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A Precise Analysis of Teaching English to Bullying Students in Iraq: Technological and Social Factors

A B S T R A C T

Even though much is known about bully behavior victims, adolescents who have bully behavior toward others and who are victimized by others bully, the shapes of bullying behavior that they utilize and involvement, methodologies, troubles, and components of educating them have gotten few attention. Therefore, the current study examined the technological and social factors involved in teaching English to students who suffer from bullying in Iraq. The study concludes the following:

1. Bullying behavior is a widespread phenomenon in our society at the present time.
2. Educational counselors and English language teachers agreed that the social factors related to the family and the educational and cultural level of the parents are one of the most important causes of bullying behavior amongst understudies.
3. Both educational counselors and English language teachers agreed that the phenomenon of bullying behavior negatively affects the psychology of the students and thus affects their academic level. Therefore, this phenomenon must be dealt with caution and try to reduce it to the maximum extent in society.

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تحليل دقيق لتدريس اللغة الانكليزية للطلاب المتميزين في العراق: العوامل التكنولوجية والاجتماعية

أنوار جواد كاظم/ المديرية العامة لتربية ديالى

الخلاصة:

على الرغم من أنه يُعرف الكثير عن ضحايا التمر ، المراقون الذين يتمرون على الآخرين ويقعون ضحية

للآخرين ، إلا أن أشكال التنمر التي يستخدمونها ويطبقونها ، وكذلك الاستراتيجيات والصعوبات وعوامل تعليمهم لم تحظ باهتمام كبير .لذا تناولت الدراسة الحالية العوامل التكنولوجية والاجتماعية لتدريس اللغة الإنجليزية للطلاب الذين يعانون من التنمر في العراق.

خلصت الدراسة إلى ما يلي:

١. يعتبر التنمر ظاهرة منتشرة في مجتمعنا في الوقت الحاضر
 ٢. اتفق المرشدون التربويون ومعلمو اللغة الإنجليزية على أن العوامل الاجتماعية المتعلقة بالأسرة والمستوى التعليمي والثقافي لأولياء الأمور من أهم أسباب التنمر بين الطلاب.
 ٣. اتفق كل من المرشدين التربويين ومعلمي اللغة الإنجليزية على أن ظاهرة التنمر تؤثر سلباً على نفسية الطالب وبالتالي تؤثر على مستواه الأكاديمي. لذلك يجب التعامل مع هذه الظاهرة بحذر ومحاولة الحد منها إلى أقصى حد في المجتمع.
- الكلمات المفتاحية: (تنمر الطلبة، سلوك الطلبة المتمترين، تحليل مفصل، العوامل التكنولوجية ,العوامل الاجتماعية).

1.1 Introduction

From a long time, English, as a lingua franca has developed communication between speakers with diverse, to begin with, dialects, which drives English instruction to end up progressively imperative in non-English talking nations counting Iraq (Kadhim, 2023). Its dominance is significantly required for educational and career progress(Kadhim,2022). Bullying behavior could be an incessant and distinguished issue for chits and young people. Chits and adolescents are frequently overviewed in schools where they disburse most of their time, and they are easily open (Kristjansson AL, & et al, 2013). The prevalence of bullying shifts inside and out amongst countries alongside gender and age bunches. The worldwide predominance of bullying behavior amongst chits and teenagers shifts from 8% to 32% (Tsitsihar AK, & et al, 2014). Bullying behavior isn't fair a social issue but a well-being issue (Fleming LC, & et al, 2010)(Durand V, & et al, 2013). There's solid proof for a causal affiliation between bullying behavior victimization and wellbeing issues, counting uneasiness, discouragement, destitute wellbeing, distinctive

shapes of substance utilization and their results, and self-destructive ideation and behaviors (Moore SE, & et al, 2017).

Bullying behavior is characterized as “aggressive behavior or deliberateness ‘harm doing,’ which is carried out over the time in an interpersonal relationship that is characterized by the ungainliness of power” (Olweus,1993). For the event, customary bullying behavior joins behaviors such as hitting and kicking another person, racial bullying behavior such as pushing a person insinuating another’s ethnicity, or cyber bullying behavior such as sending somebody unfriendly substance messages. The degree of bullying ranges from verbal threats to wrongdoings (Batsche & Knoff, 1994). Inside the U.S.A, 75% of young people point to a combination of bullying behavior events though 90% appeared that bullying behavior caused veritable issues such as division, the hardship of companionships, pity, eager change, pity, uneasiness, moo self-worth, and other challenges in life such as having dubious associations with the individuals including casualties (Hazer, Hoover, & Oliver, 1992). Reliable bullying behavior can besides be as honest to goodness as suicide events.

1.2 The Problem of the Study:

The study's problem revolves around identifying and analyzing the technological and social factors that influence the teaching of English to bullied students in Iraq, in order to highlight appropriate solutions for improving the educational level of this segment of society.

1.3 Aims of the Study

This study aims to answer the following questions:

1. Do the technological factors of bullying behavior have an impact on the English language teaching proses?
2. Do the social factors of bullying behavior have an impact on the English language teaching process?

1.4: Limits Value:

The concerned and pointed masters may advantage from this examination, checking:

1. English language instructors in schools are recognizing the signs of bullying behavior and the instruments managing it, which encourages the part of both the educator and the understudy within the instructive handle.
2. The instructive counselors in schools, give the vision to clarify the marvel of bullying behavior and how to diminish this wonder.
3. Clearing the way for analysts to total and grow this sort of inquiry and conduct more investigations studies.

1.5 Plan of the Study:

The researcher's plan for the data collection process for this study includes consulting educational counselors and English language teachers in secondary schools, specifically in Diyala Governorate - Baquba District.

2. Literature Review and Related Studies

Richards and Rogers(2001) state that "several strategies and methods are approaching in universities to expand learners' abilities to acquire foreign languages. Methodologists and applied linguists seek this topic and the motivation for change in approaches to language teaching came about from the innovation in linguistics, psychology, and changes in teaching methods." (Badie,2021).

2.1 Categories of Bullying Behavior

The consideration of bullying behavior dates back to the 1970s with the work of Dan Olweus within the Scandinavian nations; in the 1990s, intrigued in bullying behavior spread to Europe, Canada, and the Joined together states (Smith et al., 1999). Bullying behavior said is divided into physical and verbal sorts. In the 1990s, dissociable shapes of bullying behavior got to be authoritatively distinguished, and within the 2000s, 5 cyber bullying behavior began to happen due to later increments in innovation (Smith & Friars, 2008).

Another late- distinguished sort of bullying behavior is predisposition bullying behavior or prejudice-driven bullying behavior; this can be bullying behavior based on a bunch of characteristics and would incorporate racial badgering, faith-based bullying behavior, sexual badgering, and homophobic bullying behavior (Hensley, 2014; Smith & Monks, 2008). Cases of physical acts of bullying behavior within the U.S.A, France, and Canada, incorporate attack, burglary, hitting, pushing, kicking, squeezing, or limiting another individual against their will, while verbal acts incorporate dangers, insuperable, or monikers (Due et al., 2005). Dissociable animosity in these three nations is non-verbal and/or non-physical and may involve making faces or grimy signals or intentioned barring somebody from a gather (Olweus, 1993). Bullying behaviors in France can be plain (such as coordinated physical or verbal hostility) or incognito (such as subtly empowering other children to disregard a particular classmate) (Richard, Schneider, & Hammer, 2012). Conventional bullying behavior incorporates all shapes of bullying behavior except cyber bullying behavior in differentiation to conventional bullying behavior, cyber bullying behavior isn't physical or verbal (Price et al., 2013).

Indeed in spite of the fact that the three criteria proposed by Olweus for characterizing customary bullying behavior, specifically, purposefully, reiteration, and lopsidedness of control, moreover apply to cyber bullying, cyber bullying behavior has a few one-of-a-kind properties that distinguish it from conventional bullying behavior. Innovation permits cyber bullying behavior culprits to preserve secrecy and gives them the capacity to post messages to a wide of people (Dempsey et al., 2009). In expansion, culprits may feel decreased duty and responsibility when online compared with face-to-face circumstances (Schneider et al., 2012). Cyber bullying behavior has been characterized as the utilization of mail, cell phones, content messages, and Web destinations to debilitate, annoy, humiliate, or socially avoid somebody (Li, 2007). 22.9% of young people in Canada experienced cyber bullying behavior within the past year. So also, more than one-fourth of Canadian understudies detailed cyber bullying behavior encounters (Holfeld & Lead beater, 2015). Other analysts moreover found that 17.4%, 15.8%, and 14% of understudies were casualties of cyber bullying behavior (Schneider et al., 2012). Some of the

American understudies qualified as cyber casualties; cyber bullying behavior rates about what is relative to the lion's share of cyber bullying behavior (Cost et al., 2013). French members more frequently see scenarios as cyber bullying behavior as compared with those in other nations, and when young people assess a situation as cyber bullying behavior they primarily consider the nearness of the conventional bullying behavior criteria with an exemption: the measure of reiteration (Menesini et al., 2012). More occasions are seen as occurrences of cyber bullying behavior.

With appreciating school bullying behavior and cyber bullying behavior, (Schneider et al., 2012). The overlapping between cyber bullying and school bullying behavior was substantial most of victims in cyber bullying behavior are also school bullying behavior victims, school bullying behavior victims are also cyber bullying behavior victims. In Canada, cyber bullying behavior victimization is positively correlated with physical and relational victimization (Holfeld & Leadbeater, 2015). Engagement in traditional bullying behavior is a very strong predictor for both cyber bullying behavior and cyber victimization (Li, 2007). The electronic victims are also classified as traditional victims, and 94% of electronic bullies behavior are also traditional bullies behavior (Raskauskas & Stoltz, 2007). This shows that traditional and cyber bullying behavior are important issues that must be conquered simultaneously. However, one French ponder found that school bullying behavior and cyber bullying behavior overlapped very little; in the majority of cases, however, adolescents involved in cyber bullying behavior were not the same as those involved in school bullying behavior (Kubiszewski, Fontaine, Potard, & Auxoult , 2015).

3. Methodology

3.1 The Experimental Design

Applied linguistics assessments have attracted considerable attention lately. (Jaafar, 2013, 2014, 2016; Jaafar, Buragohain, & Haroon, 2019; Jaafar, Dzakiria, & Singh, 2021, 2022; Kadhim, 2018).

3.2 Population and Sample Section

A clear powder ponder was conducted in seven secondary schools in Diyala during the academic year 2021–2022. The considered target populace was (30) secondary school instructors. (7) educational counselors and (23) English teachers. (18) male and (12)female.

3.2 Instrument of the study

The implementation for information collection in this consideration was an open survey for secondary school instructive counselors and English dialect instructors.

4. Results

Answer the questions of an open survey:

The answer to the first question, states: What is the degree of the marvel of bullying behavior amongst secondary school understudies from the point of see of instructive counselors?

The outcomes of the ponder appeared, the responses of the educational counselors and English language teachers in secondary schools and examined their answers to the paragraphs of the questionnaire prepared so that the phenomenon of bullying is widespread in Diyala secondary schools. So, the following paragraphs were summarized on the top of the report, they were passed within the questionnaire's decisions to measure the situation of bullying behavior: I notice the understudies amusing their colleagues, and the understudies practice harsh aggressive behaviors toward each other. Through these responses, we can confirm that the phenomenon of bullying behavior exists and is widespread.

The answer to the second question, states: What are the reasons that lead to bullying behavior because of the students' response? According to the point of the instructive counselors.

Numerous causes behind the marvel of bullying behavior, such as there are reasons related to the family and the socialization of understudies and reasons related to the school, reasons related to the peer bunch, and reasons related to the media and media outlets' social communication, and when looking at the

counselors' answers to the questionnaire things on the reasons for this Clearly, the taking after things positioned most noteworthy amongst the things within the questionnaire:

1. Family deterioration contains a critical part in expanding the forceful behavior of the bullied understudy.
2. The instructive and social level of the guardians features a part within the bullying behavior of the understudy.

The issue with a family considering adaptability. The foremost imperative issues that affect negatively. They run within the confront of it, and it is disrespectful, and it is based on solidarity, rebellion, and separation.

3. The strategy of bringing up the bully understudy includes a part in the rise of this behavior.

Parents' obliviousness to appropriate childhood and childhood strategies as one of the foremost critical reasons. The child who develops up in a family puppy is characterized by savagery, whether between companions or children, he must be influenced by what he saw, for the child who was subjected to viciousness. The family looks after to working out violence and bully behavior the weakest understudies in the school, as well as the donkeys Excessive excess degrades the son and weakens his self-confidence.

The items that got the lowest rank amongst the items in the questionnaire are:

1. Some understudies bullying behavior stems from a weak relationship between school and family.
2. A bully behavior has a strong personality.

The answer to the third question, states: When understudies are bullying behavior, will their academic grades be affected?

Most English language teachers believe that a student's academic level is directly affected negatively after being bullied behavior by his peers. They find it difficult to return this student to his/her previous level before the bullying behavior.

The answer to the fourth question, states: As a teacher of the English language, does the family have a role for helping you to overcome bullying behavior?

Most English dialect instructors accept that the household plays a basic part in decreasing the wonder of bullying behavior amongst understudies through the correct method of raising their children, as well as through family cohesion, whose absence is the greatest reason for the emergence of bullying behavior amongst understudies.

Also, some teachers added that the educational and cultural level of the parents plays an essential act in bullying behavior amongst understudies.

The answer to the fifth question, states: Does the technological revolution that our society is currently witnessing help you in reducing the phenomenon of bullying behavior and educating the English language?

Some teachers said, “the spread of technology and social media has led to the spread of another type of bullying, which is electronic bullying behavior, which has further complicated the matter”.

While others saw that the spread of technology helped him/her as English language teacher, by following up on some teacher commendation programs to control the phenomenon of bullying How does a student feel when they are bullied? in his/her classroom.

The answer to the sixth question, states: How does a student feel when they are bullied?

All English language teachers see that the understudy feels great sadness after being bullied behavior especially after trying to use speaking and writing skills, and at the same time, he/she feels a lack of confidence in himself/ herself, which leads to a decrease in his/her desire to learn a second language.

The answer to the seventh question, states: Have you taken any training courses to deal with bullying behavior understudies?

All teachers in the sample did not participate in training courses to deal with bullying behavior understudies. Some of them believe that there is no need for that

and they can deal with bullying behavior understudies by coexisting with them and knowing the reasons for their bullying behavior. This is enough to find solutions and how to deal with them to reduce the phenomenon of bullying behavior.

The answer to the eighth question, states: Do you think society has a role in reducing bullying behavior?

English dialect instructors appear that society has a compelling part in decreasing the marvel of bullying behavior by tending to the causes of bullying behavior, most of which are in reality social reasons.

Finally, the researcher confirms that technical and social factors of bullying behavior have an impact on English language educating.

Conclusions and Recommendations:

5.1 Conclusions

According to the results of the analyst discover: Bullying behavior may be a broad wonder in our society at show time. Moreover, instructive counselors and English dialect instructors concurred that the social variables related to the family and the instructive and social level of the guardians are one of the foremost vital causes of bullying behavior among understudies, and both of them concurred that the marvel of bullying behavior contrarily influences the brain research of the understudy and hence influences his scholastic level. Hence, this marvel must be managed with caution and attempt to decrease it to the greatest degree in society.

5.2 Recommendations:

According to the outcomes of ponder, some of the following recommendations can be made:

- 1.** Conducting training programs to reduce school bullying behavior amongst high school understudies.
- 2.** Develop training programs to educate secondary school teachers about school bullying behavior and how to interact with them.

3. The ministry of education generalizes the understudy mediation program and applies it on a larger scale in the field of education. All academic levels up to universities.
4. Establishing educational and advisory programs to assist understudies who live it.

5.3 Suggestions for Further Studies.

The researcher suggested the following:

1. Researchers should shed a light on other factors such as (environmental, political, and economic factors) related to this phenomenon and affecting the teaching of English to understudies who suffer from bullying behavior.
2. Studying the reality of this phenomenon in other schools and samples.

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