

PalArch's Journal of Archaeology
of Egypt / Egyptology

**SYRIAN REFUGEES CHILDREN CHALLENGES AND PROBLEMS OF
LEARNING THE ENGLISH LANGUAGE AS A FOREIGN LANGUAGE:
THE CAMPGROUND OF BARIKA AS AN ILLUSTRATION IN KURDISTAN
REGION, IRAQ**

Hazhar Ramadhan Ahmed

Lecturer and PhD Researcher, University of Raparin College of Basic Education, English Department, Kurdistan Regional Government, Iraq.

Email: E_hazhar.ahmed@uor.edu.krd

Phone Number: +9647701511725

Hazhar Ramadhan Ahmed, Syrian Refugees Children Challenges and Problems of Learning the English Language as a Foreign Language: the Campground of Barika as an Illustration in Kurdistan Region, Iraq-Palarch's Journal Of Archaeology Of Egypt/Egyptology 18(1), ISSN 1567-214x

Abstract

The aim of this study was to recognize the difficulties and obstacles of teaching EFL to children, as well as the answers to existing challenges. In a semi-structured interview with seven Children Syrian refugees and one EFL teacher, a qualitative analysis design was used. The data review findings revealed four critical obstacles for Children Syrian refugees in studying and teaching EFL in Camp of Barika in KurdistanRegion . Social, educational, economical, and structural problems are now the challenges. Childcare, shortage of essential needs, and psychiatric dangers has been the key socioeconomic problems. The failure to cover daily family costs, like food, and medication, contributed to financial difficulties. Due to a weak educational context, difficulty with the English language is short of qualified teachers to work with Syrian refugees, and be short of inspiration, educational difficulties were primarily induced. The main educational problem is the budget problem for the demands of other learning resources, the current class climate, the lack of teachers, and the low academic history of Children Syrian refugees. This research recommends that by utilizing fewer sophisticated and learner-friendly teaching approaches, the program in EFL teaching can be conveniently configured. EFL teachers can give special concentration to the teaching of EFL to children Syrian refugees if appropriate. The organization would pay additional benefits to inspire teachers in order to offer more effort.

Keywords: ESL, Children, Syrian refugees, English language, challenge,

Introduction

One of the most common study problems among scholars affiliated with the English field is English as a foreign language (EFL). A wide majority of prior studies (Gan, 2013) are concerned with the recognition of EFL's difficulties and opportunities in the sense of various regions nations (Sujito, et al. 2019). EFL refers for all individuals that have a native language or national language, but also want to be master in English as their second language, Lertola and Mariotti (2017). Similarly, EFL as an area in which, in addition to their first language, students are informed about English. The advantages of studying English as a second language are various. These include growing organizational skills, developing foreign language skills, having jobs, increasing productivity in the workplace (Nel & Müller, 2010), growing social networks beyond the region, and a general personal and professional advantage. Many research have also been performed to examine the positives and negatives of EFL in the EU, the USA, Asia, Africa, and other areas of the world, bearing in mind the value of EFL.

It becomes an important study problem if EFL is related to the Syrian refugee (Karam, Kibler, & Yoder, 2017). Steele (2017), for instance, educational, institutional, fiscal, and social obstacles is main barriers to Syrian refugees' learning about EFL. A research on Syrian refugees residing in the USA and their difficulties in studying EFL was undertaken by (Evans and Fitzgerald 2017). Many Syrian refugees have been found to be lacking of their essential needs, like food, housing, clothes, schooling, and medication. This presented problems for their education. Much of the Syrian refugees have encountered job problems, which triggered a serious financial crisis. Most Syrian refugees have been unable to complete their studies in the face of financial, physical, educational and social challenges.

While a large proportion of research have been published out to recognize the possible problems and obstacles facing Syrian refugees in EFL teaching (Steele, 2017), there is a shortage of study to identify the issues affecting Jordanian-based Syrian refugees.

The number of Syrian refugees remains in refugee camps where their lives are wretched. However, several refugee resettlement organizations, and the Camp of Barikain Kurdistan Regional schools help include Syrian refugees with EFL training so that they'll get better work. For the meantime, the government of Kurdistan Region has taken steps to provide the Syrian citizens with jobs. English studying plays an important role in having jobs. Although several refugee resettlement organizations and camps in Kurdistan are active in teaching EFL to Syrian refugees, many would not complete their schooling. The rate of deterioration is steadily rising. In view of the steady rise in the drop rate, this creates anxiety amongst these resettlement agencies and related parties. It asks the issue, "What are the core problems and challenges facing Syrian refugees in Camp of Barika in Kurdistan Region with regard to EFL education?" This research sought to clarify this issue.

Statement of the Problem

This research reflects on the difficulties confronting Syrian refugees in Camp of Barika in Kurdistan Region, Iraq. In the field of EFL learning, in comparison, it reflects on recognizing

the difficulties and challenges of educating these refugees about EFL. Prior studies also reported many challenges confronted by children Syrian refugees studying EFL (Tarman&Gürel, 2017). So many Syrian refugees are predominantly involved in satisfying their needs, like food, housing, and clothes. Thus, for them, schooling is less necessary. Clark (2017), on the other hand, indicates that low learning among Syrian refugees is a big barrier to having employment.

Likewise, in the refugee camp and surrounding regions, where the learning atmosphere is quite poor noisy and the haphazard condition, most of the EFL teaching was provided. In childcare, women are occupied, while men are thinking about having work. Therefore, they are unwilling to pay complete attention. As indicated by Karam et al. (2017), the teachers' capacity deficit also imposes obstacles for Syrian refugees to instruct EFL. Moreover, they say that most citizens in Syria are emotionally upset and unfit.

Thus the, teachers should devote particular attention to teaching them the EFL. While some barriers to teaching EFL have been discussed to Syrian refugees in previous studies, most of them will be beyond Camp of Barika in Kurdistan Region. In the Middle East, there is a shortage of research, to the best of understanding, to recognize the difficulties and issues of teaching EFL.

Steele (2017) stated that four main obstacles faced by Syrian refugees of EFL learning are exacerbated by cultural, institutional, economic and financial influences. This research is restricted to the US. Therefore, based on this report, it is not sufficient to generalize the difficulties of teaching EFL to children Syrian refugees. Thus the, undertaking a report on the recognition and understanding of the problems and difficulties of teaching EFL to Syrian refugees has been a burning topic.

Significance of the Study

The research aims to examine the difficulties and challenges of educating Syrian refugees in Camp of Barikain Kurdistan Region to teach EFL. There are many theoretical and functional contributions to this analysis. Theoretically, the research would first go over the current literature on the challenges and complexities of educating Syrian refugees about EFL. By defining the key issues and problems of Syrian refugees as EFL, the literature adds value. It aims to put up the initial theoretical outline.

It also serves to describe the constraints and weaknesses of scholarly literature. If the study is insufficient to answer the research issue, it aims to enrich the hypothesis by undertaking an EFL-related inquiry into the problems and concerns of Syrian refugees. The inquiry plays a key role in understanding the concerns and issues of teaching EFL to children Syrian refugees and in describing them further.

The qualitative interview facilitates mutual contact and dialogue between teachers from the EFL and refugees from Syria. The research establishes a trend and motif that can furnish the existing theory and literature after recognizing the beliefs, thoughts, and perspectives of the participants.

Practically, there are many advantages to the research. Firstly, it leads to the distribution of practical and up-to-date knowledge to Syrian refugees on the issues and difficulties of teaching EFL. On the basis of this knowledge, policy makers and stakeholders will make effective decisions to strengthen the strategies and interventions used to teach EFL to Syrian refugees. The research findings include an in-depth understanding of the issues and concerns of EFL teaching. This educates students and allows them to recognize the EFL issues and difficulties faced by refugees in Camp of Barika in Kurdistan Region, like Syrian refugees. In addition, the research findings are checked by academic specialists. The analysis thus leads to the enhancement of both functional and academic areas.

Literature Review Problems

Learning Foreign Language of Refugees

Second language applies to a language that is not indigenous to the speaker and is not generally used by people in a culture, group or region (Gizatullina, Sibgatullina, 2018). In spite of learning a second language, people, notably refugees, face a lot of issues. Refugees joining EFL courses, for instance, do not grasp the English Native speaker's words and phrases (Al Hariri, 2018). The truth is that in trying to interpret the target vocabulary, they cannot see the importance of the EFL groups.

Riggs et al. (2012) indicated that refugees study foreign languages in two ways. Next, in order to live in the destination nation, they study a foreign language. Secondly, they really want to get a career. Further study by Al Owing to the shortage of childcare facilities, the bulk of female refugees don't really attend school.

Likewise, the absence of a childcare centre in the learning institution can prohibit refugee women from attending classes because, for cultural purposes, their children cannot meet them or be with other children. Furthermore, Baynham (2006) noticed that, when they work to raise money or are searching for employment by day, refugee students could not be full time students. Just at night May they attend the school, The detailed literature claimed that, for many reasons including; language unfamiliarity (Aydin & Kaya, 2019).

teaching staff and classmates, new organization, new culture and so forth, students who've been refugees take more time to learn foreign language. Further study by Baynham (2006) finds that the primary explanation for refugees not taking classes with males attending is cultural and religious differences. In addition, Watkins, et al, (2012) have shown that many refugees, notably those who do not have a structured education, face classroom problems. In promoting this argument, Casimiro, et al, (2007) argued that it took much longer and hours to understand or cope with the unfamiliar climate, new people and culture, and the new language, for refugees who would not have any prior structured schooling. Riggs et al. (2012) proposed in this respect that refugee students are contemplating spending more time studying and using the international language more and incorporating the language in their everyday correspondence.

Perry (2013) claims that, in terms of economic assistance, refugees experience huge obstacles, but they do never attend language courses. The irony is that refugees seek to make money to help their families, and they believe that it is less necessary to waste time in language class than to make income. Further analysis by Riggs et al. (2012) acknowledges that refugees experience administrative challenges when they are unwilling to adapt to the new climate, students and learners. In his research, Lee (2016) found that refugee students experience social difficulties as they come from a diverse culture that limits them from communicating with other citizens. Therefore, they will not communicate with their peers freely and comfortably. The author also reported that, because of their age variation, refugee students experience challenges in language class. The irony is that refugee students have diverse age profiles in a language school, finding it impossible to communicate with each other openly.

In the other side, taking mixed gender courses is an issue for them. Popov and Erik (2015) observed in their research that the majority of female refugees felt shy about attending mixed gender language lessons. This inability to enroll in the language class presents a significant challenge to mastering their desired language. Furthermore, Riggs et al. (2012) proposed that cultural and religious considerations raise difficulties for refugees in English Learning and other languages. The authors also clarified that, because of their cultural and religious challenges, refugees, especially women, do not pursue language classes.

In comparison, when teaching in the classroom, teachers are often perceived or viewed as refugees and that presents a threat to refugee students. Further, women refugees as having more challenges than their male peers and they are responsible for parenting and caring for members of their families. In addition, Popov and Erik (2015) suggest that when it comes to engaging with their peers and instructors in the organized learning settings, like seminars on learning other languages, women are shyer than males. However, authors, writers, and academics propose that organizations can organize lessons in an engaging and comfortable learning atmosphere by utilizing interesting techniques and visual strategies so that refugee students might be trained their language (Al Hariri, 2018).

As stated previously, in terms of studying a foreign language, refugees face a number of problems. Similarly, in order to study English as a second language or participate in EFL services, refugees face various obstacles. Bond et al. (2007) proposed that teachers and other educational participants of EFL projects that address refugees will be assessed, taught, and evaluated so that they can acquire and develop their expertise and skills in foreign languages. Riggs et al. (2012) showed in favour of this claim that teachers are expected to pay notice to all students who come from diverse socioeconomic environments and also different societal, religious and racial backgrounds.

Popov and Erik (2015) observed in their report that most refugees are interested in EFL services and other international language classes to gain financial and other government-supported assistance. That's why they don't completely centre their energy on studying. Instead, they focused on the other advantages of the EFL programs; they do not, however, obtain adequate awareness of any basic language. Further, Burgoyne and Hull (2007) reported that, despite

having twice completed a foreign language learning class, most of the refugees did not understand English well. When questioned why, they said that they did not comprehend what they were being told by the teacher and teachers. Scholars (Bond et al., 2017) claim in this circumstance that EFL teachers and other international learning services are needed to recognize the real explanation for the challenges encountered by refugee students in terms of foreign language learning goals.

Nevertheless, as they join a language class, there are many problems encountered by the males, women, and children of the refugees. This involve challenges in responding to new classroom faces (Watkins et al., 2012), religious and cultural obstacles, gender problems, language problems, age-related problems, socioeconomic problems (Lee, 2016), economic problems (Perry, 2013), structural problems and so on. Scholars claim that refugees cannot gain actual education from the language courses until these questions are addressed.

Qualification of EFL Teachers

Teachers have an essential part to play in educating refugee students and teaching people from diverse family, ethnic, educational and national contexts is a vital challenge. Teachers in EFL systems, however, face many difficulties in performing the courses, since refugee students do not relate to the foreign climate, new organization and teachers, and also the unknown faces (Cinkara, 2017). In order to include them in an organized instructional setting, teachers encounter many obstacles. Teachers need to spend more time and resources in finding the best strategies and resources that make it easier for students who wish to study the language to study the learning process. Despite the experience of certain professionals, most teachers who have been interested with teaching refugee students do not have a certificate of certification (Lee, 2016). Due to the absence of their perspectives, most teachers encounter difficulties during the teaching of refugee students. Gan (2013) confirms this point, and reveals that many teachers interested with educating refugees have no formal credential to lead adult literacy courses. Likewise, Karam et al. (2017) observed that several of the instructors were not well educated and lacking the skills and expertise to teach a structured curriculum to refugee students.

In their research, Riggs et al. (2012) found that for a teacher or educator who teaches refugees, credential or technical qualification is crucial because it enables teachers to perform lessons in a successful and effective way. Stevenson and Willott (2007) reported that such classes taught by well-trained and qualified instructors are more probable for refugee students to participate. Likewise, Watkins et al. (2012) showed that, through various strategies and techniques, teachers who have qualifications or other certification qualifications will conduct the class. Students are far more inclined, however, to observe their courses carefully. In addition, Lee (2016) indicated that trained teachers should handle refugee resettlement agencies and government materials and other resources. Several of the teachers and educators are voluntarily active in refugee education and thus do not obtain some kind of technical qualification and qualifications from any associations or agencies approved by the government.

Scholars agreed that school who teach refugees need proper preparation and other technical resources to ensure successful implementation of courses for the good of all parties (teacher and students). In addition, Lee (2016) indicated that it would help to offer meaningful responses by understanding the root causes of challenges encountered by the individual refugees.

Study Objectives

To perform a literature review to learn what previous research have disclosed regarding the challenges and difficulties of teaching EFL to Children Syrian refugees living in various regions of the globe. To understand semi-structured in-depth interview with Children Syrian refugees, to recognize and help interpret the difficulties and issues of studying and teaching EFL to Children Syrian refugees to develop a conceptual plan to overcome the problems and challenges of studying and teaching EFL to Children Syrian refugees

Research Questions

- What are the difficulties and challenges of studying and teaching EFL to children through a detailed, interview from Children Syrian refugees?
- What are the forms in which Syrian refugees will resolve the difficulties and issues of studying and teaching EFL?

Methods and Design

The research aims to recognize the issues and obstacles confronting Syrian refugees in Camp of Barika, Kurdistan Region, Iraq While teaching EFL. In addition, the analysis aims to find solutions to address the difficulties and concerns of EFL teaching. The analysis is, by nature, explorative (Bryman & Bell, 2015). The explanation is that the research's dilemma is not well known and the exploratory study aims to define the issues and establish solutions to fix the problem (Saunders, Lewis, & Thornhill, 2009). Identifying and addressing the issues of teaching EFL to children Syrian refugees is the main motive of the report. The report utilizes a qualitative methodology to analyze the issues of teaching EFL. There are many explanations for the study's usage of qualitative approaches. First of all, the current literature in Camp of Barika, Kurdistan Region, Iraq is not adequate to recognize the specific issues of teaching EFL to children Syrian refugees. Thus, by collecting in-depth knowledge of what is happening in reality of teaching EFL to children Syrian refugees, it is important to discuss the issues. Second, semi-structured in-depth interview helps obtain details on their expertise, thoughts, and impressions of EFL learning from Syrian refugees. Semi-structured interview EFL teachers, further allows better explaining challenges and creating trends or themes that will help enrich current literature. Third, through performing interviews, the qualitative approach aims to obtain and properly understand individual viewpoints, thoughts, and information (Saunders et al., 2009). Gupta (2011) stated, to show the true dilemma and situation, the qualitative approach helps gather subjective data and analyze the data. The qualitative technique allows explaining the true challenges and complexities in educating Syrian refugees about EFL. Thus, for the present analysis, the qualitative approach is an effective method.

Population and Sampling

The Syrian refugee children in the Camp of Barikain Kurdistan Region are the focus group of the report. Eighty of one thousand inhabitants actually reside in Camp of Barika, Kurdistan Region. The study investigated the EFL educators or teachers as the focus group of the study, besides the Syrian refugees. The research implemented a purposeful sampling strategy to assess the sample size, since it is impossible for the study to obtain data from both populations. Instead of optimizing the answer rate, purposeful sampling is appropriate for qualitative analysis, Bryman and Bel (2015) stated that which seeks to explain complicated issues. The research embraced the approach of purposeful sampling in order to adequately hit the target group. The implementation of the purposeful sampling method made it possible to recognize seven children Syrian refugee children, and one EFL instructor. Initially, the analysis interacted to gather data with the directors, EFL boss, and EFL tutor. Seven (07) children of Syrian refugees were then invited to attend the EFL class in order to remind them of the intent and objectives of the report.

Table 1: Demographic

Participants	Age	Status
1	15	Students
2	15	Students
3	16	Students
4	12	Students
5	15	Students
6	14	Students
7	14	Students
8	36	Teacher

The research included semi-structured interviews with seven Syrian refugee children. They were all children and teachers. The participants' age group was just about average fifteen. In addition to the seven Children Syrian refugees, a semi-structured interview was performed with one EFL instructor at the age of four-eight (36) years.

Data Collection Instruments

To obtain data from the respondents, the analysis used semi-structured interview questionnaires. A pilot evaluation was performed on one person prior to finalizing the semi-structured survey questionnaires.

Data Collection Administration

The children of Syrian refugees, an EFL instructor, were the analytical units of the analysis. It was originally shown to the teaching EFL prior to obtaining data from the participants. The researcher interviewed his office after receiving the director's approval and held a semi-structured interview. The researchers approached the Children of Syrian Refugees, one of the EFL instructors, with the assistance of the manager. The authors then performed a semi-

structured interview in their office with an instructor. In order to gather data from children Syrian refugee children, the researchers demanded that some of them attend an EFL class, wherever they were told of the existence and intent of the analysis. Then, to each participant, the researchers circulated a consent document. The interview was performed with each person participant after receiving the participant's consent document. The time period for the interview was four days. The period of each interview was roughly thirty to thirty five minutes.

Data Analysis

Through performing semi-structured interviews, the analysis obtained data from respondents. It had to support the thematic analysis in order to interpret the qualitative results. The gathered data was initially read out to acquire the context in order to implement the thematic method to data analysis. Then the data was coded to define relevant themes. In order to interpret the results, the analysis established four significant themes, namely social, financial, educational and organizational challenges. Then the observations were presented according to the themes found. In addition, the thesis gathered details on solutions to address the complexities and obstacles of teaching EFL to Children Syrian refugees.

Analysis and Results

Initially, the analysis carefully analyzed the knowledge collected. A thematic approach was able to divide the knowledge into four main topics, namely social, environmental, educational and structural challenges. Centered on these four chosen groups, the analysis further classified the approach to overcoming problems.

Theme One: Social Challenges

Both participants accepted in the interview that they endured from various socioeconomic problems, spanning from maternal parental assistance to meeting their family's essential needs. Interviewees found out that they were still distraught because they were unable to cope with their family's simple demands, such as food, housing, clothes, and medication. A student, aged fifteen (15), said one of the respondents; "In the face of challenges in meeting our food, housing, clothing, medication and safety needs, it is hard for us to've completed the EFL learning process..."

Theme Two: Financial Challenges

Both respondents stressed their financial difficulties or financial worries. They decided that they given preference the fulfillment of their family's fundamental needs. As mentioned by one of the respondents aged sixteen; "In seeking to buy simple consumer products, such as food and clothes, I have also encountered enormous financial difficulties. Thus, I can't serve my children daily meals. I have to look for jobs in the meantime and go beyond the refugee camps. If I make any income, I'll give it to my family who live in refugee camps..."

Theme 3: Educational Challenges

In the interviews, the analysis showed that the participants' professional credentials varied from primary and high school. One of the fourteen interviewees indicated that: "Although the EFL teachers made a great effort to teach them EFL, they were often unable to understand what the teachers intended to mention, However because the Syrian EFL teachers know both English and Arabic.

Theme 4: Institutional Challenges

Many of the participants stated during the interviews that they were uncomfortable with the new world and class culture. The participant who was an EFL teacher acknowledged that one of the most vulnerable barriers to teaching EFL is the budget crisis to fulfill additional criteria. In general, the absence of available volunteers and instructors creates difficulties studying EFL, said one of the participants. In certain instances, we have arrived from class to our refugee camp even without presence of an instructor.

Theme Five: lack of Technology

During the time of interview two of the participants indicated that the school of the Camp of Barika has not any online courses, and they said that they have not enough information about online learning and education, as they mentioned that the school has not any technological tools of teaching and learning EFL.

Hazhar (2020) stated that Technology has an impact on the process of EFL learning and teaching, and he mentioned many advantages of using technology as a tool of education. Lack of technology is another important crisis for the student of the Camp of Barika in Kurdistan Region, Iraq.

Findings and Discussions

The study showed that the four big problems of education and teaching EFL to children of Syrian refugees in Camp of Barika in Kurdistan Region are cultural, financial, educational and structural. According to the findings of the report, much of the social problems stem from the financial crisis, questions regarding students still living in Syria, healthcare, lack of essential needs to be addressed, and mental risk are significant social issues for children Syrian refugees for EFL schooling. This observation is confirmed, who discovered that refugees from Syrian children suffer from severe financial hardships that create obstacles to EFL learning. In addition, the study showed that most financial problems are based on daily family expenditures, like food, apparel, and medication. They can't even get decent work prospects and live their livelihoods.

Popov and Erik (2015) discussed the outcome is compatible with the analysis, who found that the decrease rate of learners was exacerbated by the financial crisis. In addition, the study noticed that weak educational history, frustration with English, lack of awareness of teachers to communicate with Syrian refugees, and lack of inspiration are several of the difficulties of

studying EFL in terms of schooling. Riggs et al., (2012) stated the outcome is in accordance with previous research. In addition, the study noticed that the budget crisis to counter the need for sufficient learning resources, the current classroom climate, the lack of teachers and volunteers, and the low education experience of Syrian refugees are major obstacles in the framework of structural challenges.

As per the study findings, the government of Kurdistan could be friendlier in order to survive peacefully in Camp of Barika. The resettlement agency should pay particular attention to tracking the Syrian refugees' current issues and challenges. Both participants decided that government funding, in combination with civil society support, and national leaders would enable them to learn about EFL smoothly. The EFL teaching curriculum should be more versatile and friendly for beginners, so that they can learn easily. The usage of technology in the classroom would also improve participants' participation in studying EFL efficiently and rapidly. In addition, the organization can employ talented, trained and knowledgeable teachers who can efficiently and adequately teach EFL.

Conclusion

The main aim of this study was to recognize the challenges and difficulties of teaching EFL to Syrian refugee children and to identify solutions to problems. Via performing semi-structured interviews with seven (07) Syrian refugees and one EFL teachers, the analysis has successfully met the objective. The results of the thematic study reveal that low socioeconomic standing, limited schooling, limited funding and poor institutions are four critical challenges facing Syrian refugees in Camp of Barika, Kurdistan Region in studying and teaching EFL. The financial crisis, worries regarding students and families who are still stuck in Syria, lack of satisfaction of essential requirements, and psychological dangers are the key socioeconomic problems. The most of financial difficulties are based on daily family costs, such as food, clothing, and medication. Bad educational context, frustration with English, lack of awareness of teachers to work with Syrian refugee students, and lack of encouragement are several of the difficulties of EFL learning in terms of schooling. The funding crisis to overcome the need for additional learning resources, the modern classroom climate, the lack of teachers and volunteers, and the low education experience of Syrian refugee children were major problems in the light of structural challenges.

Implications and Recommendations

The researcher proposes the following recommendations for the resettlement agency, EFL teachers, and conclusions of the report. By's effectiveness and learner-friendly training techniques, the EFL teaching program can be conveniently built. If teaching EFL to Syrian refugees, if possible, EFL teachers can pay special attention. To encourage the teacher, the organization can offer additional compensation to include increased effort.

The usage of technology in the classroom may improve participants' participation in studying EFL rapidly and easily. Watching films, playing electronic games, and apps for grammar learning and phrase making, for example, can raise the participation of EFL learning

participants. The EFL teaching institution can help the Camp of Barika individuals so that they can supply EFL learners with important learning materials. In making Kurdistan Region more convenient to work in the Camp of Barika, government can be more cooperative. The resettlement agency will closely track Syrian refugees' current difficulties and challenges. Further for future study, the study is restricted to qualitative analyses within a poor sample range. It does not thoroughly address to the Syrian refugees the difficulties and obstacles of teaching EFL. In order to resolve this constraint and verify the findings from the above analysis, quantitative research is therefore required.

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Appendix I: interview pictures



Image 1: School of Camp of Barika in Kurdistan Region of Iraq.



Image 2: Interview of the students in Camp of Barika in Kurdistan Region



Image3: The researcher and Teacher of EFL in Camp of Barika in Kurdistan region of Iraq



Image 4: English Subject of Camp Barika School

Appendix II: The interview questions

1. What is your Name?
2. What is your age?
3. What is your Gender?
4. How long have you stayed in Kurdistan Region?
5. What is your level of Education?
6. Do you speak English?
7. What are the social challenges for learning EFL?
8. Have you any experiences in Learning EFL?
9. What are the financial challenges facing you in the process of learning EFL?
10. Are you comfortable with ESL learning?
11. Are you working?
12. What are the Educational challenges for Learning English?
13. Do your School Support you for Learning EFL?
14. Do your Family support you in learning EFL?
15. What is your recommendation to overcome institutional challenges?