allowing children to communicate with their peers, and helping to build a solid educational foundation which will serve them for the rest of their lives. Also, instruction of the language of the country of asylum is essential, at the same time children and youth should receive opportunities to improve and maintain understanding of the language of their country of origin; in order to retain linguistic and cultural links to home, preserving a sense of identity. For adults, language skills are fundamental so that they can contribute to their host communities through livelihoods, employment and income generation activities. This reduces vulnerabilities and dependency, and allows for a greater degree of independence in pursuing durable solutions, including achieving sustainable voluntary repatriation when circumstances permit. Finally, language instruction provides a bridge between communities. When living in exile, refugees can easily become isolated and distanced from their hosts. As a result, misunderstandings and tensions can arise. But when communication channels are supported, disputes and conflicts can be mitigated, promoting social networks, peaceful coexistence and healthy dialogue”.

In the same manner, UNICEF (2016) reports that, language is an important factor for strengthening resilience and may prevent conflict because it is an expression of identity. Additionally, it is a tool for accessing material and cultural resources. Some methods of enhancing the resilience of individuals and communities via language programs include developing literacy and home language, developing competence in additional languages learning, and strengthening capacities and skills of language teachers.

As a response to the refugee crisis in the Middle East, British Council (2016) aims to develop language-education programs to enhance the resilience of refugees and IDPs in Iraq, Syria, Turkey, and Lebanon. In this report Delaney explains:

“language classes can help with trauma [because] having a class to go to gives you a safe place, structure, and something to do. Yet, it is more than that- language is the medium we use to express ourselves. Even learning foreign words that describe feelings could be important. The unfamiliar language can give some distance from the emotions, perhaps making them feel 'safer' to talk about”.

A language class gives individuals the opportunity to tell their story and describe their emotions without feeling as vulnerable. A traditional “chalk and talk” grammar class will not offer this, but a communicative classroom could.

In short, language plays an important role in human life, regardless if it is an individual’s first, second, or foreign language. It is present at home, at school, in the street, at work, during sad and happy times, and is related to our memories. It exists today and will be a crucial aspect of our future, and it can enhance our resilience to crisis.

#### **2.6.4. The role of foreign language learning in resilience-building**

Most studies of FL learning agree that FL learning positively affects individuals and communities. Seligman (2011) states that, learning a FL supports the resilience building skills. Similarly, Cummins (1981) claims that understanding how language works and the ability to manipulate language assists children in thinking and problems solving. Another study demonstrated that after one semester of FL learning, students scored significantly higher in language arts and math (Armstrong, 1997). Another study observed that FL learners score better on mother-tongue vocabulary tests than do non-language-learning peers (Masciantonio, 1977).

Garfinkel & Tabor (1991) concluded in their study that, there is a positive correlation between reading scores and FL learning. Similarly, Swain & Lapkin (1990) determined that the listening skills of FL learners are better than those of their non-language-learning peers; moreover, their memories are sharper.

A study conducted in Louisiana Public Schools and involving 13,200 children from different races, genders and levels, indicated that children who take FL courses score higher on Basic Skills Tests than those who do not (Dumas, 1999). The study of Horn, Kojaku, & Carroll (2001) demonstrated that, FL students not only earn higher grades in school but they are less likely to drop out of school. Bialystok & Hakuta (1994) found that the cognition of children exposed to a FL at an early age develops better. In the same way, Hakuta (1986) found that these children are more flexible and have more high- order thinking skills.



Conteh (2015) explains that from a cultural perspective, learning different languages helps learners to understand communities and promotes global awareness. Similarly, Curtain & Dahlberg (2004) claim that “exposure to a FL serves as a means of helping children to intercultural competence. The awareness of a global community can be enhanced when children have the opportunity to experience involvement with another culture through a FL”. Likewise, Carpenter & Torney (1974) concluded that learners of FLs are more tolerant toward people of different ethnicities. In the same manner, in a survey of 581 individuals graduated from Management School in Arizona, most claimed that knowing a FL had given them a competitive advantage and was an important factor in hiring decisions (Grosse, 2004). Another study suggests that teaching children a FL at a young age helps to connect them with another culture while their minds are still free from judgement of other people (Curtain & Pesola 1994).

Most physiological studies have determined that FL learning positively affects the human body. Mackey (2015, p.1) states that “brain size can be developed by learning a FL”. She relies upon the findings of Swedish scientists who utilized magnetic resonance imaging (MRI). Different groups of people were examined, some of whom were extensively learning a FL and others who were learning a different content. “The results indicated that some parts of the brains of the FL learners had developed in size after three months, while the brains of the learners of the other content had not changed in size. This proves that brain growth is one effect of acquiring a FL”.

Governments internationally have also realized the great impact of FL acquisition on their countries. Recently, the U.S. government stated the need for fluent speakers in different languages, especially in Arabic and Chinese (U.S. General Accounting Office 2006). Marcos & Peyton (2000) have also explained that people speak different languages to improve America’s economy, support political and security systems and promote intercultural awareness.

To conclude, FL learning has various positive effects for individuals and their communities. It promotes positive emotions and feelings, improves thinking and problem-solving skills, and promotes brain growth. Also, it improves a learner’s career and future.

### **2.6.5. Literature review of adolescents as foreign language learners**

Researchers have investigated FL learning among adolescents for several decades. Lightbown & Spada (2013) state that, learning a new language sometimes means gaining a new identity. However, various factors have been found to affect this process. Taylor (2011) highlights that authenticity, motivation, anxiety, private-self, public- self, identity, self-concept, self-esteem, self-worth, identity display, differential identity, self-relevant goals, school, culture, strategy, and method are all important aspects of FL learning among adolescents. In a qualitative study, Williams & Burden (1999) examined 36 English adolescent pupils learning French as a FL. They concluded that the teacher plays an important role in determining students' motivation. Margoret & Gardner (2003) analyzed the role of motivation on FL learning and concluded that there is a significantly significant relation between motivation and FL learning.

In contrast, Bartram (2006) investigated 295 learners of French and German in three countries (England, Germany and The Netherlands). He identified an anti-German learning culture and also discovered that some adolescents laugh at their classmates who try to speak the FL in the class. This, in turn, affected participation levels. In another study, Bartram (2006b) followed 411 adolescents learning French, German and English. The study revealed that children's attitudes toward FL learning are influenced by their parents, and these attitudes are both positive and negative.

The relationship between culture and FL learning is mentioned by Jacobovitz (1970) who states that "pupils who have favourable attitudes towards the foreign people and culture are expected to achieve better in learning the FL". Another important factor affecting FL learning was reported by Ahmed in the following way:

"Pupils form an important factor within any educational system. Their attitudes play a leading role in bringing about the ultimate outcomes of the learning process. Pupils' attitudinal reactions represent an aspect of the FL teaching and learning process that is worthy of consideration".

(Ahmed.1989, p.115).

### **2.6.6. More than one language in the brain**

Over the past few decades, studies have confirmed that the brains of individuals knowing more than one language function better than those which are monolingual.

Peal & Lambert (1962) have stated that bilingualism is associated with positive effects in many studies, while Craik, Bialystok & Freedman, (2010) have emphasized that speaking more than one language from an early age positively influences cognition. Bialystok (1999) also has examined 4-5 year-old children by asking them to organize some cards according to their colors then according to their shapes. The results revealed that bilingual children score better than monolinguals on these tasks and that bilingualism improves attentional control abilities on such tasks.

Mackey (2015, p.2) explains that “however we learn, this recent brain-based research provides good news. We know that people who speak more than one language fluently have better memories and are more cognitively creative and mentally flexible than monolinguals”. She adds:

“Canadian studies have also suggested that Alzheimer’s disease and the onset of dementia are diagnosed later for bilinguals than for monolinguals, meaning that knowing a SL can help us to stay cognitively healthy well into our later years. Even more encouraging is that bilingual benefits still hold for those of us who do not learn our second languages as children. Edinburgh University researchers point out that millions of people across the world acquire their SL later in life: in school, university, or work, or through migration or marriage”.

Their results, with 853 participants, clearly show that knowing another language is advantageous, regardless of when you learn it.

In contrast, some researchers argue that more than one language in the brain negatively affects individuals, especially children. e.g., Thompson (1952) states that “there can be no doubt that the child reared in a bilingual environment is handicapped in his language growth”. In the same manner, another study claims that more than one language can confuse children; therefore one language should be in their brains. (Streets, 1976, reprinted 1991).

However, historically speaking, bi- and multi-lingualism generally have positive effects since there is clear evidence of these effects on human cognition, intelligence, flexibility, awareness, health and so on (Ben Zeev, 1977).

### **2.6.7. Foreign language in displacement**

Bischoff, Perneger, Bovier, Loutan & Stalder (2003) explain that when there exists a language barrier among the people of a country, the number of displaced people

obtaining health services is higher than that of local residents. Also, those displaced people receive less medical follow-up and are less likely to obtain prescriptions. Their study also highlights that these individuals comment less about their health and their comments are not taken as seriously as those of local residents. This study shows that language plays an important role in obtaining services during displacement.

In order to promote the social inclusion and integration of refugees into British society, Morrice (2007) examined refugees' English language understanding in terms of speaking, reading and writing. She targeted refugees settled in five cities in the UK and focused on those who were 18 to 80 years old. She reported that language was both key and a barrier to their success and well-being, explaining that she found people wanted to learn the language, and that was absolutely a crucial point to their integration, independence and job opportunities (Morrice 2007).

The findings of the above study indicate that people with less English skills have less understanding of the target language culture and are less satisfied with their education and jobs. Moreover, it was found that the government model of English teaching used to educate refugees is not suitable for everyone. Because there are differences in skills, education levels, and backgrounds, new meaningful models are required, and the assumption that people learn contact over time if they live in the UK is not always true. The results demonstrate that language skills are more important than meaningful contact. Therefore, Morrice proposed the use of better social and informal learning methods instead of formal, individualized education.

British Council (2016) discuss some benefits of language learning among displaced people. First, language classes can play an important role in protecting displaced individuals since these classes are mostly safe places and structures. Second, language learning can help traumatized displaced people, especially children, to recover because it enables them to express themselves, their stories, and their emotions. Third, language classes are inclusive environments consisting of people from different places, backgrounds, and communities who learn how to co-exist. Captstick and Delaney report that displaced individuals in some Middle East countries want to learn English for various reasons. Some want to learn for communication purposes, namely in order to

share their experiences with others. Their study found that people who are under 35 years prioritize English language learning as it is an important international communication skill and increases their chances for good jobs and education. It is also useful for computer use and accessing information on the internet. Some displaced individuals choose to learn English because they want to travel to the USA, Canada, and Europe then later return to rebuild their home countries. Last but not least, some want to learn English for personal dignity reasons, e.g., in order to communicate privately with the doctors, NGOs, and their children's teachers without an interpreter. The study also reported that disabled refugees in Jordan desire to learn English in order to communicate with medical experts and understand their medical notes. They added that this communication would enable them to preserve their dignity and assist them in conveying their voice and suffering. In same manner, some displaced people in Turkey desire to learn English in order to discuss their children's education with local teachers. As interpreters are not always available, this issue proves a great challenge for them. Regarding women, the study reported that some with low education levels were positively influenced by English language learning. The results showed that there were physical as well as mental benefits and that it enabled the women to socialize in safe spaces.

In displacement context currently Cinkara, (2017) investigates the role of learning Turkish and English in resilience building among Syrian refugee students. He involved Syrian students who study in Gaziantep university. Cinkara concludes that both Turkish and English learning affect the Syrian students positively. These languages are effective for the Syrian refugee students in recovery from the events they faced, also crucial in integration into the new society they live in.

## **2.7. Languages in Iraq**

According to Postgate (2007) for all five thousand years of its history, Iraq has been home to a mixture of languages, spoken and written, and the same is true today. However, the old and dead languages will not be mentioned in this study. Today, there are many languages in Iraq, and the majority of people speak Arabic, while Kurdish is

the language of 15-20% of the population. Also, there are minor languages such as Turkmen, Shabaki, Armenian, Mandaic, Syriac and Persian.

Most of the Iraqi population understands Arabic, followed by Kurdish. Moreover, these two languages are official according to the Iraqi Constitution, Article 4, which states:

“The Arabic language and the Kurdish language are the two official languages of Iraq. The right of Iraqis to educate their children in their mother tongue, such as Turkmen, Syriac, and Armenian shall be guaranteed in government educational institutions in accordance with educational guidelines, or in any other language in private educational institutions”.

Any child in Iraq can learn one of above-mentioned languages at home from his/her parents. Some children can even learn two languages together if their parents speak different languages. A large amount of Iraqis are bilinguals and multilingual because their parents from different ethnicities, they live in a multi-lingual city, or they have learned multiple languages at school.

Whereas Iraqi children learn Arabic and Kurdish at school as their first, second or third language, they learn English as a FL. This language is considered as a FL in Iraq because there is no direct link between this language and the Iraqi environment. There are some private primary and secondary schools which teach solely in English, but still the English language is regarded as a FL for their students for the same reason.

For the purposes of this study, it is important to mention the language spoken by Syrian refugees who live in Iraq. Kurdish is the mother tongue of the majority of Syrian refugees in Iraq. In addition, the Kurdish language is their first language, but most of them speak Arabic as a SL. A small number of these refugees speak Arabic as their first language.

### **2.7.1. Foreign languages in Iraq**

As is the case with people around the world, there are individuals in Iraq who speak or learn foreign languages. Despite the difficulties that some of the learners complain of, English is the most popular FL in this Country. It is essential in all Iraqi schools, institutions, and universities, which utilize English in some or all of their courses and classes. Thus, this language is the first FL of Iraq.

In Iraq, other foreign languages include French, German, and Swedish. In all Iraqi cities, there are limited number of schools that teach French as a foreign language, but even in those schools, English is prioritized. Similarly, there are French departments in some Iraqi universities, but their learners represent a small number compared to English language learners.

Most schools that teach German or Swedish provide informal education. People may attend to learn such languages proposes e.g., individuals who plan to immigrate to Germany tend to learn German before they leave Iraq. The situation is the same with Swedish or other foreign languages.

### **2.7.2. English language in Iraq**

Ahmed (1989) reported that, English is labeled as a FL in Iraq due to its lack of communicative functions within an Iraqi context as well as its lack of official recognition by the Iraqi government.

English first became present in Iraq during the early decades of the last century. Hakim (1977) stated that American missionaries were very active in the southern cities of Iraq, opening their first school in Basrah during the early twentieth century. After a short period, the number of schools increased. On the other hand, British mandatory authorities opened their own schools in 1929 with English as the medium of instruction. As for other public schools throughout the country, first English was introduced only in urban settings. The policy behind such a limitation of English language teaching was to serve the objectives of the British local authorities. The following few years witnessed the introduction of English as an obligatory subject within the curriculum of all Iraqi schools.

Today in Iraq, English is taught in primary, intermediate, and preparatory schools as a basic subject. Also, universities teach some or all of their courses in English, and there are FL departments in most of these universities in which English occupies a top position. A large number of Iraqi students express great willingness to learn English, which the government encourages for different reasons. Ahmed (1989) specified that “societal goals, individual needs, and economic interests form the main reasons behind introducing a FL into the educational system of a country”. Not only do

students represent the learners of this language, but also do ordinary people learn English via different methods such as television, the internet...etc.

### **2.7.3. EFL studies in Iraq**

As mentioned previously, English, French, German, and Swedish, all are considered as FL in Iraq. As English is the most popular FL in this country, most studies within the field of FL learning concern this language. These studies present valuable information concerning the relationship between the English language and Iraqi society.

As Iraqi people have become increasingly aware of the importance of English over the past few decades, the number of studies regarding this language is increasing, as well; therefore, day by day, the variables associated with this language are becoming clearer, e.g., Ahmed (1989) illuminated the role of attitudes and motivation in teaching and learning EFL in Iraqi preparatory schools. He claimed that parents play important roles in their children's attitudes and motivation toward learning EFL. In his study, female pupils scored higher levels of attitude and motivation than did male pupils. On the other hand, teachers also impact the attitudes and motivation of students via their interest and seriousness in teaching, levels of controlling the subject, use of teaching aids, and job attitudes. The study also revealed that pupils from inner-city areas scored similar to pupils from the outer-city in terms of attitudes and motivation for learn EFL. The only difference was that the former received more encouragement from their parents.

British Council (2013) reports that Iraq is an important oil and gas reservoir country, with a large number of international companies operating in Iraq since 2013. On the other hand, healthcare, trade, and communication are also active sectors for attracting international employees. The English language plays an essential role in these sectors' operations in Iraq as it is the language for communicating locally, internally, and externally. The government in Iraq is now aware of the importance of English and its effects on the country. Therefore, there are many ongoing plans toward improving and enhancing the teaching of this language in Iraq. The ministry of education continually is seeking to improve the fluency of students by using American and British EFL textbooks, commencing English education at an earlier school level (third grade



instead of fifth grade) and encouraging more private schools to teach their materials in English. In the same manner, the ministry of higher education in Iraq has increased its budget for sending qualified students to the USA, UK, and Australia to study English, e.g., in 2012, 2,500 international scholarships were announced. Selected students were expected to graduate and return to Iraq holding higher levels of education in order to improve education in Iraq and enhance English language knowledge.

Such awareness of the importance of English is not limited to the Iraqi government as the average Iraqi citizen realizes its significance, as well. He/she notices the differences between individuals who speak and do not speak English easily. In all Iraqi cities, those who speak English receive better job opportunities and higher salaries, progressing quickly to prominence in their jobs and developing better social relations. Therefore, the number of people who have returned to complete their education has increased as has the number of individuals attending formal and informal English language courses.

Abid (2012) investigated the beliefs of 101 undergraduate Iraqi EFL learners. Her findings revealed that Iraqi children are learning English more efficiently than adults because they believe that they are able to learn a FL. The study demonstrates that learners believe some people are less skilled than others in language acquisition, which often leads them to doubt their own skills and potential, sometimes causing them to believe that they are unable to succeed in their learning. This study also shows that English speaking is easier than listening comprehension. Participants of this study further expressed erroneous beliefs such as that using translation is the only learning strategy for acquiring English and that the pronunciation and grammar of everything must be correct when speaking.

Al-Akeeli (2013) explored lexical and grammatical difficulties among Iraqi EFL students, addressing the mistakes that students make in composition and providing linguistic explanations for the occurrences of these mistakes. His study concluded that the frequency of such errors are caused by the mother tongue. The students demonstrated that they received thoughts and ideas in their mother tongue and translated them to English; therefore, some of their English sentences had an Arabic structure.

Moreover, the study highlights that there is probably little attention given to writing skills in EFL classrooms, the quality is not at the required level, and the practices and style are not effective. The study also reported that students demonstrated a clear lack of grammatical knowledge and depended entirely on memorization.

Kakamad (2015) conducted a study among 70 Kurdish college of arts students and found that all experienced high levels of anxiety in their FL classes. Moreover, students from the psychology department possessed higher levels than those from the Kurdish language department. Finally, the study indicated that there were differences in anxiety scores in terms of gender, with female students being more anxious than males.

Saeed (2016) explored English-teaching problems among 50 teachers of various genders, ages, and backgrounds in Iraqi public intermediate schools. The findings identified many problems divided in two types. The first type concerned problems not related to the teachers themselves but rather to the unstable situation in Iraq, lack of supporting materials, weak curriculum in primary schools, large numbers of students, and lack of libraries. The second type of problems concerned the teachers themselves. Some teachers showed a lack of experience, some of whom overused the mother tongue in their teaching. Therefore, the study recommended trainings for those teachers.

Similarly, Rashid (2016) investigated problems faced by Iraqi children in learning English. Her study aimed to identify problems in primary schools as well as those created by war and gender. She concluded that pupils in the primary schools were passive learners in their English classes. There were no teaching aids available other than a blackboard in each class and there was a lack of tools in the schools including a limited amount of chairs and desks. Moreover, most of the schools had shortages in water and sanitation facilities. Many of the students either were unable to read English words or were shy to read aloud among peers. In a similar study, Altufaili (2016) examined education policies, qualities of teacher training, and effectiveness of textbooks among 52 Irai English teachers. The results indicated that there was a problem in the education facilities, training needs for teachers, and a necessity for supplementary learning materials.

Al-Asadi (2016) studied the effects of English learning on the lives of 45 Iraqis in terms of communication, traveling, workplace, classrooms, and technology use. Her findings indicated that learning English had little effect on the participants' lives. The schools in Iraq teach English for the sake of exams rather than for promoting its practical use in students' lives. Thus, she recommended that educators in Iraq design curricula which demonstrate the importance of English for learners' futures in terms of communication, jobs opportunities and understanding other cultures.

## 2.8. School System in Iraq

In Iraq, the current formal pattern of school is divided into three basic levels, namely, primary, secondary and preparatory schools (see Table 1).

Table 1  
*School system in Iraq*

| Level               | Age of acceptance | Duration of the years |
|---------------------|-------------------|-----------------------|
| Primary school      | 6 year            | 6 year                |
| Intermediate school | 12 year           | 3 year                |
| Preparatory school  | 15 year           | 3 year                |

Primary schools accept six-year-old children, and it lasts for six years, while intermediate schools accept children at twelve years of age and lasts for three years. Preparatory schools in Iraq accept students at fifteen years of age and last for three years. Moreover, it is divided into two sections: academic and vocational. After passing all these twelve levels, students may attend universities or colleges depending on their average grades during their final year of preparatory school as it is shown in Table 1.

While, there is some differences in this system in Kurdistan Region the cities in the north of Iraq (see Table 2).

Table 2  
*School system in Iraq Kurdistan Region*

| Level              | Age of acceptance | Duration of the years |
|--------------------|-------------------|-----------------------|
| Primary school     | 6 year old        | 9 yeas                |
| Preparatory school | 15 year old       | 3 years               |

The Northern Iraqi Kurdistan Region has some differences in terms of the school system. The schools here are primary and preparatory schools. The former receives children at six years of age, but it lasts for nine years. The latter accepts children at fifteen years of age and lasts for three years. Moreover, it is divided into academic and vocational education. Similarly, after finishing preparatory school students may attend universities or colleges. The average grade in the final year of preparatory school determines post-secondary options (see Table 2).

#### **2.7.4. School system in Iraqi camps**

The schools were established in camps for displaced people in Iraq follow the same system of the host community in Iraq. Primary schools accept six-year-old children. While intermediate schools accept children at twelve years of age. Preparatory schools in Iraq accept students at fifteen years of age, and it is divided into two sections: academic and vocational (see Table 3).

Table 3  
*The school system in Iraqi camps*

| Level               | Age of acceptance | Duration of the years |
|---------------------|-------------------|-----------------------|
| Primary school      | 6 year            | 6 year                |
| Intermediate school | 12 year           | 3 year                |
| Preparatory school  | 15 year           | 3 year                |

The primary school accepts six-year-old children and lasts for six years, whereas the intermediate school accepts children at twelve years of age and lasts for

three years. The preparatory school accepts students at fifteen years of age and lasts for three years. It is divided into academic and vocational education. After passing these twelve levels, students may attend universities depending on their average grades from their final year of school (see Table 3).



## **CHAPTER III**

### **METHODOLOGY**

#### **3.1. Presentation**

This chapter presents the design of this study, data collection procedure and instruments, and data analysis. Moreover, this chapter provides explanation regarding the nature and context of the study.

#### **3.2. Design**

In the current research, mixed research methods was utilized. A resilience scale was used as a quantitative means of collecting data concerning adolescent IDP and refugee students and then determining whether any statistically significant difference exists between Iraqi and Syrian students' resilience levels. For the qualitative data, high, medium, and low resilient students were interviewed to understand the role of EFL in their resilience-building.

#### **3.3. Data Collection Tools**

Two data collection tools were employed in this study:

##### **3.3.1. Connor and Davidson scale (CD-RISC)**

As a quantitative method, the Connor and Davidson CD-RISC-25 scale was employed to measure and investigate the resilience of adolescent IDP and Syrian refugee students (see Appendix IV). This questionnaire was comprised of twenty-five items concerning resilience. According to Connor & Davidson (2016) this scale was translated into many languages. The authors of the scale approved more than 20 versions of those translations. In the current study the Arabic approved version of this scale was administered to 223 students. The students were asked to rate statements according to the extent to which they agreed by using the following scale: not true at all = 0, rarely true = 1, sometimes true = 2, often true = 3, true nearly all the time = 4. The scoring of the scale is based on summing the total of all items, each of which is scored from 0-4. For the CD-RISC-25, the full range is therefore from 0 to 100. Higher scores on the CD-

RISC indicate higher levels of resilience. Connor & Davidson (2016) report that, the CD-RISC extensively has been utilized to investigate resilience and more than 400 resilience researches have employed the scale according to five main factors. The first factor (8 items) represent the notion of personal competence, high standards and tenacity. The next factor (7 items) concerns trust in one's intuition, tolerance of negative affect, and the strengthening effects of stress. The third factor (5 items) reflects the positive acceptance of change and secure relationships. The fourth factor (3 items) reflects control. Finally, the fifth factor (2 items) reflects spiritual influence (see Appendix IV).

#### **3.3.1.1. CD-RISC questionnaire validity**

The scale for the current research (CD-RISC-25) was compared to a number of scales that measure or related to aspects of resilience, e.g., social support, self-esteem, stress-coping ability, hardiness, life satisfaction...etc. However, the results in many studies report the validity of the CD-RISC scale, e.g. Elizondo-Omaña, Rodriguez & López (2007) in their resilience study report a significant correlation between CD-RISC scale and the findings. Similarly, in a natural disaster study Ahmad, Feder, Lee, Wang, Southwick, Schlackman & Charney (2010) state, the CD-RISC scale was a crucial psychological variable to predict low symptoms of post-traumatic stress disorder and depression. Another study also reports significant correlations between CD-RISC and aspects as depression, family harmony, and alcohol intake (Ni, Li, Nancy, Pang, Chan, Leung & Stewart, 2015). Connor & Davidson (2016) reports number of studies that assessing the validity of the CD-RISC scale.

#### **3.3.1.2. Test reliability**

To prove the reliability of the current research, specialists in statistics recommend using the SPSS program, which is a statistical computer program used in social sciences mainly by education researchers. In this program, an Alpha Scale is utilized to approve the results statistically. It has the advantage of calculating several variables simultaneously and also presents several effective and significant variables such as frequency, percentages, cumulative percentages, etc. However, after entering the data collected via CD-RISC scale to SPSS the reliability was calculated and it scored (.77) which is reliable rate to continue the research.

On the other hand, Connor & Davidson (2016) state “Connor and Davidson showed acceptable test-retest reliability for the full CD-RISC ( $r=0.87$ ). Also, Ito, Nakajima, Shirai & Kim, (2009) report significant results assessing CD-RISC reliability among Japanese students. Similarly, Giesbrecht, Abidi, Smeets, Merckelbach, Oorsouw & Raymaeker (2009), report a good test-retest reliability for the CD-RISC scale. In that study the mean at first time scores 66.4. Four months later the mean scores 66.3. In another study a group of traumatized injured participants, the CD-RISC results did not change across one year (Rainey, Petrey, Reynolds, Agtarap & Warren, 2014).

### **3.3.2. Structured interviews**

After analysing the questionnaire results via SPSS, the students were divided into three groups: high, medium, and low resilient students based on their scores from the CD RISC questionnaire. Twenty-eight students were randomly invited to participate voluntarily in interviews. These included ten high-resilience students, eight medium-resilience students and ten low-resilience students (see Table 5). For each session, the interview began with a short introduction to the study and its purpose followed by a summary of resilience as a concept. In a comfortable classroom in each school and after delivering the introductions and obtaining consent (see Appendix I & Appendix II). The participants were asked to answer five written questions on papers with explanation from the researcher (see Appendix V & Appendix VI). The main purpose of the interviews and questions was to determine the role of English language acquisition on these students, including how it affects their school and life. The questions asked included whether EFL is helpful in overcoming crisis or supporting students' future and what the advantages are. These questions previously had been translated on papers into Arabic (see Appendix VI). The interview sessions lasted for 20-28 minutes, during which the subjects answered the translated written questions.

### **3.4. Participants and Setting**

Most of the camps for displaced people in Iraq are distributed in the northern cities of the country. In Duhok governorate in which this study took place, there are five camps for Syrian refugees and fifteen camps for Iraqi IDPs. In most of these camps, there are primary, secondary and preparatory schools. In this governorate, 97 schools



have been opened since 2014 in camp and non-camp areas to receive Iraqi IDP students. The number of the students enrolled in these schools is changing every day because newly displaced students arrive irregularly from different areas, at the same time, existing students leave to other places or drop out. However, during the data collection process of this study, there were 68,627 students enrolled in IDP schools in Duhok. On the other hand, 14 schools were opened in this gorenorate after 2012 in camp and non-camp areas for Syrian refugee students. During data collection, 11,169 students attended these primary, secondary, and preparatory schools.

However, our research randomly involved five preparatory schools. Four of these schools were in camps, and one was not, Two schools were for Iraqi IDPs, one located in the east of the governorate, and the other lying south of the governorate. In the same manner, two schools were for Syrian refugees, one in the east and one in the south of the governorate. The last school was a non-camp school lying in the west of the governorate and containing Iraqi IDP and Syrian refugee students studying together. Convenience sampling was used to invite participants to the study. 223 students (126 female and 97 male aged between 15-17 years) completed the CD-RISC questionnaire (see Table 4).

Table 4  
*CD- RISC Participants description*

| Location             | Status          | Nationality      | Male | Female | Number of the participants |
|----------------------|-----------------|------------------|------|--------|----------------------------|
| Gawilan Refugee Camp | Refugee         | Syrian           | 6    | 12     | 18                         |
| Domiz Refugee Camp   | Refugee         | Syrian           | 10   | 30     | 40                         |
| Khanki IDP Camp      | IDP             | Iraqi            | 41   | 44     | 85                         |
| Kaberto IDP Camp     | IDP             | Iraqi            | 20   | 19     | 39                         |
| Akre None-Camp       | IDP and Refugee | Iraqi and Syrian | 20   | 21     | 41                         |
| Total                |                 |                  | 97   | 126    | 223                        |

Table 4 shows that 18 Syrian students from Gawilan refugee camp, 40 Syrian students from Domiz refugee camp, 85 Iraqi students from Khanki and 39 from Kaberto IDP camps participated in the CD-RISC questionnaire. Also, 41 Iraqi and Syrian

students from Akre non-camp school which is a mixed nationalities school answered together all the CD-RISC questionnaire items.

After analysing the data of the CD-RISC which was collected from 223 students via SPSS and getting participants' resilience levels, 28 of the total 223 students, from the five schools were invited to written interviews. Table 5 presents details regarding interviews' participants.

Table 5  
*Interviews' participants description*

| Resilience level  | IDP | Refugee | Male | Female | Number of the participants |
|-------------------|-----|---------|------|--------|----------------------------|
| Low Resilience    | 5   | 5       | 4    | 6      | 10                         |
| Medium Resilience | 5   | 3       | 3    | 5      | 8                          |
| High Resilience   | 5   | 5       | 5    | 5      | 10                         |
| Total             | 15  | 13      | 12   | 16     | 28                         |

Table 5 shows that 28 students participated in the written interviews to reveal the impact of EFL on their resilience. Table 5 clearly shows that the current study targeted students from various resilience levels (10 high-resilience scores, 10 low-resilience scores, and 8 medium-resilience scores). Also, this table shows that the distribution in terms of gender and nationalities are obviously fair.

### 3.5. Procedure

223 students of the first class of preparatory schools in four camp and one non-camp settings, were invited to participate in this study. After obtaining their consent, they were delivered an Arabic version of the CD-RISC questionnaire. In all five schools, the students reported their age and gender on the questionnaire paper while receiving an introduction to the study and questionnaire in a calm and comfortable room (see Table 4). After the analysis of the CD-RISC results via SPSS software, a total of 28 students (10 high-resilience scores, 10 low-resilience scores, and 8 medium-resilience scores) were invited to written interviews (see Table 5). These interviews were conducted in the same five schools. All 28 students were delivered five written questions

on papers in Arabic. Again, after reporting their age and gender as well as providing consent on the papers, they wrote their answers on the papers with interest.

### **3.6. Data Analysis**

In this study, both quantitative and qualitative data were collected through CD-RISC questionnaire and interviews, respectively (see Appendix II & Appendix VI). The data collected via CD-RISC was analysed using SPSS, which quantitatively displayed the levels of participants' resilience. Also, SPSS was used to answer the first and second research questions of this study.

On the other hand, the data collected in the interviews was content-analysed to qualitatively show the role of EFL in building the resilience of Iraqi IDP and Syrian refugee adolescents. This analysis method is considered as a flexible method for analysing qualitative data (Cavanagh, 1997). The following procedure which was followed by both the researcher and a second coder (a PhD holding EFL instructor), included reading all the comments were obtained from the five written questions, then summarizing the texts into smaller comments by coding them. The next step involved organizing the codes into categories based on relationships with each other, e.g., the comments containing words or phrases such as “using a mobile phone” “using a computer” “accessing information online” “I will become a teacher in the future” and “I will become a doctor in a hospital”, all are highlighted into codes. Then, the codes related to technology were collected together under a technology category, and the codes which referred to the future were put under “future” categories. After combining the similar categories, themes such as technology use and better future were established. In the findings, each theme was displayed with the number of codes comprising that theme. The themes were supported by some of the participants' comments, but the participants were given pseudonyms in order to maintain confidentiality.

For the sake of interviews' reliability and validity, the data collected from the interviews and content was analysed by the researcher with the codes, themes, were cross-checked with the findings of the second coder. The codes and themes that both coders found showed 90% similarity when they were compared to each other, and only matching codes and themes were included in the study.

## CHAPTER IV

### FINDINGS

#### 4.1. Presentation

This chapter presents the findings of this research. Each hypothesis and its results are presented separately.

#### 4.2. Results of the First Hypothesis

The first hypothesis of this study was “Iraqi IDP and Syrian refugee adolescents have low resilience”. The scale considers the scores between 0-49 as low resilience level, 50-79 as medium resilience level, and 80-100 as high resilience levels. According to the results obtained from the questionnaire, Hypothesis #1 is rejected, as the results show that Iraqi IDP and Syrian refugees Adolescents have medium resilience level scoring 63.68 as a mean (see Table 6).

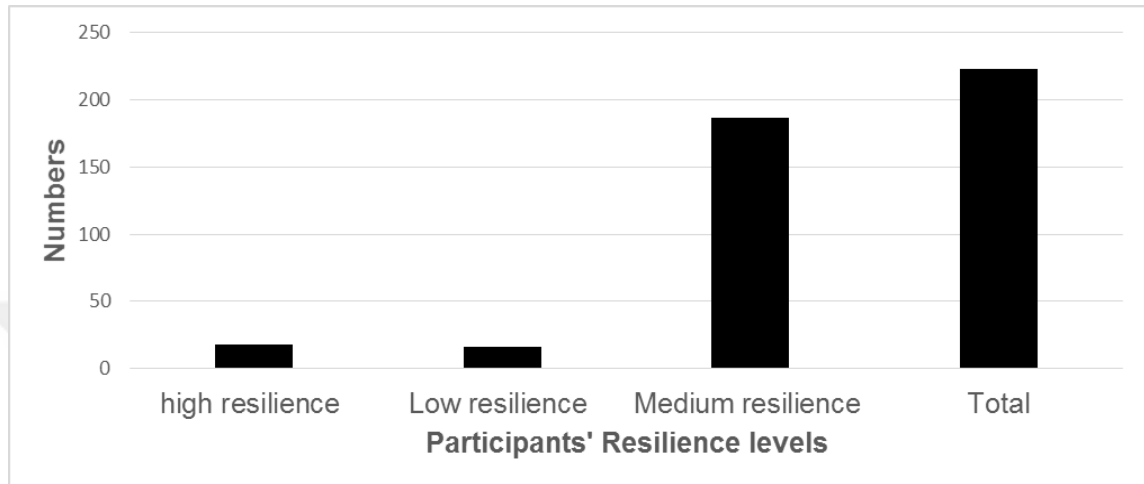
Table 6

*Data from CD-RISC describing participants' resilience level.*

| N   | Minimum | Maximum | Mean    | Std. Deviation |
|-----|---------|---------|---------|----------------|
| 223 | 26.00   | 93.00   | 63.6816 | 12.05662       |

Table 6 displays descriptive data obtained from the CD-RISC. The average CD-RISC mean score was 63.6816. The minimum was 26.00 and the maximum was 93.00. However, the majority of the subjects were medium-resilient. 187 students in total were regarded as medium-scoring between 50 and 79. High-resilient subjects numbered 18, scoring between 80 and 93. In addition, 16 low-resilient subjects scored between 26 and 45.

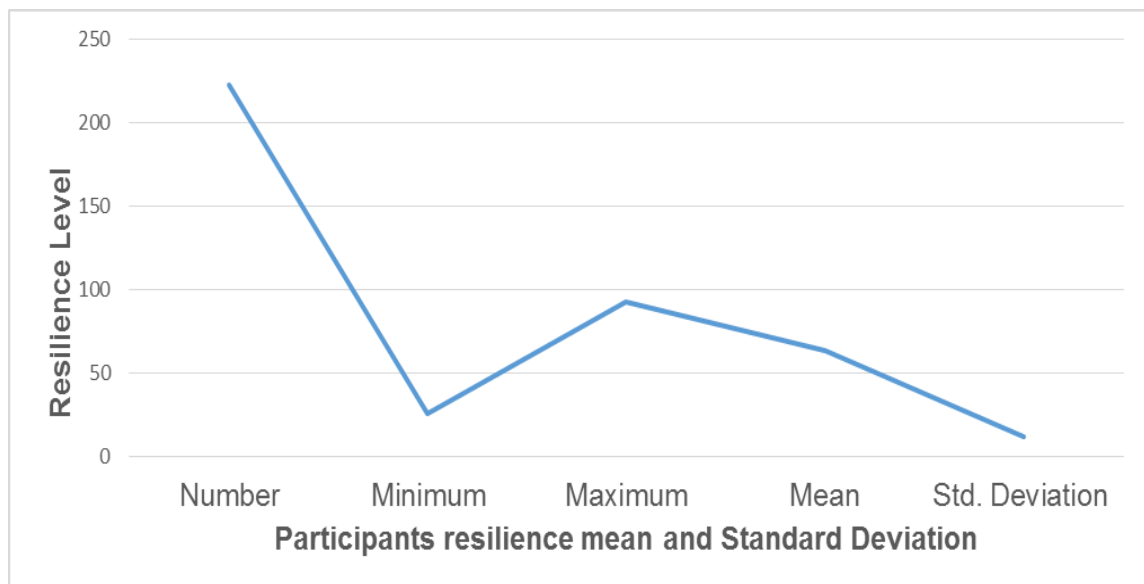
The participants scored different resilience levels. Some scored high level of resilience, some scored low resilience level. While the majority of the participants scored medium resilience levels (see *Figure 1*).



*Figure 1.* participants resilience level discription.

*Figure 1.* shows participants resilience level discription. It is clear that the majority of participants have medium resilience level. While a small group of them have high reeilience level. Similarly, another small group of them have low resilience level.

In addition, in this study the mean of all participants together deviated by SD: 12.05 as it is shown in (see *Figure 2*).



*Figure 2.* Participants' resilience mean and the Standard Deviation.

*Figure 2* describes participants' resilience mean level and the standard deviation. Also, it shows the rate of the minimum and maximum resilience level. The mean level is 63.68. The standard deviation is 12.05. While the minimum resilience level is 26.00 and the maximum resilience level is 93.00.

For further clarification about the response to the CD-RISC questionnaire, the results of the all items are presented in the following part (see Table 7).

Table 7  
*CD-RISC questionnaire's results*

| N  | Question  | Not true at all | Rare true | Sometimes true | Often true | True nearly all the time |
|----|---|-----------------|-----------|----------------|------------|--------------------------|
| 1  | I am able to adapt when changes occur   | 10.8%           | 23.3%     | 38.6%          | 14.8%      | 12.6%                    |
| 2  | I have at least one close and secure relationship that helps me when I get stressed | 6.3%            | 12.6%     | 25.6%          | 26%        | 29.1%                    |
| 3  | When there are no clear solutions to my problems, sometimes fate or God can help    | 2.7%            | 5.4%      | 10.3%          | 17%        | 64.1%                    |
| 4  | I can deal with whatever comes my way   | 11.2%           | 21.1%     | 30.5%          | 20.6%      | 15.7%                    |
| 5  | Past successes give me confidence in dealing with new challenges and difficulties   | 2.7%            | 6.7%      | 14.3%          | 22.4%      | 53.8%                    |
| 6  | I try to see the humorous side of things when I am faced with problems              | 18.8%           | 20.2%     | 30.9%          | 14.3%      | 15.2%                    |
| 7  | Having to cope with stress can make me stronger                                     | 9%              | 9%        | 23.8%          | 23.8%      | 34.1%                    |
| 8  | I tend to bounce back after illness, injury, or other hardships                     | 9%              | 13.5%     | 16.6%          | 22.9%      | 38.1%                    |
| 9  | Good or bad, I believe that most things happen for a reason                         | 5.8%            | 12.1%     | 31.8%          | 15.2%      | 35%                      |
| 10 | I give my best effort no matter what the outcome may be                             | 11.7%           | 11.2%     | 13.9%          | 17.9%      | 45.3%                    |

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|    |   |       |       |       |       |       |
|----|---|-------|-------|-------|-------|-------|
| 11 | I believe I can achieve my goals, even if there are obstacles                                   | 2.7%  | 7.2%  | 14.3% | 22.9% | 52.5% |
| 12 | Even when things look hopeless, I don't give up   | 6.7%  | 4.9%  | 23.3% | 25.1% | 39.9% |
| 13 | During times of stress/crisis, I know where to turn for help                                    | 13.9% | 16.1% | 29.6% | 20.2% | 19.7% |
| 14 | Under pressure, I stay focused and think clearly  | 31.4% | 16.6% | 24.2% | 17.5% | 9.9%  |
| 15 | I prefer to take the lead in solving problems rather than letting others make all the decisions | 12.1% | 15.7% | 21.1% | 27.4% | 23.3% |
| 16 | I am not easily discouraged by failure".  | 10.8% | 13.5% | 22%   | 24.2% | 29.6% |
| 17 | I think of myself as strong person when dealing with life's challenges and difficulties         | 7.6%  | 11.2% | 17%   | 21.5% | 42.2% |
| 18 | I can make unpopular or difficult decisions that affect other people, if it is necessary        | 20.2% | 16.6% | 23.8% | 21.5% | 17.9% |
| 19 | I am able to handle unpleasant or painful feelings like sadness, fear, and anger                | 22%   | 17.9% | 18.8% | 22.9% | 17.9% |
| 20 | In dealing with life's problems, sometimes you have to act on a hunch without knowing why       | 12.6% | 26%   | 32.7% | 19.3% | 9%    |
| 21 | I have a strong sense of purpose in life  | 4%    | 5.4%  | 13%   | 17%   | 60.1% |
| 22 | I feel in control of my life  | 8.5%  | 11.7% | 23.8% | 28.7% | 26%   |
| 23 | I like challenges   | 10.3% | 8.1%  | 18.4% | 16.6% | 46.2% |
| 24 | I work to attain my goals no matter what roadblocks I encounter along the way                   | 2.2%  | 9%    | 19.3% | 18.8% | 50.7% |
| 25 | I take pride in my achievements   | 2.2%  | 4.5%  | 14.3% | 17%   | 61%   |

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Table 7. Shows that the participants responded differently to the 25 items of the questionnaire. The rates of the answers were high at some points, fair or low at other points.

### 4.3. Results of the Second Hypothesis

The second hypothesis of this study was “there are no statistically significant differences between Iraqi IDP adolescents and Syrian refugee adolescents in terms of their resilience”. The data collected via the CD-RISC questionnaire was analyzed using SPSS and indicated that Hypothesis #2 is verified (see Table 7 and Table 8).

Table 8

*Data from the CD-RISC describing the resilience level differences between Iraqi IDP and Syrian refugee participants.*

| Status  | N   | Minimum | Maximum | Mean    | Std. Deviation |
|---------|-----|---------|---------|---------|----------------|
| IDP     | 142 | 26.00   | 86.00   | 62.7746 | 12.22043       |
| Refugee | 81  | 45.00   | 93.00   | 65.2716 | 11.66835       |

Table 9

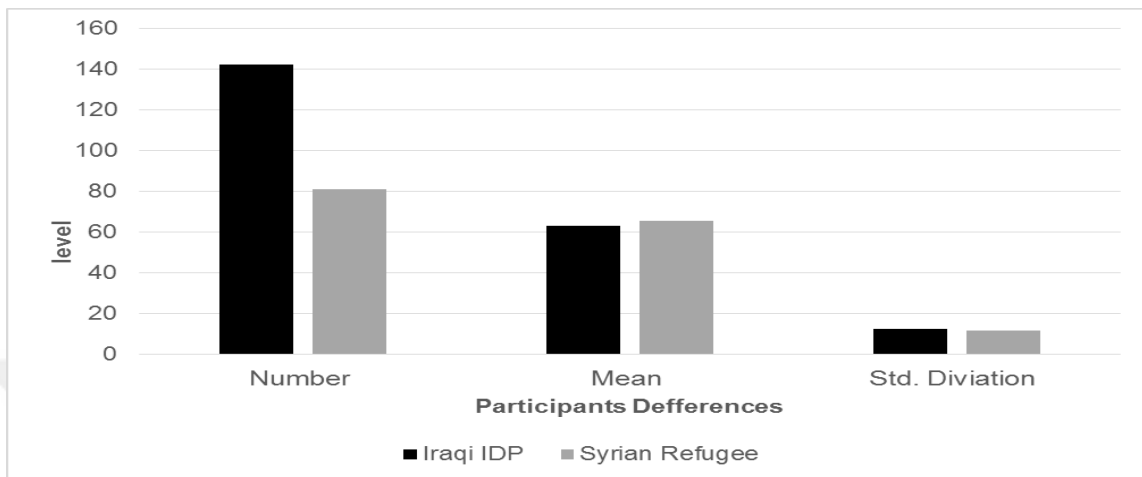
*Independent Samples Test*

| T-test for Equality of means |       |         |                 |                       |
|------------------------------|-------|---------|-----------------|-----------------------|
| Sig.                         | t     | df      | Mean Difference | Std. Error Difference |
| .719                         | 1.491 | 221     | 2.49696         | 1.67416               |
|                              | 1.511 | 173.001 | 2.49696         | 1.65304               |

As it is shown in the Table 8 & Table 9, the descriptive analysis and the T-test analysis of the SPSS shows that there is no significant difference between Iraqi IDP and Syrian refugee adolescents in terms of resilience. The average of the CD-RISC mean score was 62.77 for Iraqi IDP adolescents, while the mean score was 65.27 for Syrian refugee adolescents;  $t(221) = 1.491$ ,  $p = .137$ .



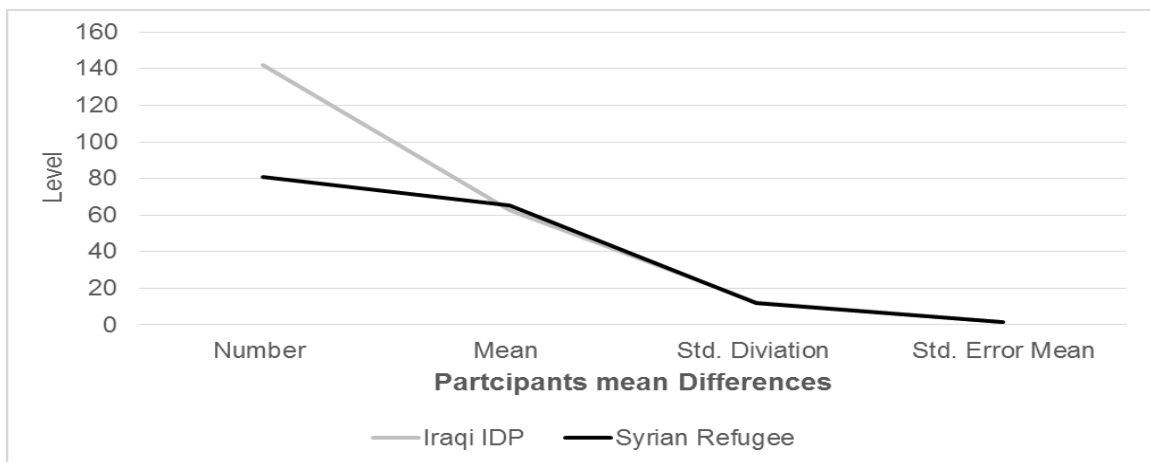
Both groups of the participants scored medium resilience levels. But the score of the Syrian refugee adolescents was higher than Iraqi IDP adolescents (see Figure 3).



*Figure 3.* Number of the participants, their mean, and their standard deviation.

*Figure 3.* shows the number of the Iraqi IDP participants, as well as the number of the Syrian refugee adolescents. Also, the differences between both groups the Iraqi IDP and Syrian refugee adolescents in terms of means and standard deviation.

The mean of the Iraqi IDP participants was less than the mean of the Syrian refugee adolescents, thus, there were some differences in standard deviation lines (see *Figure 4*).



*Figure 4.* Differences in the standard deviation between Iraqi IDP adolescent students and Syrian refugee adolescent students.

Iraqi IDP participants mean score was 62.77 and SD: 12.22. While, the Syrian refugee participants mean score was 65.27 and SD: 11.66, therefore, Figure 4 shows some differences in the deviations.

#### **4.4. Results of the Third Hypothesis**

The third hypothesis of this study was “learning EFL boosts the resilience of IDP and Syrian refugee adolescents in camp and non-camp schools”. The answers to the 28 interviews show that EFL provides six categories of advantages in the process of resilience. This can be elaborated by the following points:

##### **4.4.1. EFL enhances positive emotions**

Positive emotions are strongly related to resilience and also to language learning. Confidence, self-esteem, happiness, optimism, stress, despair and so on all can increase or decrease resilience levels. On the other hand, learning EFL can positively or negatively affect these personal emotions. Our interviewees demonstrated that learning English enhances positive emotions. There were 11 comments refer to the positive emotion. The subjects expressed happiness, pleasure, confidence, and trust when speaking English, which can help in boosting or building resilience. The IDP Subat claimed the following:

“Speaking English increases my confidence”

In same manner, Awaz stated the following:

“Answering teacher’s question in English makes me feel confident and proud. Speaking English with someone is wonderful thing”.

The refugee Noveen highlighted the following:

“Speaking English in Arabic countries makes me feel special”.

Also, the refugee Najwa commented the following:

“When I speak English with my friends or teacher makes me happy. It is a good feeling speaking with someone in English”.

#### **4.4.2. EFL for education**

The IDP and Syrian refugee adolescents realize the importance of learning EFL in supporting their school lives and learning. Eighteen subjects reported that learning English helps them in school materials such as mathematics, Physics, and chemistry. An example is Berivan's statement below:

“Yes, learning English language support our school life. All the materials in schools include English words, numbers, symbols, and unites, such as Mathematics, Physic, and chemistry”.

Another benefit of learning EFL is that it enriches students' vocabulary size and meaning. Nine students indicated that learning EFL provides them with new vocabulary terms and information. The following answer by Sally exemplifies this:

“Learning English language increase our vocabulary size which increase our understanding of meaning, translation and provide us with new information”.

#### **4.4.3. EFL for a better future**

The influence of globalization and economic development has made English the language of the world. It is also a vital means of improving an individual's prospects for obtaining well-paid employment. All the subjects made a strong link between EFL and their future. Twenty-one of the subjects expressed that English will provide them with better jobs in the future. Several subjects foresaw and named their future careers such as English teacher and translator. Manal expressed the following:

“Learning English will support my future, and to achieve my dreams. It will help me to be English teacher or Translator or any career related to English language”.

Some subjects commented that learning EFL is not limited to future career opportunities, as it can also be helpful in immigrating to another country. The comments show that some of the Iraqi IDPs and Syrian refugees dream of living in European countries. They know that some of the foreign countries consider passing English tests as a crucial factor for refugees to be accepted. Fifteen students reported that learning EFL will help them if they immigrate to these countries. Berivan expressed the following:

“Learning English will help us to immigrate to another country. Most of us will immigrate to foreign countries and I am one of them. Speaking English will support our lives there”.

Moreover, most of the courses offered at universities in the four corners of the world are instructed in English. To gain admission to these schools, English is essential. The subjects needed to pass two more school years to reach university education. Eleven comments demonstrate that the subjects were beginning to plan and take actions for this, including by learning English. Sazeen explained the following:

“Learning English will help our university education in the future. I want to study medicine and become a doctor. I should learn English and speak fluently because most of the universities teach Medicine in English. Therefore, I strongly want to learn English”.

#### **4.4.4. EFL for technology use**

Utilizing technology depends largely upon a knowledge of English. Computers, mobile phones, the internet and television all involve English. The subjects showed a strong relation between the English language and these technologies in twenty-five answers, e.g, Asala stated the following:

“Learning English language helps me to use Computer, and mobile phones and the applications on my mobile phone, e.g., how to use mobile dictionary or make search about something”.

Saaly wrote the following:

“Learning English language helps me to understand English movies on TV also English programs, I can understand somethings without the translation in the bottom”.

#### **4.4.5. EFL for daily life**

English becomes part of people’s daily lives even in non-English-speaking countries. It is a primary means for performing daily work. All of the subjects’ comments included using English for simplifying daily tasks and duties, namely shopping, traveling and communication. Waseem gives a good example on shopping with the following words:

“Learning English language helps us in our daily works, e.g., in shopping, the labels on goods and products all in English, so we can know what is bad or good. Also knowing English makes us able to read instruction on the food or medicine to use them properly”.

Shahoan explained the following on roaming:

“Learning English language helps me every day in finding places, because in the streets all the billboards written in English language, e.g., where is the airport, hospital and other places”.

#### **4.4.6. EFL to overcome crisis**

Speaking English is important for having your voice heard all over the world. A large number of workers in UN agencies and NGOs in Iraq speak English. Iraqi IDPs and Syrian refugees can have a strong means to deliver their needs and concerns to these entities via the English language. On the other hand, many members of vulnerable families who live in camps joined these entities and became productive persons and helped their families to overcome the crisis. However, thirteen subjects asserted that speaking English helps them to gain services, improve their lives and overcome the crisis. This can be seen the following comment of Asala:

“Yes, English language helps me to get services from some foreign staffs of the NGOs who helps IDPs. Also some of the IDPs who speak English work with NGOs or companies and that improves our situations as IDP and make as able to overcome the crisis”.

## **CHAPTER V**

### **DISCUSSION**

#### **5.1. Presentation**

This chapter provides a detailed discussion of this study's findings. It discusses participants' resilience levels, as well as the role that EFL plays in their lives.

#### **5.2. Iraqi IDP and Syrian Refugee Adolescents' Resilience Level**

Regarding the resilience levels of participants, the results obtained from the CD-RISC questionnaire revealed mean scores ranging between 62.00 and 65.00. This score represents a low- resilience level by U.S. standards, but in other countries it is considered a medium level. These results are consistent with other studies conducted on refugees (Connor & Davidson, 2003).

The resilience scores in our study reflect participants' personal competence, tenacity, and tolerance of negative affect. Also, the scores indicate their ability to deal with stress, their positive acceptance of change, and their feelings of security. These adolescents have medium resilience, but we have to take into consideration that when we measure an individual's resilience, adults generally score higher than children (Campbell-Sills, Forde & Stein 2009).

As Hypothesis two revealed, no statistically significant differences exist between Iraqi IDP and Syrian refugee adolescents' resilience. This may be attributed to various reasons. First of all, both groups have interrelated traditions and cultures since they are from two neighbouring countries. Secondly, they speak the same languages, i.e. Arabic and Kurdish. Thirdly, both groups face several similar circumstances—they have escaped from armed conflicts and witnessed violence, lost loved ones, and left family members and friends. Fourthly, both groups now live in similar situations in Iraq. The

government, UN agencies and NGOs provide these people with same levels of basic services such as shelter, food, health services, education, and sanitation. The final important point which led to convergent resilience outcomes was that both groups integrated into the community without any discrimination from the host community. There was no local working law that prevented the Iraqi IDPs or the Syrian refugees from working in the host cities, attending schools, visiting hospitals. In other words services are provided to both groups alike.

### **5.3. The Role of EFL in Resilience-Building**

The interviews in this study revealed that learning EFL facilitates participants' resilience-building. Both groups of participants believe that learning English positively affects their lives. A large number of comments revealed that learning English enhances participants' positive emotions such as feelings of confidence and happiness. These feelings are important elements not only in resilience-building but also in maintaining healthy psychology.

Participants demonstrated that learning EFL plays a crucial role during difficult times. It helps them to recover from the shocks they have faced during displacement, provides them better job opportunities and better living conditions, and helps them to integrate into new societies and cultures.

As English is a *lingua franca*, the participants expressed great enthusiasm in learning this language regardless of their situation. They know that the English language is an important factor in using modern technologies such as mobile phones, computers, and the internet. On the other hand, participants mentioned that schools in most countries try to increase the use of English in their curricula; thus, English is essential to being a student in one of these schools. Furthermore, English is used in all life sectors such as consumerism, health, travel, etc.

This study's findings regarding the importance of English language learning and its impact on participants' lives confirm the results of another study in same domain. British Council (2013) highlights that the English language now is useful for more than

1.5 billion people around the world, and they expect that the number of people using or learning English will reach 2 billion by 2020.

None of the participants commented that learning English affects them negatively; however, regardless of whether they face difficulties in learning this language, all believe that learning a FL positively impacts their lives. Met and Galloway (1992) reported that people's awareness of the importance of learning an additional language and its cognitive benefits is increasing. In addition, EFL can enhance job opportunities for them. Similarly, Villano (1996, p.4) stated that "FL speaking have benefits in studying, travelling, better internships chances, and boosting experience". Additionally, Curtain & Dahlberg (2004) reported that people who speak a FL can communicate with more people, get more advantages from traveling to other countries, better understand the cultures and literatures of other countries, and have better employment opportunities.

Shaheen, Walsh, Power & Burton. (2013) investigated the use of English in Bangladesh. They reported that most of the sectors in this country require this language at different levels. A basic level of English is required at 24% of companies, an intermediate level at 38%, and an advanced level at 38%. The study also highlighted that there is a requirement of different levels of English in most sectors in this country such as in banking, and technology. However, Shaheen, et al.'s study reveals a great similarity to the current study in terms of its findings regarding the use of English among primary and secondary school students in Bangladesh. At primary schools, students use English for communicating with foreigners and their relatives in foreign countries. Also, they use it for education purposes. In addition, this language is very useful for them in playing certain games. On the other hand, secondary school students in Bangladesh use English for communication, education, playing games, using mobile phones and computers, and watching movies. As with participants in the current study, the majority of these students believe that English will help them to obtain good employment both inside and outside of Bangladesh in the future. Similarly, Cinkara, (2017) investigates the role of learning Turkish and English languages in resilience building among Syrian refugee students. Cinkara reports a medium resilience level of the students participated in his study. On the other hand, he found that learning Turkish



and English enhance the participants resilience level., positively affects the participants' future, education, and their integration into the new society,

Last but not least, Chowdhury (2012) states that English is the language of science, diplomacy, tourism, jobs, computers, friendships, and relationships, and it is the official language for a large number of countries. This language enables individuals to understand and appreciate other cultures by bridging the gaps between these cultures. Speaking English means enjoying traveling around the world, even in non-English countries, without a language barrier. This study also reports that most esteemed movies, songs, books, and websites are in English; thus, through mastering this language, one can understand them and find entertainment. Other benefits cited by this study concern jobs opportunities, better self-expression, better communication, and more effective integration in host societies. This study also emphasized the role of English in international communication. The participants of the current study mentioned all of these benefits in their comments, indicated that they are aware of the advantages of learning English as a foreign language.

## **CHAPTER VI**

### **CONCLUSION AND RECOMMENDATIONS**

#### **6.1. Presentation**

This chapter draws final conclusions regarding the resilience levels of Iraqi IDP and Syrian refugee adolescents as well as the role of EFL in resilience-building. Furthermore, this chapter gives some pedagogical recommendations and suggestions for further research.

#### **6.2. Conclusion**

The current research investigated the resilience levels of Iraqi IDPs and Syrian refugees. It further investigated the role of EFL in building their resilience. To determine the abovementioned points, measuring the resilience of Iraqi IDPs and Syrian refugees required a CD-RISC analysed via SPSS. In addition, to determine the role of EFL on the participants' lives, interviews were conducted.

The results have indicated that Iraqi IDP and Syrian refugee adolescents have medium resilience levels. As Iraqi IDPs and Syrian refugees are compared, it is found that there are no statistically significant differences between them. Regarding the role of EFL in resilience-building, it is concluded that EFL enhances the positive emotions of those adolescents, helps in overcoming crisis, facilitates their learning, ensures a better future for them, it is helpful in daily life and technology use. In short, it is clear that the benefits of learning EFL extends to horizons other than education. That is to say, it helps to build the psychological resilience of humans and positively impacts the building of social relationships.

### 6.3. Pedagogical Recommendations

Based on the findings of this study, it is recommended that, in order to promote Iraqi IDP and Syrian refugee adolescents' resilience, FL courses, programs and workshops in both camp and non-camp settings are necessary. Also, it is significant to extend the aforementioned activities to the families in these camps since FLs enhance resilience and have positive results for all ages in general. FL learning is beneficial for families in their daily lives and can positively affect their children.

FL classes in Iraqi schools should focus not only on language skills, grammar, and vocabulary, but also on increasing students awareness of the practical benefits of learning a FL, thereby increasing students' motivation. Moreover, instead of degrading students or employing harsh punishment— methods which are practiced in some schools in Iraq—, it is better to teach children to be more resilient and encourage them to overcome their learning difficulties.

It is also recommended that, in order to increase Iraqis' awareness of the importance of FL, especially English, it is important to illuminate the successful stories of individuals who have successfully learned the language and succeed in their lives. Iraqi media and communication channels can play a crucial role in conveying this message. The more individuals in Iraq realize the benefits of FL learning, the greater the presence of FL speakers there.

Teachers, especially language teachers in camp and non-camp schools, can play an important role in adolescent resilience-building. But to the best of the researcher's knowledge, there is a need to improve these teachers' psychological and psychosocial knowledge regarding resilience-building, protection, awareness, and information related to crises and disasters. Therefore, training and workshops for teachers on these topics are necessary.

Teachers who are used to teaching in normal situations may not understand students who have experienced difficulties in their lives. Therefore, teachers who have experienced crisis, trauma, displacement, or any abnormal situation should be involved in designing FL curricula and resilience programs. Moreover, their presence during the

learning process of displaced adolescents would better enhance these adolescents' achievement of learning goals, as they would be able to relate to such individuals.

As the psychology and rights of children were endorsed only a few decades ago in Iraq, it is necessary to promote an awareness of these entities among those living in Iraq. Parents, in particular, should realize that children not only need food, clothes, basic health, and an awareness of social rules, but also require psychological support. Parents should cultivate confidence and motivation in their children, teach them how to be productive within their communities, prepare them to face life's challenges, and aid them in setting and achieving personal goals.

During this study, the researcher observed that most participants did not understand the meaning of resilience either in English or via their mother tongue. Rather, it was a term limited to the humanitarian field. Therefore, it is important to strengthen national/local resilience capacities and skills, especially in schools, by introducing specialized curricula promoting resilience. The schools should take full responsibility for delivering techniques and strategies that aim at reinforcing the resilience of their students

#### **6.4. Suggestions for Further Research**

The current study some topics are suggested for further research, First, the EFL learning process, including psychological variables, among all ages but particularly among children in Iraq. Secondly, techniques and strategies that increase Iraqi IDPs' and Syrian refugees' resilience. Thirdly, capacity-building among Iraqi teachers and within the Iraqi education system. Fourthly, promoting an understanding of child psychology among teachers, especially language teachers in Iraq. Fifthly, the learning processes of people living in abnormal situations. Sixthly, substantial qualitative study of those changed by learning a foreign language. Seventhly, resilience studies exploring all sectors in Iraq as well as resilience among teachers, parents, children, medical staff, governmental employees, banking and private sectors. Eighthly, language-learning activities as a basis for developing individual resilience, dignity, self-sufficiency and life skills. Ninthly, psychological studies of child learners in their homes, in schools, and in

normal and abnormal situations. Lastly, Iraqi habits, social rules, traditions and norms affecting children's learning processes and psychology.



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## APPENDICES

### Appendix I. Letter of Consent (English Version)

#### Consent Paper

Dear participant:

The researcher RAID AMEEN, College of Arts/ ELT Department / University of Gaziantep in Turkey is conducting this research to find out the impact of English language on your resilience.

Please complete the survey. Your participation in this study is voluntary and you are free to withdraw your participation from this study at any time. The survey takes only 50 minutes. The results of the research study may be published, but your name will be kept secret.

If you have any question regarding the questions, survey or the research project in general, please contact (Raid Faiq Ameen) on:

Email: [raidameen80@gmail.com](mailto:raidameen80@gmail.com)

Phone number: 009647507375590.

Name of participant \_\_\_\_\_ .Signature \_\_\_\_\_ .

Thank you

## Appendix II. Letter of Consent (Arabic Version)

### ورقة موافقة

عزيزي المشارك

الباحث (رائد فايق امين) كلية الاداب قسم اللغة الانكليزية جامعة غازي عنتاب في تركيا، يعمل على هذه الدراسة التي تبحث تأثير تعلم اللغة الانكليزية على مرونتكم.

الرجاء اجب على الاسئلة التالية. مشاركتكم في هذه الدراسة طوعية ولكم كامل الحرية في ترك مشاركتكم في اي وقت. مدة الاجابة هي خمسون دقيقة. نتائج البحث ربما تنشر في المستقبل لكن اسماء المشاركين ستكون سرية.

اذا كان لديكم اي سوال او استفسار حول الاسئلة او الاستبيان او الدراسة بشكل عام يمكنكم الاتصال ب (رائد فايق امين) على:

الايمل: [raidameen80@gmail.com](mailto:raidameen80@gmail.com)

هاتف: 5590 737 0750

اسم الطالب ..... التوقيع .....

شكرا جزيلاً

### Appendix III. Connor-Davidson Resilience Scale (CD-RISC-25) Arabic

#### مقياس كوندون-ديفيدسون لقياس المرونة

الأحرف الأولى □□□□ رقم المشترك □□□□□□ التاريخ □□/□□/□□□□ زيارة □□ العمر □□

لكل عبارة أدناه، الرجاء وضع علامة "x" في المربع الذي يشير بصورة أفضل إلى أي مدى تنطبق العبارات التالية عليك خلال الثلاثين يوماً الماضية. إذا لم يحدث موقف معين مؤخراً، اجب وفقاً لاعتقادك كيف كنت ستشعر تجاه ذلك الموقف فيما لو حدث.

| صحيح كل الوقت تقريباً (4) | غالباً صحيح (3)          | أحياناً صحيح (2)         | نادراً ما صحيح (1)       | ليس صحيحاً على الإطلاق (0) |   |
|---------------------------|--------------------------|--------------------------|--------------------------|----------------------------|---|
| <input type="checkbox"/>  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   | 1 أستطيع التأقلم عند ما تحدث تغييرات  |
| <input type="checkbox"/>  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   | 2 لدي على الأقل علاقة أو قرابة واحدة وثيقة وأمنة تساعدني عندما أكون متوتراً.                |
| <input type="checkbox"/>  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   | 3 عندما لا تكون هناك حلول واضحة لمشاكلي، أحياناً إيماني بالله أو بالقدر يساعدي              |
| <input type="checkbox"/>  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   | 4 أستطيع التعامل مع أي شيء يطرأ في حياتي  |
| <input type="checkbox"/>  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   | 5 نجاحي في تجارب سابقة تعطيني الثقة في التعامل مع التحديات والصعوبات الجديدة                |
| <input type="checkbox"/>  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   | 6 أحاول أن أرى الجانب الهزلي من المشاكل عندما أواجهها                                       |
| <input type="checkbox"/>  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   | 7 اضطرابي للتعامل مع التوتر قد يجعلني شخص أقوى  |
| <input type="checkbox"/>  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   | 8 أميل إلى استعادة توازني بعد مرض أو إصابة، أو غيرها من الصعوبات                            |
| <input type="checkbox"/>  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   | 9 اعتقد أن معظم الأمور تحدث لسبب ما سواء كانت جيدة أو سيئة                                  |
| <input type="checkbox"/>  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   | 10 أبذل أقصى جهدي بغض النظر عن ما قد تكون النتيجة   |
| <input type="checkbox"/>  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   | 11 أؤمن بأنني أستطيع تحقيق أهدافي حتى مع وجود عقبات   |
| <input type="checkbox"/>  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   | 12 حتى عندما تبدو الأمور ميؤوس منها، أنا لا أستسلم  |
| <input type="checkbox"/>  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   | 13 أثناء أوقات التوتر /الأزمات ، أعرف الي أين اتوجه لطلب المساعدة                           |
| <input type="checkbox"/>  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   | 14 تحت الضغط، أستطيع التركيز والتفكير بوضوح   |
| <input type="checkbox"/>  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   | 15 أفضل الأخذ بزمام المبادرة في حل المشاكل بدلاً من ترك الآخرين اتخاذ جميع القرارات         |
| <input type="checkbox"/>  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   | 16 القشل لا يسبب لي الإحباط بسهولة  |
| <input type="checkbox"/>  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   | 17 أعتبر نفسي شخص قوي عند التعامل مع تحديات وصعوبات الحياة                                  |
| <input type="checkbox"/>  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   | 18 عند الضرورة، أستطيع اتخاذ قرارات صعبة أو غير محببة قد تؤثر علي الآخرين                   |
| <input type="checkbox"/>  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   | 19 أنا قادر على التعامل مع مشاعر غير سارة أو مؤلمة مثل الحزن والخوف والغضب                  |
| <input type="checkbox"/>  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   | 20 في التعامل مع مشاكل الحياة، أحياناً نتصرف بناء على الحس الباطني أو الحمن دون معرفة السبب |
| <input type="checkbox"/>  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   | 21 لدي شعور قوي بان لي هدف في الحياة  |
| <input type="checkbox"/>  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   | 22 أشعر اني مسيطر على مجريات حياتي  |
| <input type="checkbox"/>  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   | 23 أنا أحب التحديات   |
| <input type="checkbox"/>  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   | 24 أعمل على تحقيق أهدافي بغض النظر عن العقبات التي تعترض طريقي                              |
| <input type="checkbox"/>  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   | 25 أنا فخور بإنجازاتي   |

جميع الحقوق محفوظة لا يجوز نسخ أي جزء من هذا المستند أو إرساله بأي شكل أو بأي وسيلة إلكترونية أو ميكانيكية، بما في ذلك الاستمساخ الفوتوغرافي، أو عن طريق تخزين المعلومات أو نظام استرجاع، دون الحصول على إذن كتابي من الدكتور ديفيدسون على [mail@cd-risc.com](mailto:mail@cd-risc.com). يمكن الاطلاع على مزيد من المعلومات حول نطاق وشروط الاستخدام في [www.cd-risc.com](http://www.cd-risc.com) حقوق الطبع والنشر © 2001، 2003، 2007، 2009، 2011، 2013 بواسطة الدكتورة كاثرين كونور و الدكتور جونتان ديفيدسون . تمت ترجمة هذا المقياس إلى العربية بواسطة الدكتور غزوان توما، الدكتور مايكل فرز، الدكتور عدنان حمد، الدكتور نزار طلعت و طارق بخوب

### Appendix IV Connor-Davidson Resilience Scale (CD-RISC-25) English

| N  | Question  | Not true at all          | Rare true                | Sometimes true           | Often true               | True nearly all the time |
|----|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1  | I am able to adapt when changes occur   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2  | I have at least one close and secure relationship that helps me when I get stressed             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3  | When there are no clear solutions to my problems, sometimes fate or God can help                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4  | I can deal with whatever comes my way   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5  | Past successes give me confidence in dealing with new challenges and difficulties               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6  | I try to see the humorous side of things when I am faced with problems                          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7  | Having to cope with stress can make me stronger   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8  | I tend to bounce back after illness, injury, or other hardships                                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9  | Good or bad, I believe that most things happen for a reason                                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10 | I give my best effort no matter what the outcome may be   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11 | I believe I can achieve my goals, even if there are obstacles                                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12 | Even when things look hopeless, I don't give up   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 13 | During times of stress/crisis, I know where to turn for help                                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 14 | Under pressure, I stay focused and think clearly  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 15 | I prefer to take the lead in solving problems rather than letting others make all the decisions | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 16 | I am not easily discouraged by failure".  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 17 | I think of myself as strong person when dealing with life's challenges and difficulties         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

|    |   |                          |                          |                          |                          |                          |
|----|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
|    |   |                          |                          |                          |                          |                          |
| 18 | I can make unpopular or difficult decisions that affect other people, if it is necessary  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 19 | I am able to handle unpleasant or painful feelings like sadness, fear, and anger          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 20 | In dealing with life's problems, sometimes you have to act on a hunch without knowing why | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 21 | I have a strong sense of purpose in life  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 22 | I feel in control of my life  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 23 | I like challenges   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 24 | I work to attain my goals no matter what roadblocks I encounter along the way             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 25 | I take pride in my achievements   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**Appendix V. The structured interviews' questions (English Version)**

Raid Faiq Ameen

MA student in English Language

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Student name.....

Age.....

Gender.....

School name.....

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1- Does English learning help your school life? How? Examples?

2- Does English help your daily life? How? Examples?

3- What are the advantages of knowing English for you?

4- Is English helpful in overcoming the crisis that you are in now?

5- Will English support your future? How? Examples?

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Thank you for your participation wish you a bright future

Raid Faiq Ameen



## Appendix VI. The structured interviews' questions (Arabic Version)

رائد فايق امين

طالب ماجستير في اللغة الانكليزية

اسم الطالب..... العمر.....

الجنس..... اسم المدرسة.....

١- هل تعلم اللغة الانكليزية يساعدك في حياتك المدرسية ؟ كيف ؟ اعط امثلة

٢- هل تعلم اللغة الانكليزية يساعدك في حياتك اليومية ؟ كيف ؟ اعط امثلة.

٣- ما هي فوائد معرفة اللغة الانكليزية بالنسبة لك ؟

٤- هل معرفة اللغة الانكليزية تساعدك على التغلب على الازمة التي تعيشها الان ؟

٥- هل تعتقد ان معرفة اللغة الانكليزية سوف تدعم وتساعد مستقبلك ؟ كيف اعط امثلة .

شكرا على مشاركتكم اتمنى لكم مستقبل مشرق

رائد فايق امين

**VITAE**

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Other degree: Diploma degree in Surveying  
Iraq- Mosul institute

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Other degree: Master of Arts in English Language  
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Date graduated: 2017

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Gaziantep Üniversitesi

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Mezuniyet Tarihi: 2017