



وقائع المؤتمر العلمي الدوري الثاني للمديرية العامة للتربية في بغداد الرصافة الثانية الموسوم:
(البحث العلمي وسيلة حضارية لتطوير العملية الاشرافية والنهوض بالواقع التربوي)
وتحت شعار
(البحث العلمي والاشراف التربوي رؤى مشتركة لبناء عملية تربوية ناجحة)
يومي الاربعاء و الخميس 2025/10/ 23-22

The Challenges of learning Kurdish for Kurds living in Sheffield/UK.

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Abstract

The purpose of this research is to explore the experiences and difficulties that Kurds living in the United Kingdom (UK) face when trying to learn Kurdish language. An online questionnaire is utilized to gather the data. Regarding the participant, Any Kurdish who is 12 years and over and a resident in the UK can participate.

The researcher believe that this project will give a valuable insight into the experiences of language-learning for Kurds who live in the diaspora (outside of the Kurdish regions of Iraq, Iran, Syria, Turkey, Armenia and Azerbaijan) We are interested in exploring the issues, difficulties and factors which contribute to either a generally positive or negative experience of learning Kurdish. The aim of this research is to analyze students" perception for learning Kurdish language in terms of different variances. This studying is made in Nergiz Kurdish school in Sheffield/UK. the students in the school who born in UK whilst their mother tongue is Kurdish but they need to improve their Kurdish language.

1. Introduction

The most relevant means of communication is language. Using and speaking a language is indispensable for everyone. Language, used as the most important means of communication, it plays a significant role in sharing the knowledge, feelings, and ideas framework of people with each other (Büyükkiz,2013).

Language is a structure of rules consist of words(Doughty and Long, 2008). Although we don't realize that each language has unique rules. For example, human practice language in a wide range of situations. In addition, it's essential to use language in imperative skills such as listening, reading and speaking, writing. Nevertheless, delivering messages correctly is also important as what we request for. Therefore, it is vital to know the language precisely and to practice it appropriately without conveying a different meaning It is supposed that a person who has developed the understanding and ability to utter meaningful business, influence individual's carrier and future business. (Parikh,2001). It is conceivable for individuals to share their



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يومي الاربعاء و الخميس 22-23/10/2025

views correctly and to comprehend each other through words. It is also significant to understand and practice a language. The rules of the language used must therefore be properly understood.

2. Literature review

2.1 Kurdish Language

Kurdistan is the birthplace of the Kurdish people. It is a region spread around, Iraq, Syria Turkey and Iran. The term Kurdistan has been utilized to refer to a province or to refer to a larger region, both in Iraq and Iran. The situations are going to be different as the Kurdistan Region of Iraq(KRI) has begun to have a regional government under the current federal government of republic Iraq. The following sections will address the history to the Kurdish language, its dialects, orthography, scripts and its current situation with respect to Computational Linguistics (CL) and Natural Language Processing (NLP). Kurdish is the name given to a variety of distinct dialects of the language spoken in the geographical region of Syria, Iraq, Turkey and Iran (Ahmed et al., 2015).

They continue to have sizable diaspora communities in North America and several European nations. Some people believe the Kurds had a separate origin, that they have a different language, and that their original language is quite different from the one they speak today. However, proponents of this theory fail to explain how and why speakers of various backgrounds have altered an unknown language (Abdullah,2013).

The Kurdish language has multiple dialects. The variety of dialects is a crucial element of the Kurdish language. Kurdistan is represented in four distinct scripts. The prevalence of the scripts fluctuates based on geographical and geopolitical factors. The extent of variances varies for each dialect pair. The absence of standardized orthography is a notable characteristic of contemporary Kurdish language. The concise overview above illustrates the complexities of the Kurdish language from multiple perspectives. Dialects in Kurdistan as has been said, a multi-dialect language. Since the 1960s, numerous notable scholars, including Westerners and Kurds, have published major research findings on Kurdistan and its dialects. However, neither the terminology of these dialects has been standardized nor has there been a solid consensus on their relationship to the language. In recent studies, Haig and Öpengin (2024) have identified Kurdish dialects as Northern Kurdistan (Kurmanji), Central Kurdistan (Sorani), Southern Kurdistan, Zazaki and Gorani .



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يومي الاربعاء و الخميس 23/10/2025

For every one of these variants. The number of people who speak different dialects of a language varies greatly. Iraq, Turkey, Syria, Iran, Armenia, and Lebanon are just a few of the major nations where the bulk of Kurmanji speakers reside. Sorani, the second most widespread dialect, is mostly spoken by Kurds in Iraq and Iran. Zazaki is spoken in Turkey. Gorani is primarily spoken in Iraq and Iran.

2.2 The Education System in the Kurdistan Context

Following the Kurdistan Region of Iraq's (KRI) 1991 independence, several significant initiatives were made to advance and transform education, such as the establishment of numerous new colleges and universities, the creation of new curriculum, and their approval. laws pertaining to education. The Kurdistan Regional Government's education division Since it was constructed from the ground up in the early 1990s, it has expanded significantly (Hassani et al., 2016).

Public school education is financed totally by the Kurdistan Regional Government (KRG). Families don't incur any taxes. Following the 2003 redesign of the Iraqi governance structure, support for public education in the KRI comes from the 17 per cent budget share of the Iraqi budget allocated to the KRG (Ardizzone, 2001).

In Kurdistan, two ministries deal with education: the first is the Ministry of Education (MOE), which manages primary and secondary schools, and second, the Ministry of Higher Education and Scientific Research (MHE), which manages university and institute-level education. The MHE has therefore founded a number of department schools to become technical and vocational education and training (TVET) institutions. Furthermore to promoting foreign exchange and keeping pace with global technology and growth (Constant et al., 2014)

Since students must possess a particular level of English proficiency in order to apply for the program and be admitted to English-speaking universities, the HCDP is thought to be a contributing factor to the KRI's increasing demand for English. A more thorough K–12 curriculum and compulsory education through Grade 9 are two of the measures implemented since 2009 to bring primary and secondary education into compliance with international standards. It was previously limited to Grade 6 students. Another goal is to improve the general quality of education by making it mandatory for new teachers to complete a teacher training program and clasp at least a bachelor's degree (Yildiz et al, 2004).



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يومي الاربعاء و الخميس 23_22 /10/ 2025

2.3 Mother tongue

the term "agreement of the child to the environment and is the natural basis on which verbal skills can be built" (Oluwole, 2008: 43). Crystal describes the term as "agreed to the language naturally acquired during childhood" (Galvin, 2003:196). Crystal also describes the term in place of referring to the first language learned by the child or favorite in a multilingual circumstance" (Pachler, et al, 2013). Painter (2015) describes the word "mother tongue" "Mother tongue is not only the language that one learns from one's mother, but also the dominant language of the speaker and the native language," the statement reads, referring to the language that a group of people thought to be living in a region learned in their early years and that eventually became their natural tool of thinking and communication. (i.e. not only the first language according to the time of acquisition). Nevertheless, first with regard to its significance and the capacity of the speaker to master its linguistic and communicative aspects).

2.4 Native language

The native tongue Instead of referring to the group's native tongue, it refers to the language of the group. Sometimes referred to as the mother tongue or the native language, this is the first language an infant learns (Myhill, 2003). The phrase can also refer to a language that a person has mastered since birth or within a crucial period of time. Non-maternal second language utilized for a specific purpose, such as government or education (Sarıçoban & Sarıçoban, 2012).

2.5 Second language

A language that is not a mother tongue but is utilized for certain cultural communication functions is referred to as a second language. The first language is used for instruction. The term "second language" describes situations where children acquire the language of their home nation. Students learning a second language interact directly with people, cultures, and languages outside of the classroom (Yadav,2014).

2.6 The Factors of Language Learning

First language mother tongue, and native language is the language that a person absorbs first. Correspondingly, a person is referred to as a native speaker of a language, although one can also be a native speaker of more than one language, given that all languages are naturally acquired without formal training, such as through cultural engagement before puberty (Brown,2000)



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يومي الاربعاء و الخميس 23-22 /10/ 2025

. A child also learns the fundamentals of his or her first language from his or her relatives. The word "mother tongue" should not be interpreted as implying that it is the language of a mother. A woman may speak a different first language or dialect than her husband's native tongue in some paternal cultures when they move in together. However, their kids usually only use their native tongue. Few of them will become native speakers of their mothers' tongue. A person can be native bilingual or multilingual if they speak two or more native languages (Benson, 2007).

On the other hand, any language other than one's first is considered a second language. The term "native language" is frequently used to refer to a language in which a person is as knowledgeable as someone who is native to that language in their "base country" or as knowledgeable as the typical person who speaks only that language. The language that a person learned at home as a youngster is frequently referred to as their mother tongue. As previously mentioned, children raised in multilingual households may speak more than one mother tongue or native language (Bhela, 1999).

Context knowledge, or the knowledge that students bring to the learning mission, is the first of several cognitive factors that influence the development of second-language skills. Second, while some students are more independent in their thinking and behavior, others are more aware of their immediate environment. While some kids appear to prefer spoken instruction, others seem to learn best with visual aids (Collentine & Freed, 2004). Thirdly, since emotions control the desire to initiate or inhibit cognitive processes, an affective domain is more important in the development of second-language abilities than a cognitive one. Swain (2013) maintains that "fluency depends at least as much on emotional factors as on the amount of practice."

2.7 Factors that have an impact on the development of second-language skills;

2.7.1 Motivation: The characteristics of a successful second-language learner are influenced by a variety of factors. Learning motivation is essential. Many of the students are motivated by instrumental factors. In other words, they have another reason for wanting to learn a second language. Students that are interactively motivated seek to acquire a second language for social reasons and to fit in with the community (Yule, 2010).

Gardner (2006) argues that its "Socio-functional" validity is a key factor in the desire to learn a second language. Factors like the need for action,



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يومي الاربعاء و الخميس 23_22 /10/ 2025

excitement, exploration, and new information are all part of the motivation view). Only the function of motivation in second language acquisition was mentioned in a long report on motivation in foreign language learning. Sociocultural elements that may encourage or inhibit motivation have been taken into account. Intelligence, aptitude, persistence, learning strategies, intervention, and self-evaluation are examples of learning factors. Additionally, motivation is crucial for enhancing and growing students' communication skills. People who are motivated by inclusivity genuinely care about the "target speech community" (Gardner,2014)

2.7.2 Intelligence: The language abilities of children with high intelligence are usually superior to those of children with less ability, and students with intelligence learn faster and better than their classmates. All average individuals learn to speak their native language; however, many do not improve communication skills in second-language classes, at least at a pace that is appropriate to their teachers (Sternberg, 2003).

The biological In addition to emotions, social connections, and cognitive ability, their age and sex also have an impact on how well they learn a second language. In the past, there was a belief that women were better at learning a second language than men. Simply because female professors, both male and female, expect superior performance from girls, ladies will outperform males. It is true that women typically receive better grades in second-language schools. Furthermore, women engage in advanced language courses at a higher rate than men (Segalowitz, 2014).

2.7.3 Age: Language acquisition, including second language acquisition, is often influenced by age. When deciding how and what to teach individuals of various ages, needs, skills, and cognitive abilities, the age of our students plays a critical role. The following are some ways that young children, especially those under the ages of nine or ten, learn differently than older kids, teens, and adults: Despite their inability to comprehend individual words, they react to meaning (Singleton, 2001). They are able to understand not only the description but also what they see, hear, and—above all—have the opportunity to touch and interact with. They require the individual's attention as well as the instructor's permission (Harmer, 2001). They also know why they learn and what they want to learn, unlike young children and teenagers (Bigelow and Schwarz, 2010).

2.7.4. Social factor: Social effects can have a positive or bad impact on achievement, particularly on the development of communication skills, and they also affect people learning a second language both inside and outside of the classroom.

3. Methodology

The type of information and the topic under investigation determine which data collection method is best (Bell, 2014), The 'mixed method analysis' technique, which combines quantitative and qualitative research, has been the focus of this work (Dörnyei and Taguchi, 2009). Open-ended questions are used in qualitative data, while closed-ended questions are used in quantitative data. The first online assessment on teacher learning (Dörnyei, 2009).

3.1 Research questions

The primary goal of the study is to investigate the following important research question:

- ✓ The challenges that Kurdish face in learning Kurdish language in east/west Yorkshire/ UK
- ✓ The purpose of this research project is to investigate the experiences and difficulties that Kurds living in the UK face when trying to learn the Kurdish language.

Participants:

Figure one refers to the participants for this research are the Kurdish people who are living in UK. We believe that this project will give a valuable insight into the experiences of language-learning for Kurds who live in the diaspora (outside of the Kurdish regions of Iraq, Iran, Syria, Turkey, Armenia and Azerbaijan). They are male and female learner's, diverse age between 11 to 25, coming from different country.

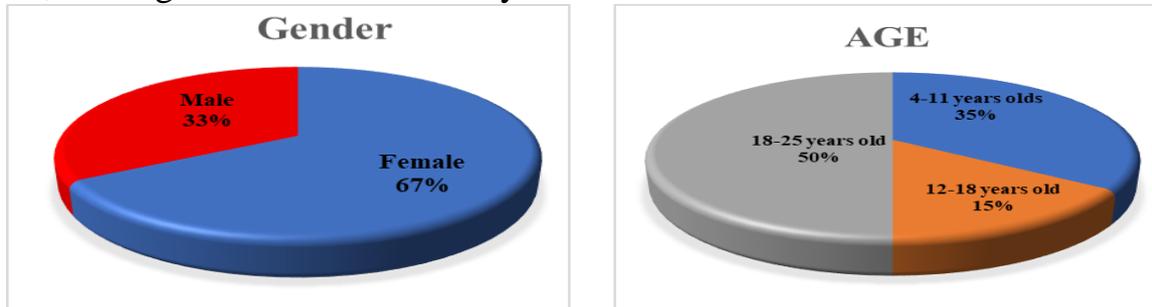


Figure 1. Gender and Age of participants

In addition, the participants share different point of views about learning Kurdish language either as their first or second language; because some of the learners are born in UK and some born in Kurdistan.

Figure two provides information about the students are learning Kurdish language in Kurdish schools in UK which runs once a week. The schools are independent schools which have their own administration staff but at the same time they are a part of official organization. Lastly, the selection process's justification extends beyond "convenience or opportunity sampling." (Dörnyei, 2007:98), Specifically, the subjects' accessibility. However, because the research endeavor is tailored to this particular group of Kurdish students, the participants were specifically recruited.



Figure 2 The student's educational stages

3.3 Online questionnaire

The questionnaire consists of three sections, overall involves 31-questions including close-ended questions and open-ended questions. The first section contains details on the students' background for instance, age, gender, current educational stages, Nevertheless, given their varied backgrounds and experiences learning Kurdish, undoubtedly have an impact on the participants' answers. In the second section, cover the questions about students' experience of using and learning Kurdish. The third section is aimed to draw out students' thoughts and opinions on learning Kurdish.

the questionnaire is anonymized in order to ensure an accurate response from the respondents and high return rate to benefit the researcher to valid and reliable results (Dörnyei, 2007). Consequently, the questionnaire is managed by utilizing an online resource (google form), there are many advantages for utilizing google form as follow; initially, it is free access for all, Additionally, sending the questionnaire link to anyone worldwide is really helpful to me as an international postgraduate student because it helps me accomplish my objective without having to fly to my destination (Leftwich, 2007).

3.4 Discussion

In the previous figures (1,2) showed that the participants are both male and female they are aged between 11-18 over. 41% of the participant are either university students between (16-18+) years old or those who works want to learn Kurdish language in Nergiz Kurdish school. 35% of the participants are academy school students between (4-11) years old. 11% of the participants are college or A-level students aged between (16-18) years old they are a part of Kurdish language school named (Nergiz school) in Sheffield/UK. Almost all the participants 83.3% have British passport and 16.7% without British passport as can be seen in figure three. Approximately half 51.9% of the participants born and lived in UK, 37% of them have not been born in UK, 11.1% was born in Britain and have moved back and forth since (moved to live in Kurdistan for more than 3 months and then returned to Britain) was born in Britain and have moved back and forth since (moved to live in Kurdistan for more than 3 months and then returned to Britain (see figure 4).

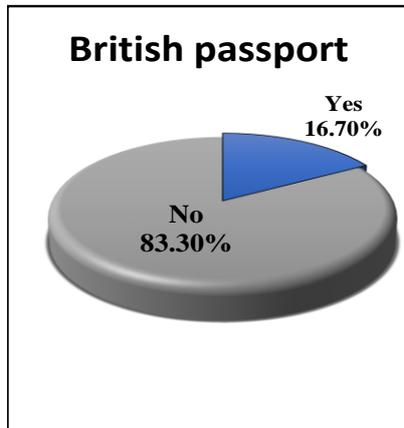


Figure 3 British Passport.

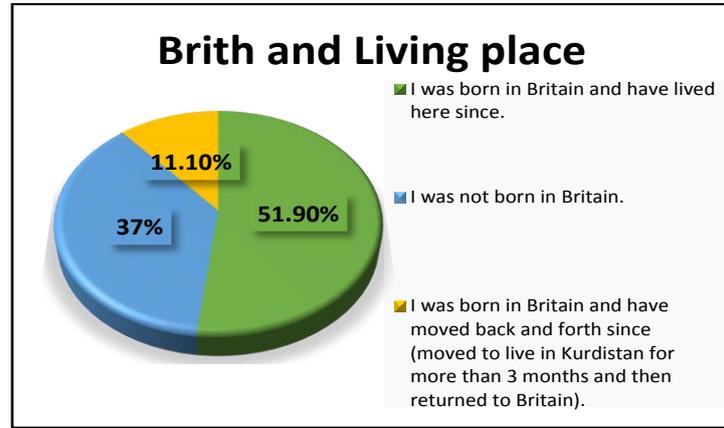


Figure 4 The students birth place

Both Figures four and five represents the students who haven't born in UK and moved and lived in UK aged between (1,2,9) years old 50% of participants consider Kurdish as their first language while 31.5% of them consider both Kurdish and English as their first language as it mentioned in the previous figure that they moved to UK when they were too little. Therefore, figure five represents participants first language, They consider both languages (Kurdish, English) as their first language. Also 11.1% of the students regarded English as first language. In addition, Figure

six shows that the majority of the participants are originally from southern Kurdistan (Iraq) the minority are from Turkey, Iran.

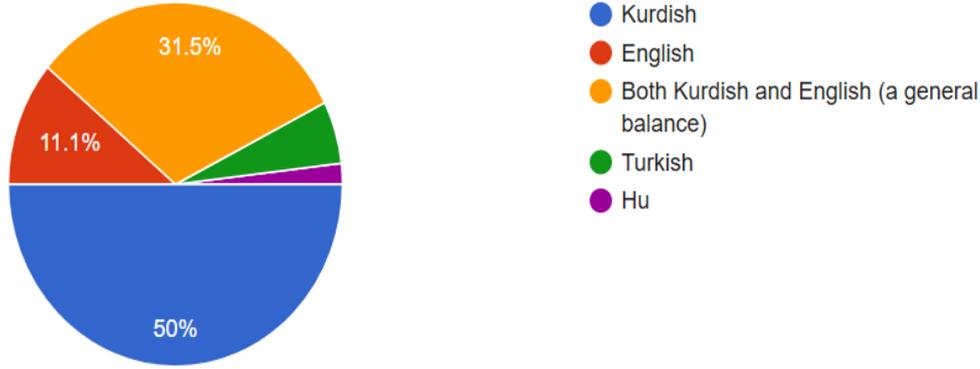


Figure 5 participants first language

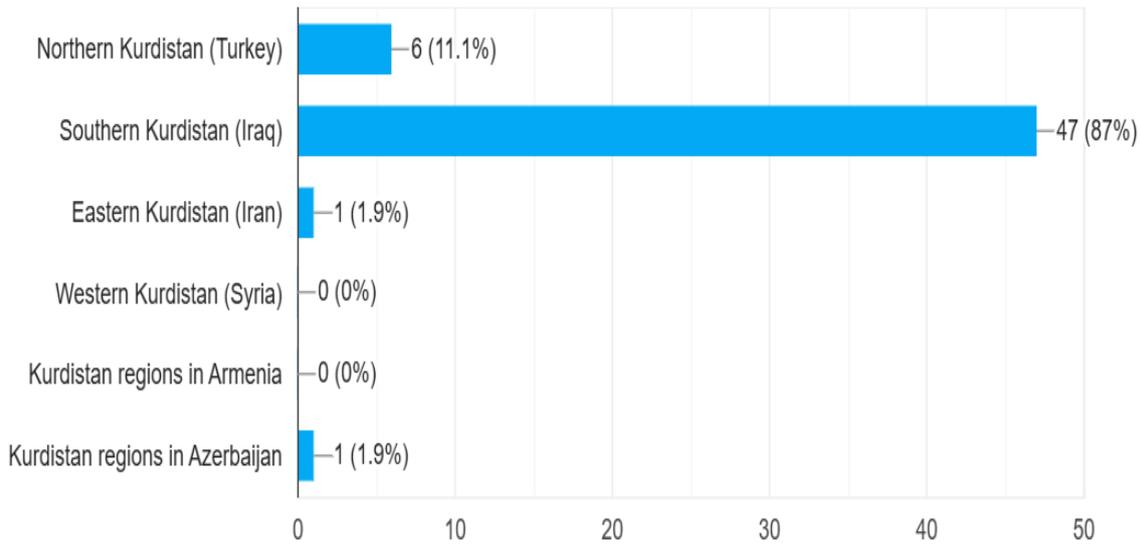


Figure 6 The students birth place

Figure seven shows the participants Kurdish language learning experiences, 96.3% of the participants claimed that they communicate informally in Kurdish with family and friends which have a direct impact on the journey of learning Kurdish language the more they practice the best they develop the language. On the other hand, 42.6% stated that they use Kurdish language only in Kurdish school which is available only on Saturdays consequently leads to limited exposure of the language which enable them to practice academically not socially as it's a with the language.

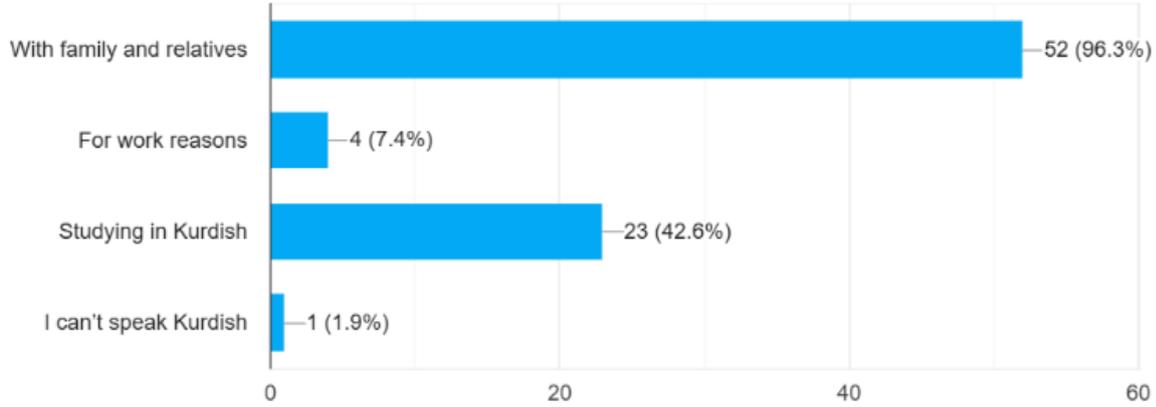


Figure 7 Kurdish language learning experiences

The figure below illustrates the student's capability of reading and understanding Kurdish language, 68% of students admitted that they are capable to read, write and pronounce the Kurdish alphabets or (modified Arabic script). Nevertheless, 53% know to read and write only in Latin scripts due to their English background (see below figure). Besides, the students claimed that they utilized several resources to improve their Kurdish language including listening to their parents when talking at home and reading textbooks which was brought from Kurdistan, only 20% of them have a qualification which determine their level of Kurdish language, students should participate.

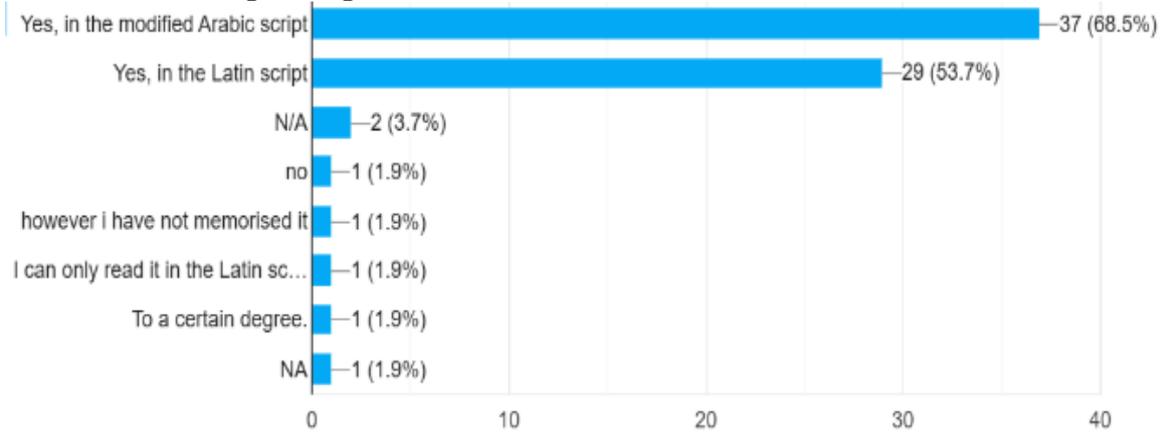


Figure 8 students' ability to read, write and pronounce the Kurdish alphabets

In an exam called ASDAN means Award Scheme Development and Accreditation Network is an awarding body that offers qualifications and activities aimed at the personal and social development of young individuals. These certificates are designed to provide learners with competencies for

education, employment, and daily living, particularly focusing on individuals with varied requirements.

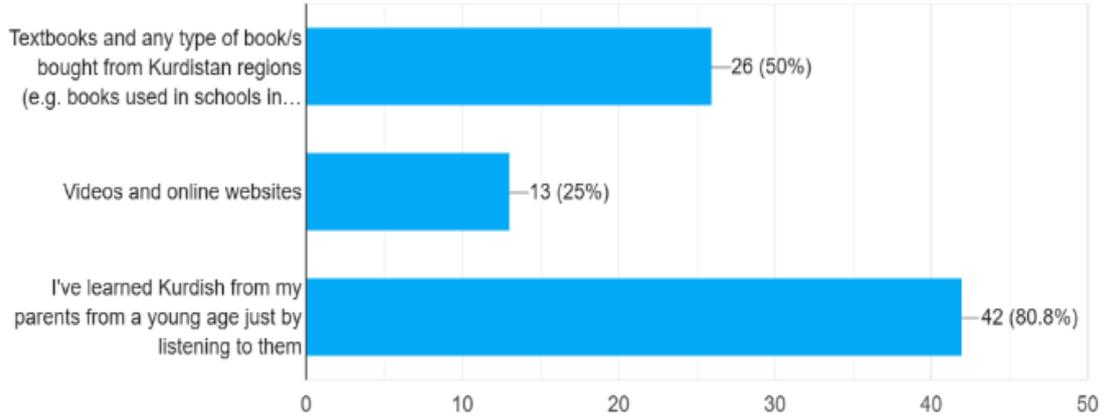


Figure 9 participants learning resources

Figures ten and eleven explain student's opinion concerning the valuable of learning Kurdish language they stated that Kurdish language is significant to their personal and professional life, almost all the students claimed that leaning Kurdish is crucial to their life because it is a great part of their identity and culture also enables them to communicate with those who know and don't know, to support these numerous comments have been written from an open-ended item as follow:

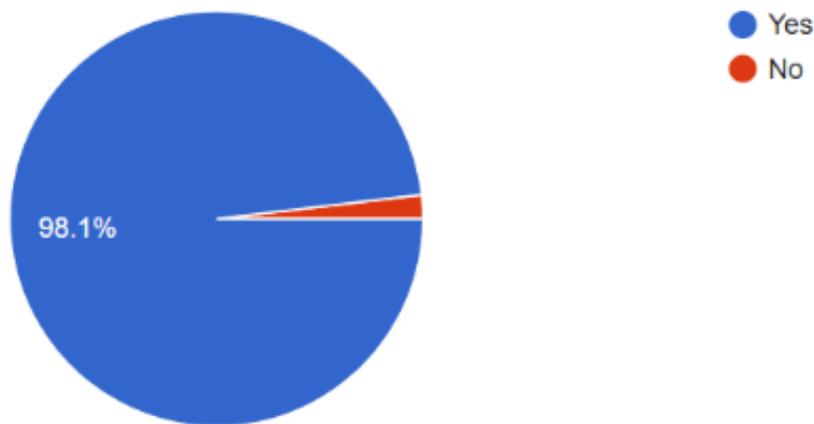


Figure 10 The importance of learning Kurdish

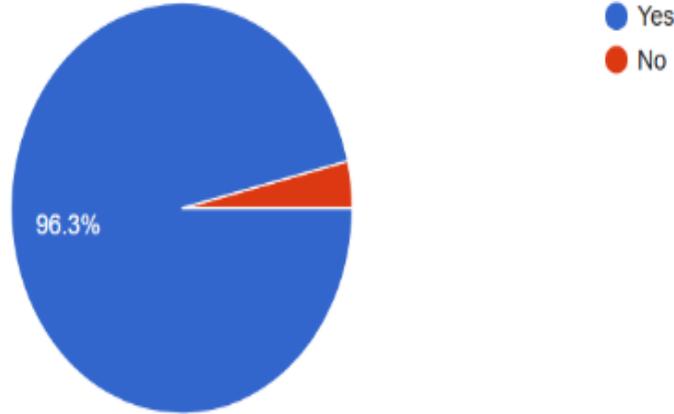


Figure 11 Dose learning Kurdish language is a part of their identity as a Kurd?

“(*Personally, I do not identify with being European, and a great part of my identify is evolved around my Kurdish identity, thus learning to speak it well and beyond what my parents taught me was crucial. * Kurdish language is a part of my individual identify and my wider identify within the Kurdish community my relatives and family speaking the language allows me to preserve and maintain this identity. * I believe that learning how to speak Kurdish formally and with others is extremely important as I need to be able to interact with new Kurdish people I meet and to be able to hold a conversation. I often feel embarrassed or frustrated when I want to say something in Kurdish but can’t find the right words. I will also need it in the future if I get married or return to Kurdistan so that I can confidently speak with others. * It is a part of our culture; we are the first generation of children to move outside of Kurdistan our own children wouldn’t know Kurdish so we lose the sense of our own culture. Speaking Kurdish is a blessing and it’s also very good to use here as on applications you can write you are bilingual meaning you know two languages. * It is my identity and I would love to learn some day. * Kurdish language is a part of my individual identify and my wider identify within the Kurdish community my relatives and family speaking the language allows me to preserve and maintain this identity.)”

Furthermore, the majority of the students claimed that knowing Kurdish language play an important part of their identity so as to be a part of the community also to preserve their language and culture specially in a foreign country like UK to support the following are their thoughts

“(* As our land is occupied, we do not have a luxury to identify our Kurdish identify with a internationally recognized flag or to do so safely. Thus, I



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يومي الاربعاء و الخميس 23_22 /10/ 2025

believe that language is one of the last connections with the Kurdish identify.
* I'm able to be more integrated with the Kurdish community and by knowing the language it's much easier for me to learn more and more things about the Kurds eg through the news channels

. * It strengthens the Kurds as a people by protecting our cultural identity. Language, being a tool that has specifically been used to diminish the Kurdish identity, makes it even more so important in this protection. * It allows me to interact with others within our community. It prevents me from being left out. Most people don't have the pleasure of being able to speak 2 or more language and therefore they feel left out or have no sense of identity. But in order to get that respect from your culture and to fit in knowing Kurdish will be great blessing in life.)”

Undeniably, 100% of the participant agreed that learning more than one language is vital. Further reasons have been raised that being a bilingual is a valuable life skill that offer the individuals to wide range of opportunities in the professional life in order to find a job to learn about new culture. To support this the following are students' point of view

“(I am able to make many different cultural friends and learn a lot from them so knowing more than more language has helped me become more social and more open to people around me.* yes as it is a skill and also as I have explained in the 'do you think learning Kurdish is an important part of your life' question being bilingual can be helpful for example in use with relatives, business, or applying for university, and conversing with the other communities.* Languages can only advance an individual both in communication and thinking abilities. I believe that each language has a unique ability to provide alternative perspectives into the world and therefore expands our knowledge to the greatest extent. * Yes, it is important. In today's generation, when young adults go apply for certain jobs. Managers will be looking for someone who knows more than 1 languages because in today's society there are more diverse people whom are non-English speaker. So, it's a blessing in disguise.)”

Figure twelve is the key question in the questionnaire which highlights the primary factors that influence participants language learning journey, the factors directly answer the key question of the research as it highlights the main obstacles that students face in learning Kurdish language in UK. 51% of the respondents are stated that Balancing learning Kurdish with my other life activities e.g. studying or work, is too hard. It is obvious that the participants

are living in a foreign country, they supposed to communicate in English most of the times for example they spent more than 6 hours in school also they practice their daily life in English too including shopping, hanging out with friend, and joining clubs on weekends that is directly affect the student's confidence to speak in public or with people whom don't know. The second highest reason ,40% of the students acknowledged that lack of resources is a vital reason why they struggle to learn Kurdish in an English community. Thirdly, it has been stated that the family's interest and passion play a significant role in encouraging their children to enroll in a Kurdish school or joining the Kurdish communities. Similar credit around 16% have been given to two more reasons such as, the surrounding people think that learning Kurdish is not important to be learned in a foreign country and some said that their age is additional factor that demotivate them to improve their Kurdish language yule (2006) pointed out that motivation is critical in learning any language. Harmer (2001) claimed that age has a direct impact in acquiring a language.

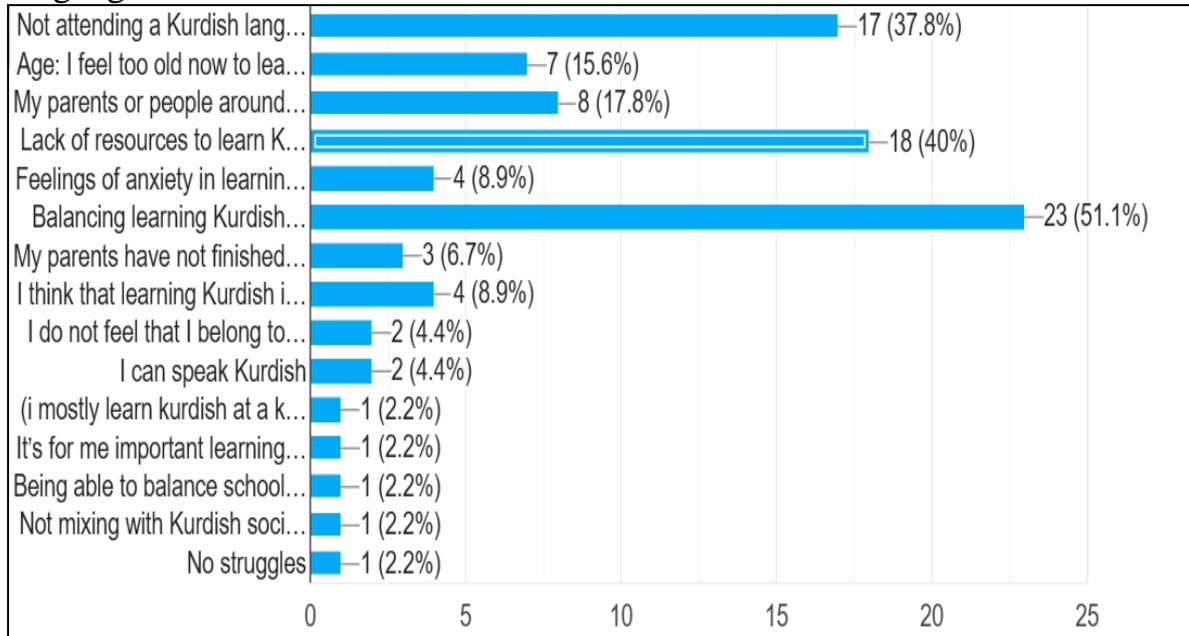


Figure 12 factors that influence participants language learning journey

Furthermore, extra reasons have been addressed as the family linguistic support for example their parents haven't qualified in Kurdistan as a result, they are unable to provide adequate support to teach them Kurdish and some of the students believe that learning Kurdish language does not align with



وقائع المؤتمر العلمي الدوري الثاني للمديرية العامة للتربية في بغداد الرصافة الثانية الموسوم:

(البحث العلمي وسيلة حضارية لتطوير العملية الاشرافية والنهوض بالواقع التربوي)

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يومي الاربعاء و الخميس 23_22 /10/ 2025

their future goal and destination that is why they think that learning Kurdish is not important to be acquired.

To dive in deep to further reasons that have been highlighted by the participants, the following are students greatest challenge in learning Kurdish “(*When Kurds who speak the language fluently make fun of my Kurdish, it’s not constructive and can be demotivating. * Balancing learning Kurdish with my other life activities for example studying or work is too hard or not having time to do so. * I think it’s that people from our community constantly letting us down and picking on us. If your British born, people usually label you as being the kid who are lacking the cultural skills or even if they do speak Kurdish, they will never be good enough. They will never be as good as those in Kurdistan. Basically, it’s being judged that becomes an obstacle. * My parents are used to speaking other languages other than Kurdish around my siblings and I so it is much harder to learn. * The imbalance of the exposure to the Kurdish language in comparison to English has been an obstacle as I have to prioritize my work at university or school which can be very demanding.)”

The last question shares participants positive and negative experiences of learning Kurdish. Most of the participants said that they have a positive learning experiences journey the following are the student thought;

“(Positive. I feel happier when I am connected to my roots. I am proud of my culture and the struggles that my parents have gone through. * Positive because i have been able to explore this new culture I didn’t know because i moved to Britain at such a young so it was nice to learn something new. * Positive because I had the opportunity of attending weekend Kurdish schools when I was younger and since then there has definitely been an improvement in my ability to speak, read and write in Kurdish. * Positive. Speaking Kurdish allows me to understand my grandparents I just need to have more dedication in learning it to a higher level. * Positive because of all the support and resources around me have made it much easier to integrate learning the language in my life. * Positive because I feel more confident)”

At last few participants raised further points that need to be considered as creating more Kurdish communities and organizations in order to fulfill several activities to encourage students to expose to Kurdish language an captivate learning, enhance and preserve their identity and culture.

“(*I believe that for diaspora Kurds in the UK we need to create a community in which we attempt for young second generational Kurds to learn Kurdish



وقائع المؤتمر العلمي الدوري الثاني للمديرية العامة للتربية في بغداد الرصافة الثانية الموسوم:

(البحث العلمي وسيلة حضارية لتطوير العملية الاشرافية والنهوض بالواقع التربوي)

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يومي الاربعاء و الخميس 23_22 /10/ 2025

formally and academically. Furthermore, it's important for the Kurds who speak Sorani Kurdish to familiarize themselves with Kurmanci Kurdish, and vice versa. This way we create a community in which Kurds from all four regions can interact with one another! Also in southern Kurdistan, a wrong Latin script has been adopted in which it's difficult for Kurds from other regions to understand! It's grammatically wrong and not constructive. * More Kurdish organizations needed for those that live outside Kurdistan, so they don't lose their identity)"

4. Conclusion

Language is the most pertinent communication medium. Regardless the nonverbal communication skills, everyone desires to be able to practice and speak a new language. Due to the fact that language is the primary medium of communication. The research provided valuable insights into the language-learning experiences of Kurds residing in the diaspora, specifically outside the Kurdish regions of Iraq, Iran, Syria, Turkey, Armenia, and Azerbaijan. The researcher aims to investigate the issues, challenges, and factors that influence either a predominantly positive or negative experience of learning Kurdish. Plentiful challenges have been highlighted by the participant who live in Uk/Sheffield the obstacles include balancing between the acquisition of Kurdish language with extra life activities, such as studying or working, is exceedingly challenging. The students recognized that insufficient resources are a significant factor contributing to their difficulties in learning Kurdish within an English-speaking community. Thirdly, it has been asserted that the family's motivation and enthusiasm significantly influence their children's enrollment in a Kurdish school or participation in Kurdish communities. However, they stated that the journey of learning and improving Kurdish was positive to some extent.

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وقائع المؤتمر العلمي الدوري الثاني للمديرية العامة للتربية في بغداد الرصافة الثانية الموسوم:
(البحث العلمي وسيلة حضارية لتطوير العملية الاشرافية والنهوض بالواقع التربوي)
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يومي الاربعاء و الخميس 23-22 /10/ 2025

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مجلة كلية التربية الاساسية - الجامعة المستنصرية
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وقائع المؤتمر العلمي الدوري الثاني للمديرية العامة للتربية في بغداد الرصافة الثانية الموسوم:
(البحث العلمي وسيلة حضارية لتطوير العملية الاشرافية والنهوض بالواقع التربوي)
وتحت شعار
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يومي الاربعاء و الخميس 23_22 /10/ 2025

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وقائع المؤتمر العلمي الدوري الثاني للمديرية العامة للتربية في بغداد الرصافة الثانية الموسوم:

(البحث العلمي وسيلة حضارية لتطوير العملية الاشرافية والنهوض بالواقع التربوي)

وتحت شعار

(البحث العلمي والاشراف التربوي رؤى مشتركة لبناء عملية تربوية ناجحة)

يومي الاربعاء و الخميس 2025/10/ 23_22

Appendix

- Which age range are you in?
- Gender:
- Which best describes your current educational stage?
- Do you have a British passport?
- Where were you born?
- If you were not born in Britain, how old were you when you moved to Britain?
- What do you consider to be your first language?
- Which of the regions of Kurdistan are you from?
- In which situation do you mostly use Kurdish?
- Do you feel that your level of Kurdish understanding is informal/every-day language or formal/academic?
- I can read, write and pronounce the Kurdish alphabet:
- Do you have any type of qualification or certificate in your level of Kurdish?
- If yes, please write the name of your qualification or certificate.
- Are you part of a Kurdish language school or organisation, i.e. after school or weekend schools?
- If yes, please name the school, city, and how long you have studied there for:
- If no, how have you studied Kurdish?
- When studying Kurdish, what resources have you used?
- On a scale, how confident do you feel in speaking Kurdish with family, relatives and close friends?
- How much exposure do you have to reading, writing and listening to Kurdish?
- Do you believe in order to learn Kurdish fluently, you need to live in Kurdistan?
- Does knowing the Kurdish language play an important part in your identity as a Kurd?
- Do you think being bilingual (knowing more than one language) is a valuable or important life skill for you?
- For you, what has been the most important obstacles or reasons in struggling to learn Kurdish? Select up to 4 top choices.



وقائع المؤتمر العلمي الدوري الثاني للمديرية العامة للتربية في بغداد الرصافة الثانية الموسوم:

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يومي الاربعاء و الخميس 22-23/10/2025

- What has been the greatest challenge or obstacle for you in learning Kurdish? Explain.
- Would you describe your experience of learning Kurdish as generally more positive or negative? Explain your answer.

تحديات تعلم اللغة الكردية للأكراد المقيمين في شيفيلد/المملكة المتحدة

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مستخلص البحث:

يهدف هذا البحث إلى دراسة التجارب والصعوبات التي يواجهها الأكراد المقيمون في المملكة المتحدة عموماً و الأكراد الذين يعيشون بشيفيلد خصوصاً، عند محاولتهم تعلم اللغة الكردية. الباحث استخدم استبياناً إلكترونياً لجمع البيانات. يمكن لأي شخص كردي يبلغ من العمر 12 عاماً فأكثر ومقيم في المملكة المتحدة المشاركة. في الاستبيان، البحث يستكشف رؤية قيّمة حول تجارب تعلم اللغة للأكراد المقيمين في الشتات (خارج المناطق الكردية في العراق وإيران وسوريا وتركيا وأرمينيا وأذربيجان). نهتم باستكشاف القضايا والصعوبات والعوامل التي تُساهم في تجربة تعلم اللغة الكردية، سواءً كانت إيجابية أو سلبية بشكل عام. يهدف هذا البحث إلى تحليل تصورات الطلاب لتعلم اللغة الكردية من حيث اختلافاتهم. أجريت هذه الدراسة في مدرسة نرجس الكردية في شيفيلد المملكة المتحدة. طلاب المدرسة مولودون في المملكة المتحدة، ولغتهم الأم هي الكردية، لكنهم بحاجة إلى تحسين لغتهم الكردية..