



The Negative Impact of English Culture and Language on New Generations in Kurdistan Region: The Key Role of Education System and Parents

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ABSTRACT

The purpose of this study is to investigate perceptions of English globalisation as a culture through the English language as well as its effects on the behaviour of the young Kurdish generation and their native Kurdish language. Its main goal is to show how the English culture influences Kurdish youth through the English language on a variety of platforms and through a variety of sources. Furthermore, it seeks to demonstrate how the English culture influences and interacts with behaviour and whether or not this causes a broken native language in our children.

A quantitative research method was used to generate the data, and a questionnaire was created. According to the data, children use a variety of resources to enrich their English culture. The data also show that English culture has no direct influence on the younger generation's behaviour or native Kurdish language. However, all evidence indicates that English culture has a significant indirect impact on younger generations throughout the English language. As a result, their native Kurdish language has been weakened, resulting in a broken native language. This result supports the theory's validity.

Finally, the data demonstrates that both the educational system and parents play a crucial role in influencing the new generation's exposure to English culture. I.e., a good educational system and the presence of parents with varying levels of academic achievement render the English language ineffective for transmitting English culture to new generations in general. Furthermore, a better education system will reduce the

influence of English culture on the mother tongue and behaviour of future generations through language, and vice versa.

Keywords: English Culture, Education system, Parents, English Language, Kurdish young Generation, Broken Native Language.

1 INTRODUCTION

Multilingualism is essential in today's globalised society. However, this does not indicate that we should abandon our native tongue. Language is only part of who we are. It can reveal our culture and convey our thoughts and emotions. Always, linguistics recommends that parents be aware of how to help their children learn their mother tongue alongside English or any other language. Since there are numerous benefits to mastering one's native language, it enables children to communicate with non-English-speaking family members and peers. Moreover, research indicates that children who speak their native language perform better in school (UNESCO, 2016). In addition, native language acquisition fosters cultural pride and appreciation. A nation's native tongue represents its identity and is the basis for the development of its culture because culture is transmitted and practised through language. Currently, nations are paying close attention to their native tongues and attempting to make them widely accessible to the global populace. This can be accomplished in numerous ways, including education, technology, business, and politics. Numerous nations want to control the minds of their citizens through language and then incorporate it into their cultures.

Since English is the official language of business and research, it is often considered one of the most important languages to acquire as the world's population continues to increase. According to Schütz (quoted in Genc and Bada, 2010), the universality of English facilitates global communication and travel, asserting that English functions as a lingua franca and a tool for international communication and understanding (Graddol 2008, Brutt-Griffler 2006, and Johnson 2009). Additionally, the English language influences the Kurdish community. Clearly, the period of direct interaction between Kurdish and English in the Kurdistan region of Iraq began after the year 2003 (Sedeeq, 2018). This interaction, according to Sedeeq (2018), has resulted in the pervasive use of English among Kurds, a

trend that has accelerated in recent years. This causes parents to encourage their children to acquire English and send them to schools where English is the predominant language of communication (Saeed, 2021).

Therefore, the acquisition of English within the Kurdish community may have both positive and negative repercussions. The Kurdish community's exposure to English has resulted in numerous cases of linguistic hybridization. As a result, a native Kurdish speaker may incorporate elements of the English language, consciously or unconsciously. For example, Sedeeq (2018) states in her study that the interaction between English and Kurdish necessitates borrowing English words into Kurdish due to lexical requirements. However, this study focuses on the negative impact of English culture throughout the language on the new generation in terms of their mother tongue and behaviour.

1.1 The Purpose of Research

This study focuses mainly on the impact of foreign culture, primarily English culture, on the young Kurdish generation. The English language has a bigger impact on this. Students' admiration for the English culture as a result of learning the language will lead to their adoption of that culture, thereby diminishing their appreciation for their native culture. This study demonstrates that English culture influences Kurdish youth through the English language via a variety of platforms and sources. This study seeks to illustrate how English culture influences and interacts with our children's behaviour, as well as how this affects their daily lives. It also seeks to determine if learning English at school and communicating with their parents in English as a second or, in some cases, first language leads to a decline in their native Kurdish language and causes a broken native language.

1.2 The Significance of Research

This research is of great significance because it investigates how the English culture, throughout the process of learning the English language, whether formally or informally, influences the behaviour and mother tongue of the young Kurdish generation. By formal

learning, we mean that students learn English through school and educational curricula, whereas informal learning refers to students learning English from other sources, such as their parents during their daily interactions, television programmes, cartoons, etc. Moreover, the study's findings help education policymakers at all levels recognise the significance of designing and integrating the English language into the school system. In addition, it aids them in reforming the education of their mother tongue and in developing programmes and special approaches that help students whose mother tongue is Kurdish or who have a limited understanding of the language overcome their language deficits. Additionally, this study aids the school administrator in understanding the implementation of incorporating English culture into the school setting. There are events that are unintentionally practised annually in schools, for instance. This could impede the students' ability to acquire Kurdish culture. These events will ultimately discredit Kurdish students' behaviour and their culture.

This study also encourages parents to prepare their children to learn about Kurdish culture, which is an important aspect. This can be accomplished by enhancing their native Kurdish language.

1.3 The Research Questions

This study seeks to find out how English culture affects the Kurdish generation. It uses quantitative techniques to address the following questions: 1. Does English culture have a direct impact on the Kurdish native language? 2. What is the correlation between English culture, behaviour, and a broken native language? 3. Does it reconcile the relationship between English culture, the education system, and parents? 4. Do parents and the education system play a significant role in empowering the English culture among the young generation?

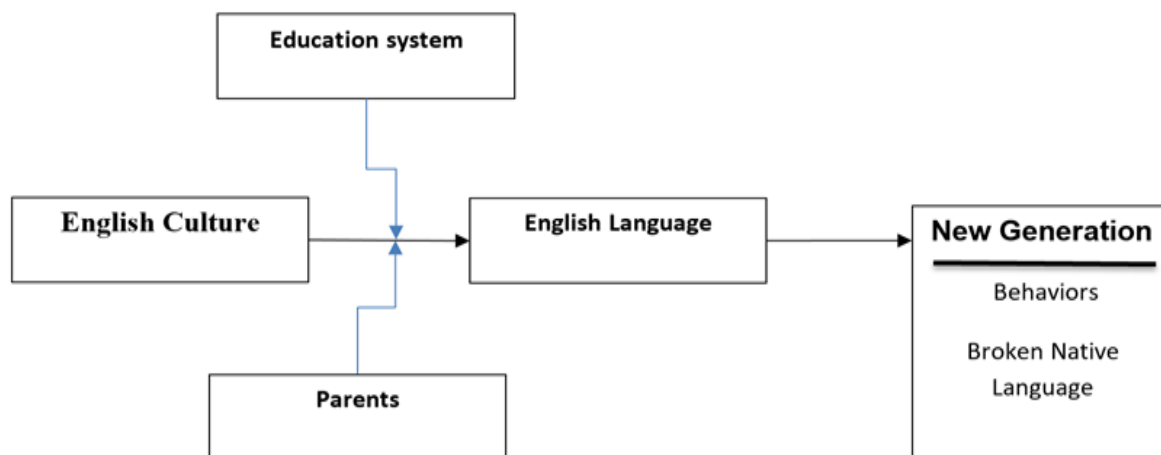
1.4 The Research Objectives

The objective of this research is to express power in building a relationship between English culture, the education system, and parents. Also, to clarify the impact of English culture on the Kurdish language and determine the correlation between new generations, contributions to English culture, as moderated by the education system, and parents. A further objective is to demonstrate that English culture has a direct impact on children's

behaviours and their native languages and identities. And finally, to determine the impact of the English language on the education system, parents, and the new generation.

1.5 The Research model

English culture spreads widely across the world and frequently gets associated with other cultures in every aspect of life. The research model describes the impact of culture on language learners via language. There is a relationship between the independent English culture, the mediator English language, and the dependent new generation's behaviours and broken native language. The new generations' imitated behaviours and broken native languages are a consequence of foreign cultures' imposing. However, this relationship between the English culture, the English language, and the new generation can be moderated by the educational system and parents. As the role of both moderators increases in regulating the impact of English culture through language, the deviation of the new generations behaviours and native language will decrease.



1.6 Hypothesis

The hypotheses are developed to satisfy the objectives of this study. There are three main hypotheses involved in the study.

First, the study hypothesises that there is a direct impact of English culture on the young Kurdish generation. English culture plays an important role in moulding Kurdish youths and children's behaviour and their thinking patterns. As a result of this, most of the

Kurdish youth are facing conflict and struggle with the values and morals that they inherited from their parents. Besides, they face another conflict with the society's customs and traditions. Second, as a mother tongue, English culture has a negative impact on the Kurdish language; by the end, most of the young Kurdish generation speaks a broken Kurdish language. This may expose them to critical situations within society. Finally, it hypothesises that parents and the education system play a significant role in empowering the English culture among the young generation.

2 LITERATURE REVIEW

2.1 Culture and language

Language is the primary means by which humans communicate. Language has power and can influence how individuals perceive the world. Language guides individuals through reality by structuring their thoughts and providing the framework for comprehending the world (Hussein, 2012). Language facilitates human comprehension of life and the world in numerous ways. Due to distinctions in language proficiency, human beings differ in personality, intelligence, and perception of life. In other words, speaking a different language influences one's outlook on life.

The majority of research demonstrates a close relationship between language and culture. Therefore, culture cannot be disregarded; new language learners must adapt to some of the cultural norms adhered to by the language's native speakers. The Sapir-Whorf hypothesis, a theory of language, states that people from various cultures think differently due to linguistic differences (Kuo and Lai, 2006). In addition, Lobatón (2012), Emmitt and Pollock (1997), and Allwright and Bailey (1991) demonstrate that mastering English provides non-native speakers with their own social and cultural identities.

Similarly, Johnson (2009) agrees with all other linguists; the only difference he mentions is that he explains modernity. Learners may abandon their traditional way of life for a variety of modern-world-related reasons. As long as English is counted as one of the modern and global languages, this encourages learners of English to struggle to adapt to its

culture. Here, learners of any other language except English might not adopt the culture of that language at the same level that English learners do.

However, according to Hatoss (2003), embracing a new culture while acquiring a new language does not necessitate abandoning one's own. Despite his assertion, he could not deny that it is possible for people to lose their cultural identity when they acquire a new language or culture. Hatoss uses the example of a Hungarian tribe in Australia to illustrate how marginalised groups can thrive by clinging to their own methods of thinking.

In addition to losing one's native culture and adopting a new one, learning a new language diminishes one's native vernacular. Individuals who learn English are liable to experience second-language loss, per Alfarhan (2016). Some linguistic aspects of the learner's native language are susceptible to forgetting.

This study contributes to the body of knowledge by demonstrating how the English language and culture are intertwined to alter Kurdish culture and make the native language more difficult to comprehend by the younger generation.

2.2 Parents and Education

Although the importance of parental involvement in the educational lives of children has been extensively studied, there is also research on parental involvement in English language acquisition. However, the focus of this study is on how parents and the education system control and reduce the influence of English culture on the new generation's behaviour and mother tongue.

According to literature, parents are the first educators of their children, and this duty does not change when children enter school. Al-Mahrooqi, Denman, and Maamari (2016) discovered that parental involvement affects not only academic growth but also social, emotional, behavioural, and interpersonal development. Also, McNeal Jr. (2014), Tekin (2011) and Wallace (2009) indicate that parental participation in partnership initiatives improves the academic performance of children.

In addition, previous research demonstrates the importance of parents in the English-learning process, as Tarasawa and Waggoner (2015) and Penderi, Petrogiannis and Gavriilidou (2017) demonstrate. Penderi and his colleagues (2017) analyse the significance of parental involvement in English as a second language. Parents and students completed the English as a Foreign Language Learning Parental Involvement Practises (EFLLLPIP) scale in their study. Their findings indicate that the scale's two robust components describing parents' motivation and interest in language acquisition and support were reliable and valid.

Furthermore, to parents, one must also consider the educational system. LaRocque, Kleiman, and Darling (2011) assert that parents and teachers, as a part of education system must work together to help children achieve their goals. Epstein & Sanders (1998) state that both are engaged in the process of communicating the fundamental characteristics of their native cultures and languages.

Leveridge (2008) emphasised that language instructors must educate students about the cultural context of language usage. However, this study presents that language policy must be used to promote cultural awareness and understanding, as well as written to incorporate the cultural values of those being taught. Choose culturally appropriate teaching methods for the foreign language and investigate culturally-based linguistic differences in order to foster understanding rather than misconceptions or prejudice. In addition, Englebert (2004) asserts that it is essential to impart a foreign language's culture.

To prevent the learner of a new language from abandoning his own culture and adopting the culture of the language being learned, it is the essential duty of the system of education and parents to maintain the integrity of all of the learners' cultural paradigms. This shows that parents also have a role in guiding and controlling their children while they adopt a new culture and learn its language.

This study is distinct from others in that it emphasises the complementary responsibilities of parents and educational institutions in preserving the native Kurdish culture and language among the next generation. The result is a generation with superior intelligence, moral fortitude, logical reasoning, and decent conduct.. Methodology

This study's data collection process examines the impact of English culture on the behaviour and native Kurdish language of the younger generation of Kurds. On the basis of the quantitative research questions, a questioner is designed for data collection. The purpose of this instrument is to collect information from respondents. In addition, it is a quick and efficient method for collecting large amounts of data. The questionnaire is accurately designed in that each question contains the appropriate type of information and has a specific purpose that corresponds to the study's primary purpose and objective. After conducting the survey and collecting information from respondents, the questionnaires were distributed in two ways to the relevant parties. First, by sending a link to a Google Form through popular social platforms in the Kurdistan Region, such as Viber, What's Up, and Messenger, or via email and LinkedIn. Second, respondents were given printed handouts. In both instances, the participants were required to answer and return the questions. The survey consists of a list of items with multiple answer options. The question was constructed as a closed-ended, restricted question in which respondents were asked to indicate their preferences by selecting yes or no, marking items on a list, or selecting from multiple-choice responses. There are parents among the respondent population. A sample of parents with diverse educational and social backgrounds was selected at random. For the purpose of data analysing Cronbach's Alpha is used to estimate the reliability coefficient in which the scale stability was calculated for the survey question sections for the four dimensions and the reliability coefficient was calculated for the questionnaire questions.

3 RESULTS

3.1 The Data

The majority of mothers (40.74%) and the fewest (6.48%) of the sample's parents have bachelor's degrees, respectively, according to figure (1), which breaks the sample down by level of education. The table also shows that the highest percentage of mothers had a bachelor's degree, with a percentage of 40.74%. As for fathers, we discover that the highest percentage of participants held a bachelor's degree, with a participation rate of 39.81%, while the lowest percentage of fathers had their high school certificate, with a participation rate of 2.78%, as shown in Figure (1). This leads us to the conclusion that the largest percentage of parental involvement was for good academic accomplishment is a

bachelor's degree, and since this in some way reflects the correctness of the data, we can conclude that the findings can be relied upon and have good credibility.

Figure(1): Parents Degree

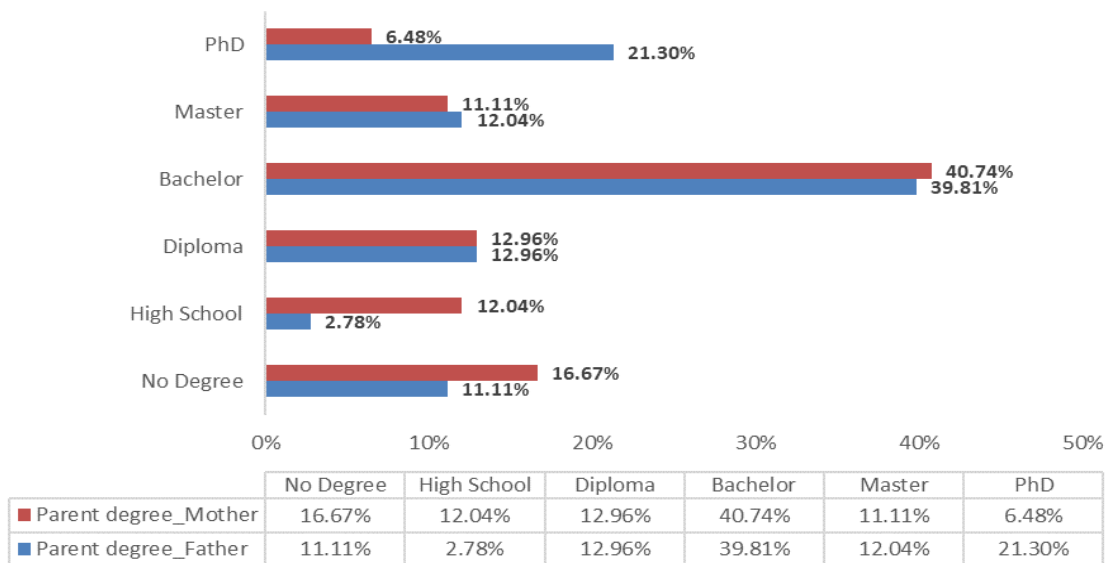


Table (1): level of speaking English

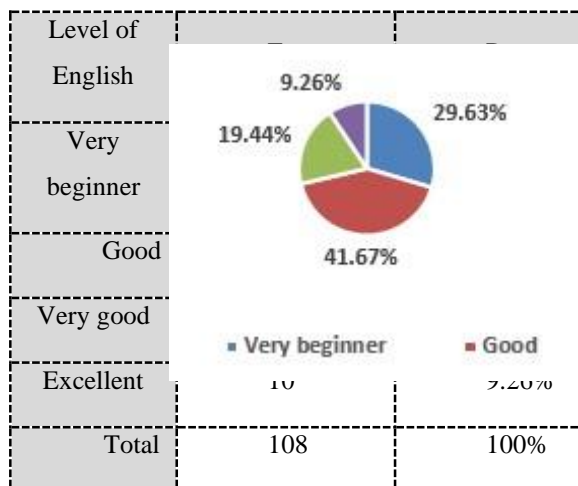


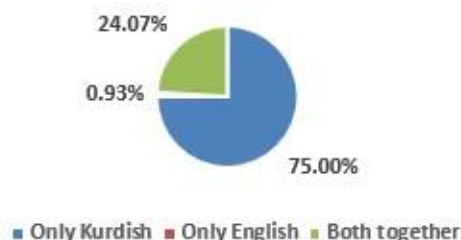
Figure (2): Level of speaking English

Table (1) shows how children are split up based on how well their parents speak English. We find that the highest percentage were at a good level with a participation rate of 41.67%, while the lowest percentage were at an excellent level in the language with a participation rate of 9.26%.

Table (2): language of communication at home

language of communication	Frequency	Percent
Only Kurdish	81	75.00%
Only English	1	0.93%
Both together	26	24.07%
Total	108	100%

Figure (3) language of communication at home



The data found that the highest percentage of children speak the Kurdish language at home as the language of communication between family members by 75%, and the children who speak both English and Kurdish come in second place with a participation rate of 24.07%, while in the last rank, their percentage was 0.98% who use English only as the language of communication among family members. To conclude that the majority of children use the Kurdish language as the language of communication at home, as shown in Table (2) and Figure (3).

Table (3): Age of child

Age of child	Responses	
	N	Percent
Nursery	24	18.2%
Preschool	12	9.1%
primary	70	53.0%
High school	26	19.7%
Total	132	100.0%

Figure (4): Age of child

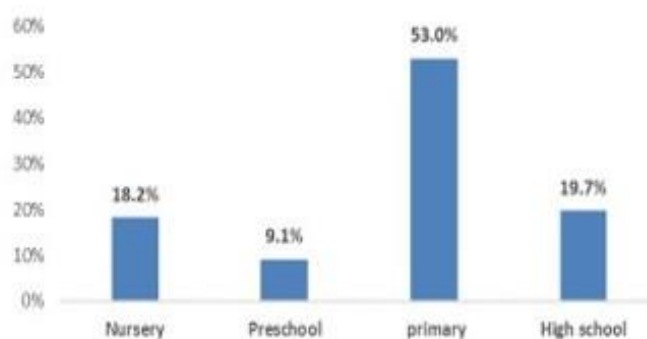


Table (3) shows how the sample members are split up by what school stage the child is in. Figure (4) shows that 53% of the participants were in the primary school stage, while only 9% were in the preschool stage.

Table (4): The main sources of adapting English culture

Source	Responses	
	N	Percent
cartoon	50	29.9%
TV	54	32.3%
music	9	5.4%
program	18	10.8%
traditional occasion/ festivals	2	1.2%
other sources	34	20.4%
Total	167	100.0%

The above Table (4) represents the distribution of the sample members according to the sources from which the English culture was taken by the children, as it becomes clear that a percentage of 32.3% of their English culture was taken from the programmes shown on television, which come first in importance, and that the percentage of 29.9% was taken from cartoon. Of the children, they took the culture from the cartoon films shown to children, which came in second place in importance. As for the percentage 20.4% of the sample, their culture was taken from other unknown sources, and it came in third place in importance, while 10.8% was the source of mobile programmes, where it was considered one of the sources taken and ranked fourth in importance, and that the lowest percentages of the sample were for music sources, festivals, and traditional events, and their percentage with some was 6.6% of the relative importance. We conclude from this that children focus more on television programmes and cartoon films for the purpose of enriching their English culture compared to other sources.

3.2 Relative Frequency Distribution

The frequency distributions and percentages of the research dimension are depicted in Tables (5) through (8) and reveal the following:

The dimension (English Language) indicates that 69.9% of the sample members agree with this dimension, the rate of neutrals is 9.95%, and the rate of those who disagree is 40.14 %, with an arithmetic mean and standard deviation of (3.73 and 0.68, respectively), indicating that the sample members agree with this dimension, as the arithmetic mean exceeded the hypothetical mean (3) on the Likert five-scale scale utilised in this study. As displayed in Table (5).

Table (5): frequencies and relative distribution of the answers for (English Language)

Study axes	Items	#	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Mean	Std. Deviation
English Language (EL)	EL1	N 3	10	16	61	18	3.75	0.94	
		% 2.78%	9.26%	14.81%	56.48%	16.67%			
	EL2	N 4	29	9	49	17	3.43	1.15	
		% 3.70%	26.85%	8.33%	45.37%	15.74%			
English Language (EL)	EL3	N 8	28	16	34	22	3.31	1.27	
		% 7.41%	25.93%	14.81%	31.48%	20.37%			
English Language (EL)	EL4	N 1	4	2	41	60	4.44	0.79	
		% 0.93%	3.70%	1.85%	37.96%	55.56%			
Total			16	71	43	185	117	3.73	0.68
		%	3.70%	16.44%	9.95%	42.82%	27.08%		

The dimension (Education System) indicates that 32.8% of the sample members agreed with this dimension, the rate of neutrals was 17.8%, and the rate of those who disagreed was 49.3%, with an arithmetic mean and standard deviation of 2.75 and 0.96, respectively, indicating that the sample members do not agree with this dimension, as the arithmetic mean of the mentioned dimension was less than the hypothetical mean (3) on the Likert five-scale scale utilised in this study. As displayed in Table (6).

Table (6): frequencies and relative distribution of the answers for (Education System)

Study axes	Items	#	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Mean	Std. Deviation
Education system (ES)	ES1	N	19	37	13	33	6	2.72	1.23
		%	17.59%	34.26%	12.04%	30.56%	5.56%		
	ES2	N	18	38	22	24	6	2.65	1.16
		%	16.67%	35.19%	20.37%	22.22%	5.56%		
	ES3	N	15	37	23	23	10	2.78	1.20
		%	13.89%	34.26%	21.30%	21.30%	9.26%		
	ES4	N	13	36	19	33	7	2.86	1.17
		%	12.04%	33.33%	17.59%	30.56%	6.48%		
Total			65	148	77	113	29	2.75	0.96
	%		15.05%	34.26%	17.82%	26.16%	6.71%		

The dimension (English Culture) indicates that 70.6% of the sample members agreed with this dimension, the neutral rate was 12.6%, and the rate of those who disagreed was 16.6%, with an arithmetic mean and standard deviation of 3.69 and 0.68, respectively, which indicates that the sample members agree with this dimension because the arithmetic mean exceeded the hypothetical mean (3) on the Likert five-scale scale used in this study. As displayed in Table (7).

Table (7) frequencies and relative distribution of the answers for (English Culture)

Study axes	Items	#	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Mean	Std. Deviation
English culture (EC)	EC1	N	2	3	8	56	39	4.18	0.83
		%	1.85%	2.78%	7.41%	51.85%	36.11%		
	EC2	N	8	12	16	53	19	3.58	1.13
		%	7.41%	11.11%	14.81%	49.07%	17.59%		
	EC3	N	11	18	17	52	10	3.30	1.16
		%	10.19%	16.67%	15.74%	48.15%	9.26%		
Total			21	33	41	161	68	3.69	0.68
	%		6.48%	10.19%	12.65%	49.69%	20.99%		

The dimension (New Generation) indicates that 62.6% of the sample members agree with this dimension, the rate of neutrals was 12.04%, and the rate of those who disagreed was 25.3%, with an arithmetic mean and standard deviation of (3.52) and (1), respectively, which indicates that the sample members agree with this dimension, since the arithmetic mean exceeded the hypothetical mean (3) on the Likert five-scale scale used in this study. As displayed in Table (8).

Table (8) frequencies and relative distribution of the answers for (New Generation)

Study axes	Items	#	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Mean	Std. Deviation
New generation (NG)	NG1	N	8	15	11	45	29	3.67	1.22
		%	7.41%	13.89%	10.19%	41.67%	26.85%		
	NG2	N	7	24	14	42	21	3.43	1.22
		%	6.48%	22.22%	12.96%	38.89%	19.44%		
	NG3	N	10	18	14	44	22	3.46	1.25
		%	9.26%	16.67%	12.96%	40.74%	20.37%		
Total	N	25	57	39	131	72	3.52	1.00	
	%	7.72%	17.59%	12.04%	40.43%	22.22%			

Table (9): Cronbach's Alpha for var

Study axes	Cronbach's Alpha	No. paragraphs
English Language (EL)	74.00%	4
Education system (ES)	81.50%	4
English culture (EC)	79.60%	3
New generation (NG)	74.10%	3
All paragraphs of the questionnaire	78.60%	14

Through Table (9), which represents the estimate of the reliability coefficient (Cronbach's Alpha), where the scale stability was calculated for the survey question sections for the four dimensions as well as the reliability coefficient was calculated for the questionnaire questions as a whole, it was determined that the value of the reliability coefficient as a whole was 78.6% and the values of the stability coefficients for the dimensions were (greater than or equal to) 0.80. The researcher determined that the results for the four dimensions and the entire questionnaire were statistically acceptable because they exceeded the minimum value of 60%. (Nunnally, 1970); (Sekaran, 2003). This indicates that the questionnaire variables are stable.

3.3 . Research Hypothesis Testing:

3.3.1 The First Hypothesis:

The study assumes that there is a direct and indirect influence of English culture on the Kurdish younger generation. English culture plays an important role in shaping the behavior and way of thinking of Kurdish youth and children. As a result, most Kurdish youth face conflict and conflict with their values and morals that they inherited from their parents. Besides, they face another struggle with the customs and traditions of the society.

Table (10): Mediation Path Coefficient

No.	Path	Estimate	sig.	Decision
1	EC→NG	0.286	0.153	Not Sig.
2	EC→NG1	0.346	0.176	Not Sig.
3	EC→NG2	0.257	0.262	Not Sig.
4	EC→EL→NG	-0.146	0.007	<u>Sig.</u>
5	EC→EL→NG1	-0.149	0.028	<u>Sig.</u>
6	EC→EL→NG2	<u>-0.179</u>	0.004	<u>Sig.</u>

Where:
EC: English Culture ,NG: New Generation,NG1:behavior change,NG2:broken native language , EL :English Language.

This table clarifies that there is no direct significant effect of the independent variable (English Culture) on the dependent variable (New Generation), which in turn is subdivided into two variables (behaviour change and broken native language). Depending on the values of the statistical significance level (0.262, 0.176, and 0.153, respectively). All of them are greater than the value of the level of statistical significance (0.05). It also proves that there is no statistically significant relationship between the independent variable and the dependent variable and the variables that branch out, i.e., the English culture does not directly affect the new generations in general on the one hand and their behaviour and their mother tongue on the other.

Also, Table (10) shows that there is the same indirect, negative statistical significance for the independent variable (English Culture) on the dependent variable (New Generation) through the mediating variable (English Language), and we determine this through the value of the level of significance (Sig.) of the regressive weight of the influence of the independent variable on the dependent variable through the median, which is (0.007), where it was smaller than the value of the level of statistical significance (0.05). In other words, the (English language) variable has a role in transferring the negative relationship that exists between the independent (English culture) and dependent (new generation) variables. From this, we can sum up that the mediation type is essential, which means that without the mediating variable, the English language, the relationship cannot be transferred from the independent variable to the dependent variable because originally there was no direct relationship between the independent and dependent variables.

There is an indirect, negative, statistically significant effect of the independent variable (English culture) on the dependent variable (New Generation), represented by behaviour change and broken native language through the median variable (English language). The result determines that the values of the level of significance (Sig.) for the regression weight of the effect of the independent variable on the dependent variable (behaviour change), represented by behaviour change and broken native language through the median, are (0.028) and (0.004), respectively. They are smaller than the value of the statistical significance level (0.05). In other words, the English language variable has a role in transferring the negative relationship that exists between the independent and dependent

variables (behaviour change and the broken native language), meaning that the English culture negatively affects the new generations represented in their behaviour and language through the English language. A change in culture through language may expose the young generation to an awkward situation within the community. Additionally, sociologists define culture as a set of behaviours that collectively constitute a group's way of life. Ivepanda (2023) states that culture plays an essential role in every individual, society, and nation. Behaviour influences a person's position in society. Culture and behaviour go hand in hand because behaviour is an element or component of the cultural concept. In general, the data in this study shows culture influences an individual's behaviour, and an individual's behaviour influences the culture of Kurdish to which they belong. But the data shows that this transfer of the English culture by the presence of the mediator, the English language, will affect negatively the behaviour of the new generation. According to Leveridge (2008), this may be because their acceptable behaviours will vary from culture to culture, thus forming the basis of different cultures. We also note that the impact of English culture on new generations through the English language is more focused on breaking or weakening their mother tongue than its impact on a decline in their behaviour levels.

3.3.2 The Second Hypothesis:

English culture negatively affects the Kurdish language as a mother tongue, and in the end, most Kurdish youths speak a broken Kurdish.

Table (11): logistic regression coefficient

	B	S.E.	Sig.	Exp(B)
English Culture	<u>-0.6880</u>	0.3858	0.0440	0.5026
Constant	3.6865	1.4955	0.0137	39.9068

Through the above table, it is clear that there is a significant inverse relationship between the English culture and the mother tongue, based on the negative value of the logistic regression coefficient (B), and we infer its significance from the value of the level of

statistical significance (0.0440), which was less than the value of the level of significance (0.05). In other words, if the English culture increases by one unit, the weighting percentage will decrease by (0.5026). This value can be interpreted as the amount of drop in the weighting ratio value that occurs when the value of the English culture variable increases by one unit. We can also explain it as follows: the more English culture increases by one unit, the less likely it is to acquire a good mother tongue among the new generations by 0.5026 or The increase of one unit in English culture reduces the odds of acquiring a good mother tongue by 50%. In his theory of language, Sapir-Whorf hypothesises a close relationship between language and culture. Therefore, culture cannot be disregarded during language acquisition. (Kuo and Lai, 2006). Nonetheless, he does not explain how this connection would function. On the other hand, according to Lobaton (2012), misunderstandings that occur during second-language acquisition may result in a dilution of the cultural characteristics of the native language and, consequently, a broken native language. Similarly, the findings of this study confirm that the children's exposure to English culture from the sources mentioned in the study had an effect on their native mother tongue. Specifically, the data corroborate Lobaton's conclusion by demonstrating that English culture makes the mother tongue weak and broken, and this calls for accepting the hypothesis of the research.

3.3.3 The Third Hypothesis:

It is assumed that parents and the education system play an important role in enabling English culture in the young generation. It is divided into the following sections.

3.3.3.1 Sub-hypotheses 1

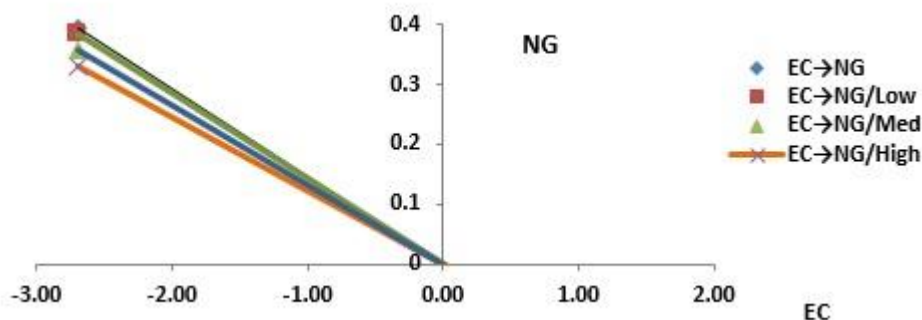
There is a statistically significant relationship between the independent variable (English Culture) and the dependent variable (New Generation) with the presence of the mediating variable (English Language) and at different levels of the modified variable (Education System).

Table (12): Moderating Path Coefficient between EC and NG

Relationship	Moderator/Levels	Estimate	sig.	Decision
EC→EL→NG	Low	-0.1432	0.0107	<u>Sig..</u>
	Med	-0.1333	0.0093	<u>Sig..</u>
	High	<u>-0.1234</u>	0.0338	<u>Sig..</u>
EC→EL→NG1	Low	-0.1453	0.0263	<u>Sig..</u>
	Med	-0.1353	0.0324	<u>Sig..</u>
	High	<u>-0.1252</u>	0.0551	Not Sig.
EC→EL→NG2	Low	-0.1753	0.0083	<u>Sig..</u>
	Med	-0.1632	0.0051	<u>Sig..</u>
	High	<u>-0.1511</u>	0.0288	<u>Sig..</u>

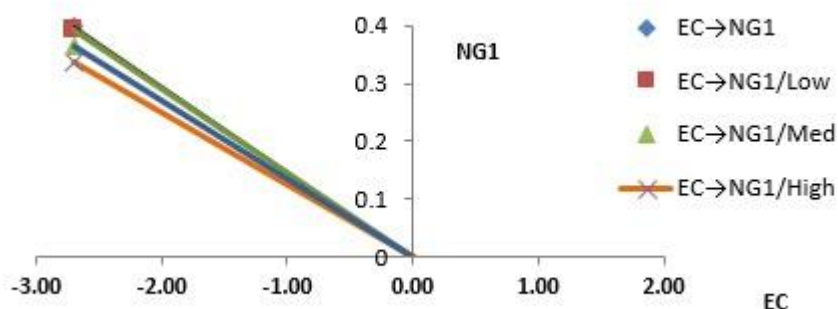
It is evident from the above table (12) that the modified variable represented by the (Education System) and at its lowest levels makes the relationship between the independent variable represented by (English Culture) and the dependent variable represented by (New Generation) weak, negatively affecting the relationship through the mediating variable represented by (English Language). While this effect is weaker at its middle and upper levels, respectively, for the modified variable, it turns out that the presence of the rate variable makes the relationship between the independent variable and the dependent variable grow weaker, as in the first case (the absence of the median), the regression weight was (-0.146), but in the second case, the presence of the rate variable in the model was (-0.1432, -0.1333, -0.1234) at its various lower, middle, and upper levels. We also note that the effect of the rate variable varies at its different levels, but this effect decreases gradually as it gradually decreases from lower to higher levels, as shown in Figure (6). Finally, it can be said that the better the education system (higher levels), the less the impact of English culture on the new generations through language and vice versa.

Figure (5): The effect of the (EC) on the (NG)at different levels of the (ES)



Additionally, in Figure (5), the modified variable represented by (Education System) and at its lowest levels make the relationship between the independent variable represented by (English Culture) and the dependent variable (New Generation) represented by (behaviour change) weak (negatively affecting that weakens the relationship) through the mediating variable represented in (English Language), while this effect is less weak at the upper and middle levels of the modified variable, It turns out that the presence of the rate variable makes the relationship between the independent variable and the dependent variable less weak, as in the first case the regression weight was (-0.149), but in the second case, the presence of the rate variable in the model was (-0.1453, -0.1353, -0.1252) at its different levels. We also note that the effect of the rate variable varies at its different levels, but this effect decreases gradually as it gradually decreases from the lower levels to the higher levels, as shown in Figure 5. Finally, it can be said that the impact of English culture on the behaviour of new generations through the English language is absent when the educational system is good (at higher levels) and vice versa.

Figure (6): The effect of the (EC) on the (NG1) at different levels of the (ES)

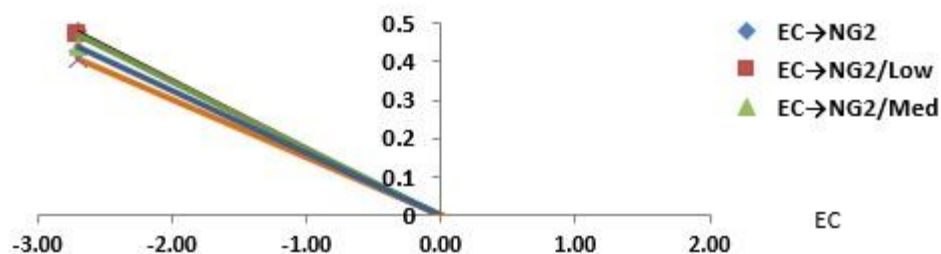


From Figure (6), we see that the modified variable represented by the (Education system, at its lowest levels, makes the relationship between the independent variable (English culture) and the dependent variable (New Generation) represented by (broken native language) weak (negatively affecting, that is, weakening the relationship) through the median variable (English language), while this effect is less strong at its upper and middle levels for the modified variable, It turns out that the presence of the rate variable makes the relationship between the independent variable and the dependent variable less weak, as in the first case the regression weight was (-0.179), but in the second case, the presence of the rate variable in the model was (-0.1753, -0.1632, -0.1511) at its different levels of low, middle, and high. We also note that the effect of the rate variable varies at its different levels, but this effect gradually decreases as it gradually decreases from the lower to the higher levels, as shown in Figure 6.

In the end, it can be said that the better the education system (higher levels), the less the impact of English culture on the mother tongue of new generations through language, and vice versa. Research indicates that the education system is required to instruct students on the cultural context of language usage. Leveridge (2008) believes that if one teaches language without teaching about the culture in which it operates, students learn hollow or meaningless symbols, or they may attribute the wrong meaning to what is being taught. According to Leveridge, when pupils use the language they have learned, they may do so incorrectly or in the wrong cultural context, thus defeating the purpose of language learning.

Because language and culture are so intertwined, the education system must play its role in controlling and guiding the English culture as it adapts to the Kurdish culture of students. and always has to make it its priority to respect the Kurdish learner's cultural values.

Figure (7): The effect of the (EC) on the (NG2)at different levels of the (ES)



3.3.3.2 Sub-hypothesis 2

There is a statistically significant relationship between the independent variable (English Culture) and the dependent variable (New Generation) with the presence of the mediating variable (English Language) and the different levels of parental degree.

Table (13): Moderating (Parents degree) Path Coefficient between EC and NG

Path	Moderator	Estimate	sig.	Decision
EC→EL→NG	No Degree	-0.1415	0.692	Not Sig.
	High School	-0.3446	0.057	Not Sig.
	Diploma	-0.0387	0.862	Not Sig.
	Bachelor	-0.0441	0.585	Not Sig.
	Master	-0.0595	0.816	Not Sig.
	PhD	-0.0267	0.829	Not Sig.
EC→EL→NG1	No Degree	-0.3346	0.401	Not Sig.
	High School	-0.5825	0.025	Sig..
	Diploma	-0.0421	0.789	Not Sig.

	Bachelor	0.094	0.338	Not Sig.
	Master	-0.0421	0.850	Not Sig.
	PhD	0.1585	0.328	Not Sig.
EC→EL→NG2	No Degree	-0.1699	0.670	Not Sig.
	High School	-0.264	0.439	Not Sig.
	Diploma	-0.0657	0.887	Not Sig.
	Bachelor	-0.1291	0.226	Not Sig.
	Master	-0.0592	0.844	Not Sig.
	PhD	-0.184	0.654	Not Sig.

Through the above table (13), it is clear that the relationship between the English culture variable as an independent variable and the new generation variable as a dependent variable via the English language variable as an intermediate variable is not significant, with the different levels of the average variable represented by the academic achievement of the parents, whether they have a doctorate or is without a certificate. This is based on the values of the level of statistical significance corresponding to the regression weights of the indirect effects, where the values were greater than the value of the level of significance (0.05), and this means that the English culture does not affect the new generation through the English language. This is if the parents, regardless of their academic achievement, intervenes in the educational process.

We also find that the relationship between the English culture variable and the variable change in the mother tongue, the new generation as a dependent variable through the English language variable as a mediating variable, is not significant, with the different levels of the average variable represented by the parent's academic achievement. This is based on the values of the level of statistical significance corresponding to the regression weights of the indirect effects, where the values were greater than the value of the level of

significance (0.05), and this means that the English culture does not affect the mother tongue of the new generation through the English language if the parents intervenes regardless of their academic achievement in the educational process.

Finally, it was also found that the indirect relationship was not significant, that is, it has no statistical significance with the different levels of the parents's academic achievement, except for one case: when the level of academic achievement of the mother was preparatory, the indirect relationship between culture and a change in behaviour is significant based on the value of the level of statistical significance corresponding to the regression weight, where its value was (0.025) less than the level of significance (0.05). We also find that the regression weight without the intervention of the mother's education levels as a modified variable in the model was (-0.149), and with the intervention of the mother's education, whose level of education was preparatory, the regression weight became (-0.5825). This means that the English culture has a negative impact on the behaviour of the new generation, compared to the absence of a variable of academic achievement (preparatory) for the parents.

3.3.3.3 Sub-hypothesis 3

There is a statistically significant relationship between the independent variable (English culture) and the dependent variable (New Generation) with the presence of the mediating variable (English Language) and with the different levels of parents' education and the education system.

Table (14): Moderating (Parent degree and Education system) Path Coefficient between EC and NG

Path	Moderator_1 (Education system)	Moderator_2 (Parent degree)	Estimate	sig.	Decision
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EC→EL→NG	Low	No Degree	-0.0489	0.7067	Not Sig.
	Med		-0.1428	0.8467	Not Sig.
	High		-0.2368	0.8004	Not Sig.
	Low	High School	-0.4746	0.1755	Not Sig.
	Med		-0.3739	0.1607	Not Sig.
	High		-0.2732	0.1826	Not Sig.
	Low	Diploma	-0.0417	0.7808	Not Sig.
	Med		0.1878	0.6207	Not Sig.
	High		0.4174	0.4711	Not Sig.
	Low	Bachelor	-0.0428	0.5552	Not Sig.
	Med		-0.0309	0.5417	Not Sig.
	High		-0.019	0.5975	Not Sig.
	Low	Master	-1.3526	0.1804	Not Sig.
	Med		-0.463	0.3014	Not Sig.
	High		0.4266	0.2599	Not Sig.
Low	PhD	-0.232	0.5164	Not Sig.	
Med		-0.1872	0.516	Not Sig.	
High		-0.1424	0.0725	Not Sig.	

From the above table, it becomes clear to the researcher that the relationship between English culture and the new generations in general through the English language and the different levels of the education system, as well as the difference in the educational attainment of the parents, is not significant, as indicated by the values of the level of statistical significance corresponding to the regression weights of the indirect relationship mentioned above, where all values were greater than the level of significance (0.05), so we can accept the alternative hypothesis, which states that there is no indirect relationship mentioned above. In other words, we can say that in the case of an educational system with different levels, as well as the presence of the parents in the education process and different

levels of academic achievement, this makes the English culture ineffective on new generations in general, through the English language.

3.3.3.4 Sub-hypothesis 4

There is a statistically significant relationship between the independent variable (English Culture) and the dependent variable (behaviour change and broken native language) with the presence of the intermediate variable (English Language) and with the different levels of mother education and the education system.

Table (14): Moderating (Parent degree and Education system) Path Coefficient between EC and NG1

Path	Moderator_1(Education system)	Moderator_2 (Parent degree)	Estimate	sig.	Decision
EC→EL→NG1	Low	No Degree	-0.1155	0.4776	Not Sig.
	Med		-0.3377	0.5918	Not Sig.
	High		-0.5599	0.5389	Not Sig.
	Low	High School	-0.8021	0.1839	Not Sig.
	Med		-0.632	0.101	Not Sig.
	High		-0.4618	0.0949	Not Sig.
	Low	Diploma	-0.0454	0.7462	Not Sig.
	Med		0.2043	0.5482	Not Sig.
	High		0.454	0.3767	Not Sig.
	Low	Bachelor	0.0912	0.2983	Not Sig.
	Med		0.0658	0.2488	Not Sig.
	High		0.0405	0.3343	Not Sig.
Low	Master	-0.9567	0.2346	Not Sig.	

	Med		-0.3275	0.3148	Not Sig.
	High		0.3018	0.2582	Not Sig.
	Low		1.3761	0.3321	Not Sig.
	Med	PhD	1.1105	0.228	Not Sig.
	High		0.8449	0.1038	Not Sig.

3.3.3.5 Sub-hypothesis

There is a statistically significant relationship between the independent variable (English Culture) and the dependent variable (broken native language) with the presence of the mediating variable (English Language) and with the different levels of the parent's education and the education system.

Table (15): Moderating (Parent degree and Education system) Path Coefficient between EC and NG2

Path	Moderator_1 (Education system)	Moderator_2 (Parent degree)	Estimate	sig.	Decision
EC→EL→NG2	Low	No Degree	-0.0587	0.6588	Not Sig.
	Med		-0.1715	0.6724	Not Sig.
	High		-0.2844	0.6776	Not Sig.
	Low	High School	-0.3635	0.6151	Not Sig.
	Med		-0.2864	0.5459	Not Sig.
	High		-0.2093	0.5884	Not Sig.
	Low	Diploma	-0.0709	0.9792	Not Sig.
	Med		0.3193	0.5927	Not Sig.
	High		0.7096	0.5185	Not Sig.
	Low	Bachelor	-0.1253	0.2928	Not Sig.

Med		-0.0904	0.2652	Not Sig.
High		-0.0556	0.4407	Not Sig.
Low		-1.3459	0.2932	Not Sig.
Med	Master	-0.4607	0.4636	Not Sig.
High		0.4245	0.5607	Not Sig.
Low		-1.5975	0.3455	Not Sig.
Med	PhD	-1.2892	0.3453	Not Sig.
High		-0.9809	0.264	Not Sig.

Also, it becomes clear to the researcher that the relationship between the English culture and a change in the behaviour of the new generations as well as the mother tongue and through the English language and the different levels of the education system as well as the difference in the educational achievement of the mother is not significant, based on the values of the level of statistical significance corresponding to the regression weights of the indirect relationship mentioned above. All values were greater than the level of significance (0.05), so we can accept the alternative hypothesis, which states that there is no indirect relationship mentioned above. In other words, we can say that in the case of an educational system with different levels, as well as with the presence of the mother in the education process and with different levels of academic achievement, this makes the English culture unaffected on both the behaviour and the mother tongue of the new generations through the English language (The educational system, at its different levels, with the education of parents, especially the mother's education, and at its different levels, regardless of her educational attainment, modifies the indirect relationship between English culture and the new generations in general terms on the one hand, and behaviours and the mother's language on the other hand, and makes it non-existent). We conclude from all of what was mentioned about the acceptance of the hypothesis that the researcher came up with, as shown in Tables (14) and (15), respectively.

CONCLUSION

This study concludes that how Kurdish young learners perceive English globalisation as a culture throughout the English language and how it affects their behaviour and their native Kurdish LANGUAGE. According to the data, children prefer television shows and cartoon films to other sources for enriching their English culture.

The data indicated that English culture has no direct effect on the behaviour or native Kurdish language of the younger generation. All evidence indicates, however, that English culture has a significant influence on newer generations who speak English. As a consequence, their native Kurdish has been weakened, resulting in a shattered language. This result demonstrates the validity of the theory.

Lastly, the data demonstrates that both the educational system and parents play a significant role in shaping the exposure of the new generation to English culture. In other words, a high-quality educational system and the presence of parents with varying levels of academic achievement render the English language ineffective for transmitting English culture to new generations. Additionally, an improved education system will lessen the impact of English culture on the mother tongue and behaviour of future generations through language, and vice versa.

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*The Negative Impact of English Culture and Language on New Generations in Kurdistan
Region: The Key Role of Education System and Parents*