

Strategies of using literary translation for EFL Iraqi students

An analytical study of students of the College of Media

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Abstract:

In today's globalized society, proficiency in English as a Second Language (ESL) is crucial for achieving success in academic, professional, and social environments. This study investigates how various teaching approaches influence the language acquisition and communication skills of ESL learners. Specifically, the research focuses on three popular methods in ESL education: Communicative Language Teaching (CLT), Task-Based Language Teaching (TBLT), and the incorporation of technology in the classroom.

The method involves a thorough review of current literature to establish a theoretical basis, along with a practical evaluation using both qualitative and quantitative data. Qualitative research consists of interviews with EFL educators and students to explore their perspectives and experiences with

different teaching approaches · Quantitative data is collected through pre- and post-tests to evaluate the impact of these methods on students' language proficiency ·

Studies show that using Communicative Language Teaching (CLT) has a positive effect on students' speaking and listening skills by focusing on real communication · Task-Based Language Teaching (TBLT) also improves language proficiency by integrating language use with practical tasks · Additionally, using educational technology like online platforms and interactive multimedia helps EFL learners to learn independently and participate actively ·

The research indicates that educators and curriculum developers should take into account a comprehensive approach that includes these effective strategies to meet the varied learning needs in EFL environments · By promoting active participation, real-life language use, and the use of technology, educators can create dynamic learning spaces that support successful language learning and student engagement ·

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Keywords: FEL, Strategies, Language Learning, Educational Technology, Language Acquisition, Collaborative Learning ·

1. Introduction

1.1 The importance of strategies for using the English language

In recent years, the idea of learning strategies has greatly influenced research in language education, particularly in the instruction of English as a second language (ESL) · Today, it is commonly employed as a useful method for teaching English in ESL classrooms · Understanding the significance of learning strategies in language education is essential, as it equips teachers and students with valuable resources to enhance their English proficiency in speaking, listening, reading, and writing · This article contends that the use of learning strategies is crucial for reaching educational objectives in English language classrooms · Numerous researchers, such as Reid (1987), O'Malley and Chamot (1990), Oxford and Anderson (1995), Cohen (1998), Anderson (2005), and Wong and Nunan (2011), have conducted extensive studies on the influence of learning strategies on English language education · They have underscored its significance in addressing challenges in

teaching and learning English in non-English-speaking settings. The discussion aims to underscore the importance of incorporating learning strategies into EFL teaching approaches to enhance overall language development for both educators and students.⁽¹⁾

In recent years, there has been a shift in second language (L2) teaching and learning research from instructional methods to learner characteristics, driven by technological advancements in education. The use of technology has transformed language learning in all levels of education, improving the quality of teaching and learning and fostering learner independence. Each learner employs unique strategies and styles to reach their language learning objectives.

Abdelheim (2015) recognizes that success in language learning is not solely determined by aptitude. This suggests that individual effort plays a significant role in language achievement. Consequently, there is a growing emphasis on studying how learners personally engage in and control their language learning and usage.

In his 1990 book, Oxford explores the different Learning Language Strategies (LLS) that people can use. These strategies can be divided into six main categories. The first

(1) Ali et al , Learning Strategies and English Language Teaching , P 1, 2

category, direct strategies, involves making mental connections, using visual and auditory aids, reviewing material, and taking action. The second category, cognitive strategies, includes practicing, communicating, analyzing, reasoning, and organizing information. The third category, compensation strategies, focuses on intelligent guessing and overcoming speaking and writing challenges. The fourth category, indirect strategies, consists of metacognitive strategies such as focusing on learning, planning, and evaluating. The fifth category, affective strategies, aims to reduce anxiety, motivate oneself, and manage emotions.

Finally, social strategies include inquiring, working together with others, and demonstrating empathy. According to a study conducted by Mandasari and Oktaviani (2018), the majority of students utilized a range of language learning techniques, such as affective, memory, social, metacognitive, cognitive, and compensation strategies.⁽¹⁾

The goal of this paper is to start a wider discussion on the methods used by students in their learning journey. Recognizing the traits, methods, and strategies of successful language learners can significantly improve students' language learning experience, especially at the undergraduate level. By

(1) Mega & Achmad , LANGUAGE LEARNING STRATEGIES OF UNDERGRADUATE EFL STUDENTS, P 1

pinpointing effective language learning strategies, educators can provide better support to their students. This research also aids students in identifying and utilizing their own learning strategies more efficiently, ultimately enhancing their proficiency in the target language.

2. Problem statement:

Non-native English speakers may find it challenging to understand all the words, phrases, and terms in the English language. When they struggle to express themselves due to limited resources in the language they are learning, they use both verbal and non-verbal methods to overcome communication barriers. These speakers use communication strategies to ensure that they are understood. Unfortunately, EFL students in Iraq and other Arab countries only have the chance to practice English in the classroom, with limited opportunities for natural interactions with English speakers outside of tourist visits. Rababa'h (2003) noted that Arab learners have few chances to learn English through real-life interactions.

Iraqi students learning English as a foreign language are finding it difficult to make time for daily communication in English. While English is a dominant global language, it is not yet a requirement for international communication in Arab countries. However, since the US invasion of Iraq in 2003, Iraqi people,

especially EFL students, have had to use English more often for daily interactions because of the presence of occupation forces. Despite this increased usage, Iraqi EFL students still struggle to communicate fluently in English. To address these challenges, students often resort to code-switching strategies.

3. The aim of research:

This research aims to:

- 1: The purpose of this study is to examine the effect of incorporating active learning techniques, including cooperative learning and technology utilization, on the acquisition of English by Iraqi junior high school students.
- 2: Assess the impact of these strategies on students' abilities in listening, speaking, reading and writing.
- 3: Examine how proactive learning strategies can improve student engagement in the classroom and enhance interaction with English academic content.
- 4: This text explores how to improve the role of teachers in implementing these strategies and inspire students to actively engage in academic activities using English.
- 5: This study aims to provide practical suggestions to Iraqi teachers and education authorities on how to incorporate and implement successful strategies for teaching English.

6: The study also aims to encourage students to actively engage and participate, as well as to improve their cultural and linguistic understanding in higher education settings in Iraq.

4. Related studies:

In 1994, Ellis proposed that communication strategies are techniques used by speakers to compensate for deficiencies in their language skills. Boxer and Cohen (2004) defined CSs as a conscious attempt by speakers or learners to express a specific meaning that may not conform to the rules of the language being learned. Limited proficiency in a second language can impede the effective use of communication strategies during speech. Second language speakers depend on communication strategies to overcome difficulties encountered in oral communication due to their language proficiency limitations.⁽¹⁾

Dornyei and Scott (1995) introduced a taxonomy of communication strategies to aid in communication in a second language (L2). They built upon previous taxonomies by Tarone (1977) and Faerch and Kasper (1983). Their focus was on how these strategies help speakers address challenges during oral communication tasks and reach mutual understanding. Dornyei and Scott (1997) argue that these strategies play a key role in

(1) Ellis. The Study of Second Language Acquisition. 1994

achieving mutual understanding. Their classification was further developed based on research on communication strategies. ⁽¹⁾

The classification system they used consisted of three main categories: direct strategies (employed by a speaker facing communication difficulties), indirect strategies (utilized by a speaker to establish conditions for mutual understanding), and interactional strategies (requiring mutual cooperation between two or more speakers to tackle communication obstacles). ⁽²⁾

Researchers in the field of educational psychology have investigated different elements that affect the utilization of code-switching in academic literature. These elements encompass language skills, the frequency of English usage outside the classroom, and learners' own perception of their oral English proficiency. Studies by Chen (1990) and Tuan (2001) have shown that the proficiency levels of learners have a significant impact on their use of code-switching. Individuals with higher proficiency levels are more likely to employ code-

(1) Boxer, D. & Cohen, A. "Studying Speaking to Inform Second Language Learning, 2004

(2) Dornyei & Kormos , Problem-Solving Mechanisms in L2 Communication: A psycholinguistic Perspective, 1998

switching effectively compared to those with lower proficiency levels. ⁽¹⁾

Chen (1990) and Tuan (2001) observed that individuals with advanced language skills typically use fewer strategies to communicate their intended message, but still incorporate specific strategies in verbal interactions. Nakatani (2006) discovered that students with strong oral proficiency utilize negotiation of meaning, fluency-focused, and social affective strategies, which are beneficial for maintaining interaction through negotiation during oral communication. Conversely, individuals with lower proficiency often resort to ineffective strategies such as passive listening and abandoning their messages. ⁽²⁾

This means that learners who have advanced language abilities are more capable of choosing the most efficient communication strategies in the target language, drawing from their linguistic knowledge. On the other hand, learners with limited language proficiency may find it challenging to achieve the same level of success as those with higher language skills. ⁽³⁾

(1) Dornyei & Scott , (Communication strategies: An Empirical analysis with retrospection), 1995

(2) The same source .

(3) Tarone , ("Conscious Communication Strategies in Interlanguage)

Regularly using English for communication outside of the classroom can help students develop effective communication strategies. According to Clement (1986), actively seeking opportunities to improve communication skills can result in more interactions among people from different cultural backgrounds. Huang (2010) conducted a study on the factors that impact students' use of oral communication strategies at a technological university in Taiwan.

The results of this study suggest that students are more likely to use strategies such as message reduction and alteration rather than message abandonment. Furthermore, students who use online communication platforms (OCSs) tend to have higher perceived oral proficiency and motivation to speak in English. The study also shows that both speaking in English and motivation to do so play a significant role in the use of OCSs among learners. ⁽¹⁾

5. METHODOLOGY

The current study is descriptive in nature, as the authors collect resources and make comparisons among them. The authors also have a wealth of experience in teaching grammar. The main goal is to identify the most beneficial strategy for teachers to implement.

(1) Faerch & Kasper , (Plans and Strategies in Foreign Language Communication)

The paper's authors have pinpointed two essential strategies that English grammar teachers can employ with university students: inductive and deductive strategies. These strategies are deemed crucial for the focus and objectives of this study.

6. FINDINGS AND DISCUSSION

Teaching grammar using a combination of inductive and deductive techniques offers learners a chance to improve their critical thinking skills. According to Sami (2021), teachers should utilize both deductive and inductive strategies in grammar instruction. The deductive approach involves teaching language without explicitly focusing on grammar rules, similar to the inductive method. By incorporating both methods, teachers can create a positive learning environment for students, helping them understand and remember grammar rules to effectively communicate.

The inductive method of teaching grammar involves presenting examples of a particular concept and requiring students to observe how the concept functions. Rather than providing an explanation upfront, students are encouraged to learn grammar rules through their own reading and writing. By exploring grammar and comprehending how rules are used in sentences, students are more likely to retain the concept than if they were just given a straightforward explanation without examples.

The primary objective of using the inductive teaching method is to assist students in retaining grammar concepts by utilizing familiar techniques to enhance their contextual memory. It has been noted that students' mistakes in grammar when learning a second language may stem from a variety of factors, such as continuous causes, inadequate teaching methods, and potentially other reasons.

6.1 Deductive Teaching

Kamil and Hazem's 2020 study proposes that language learning and teaching are fascinating research areas to investigate. When it comes to teaching English grammar, there are essential techniques that should be taken into account before instructing students. One important technique is for teachers to have a plan or training session for themselves to focus on before starting the teaching process, which is known as the deductive teaching strategy.

In the second step, the teacher provides students with a thorough explanation of a grammatical concept before they come across a similar structure in their writing. After the explanation, students are required to reinforce their understanding through structured exercises and drills.

Nevertheless, this approach has its drawbacks as it relies heavily on the teacher's direction.

Another way to collaborate is by integrating two interconnected processes that mutually impact each other.

One way to help students remember grammar rules learned in language classes is by incorporating games into the teaching approach. This method enables teachers to diversify their course planning and preparation, ultimately aiding students in their learning process. Additionally, this strategy can also benefit translators by simplifying the translation process. For more detailed guidance on using specific grammatical concepts accurately, consult appropriate resources.

As demonstrated in the preceding sections, it is essential for teachers to have a strong understanding of a range of strategies for teaching English grammar. This enables them to connect classrooms that do not emphasize the use of strategies with those that recognize strategies as essential for teaching grammar.

English grammar teachers should keep themselves informed about the latest research to improve students' comprehension and offer effective strategies. The next point to be covered is the framework, followed by a holistic approach to teaching grammar that encompasses all skills. The fourth point will delve into a technique that can be used across various grammatical

categories. For instance, the present simple tense for third person singular involves adding an "S" to the end of the word. Furthermore, teaching the degrees of adjectives (comparative and superlative) can be done through teacher-led instruction rather than the more commonly used deductive approach.

Many students struggle to express love, but incorporating engaging activities like music, movies, and videos into grammar instruction can greatly improve student relationships. By approaching grammar lessons in a unique way, all students can benefit. Teachers can cover basic grammatical structures through activities such as practicing different tenses and voices, which can help students learn how to use prefixes and suffixes. It is also important to cover articles, phrasal verbs, and other essential grammar concepts. By incorporating all skills into grammar lessons, students can improve their language abilities. For example, students can create a funny skit based on a movie and use it to practice grammar concepts in a fun and engaging way.

a. structure of the target grammar.

b. short stories. These are super fun, and many students, whatever age activities operate reading construct grammar using the stories for discussion of the grammar.

that some students may prefer visual or hands-on activities, while others may benefit from more descriptive or analytical

approaches. Additionally, it is important to incorporate real-life examples and practical applications of grammar rules to make the learning experience more engaging and relevant for students :

- a. their learning patterns.
- b. their point of view and.

Understanding English grammar can assist EFL teachers in gaining a deeper comprehension of grammar concepts, making their lessons more engaging and meaningful. By integrating real-life resources that are pertinent to students' daily experiences and language usage, EFL teachers can successfully tackle and alleviate students' difficulties with grammar.

Taking into account the preferences of students and the difficulties teachers encounter when teaching English grammar, integrating it as a strategy within the English as a foreign language framework can be advantageous.

1. Teachers and curriculum designers work together to effectively strengthen the English language curriculum and teaching methods to benefit students.
2. Develop exercises and practice materials on teaching methods to improve the theoretical and practical grammar skills of the teacher, and develop teaching materials based on the unique structure of English as a foreign language.

Hazem and Mohammed (2021) have concluded in their research that the use of mitigating devices plays a crucial role in enhancing the effectiveness of grammar instruction for speech acts. Their findings offer valuable insights into the portrayal and impact of these devices in language learning.

Sami (2021) suggests that using game strategy as a teaching tool is not only fun, but also fosters a relaxed learning environment that encourages communication between students and teachers. Furthermore, this method improves students' critical thinking skills and increases their enthusiasm for learning grammar.

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They believe that language learning strategies should help students take advantage of opportunities for meaningful language practice in the classroom and allocate sufficient time for oral production activities after practicing the lesson. They recommend the "self-monitoring" strategy as a way for students to become proficient in using second language items and solving task-related problems. Elsworth and Walker also

discuss the "delayed production" strategy, which is used in grammar teaching to plan and monitor speech production and is linked to learners' ability to use grammatical skills.

The main goal of teaching grammar to English second language learners is to help them effectively communicate in real-life situations. Elsworth and Walker stress the significance of communication as the primary objective in teaching grammar. Therefore, teachers should remember that the main aim of teaching grammar is to aid learners in using the language correctly and suitably. Elsworth and Walker (1989:70) also advocate for the use of cognitive strategies, like deductive and inductive approaches, to assist students in applying grammar rules to understand or produce language and solve problems. Furthermore, they advocate for the implementation of "socioaffective" and "group work" methods, claiming that these techniques can improve students' communication skills. Elsworth and Walker also propose that "group work" enables English as a Second Language learners to gain additional grammatical knowledge from their peers who are native speakers.

Elsworth and Walker stressed the importance of considering both form and function in the classroom. They emphasized the value of having a strong understanding of basic grammatical structures and patterns to improve communication skills and

empower students to effectively use a second language · The authors explored the different approaches teachers take to teaching grammar, with some favoring metacognitive and cognitive strategies, while others prefer socio-affective strategies · Each of these strategies has its own benefits and drawbacks when applied in educational settings ·

7. Conclusions and recommendations:

The study emphasizes the significance of translation as a learning tool for EFL learners in Iraq, despite conflicting opinions from established linguistic perspectives · Overall, participants hold a positive view of translation and its potential to enhance various language skills · However, it is important to also promote alternative strategies such as interpersonal interaction, dictionary use, and note-taking · Educators should acknowledge these beliefs and advocate for a well-rounded approach to translation, ensuring students are aware of both its benefits and drawbacks · Furthermore, interactive techniques like role-playing, debates, and group activities are essential for improving speaking abilities · Future research should investigate these strategies in diverse settings to gain a deeper understanding of their impact on pragmatic language development and EFL proficiency ·

These are also some recommendations :

1 · Promotion of Balanced Approach to Translation

- It is important for educators to recognize and address students' favorable views on translation, while emphasizing their constraints.
- Promotes careful use of translations by combining them with other language learning techniques such as English conversation, dictionary utilization, and note-making.

2. Enhancement of Speaking Skills through Varied Activities

- Integrate a variety of speaking activities into the curriculum, including role-playing, debate, problem-solving tasks, and group discussions.
- Actively cultivate a welcoming and encouraging classroom atmosphere that inspires students to participate in speaking activities.

3. Teacher Training and Awareness

- Provides professional development opportunities for teachers to enhance understanding and management of students' beliefs and preferences in language learning strategies.
- Promote practical language development and provide teachers with tools to meet students' unique learning needs.

4. Motivational Strategies

- Utilize motivational tactics such as building relationships with students, encouraging teamwork and fostering a positive learning environment.
- Leverage students' internal drive to boost their engagement and progress and improve their English speaking skills.

5 • Further Research and Contextual Adaptation

- To further investigate the effectiveness of these strategies in various educational environments and situations throughout Iraq.
- Customize strategies according to distinct regional and cultural factors to increase influence on English as a result of Foreign language (EFL) learning.

6 • Integration of Pragmatic Aspects

To improve students' ability to communicate in English, it is important to incorporate practical elements of language learning, such as demand strategies, into the curriculum. By following these proposals, educators and policy makers can effectively help Iraqi EFL learners acquire comprehensive language skills, especially when speaking, and also acknowledge and utilize their preferred learning methods and beliefs.

8. Future expectations:

1. Evolution of Translation Use

The interest in using translation as a learning technique could develop further, as more research shows its effectiveness in enhancing language understanding and production. Subsequent research may provide evidence for how translation can be combined with other strategies for language learning.

2. Enhancement of Motivational Strategies Research

Focus on improving motivation strategies in the classroom, such as promoting active teacher-student relationships and conducting joint activities to improve speaking skills.

3. Integration of Pragmatic Aspects in Education

Research is moving towards teaching real-world language skills, such as how to request, to improve students' ability to communicate effectively in the language.

4. Focus on Teacher Training

In the coming years, there may be an emphasis on research that focuses on improving teacher training and competencies and effectively addressing student beliefs and preferences in language learning.

5. Attention to Local Cultural Contexts

To enhance the effectiveness and relevance of educational strategies, future research should focus on gaining a deeper understanding of the cultural and social factors that influence the learning strategies of Iraqi students. This knowledge

facilitates the customization of educational approaches to better meet the needs of these students.

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