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 - b. Ensure that the research is not published
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Prof. Dr. Omer El Sheikh Hago El Mahdi
Editor-in-chief of the Journal of Northern Europe Academy for Studies & Research
In the name of of Allah the Merciful

Editor-in-chief

Dear researchers, the Northern European Academy in Denmark (NEA) is a scientific and cognitive research edifice concerned with the educational fields and human sciences, represented in academic disciplines concerned with society and its social relations, based primarily on empirical methods. These fields usually include various human educational sciences such as archeology, regional studies, communication studies, cultural studies, history, law, linguistics, political science, and the contemporary applications that have been developed to make the reality of man and his future in all forms of his social, cultural, political, economic, intellectual, and historical existence as a subject. Thus, NEA contributes to consolidating the foundations of sustainable community development. From a holistic perspective that takes into account the social, economic, and political dimensions, by making use of different approaches and methodologies for community development, through scientific research and community activities directed at decision-makers, academics, and societal segments. The Academy always works to be a reliable source, and reference locally, regionally, and globally.

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This issue comes in its new guise, and the journal proves its progress and wide spread. It has become at the forefront of scientific publishing repositories and has a classification in the international indexing ISI. Also, the journal has become within the rules of Dar Al-Mandomh for Arab databases and has an international number DOI and the journal is within the international rules of EBSCO. In order to achieve the goals of the Northern European Academy in Denmark and its scientific mission by developing research mechanisms and diversifying its channels, working to raise the level of scientific publishing, and providing an opportunity for researchers belonging to the academic fields and interests to publish their research and distinguished articles that keep pace with the scientific and knowledge developments that the world is witnessing in our time. The Northern European Academy Journal will undertake the task of publishing a diverse research output and bet on leadership and excellence in publishing studies and refereed articles characterized by novelty, originality, and innovation with intellectual and scientific openness to society and the cultural, local, regional, and global scene.

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**No. (17)
Date: 13/10/2022**

Basics of teaching Arabic to non-native speakers

Prepared by



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Abstract

The study focused on revealing the foundations of teaching Arabic to non-native speakers in order to facilitate the learners' task and find the best methods that help achieve their purposes, whether they are private or public purposes. The study aimed to teach the Arabic language correctly, spread it among non-native speakers, teach language skills in a clear and integrated manner, choose appropriate teaching methods, find the most effective ways to communicate the Arabic language to the whole world, and preserve the sounds of the Arabic language as they are. The researcher followed the descriptive-analytical approach, which is concerned with human studies. The study community was not specific to the researcher, as far as the idea was, to facilitate Arabic for non-native speakers, and what prompted her to do so, is that she was born in an environment characterized by multilingualism, including the Arabic language in northern Sudan, which affected their pronunciation of sounds, so she chose to present a study to benefit non-Arabic speaking Muslims in general, and people in Sudan. The study reached results, including learners of the Arabic language in general, their education must be based on knowledge of the four language skills, and the learner of non-native speakers, in particular, must be trained and practice these skills. No method of teaching is perfect and free from defects, but it is the educational situation, which imposes a certain type of method. Some of the non-native Arabic language learners have reached a stage of mastery that may exceed the native ones.

key words

skill – multilingualism- strategy- inverted row- efficiency- Adequacy- analysis- installation- pattern- Social Intelligence



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Demonstrating Meccan Revelation of "Surah Al- Mutaffifin " Using a Stylistic Study

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Abstract:

This research deals with the analytical stylistic study of the noble verses of Surat Al-Mutaffifin in order to prove their Meccan, whether differed in them or not, using the stylistic approach in analyzing these verses from the textual point of view (commas, vocabulary, phrases and structures in their various forms), and content (ideas and themes), after extrapolating their stylistic phenomena. And following the surat, monitoring, analyzing, and comparing it with the stylistic characteristics of the texts of the Madinah's and Meccan revelations, as a prelude to deciding the Meccanity or Madinian of this surat, or at least weighting it, which is something new in determining the Meccanity or Madinah's of Qur'anic verses using one of the modern approaches to the rhetorical lesson. The nature of the research necessitated that it includes four axes, namely: proving Meccan through phonological, and morphological structures, as well as Meccan through analyzing syntactic structures, and finally proving Meccan through content analysis. The research concluded that there are many precise and many similarities, whether at the phonemic, morphological, syntactic, or content level, between the style of Surat Al-Mutaffifin and many of the texts of the Meccan revelation. Which clues towards proving the Meccanity of this noble surat.

Keywords: stylistic study - Meccan - Surat - Al-Mutaffifin.

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**Method of studying and teaching the Koranic sound according to
Makki Bin Abi Talib Al-Qaisi (437 AH) through his book “The Care (Ar-
Ri’ayah) to Improve Reading and Realize Recitation**

Prepared by



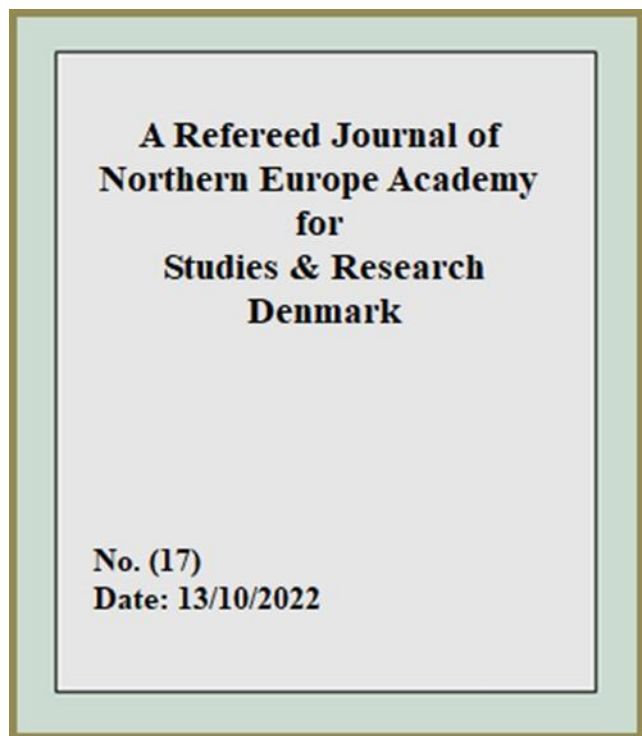
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Abstract

This research attempts to reveal and study the major features of the scientific approach taken by one of the greatest imams of reading and recitation in studying and teaching the Koranic sound and its phenomena, namely the imam Makki Bin Abi Talib Al-Qaisi through his book “Ar-Ri’ayah”. The research described Imam Makki’s approach to the presentation of sound information in Koranic recitation, as well as his approach to teaching the sounds of the Koran. The research concluded that the approach was unique and innovative, in which Imam Makki balanced the purposes of scientific authorship and the requirements of education and indoctrination. Among the features of that approach is that Makki has moved away, as far as possible, from the differences between scholars on many phonological issues and has focused on: “The facts of speech, giving the word its right and knowing the provisions of the letters from which words arise, which is no different in most of it”, according to Makki.

Keywords: linguistic sound, approach, studying, teaching, Koranic recitation, Makki Bin Abi Talib.



EFL Students' Awareness of the Sufficiency of Received Inputs to Acquire Culture in the EFL Classrooms

Prepared by



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Abstract

Culture has been the focus of teachers and specialists in language learning environments in various contexts. This study examines Arab learners' views on the impact of culture on language learning. The study is qualitative in nature and used open-ended interviews with a sample of 25 participants from the Department of English and Translation at Qassim University. The interviews with the participants are recorded, transcribed, and classified under themes. The findings showed that students believe that the teaching materials, pedagogy, and teachers' developments are not sufficient to develop students communicating in the target language. Furthermore, the study showed that view opportunities can be exploited to expose to the target language culture in the classroom. They reported low awareness of the combination of learning both language and culture in language acquisition, it is not easy to absorb culture though. The study also shows that culture affects the communication skills of learners. The study urges language teachers to emphasize awareness of the target language culture in their classrooms. They should also introduce their learners to the differences between Arabic and English to avoid miscommunication and undue adoption of cultural traits.

Keywords: target language, cultural conflict, cultural background, impact of culture, interaction skills

Introduction

Both language and culture are regarded as two sides of the same coin and are, therefore, seen as inseparable. This also means that language cannot exist in the isolation from cultural influence. A person cannot ignore the cultural context of the words they use if they want to communicate successfully in a foreign language. However, there is little debate regarding how important it is for a speaker or writer to have the ability to speak or write fluently in their native tongue! Understanding the cultural context of a language is critical to its comprehension. Many unpleasant and humiliating situations can be brought about by cultural differences heightened by improper use of a language.

This remains one of those areas of research that need to be explored repeatedly throughout the course of time. There are various distinct aspects that make for an argument for and against the role of language use in a cultural context. Is the manner in which we express ourselves impacted by the manner in which we think? Is there a link between a person's native language and cultural background and upbringing? What is it about the ability to communicate through language that is universally recognized in humans? In actuality, this dispute is about the existence of languages and whether or not the capacity to communicate via language brings people together or divides them from one another. Essentially, this is the same kind of thinking at its core in the nature vs. culture argument and the anthropological conflicts over reductionist ideas. When it comes to disagreements between natural and social

scientists, the nature/culture divide appears to be the driving paradigm in many cases. All of the possible remedies for these disputes, in the end, fracture the framework, mitigating if not completely eliminating the dichotomy itself.

Behavioral scientists have addressed this issue, as noted by Whitehouse (2001), by acknowledging both the importance of social learning and the necessity of examining the mind's traits "in their context" (p. 209, emphasis in original). To put it another way, learning should be regarded as a continual process that takes place over an extended period of time. According to the neurologist Edelman (1992), whom Whitehouse cited as an example, "there are no pre-existing modules in the human brain for classifying the world, learning grammatical patterns, or any other mental processes" (p. 213). A complex mass of potentialities (circuitry) within which patterns are produced and reinforced by experience is described. As a result, this formulation appears to fall on the culture side of the nature/culture split, according to Edelman's neural group selection hypothesis.

Although culture is abstract from the perspective of the brain, it is experienced from the outside, which is why culture is not simply the sum of one's experiences, but rather a complex collection of capacities that may be changed via what Edelman (1992) refers to as "neuronal group selection." (p. 213). Instead of a straightforward nature versus culture conflict, we now have a multidimensional model of interactions to replace the phrases used previously. If we substitute "the corporeal person" for "the mind," we get forms that are more representative of how individuals view the environment. Language and culture are now able to be brought into the conversation. When it comes to the development of culture and civilization, the capacity of people to communicate through language is frequently cited as a crucial, if not the most important, aspect. Due to the universality of this capacity, it is tempting to conceive of it as a system that contains the ability to recognize and replicate grammatical patterns rather than as generic learning ability. This was the opinion of Chomsky (1995), who revolutionized the field of Linguistics by treating language as a uniquely human, biologically based cognitive ability. Further, Everett's (2012) *Language, the Cultural Tool*, delves further into the issue of linguistic diversity. Are we talking about a cultural invention that was established to overcome communication issues that were crucial to the survival of human communities or something else? Or is it something that has existed in the human body since the time of its conception? Are the origins of this phenomenon in the natural world or in human culture? And if nature evolved in this manner, we would ask how it came to be that way.

Here, it can be argued that culture and language are inseparable, as well as teaching English as a foreign language (EFL) through culture may help students better grasp the complexities of the language. In addition to being a product of culture, language also serves as a reflection of it (Gleason, 1961). The purpose of language is to communicate one's thoughts and ideas to others. Our main objective when we begin to improve our language skills is to be able to communicate with people. Taking off from Halliday (1973), and Alyasery (2018) who point out that language functions may be split into seven categories:

1. Instrumental function: when language is employed to control the environment, to cause certain events to happen.

2. Regulatory function: when language controls events. The regulations may encounter the approval or disapproval of the listener.
3. Representational function: when language is employed to form statements, convey facts and knowledge, explain or report.
4. Interactive function: when language aids social maintenance, this means knowledge of slang, jargon, jokes, folklore, cultural patterns, politeness, and ritual expectations in social exchange.
5. Personal function: when language expresses feelings, emotions, and personality.
6. Heuristic function: when language is employed to amass knowledge and to be told.
7. Imaginative function: when language is employed to make tales, write poetry, tongue twisters, etc.

Literature Review

The role of culture in English language teaching & learning

In the past few decades, scholars have variously defined language as the following: (1) "Language is a system of arbitrary signs" (de Saussure, 2011); (2) "Language is primarily speech" (Bloomfield, 1994); (3) "Human language is fundamentally creative" (Chomsky, 1995, p.77); (4) "Language is a mirror of society" [Sociolinguists]; (5) "Language is a mirror of culture" [Anthropological ling] (Kadarisman, 2005).

The current study focuses on principle (5) for a number of reasons, the first of which is its importance. The fact that second language (L2) and foreign language (FL) instruction do not take place in a vacuum, makes it logical to keep culture in mind while planning for any language learning/teaching program. Arguments might develop when students' cultural backgrounds are different from those of the L2/FL instructors or other students in a class setting. Aside from that, it is well acknowledged that only a tiny number of L2/FL instructors have any prior understanding of the culture in which they are teaching. Students, on the other hand, must learn about the L2/FL way of life in order to comprehend linguistic behavior. Cultural sensitivity and awareness of others' opinions must be instilled in pupils by their teachers and reinforced in them by their peers. Another goal of L2/FL learning is for students to be able to construct communicative utterances that are not only grammatically correct, but also pragmatically, and socio-culturally acceptable, as well as to communicate effectively in their native language (Al-Qunayeer *et al.*, 2020; Grzega, 2021; Jafarova, 2021).

Saloomeh (2018), and Kramersch, (1993) argued that language can only be utilized correctly and responsibly in certain contexts. Culture provides a wide range of perspectives that can be used to enhance the dynamics of a class, especially among undergraduate students, who have already chosen a specific area of study and may show antipathy or apathy to a teacher's

ambitious lesson plan if they do not consider it relevant. Knowing how a teacher could avoid "teaching meaningless symbols or symbols that the learner attaches the wrong meaning to" is therefore crucial knowledge to have (Politzer, 1966). Culture education has been impacted by two distinct approaches, (Thanasoulas, 2001), and both have functioned as models for integrating it into language instruction. Highbrow information, such as exposure to literature and the fine arts i.e., factual information, such as statistics about the target civilization's institutions and other aspects, and lowbrow information, such as customs, habits, and folklore of daily life, are the three types of cultural information that can be transmitted.

An efferent reading provides just facts that cannot inspire critical thinking in the classroom, leaving instructors and students with only a knowledge of the culture of the nation from which the material is sourced. Students' perceptions of the culture of the nation where this material is produced may be as sterile as if it came from a printed tourist brochure since there is no other lead to direct them to contextualize it. Using cross-cultural psychology and anthropology, the alternative approach "has been to embed culture within an interpretative framework and construct linkages, specifically, points of reference or departure, between one's own and the target nation" (Council of Europe, 2001). In the opinion of the author, this technique can only provide learners with cultural information and leave it to them to combine it with the assumptions, attitudes, and mindsets of their own culture, which is a limitation in itself. However, here is where the teacher's role comes into play. Like an aesthetic reading, teachers must assist students in constructing their own interpretations and thoughts based on their own experiences by first analyzing and comparing the two cultures, and then allowing students to draw their conclusions from their own experiences.

But using this model in the ELT is a must. For example, new information must be linked to previously established knowledge, organizing principles must be used to reconcile seemingly disparate events, and critical thinking must be used in response to prior knowledge and experience. Keeping the lines of communication open between students and professors is essential, as Rosenblatt's perspective of aesthetic reading has previously established, so that cultural input may flow freely. This, in turn, keeps the creative experimental atmosphere alive and well. Culture matters a great deal in English language teaching because it may make the difference between students who are only able to talk and those who are able to grasp the deeper meaning of what they are saying and the world that they are helping to create (Connell, 2008).

Consequently, if a foreign language student has also been taught culture along with the language, they will encode their communication with an awareness of what they are saying, its meanings, and its history. More than just expressing their basic wants and thoughts, they'll be able to engage in the target language culture in a meaningful way, and they'll be better able to do so. Sociolinguists, communication theorists, and anthropologists have spent much time investigating the tight relationship between language use and cultural values.

The importance of culture in language learning

As a means of communication and as a means of transmitting cultural values, language has a unique dual nature. Human culture and language are inseparable, and it is impossible to

imagine a world without either one of them. A language is a reflection of a culture's values, meaning that language and culture are inseparable (Brown, 1994; Fleet, 2006; Wei, 2005). The two according to Jiang (2000) are 'intricately linked so that one cannot separate them without losing the relevance of either language or culture'. To put it another way, they are intertwined (Zu & Kong, 2009). In fact, language learning and cultural learning are so intertwined that one might assume that language teaching is also cultural teaching because of the interdependence of language learning and cultural learning. Gao (2006) goes on to say that teachers of foreign languages should be cognizant of the importance of cultural studies in the classroom and work to improve their students' cultural awareness and communication abilities. The same may be said of foreign language education as a whole. Similarly, Wang (2008), claims that "foreign language instructors are foreign culture teachers."

Besides hearing, speaking, reading, and writing, Tomalin (2008) shows the global and the worldwide importance of English language as the key reason to teach culture as a fifth language skill which focuses on learning how to adjust one's English to learn about, comprehend, and appreciate the concepts, methods, and distinctive characteristics of different cultures. In addition, it requires a grasp of how language may be used to embrace change, to be flexible and tolerant of methods of doing things that differ from one's own. It is a shift in mindset that is communicated through language, Tomalin (2008) goes on to say that cultural education in ELT should include teaching cultural knowledge (the big C), cultural values (the country's "psyche"), cultural behavior (the little c), and cultural skills (the knowledge of daily routines and behavior), ensuring the development of intercultural sensitivity and awareness by means of English language as the tool of interaction.

Cultural influence on the vocabulary

Knowing a word's pronunciation and spelling are taken for granted by most language users. Vocabulary instruction, according to a majority of educators, consists only of making connections between word sounds and their intended meanings. In contrast, "a word in the Lang5 [the knowledge in an individual's mind] sense of knowledge is more than its meaning" (Cook, 2008, p. 50).

As a result, mastering a new word involves more than merely memorizing its translation. Acquiring a word necessitates familiarity with not just its phonetic and orthographic structure, but also, its syntactic structure, as well as its general and specific meaning and context (Chomsky, 1995).

Teaching vocabulary is all about making the meaning clear to students. Educators use a variety of methods for implementing this strategy. Instead of using translation, audio-visual lessons employ pictures to help students develop this understanding. Teachers in task-based and communicative language instruction present students with a variety of interactional situations to help them understand the material. However, learning a word entails more than simply memorizing its definition; it also entails understanding all the additional information that it contains (Cook, 2008). As previously noted, the question of whether speakers utilize the same concepts but use different words to convey them, or whether meanings also change in various cultures, is an essential one to consider when evaluating vocabulary development. People's

perceptions of color, position (front/back, left/right vs. north/south, east/west), and terms for uncles are just a few examples of how this differs from culture to culture.

Vocabulary is the building block of language, serving as a conduit for the transmission of ideas and concepts. The explanation of terminology will also reflect changes in national or cultural change, as will the language itself. In Yemen, the color white is associated with virtue, piety, and purity, hence a bride-to-be wears white on the day of her wedding celebration as a sign of her virtue, chastity, and loyalty. Contrary to popular belief, the color white is reserved solely for funerals in Chinese culture, where it is considered entirely inappropriate to wear any other color. This is also at odds with Arabic tradition, which dictates that mourners dress in black. No one at an Arabian restaurant will understand if an American man asks for a hot dog, and they might even laugh at him. It is not enough to learn the rules of grammar and the denotative meanings of words in order to learn a language; one must also learn about the culture, way of life, customs, cuisine, and other customs as well as the history and everything else that is part of the culture in order to truly master a language. In a nutshell, culture is a complex collection of several factors, and each one may be expressed in words. An important part of learning vocabulary is to pay attention to cultural differences. Otherwise, mocking and irony are likely outcomes.

Cultural influence on listening

It is simpler to understand and absorb the meaning of something you are already familiar with, but if you are listening to something you have never heard of or something you are unfamiliar with, you will not be able to understand it. Our assimilation will be hindered, on the other hand, when the content we're hearing has a strong connection to our own cultural background knowledge. Hayati (2009) found that Iranian students got improved their listening whenever they focused on culture. For instance, if there consider this utterance: *Mohammed is still suffering from Alnakheleen day*. This province's name alone won't give the impression that Mohammed was injured in a car accident in Alnakheleen if one is not aware that Alnakheleen is the name of a notoriously hazardous mountain road where numerous accidents have occurred. In light of the preceding image, we can clearly understand how important culture is to our listening abilities. One of the many ties that bind the two is cultural. It might impede our ability to listen, but it can also help us do so. The presence of culture should be noted and exploited, especially teachers should consider designing appropriate curricula and materials.

Cultural influence on speaking

As an illustration, consider the perspective of a newbie interpreter: There is a young interpreter who has a consistent and natural way of pronouncing the language. First and foremost, he did all in his power to demonstrate his qualities of enthusiasm, kindness, consideration, and competence to the people he was tasked with accompanying. To keep himself aware, he said, "You're coming this way"; "Sit down"; "Do not speed up"; "Stay with me"; "It is imperative that you arrive on time". The next day, he is astonished to learn that the foreigner had decided not to accompany him because the young interpreter had been deemed impolite by the foreigner. The interpreter, in the perspective of the foreigner, is not assisting him but chastising him like a parent chastising a child. The interpreter's English is flawless, but his lack of cultural

awareness prevents him from being a good fit for this position.

That's why one needs to be aware of the cultural context in which a person comes from, as well as what you can and cannot say in a language if you don't know how to use it in a real-world context.

Cultural Influence on Translating

Translating is often believed to be heavily influenced by the cultural context in which it is performed (Brown 1990; Geng, 2013). The target and source languages must be well studied in order to successfully translate. The difficulty in translating is usually due to a lack of understanding of cultural context. There are many dimensions to cultural background knowledge, including art, history, geography, philosophy, and science. As we all know, every culture has its own set of idioms and proverbs, and trying to translate them into English or Arabic without understanding the underlying cultural context can lead to misunderstandings and misinterpretations. Here are some cultural idioms in English that may be difficult for English as a Foreign Language learners to translate:

- Rob Peter to pay Paul
- Walk down the aisle
- Any/every Tom, Dick, and Harry
- In one's Sunday best
- You're barking up the wrong tree
- Like a square peg in a round hole
- Burn the midnight oil

Visuals and cultural learning in EFL

Byram (1989) affirmed that amongst the beneficent tools for both instructors and learners in language learning is the use of visual aids. Moreover, for ensuring a good understanding of the message whether spoken or written, a language user requires to be aware of both skills and cultural insights. Otherwise, if a message is interpreted mistakenly, it will be communicated wrongly. Learning language and culture go side by side.

In the same context, the process of teaching/learning culture for EFL students is clarified by Kiss and Weninger (2017). They found that introducing students to EFL culture, make them aware to the cultural differences, and enhanced their intercultural competence.

Keeping in mind the significance of culture in language learning/teaching, the inclusion of culture in the EFL syllabus as well as the techniques required to teach culture to EFL learners are foggy and unspecified. To move the stagnant waters, some studies have been conducted on the impact of visual aids on teaching/training culture in EFL classrooms (Dai, 2011; Kiss & Weninger, 2017; Tran, 2010; Wen-Cheng et al., 2011).

To begin with the study of Tran (2010), the study confirmed the importance of teaching culture in the EFL context. The study figured out that EFL students may share different beliefs, thoughts, and even cultural backgrounds. Therefore, teaching English to such heterogeneous students may lead to the interference of such cultures in the learning/teaching of English. Cultural facades, like cultural shock, cross-cultural awareness, and enculturation have been the topic of several empirical research. They sometimes been compared and other time been contrasted. The study discussed the proximity of blood between language learning and cultural transmission. Finally, the study brought some critical points of view regarding the teaching of Cultural to EFL students.

Furthermore, Kiss and Weninger, (2017) claimed that obtaining visual tools boosted the comprehension of EFL learners to culture forecasts which lead to improve their learning outcomes alike. The reason behind that improvement belonged to the learners' high motivation and interest in the way language and cultural content was conveyed visually in the English classroom. Furthermore, visualizations as a language teaching aid contextualizes the target language with many ample explanations used in real life situations. The visual aids also bring practical and simple clarifications to abstract language elements.

Still on the impact of visual tools on teaching culture, Dai (2011) reported that students' capacity to learn English increased due to the integration of visuals in the learning process. Such development in the learning ability to learn leads to interest and enjoyment in the language learning. To explain Dai' s (2011) view, various learners participate in successful classroom discussions due to the learning capacity they acquired. Henceforth, Dai's study confirmed the importance of selecting appropriate methods while teaching/training culture to EFL learners which assured the achievement of the prescribed learning outcomes. Accordingly, as viewed by Dia's (2011) findings, the more teaching methods used visuals, the more success that learning outcomes achieved. The study finally showed that exposing EFL students to various cultural background makes them aware of cultural difference and the importance to respect other cultural as you respect your own which leads to reducing the impact of miscommunication happened by cultural differences.

The types of textbooks were discussed by Wen-Cheng et al., (2011) and Mitsikopoulou (2015). Wen-Cheng et al., (2011) signified the importance of selecting the suitable textbooks to EFL students. However, they explained the various types of textbooks, they confirmed the necessity to select textbooks which contained visuals like puzzles and images to be introduced to EFL learners. Furthermore, Wen-Cheng et al., (2011) that using visual approach to teaching EFL has the ability to leave positive impact on learners to the role of culture in learning English.

Similarly, Mitsikopoulou (2015) clarified the today tendency of EFL teachers to use colorful textbooks for ELT in various contexts. Such attractive textbooks according to Mitsikopoulou (2015) have extra visual resources like CDs hyperlinked with webpages. According to the study, introducing such visual resources in the English classroom supports the process of integrating culture to EFL and makes the cultural difference to students trustworthy. Critically, the study ends by explaining the usualness of selecting appropriate textbooks to teaching English in various contexts.

Nevertheless, Krcelic and Matijevic (2015) visualized the elements of culture to be introduced in the EFL students. Giving great focus on the visual globe, the study pointed out the valuable benefits that students can get from introducing culture to their classroom. The visual aids are taken to be techniques responsible for simplifying the learning process and acquisition of EFL culture and accelerated the learning ability of the students to both language learning and culture acquainting. Likely, visual aids according to Krcelic and Matijevic's (2015) study interplayed and centralized the link between language learning and multicultural awareness.

To end by Herrera and Leonardo's (2017) study on the impact of virtual learning in introducing cultural aspects to EFL students. Such learning environment increases the positive effects on students to language learning. Likely, accelerating the interest of learners to learn the English language which motivates them to study harder and harder and practice the language more and more. Moreover, according to the study findings, some students and due to the lack of learning resources feel insecure to learn English virtually.

Research questions

In the light of the preceding discussion, this study answers the following questions:

1. How far does the EFL course prepare the participants in this study to communicate in English?
2. What is the level of EFL learners' awareness on the necessity of integrating the target language culture in the classroom?

Methods

Research design

The design of this study is qualitative with personal interviews being used to collect the data. It interviewed 25 participants randomly chosen via Zoom.

Participants

The study participants were 25 EFL students at a state university in Saudi Arabia. All the 25 students in this study were enrolled at the Faculty of Language and Translation and admission eligibility required them to be at least intermediate language learners. The sample was selected randomly by generating a list of roll numbers using the Random Number Generator freely available on the internet. Thereafter each of these selected participants were contacted via email obtained from the university, to seek consent and fix the date and time for an interview. However, seven of the selected candidates excused themselves from participation, following which another set of numbers was generated to fill the shortfall. At the same time, it was ensured that only those candidates were retained who fulfilled the inclusion criteria: 1. Enrolled for an English major course at the university; 2. Was an Arabic speaker; 3. Was aged between 19-21 years; 4. Had the requisite physical setting for a Zoom interview; 5. Wanted to pursue a career that needed communication skills. Once the list of participants was finalized along with

mutually agreed date and time for the interviews, the researcher requested written consent from each individual on a proforma. It was ensured that the ethical considerations were preserved, and students felt free to speak their views

Instrument

This study obtained online interview via Zoom to gather information from the participants. The interviews were semi-structured with the questions being centered around the learners' cultural awareness of the target language (English), their satisfaction with the proficiency they gained while taking the EFL course; their views on what was needed to improve the quality of cultural education in EFL. Individual interviews were performed. Students were presented a series of cultural questions and then given the opportunity to respond orally. They were asked two open questions about the possibility to become familiar with the English language culture and how culture impact their listening, speaking and translation abilities. The interviews were allowed to be open ended beyond this point with questions being asked as ideas and thoughts developed. Sentences were the unit of analysis used.

The interviews were conducted over a period of two weeks, and each session was recorded. This was followed by transcription of these by the researcher. The data so obtained were in Arabic as all the participants expressed greater ease of expression in Arabic. Gender was not one of the variables of selection, resulting in 9 of the 25 participants being females. Cultural practices were duly observed in interviewing the female candidates.

Data analysis

As mentioned, the results gathered are qualitative. The researcher followed a thematic analysis to classify the participants' ideas. Moreover, frequencies were used to show the occurrence of each of the ten themes. A rubric was used to tabulate actual excerpts from the interviews. Table 1 below summarizes the repeated themes in the interviews with the frequency of occurrence. It may be noted that the total time of the recordings was 1120 minutes, including the time taken by the researcher in framing the questions by asking leading questions:

Results

Ten reoccurring themes emerged from students' answers to the interview questions. Such themes were also presented along with the percentages and frequency of occurring. Table 1 shows that four items were presented to answer the query associated with the sufficiency of the input they receive during the English course on culture. As Table 1 exhibits that the majority of the students (86%) believed that the course should have sufficient scope for training students on the target language culture. Likely, 19 out of 25 of the students (76%) pointed the necessity to indulge in visual tools for enhancing their exposure to the target language culture. Furthermore, 62% of the students viewed the need for the updating of both material and pedagogy for a good presentation of culture in the classroom. Finally, 60% of the participants believed that their teacher is adequately aware of the target language culture.

Table 1. Students' perceptions on the input they received on English culture

No.	Theme	Frequency	Percentage
1	The course should have adequate scope for training in the target language culture	21.5	86
2	Utilizing visual target language tools might enhance understanding the culture as well as communication	19	76
3	Materials and pedagogy need boosting to accommodate the cultural element in the target language	15.5	62
4	Teacher is adequately aware of the target language culture	4.5	18

Table 2. presents the EFL students' level of awareness regarding the importance of integrating of culture in the Saudi classroom. The great majority of them (87.33%) believed that it is not an easy process to learn the culture of the target language. In the same vein, 58% of the students perceived the importance of cultural knowledge in effective communication. However, a little bit of contradiction is shown in items 6, 7, 8, and 9 in which more than half of the participants negatively perceived the importance of culture in students' English. Just half of the participants (50.66%) perceived it is difficult to acquire the target language culture. Likely, 47.33% of the participants reported the combination of culture and language. Furthermore, 42% of them viewed that language learning is meaningless without learning culture. Finally, about one-third (36%) of the students reported the axiality of opportunity in the classroom to expose to the target language.

Table 2. Students' awareness of the importance of culture in EFL classroom

Theme	Frequency	Percentage
3. Cultural knowledge is a critical component of effective communication and engagement	14.5	58
4. The idea of culture is a difficult one to grasp	12.6	50.66
5. Culture and language go hand in hand	11.8	47.33
6. Language learning is meaningless without cultural exposure	10.5	42
7. Opportunity for exposure to target culture in the classroom	9	36
8. The process of learning a new language's culture is not an easy one	21.8	87.33

Discussion

Generally, this study assessed the effectiveness as well as the impact of culture among Saudi learners studying English language as their major. The following research questions were explored: How far does the EFL course prepare the participants in this study to communicate in English? And what is the level of EFL learners' awareness on the necessity of integrating the target language culture in the classroom?

The study found that the EFL course used was not sufficient to prepare students for communication in English. Students suggested that the course should include scopes for training the target language culture; likely students saw it necessary to use visual tools in the English classroom and they also saw of importance to update the teaching materials and pedagogy for teaching English in the Saudi context. The findings also showed that teachers are in need for updating to better teaching the language to the students. These findings are supported by the claim of Gao (2006) that teachers should be cognizant of the foreign language culture. Similarly, Wang (2008), reported that instructors of foreign language are teachers of culture of the foreign language. EFL learners need to be familiarized with a target language's cultural context in order to understand what it means to be an EFL student, and this needs a great deal of effort and clarity. Kiss and Weninger, (2017) claimed that obtaining visual tools boosted the comprehension, Dai (2011) reported that students' capacity to learn English increased due to the integration of visuals in the learning process. Such development in the learning ability to learn leads to interest and enjoyment in the language learning.

Furthermore, the study reported contradictory levels of awareness. Students showed the difficulty of grasping the culture of the target language and the importance of being aware of the target language culture while communicating in the target language. On the other hand, less than half of them were aware of the necessity of learning both culture and language in the process of language learning. According to the current findings, culture has a significant impact on communication skills like listening, speaking, and translation because it helps us avoid embarrassing misunderstandings. This result is reinforced by Tomalin (2008), who identifies globalization and the global significance of the English language as the primary reasons for teaching culture as a fifth language ability. Whatever has been said, it is genuine to absorb some basis and fundamentals of the foreign language culture to get an understanding of the language transmitted in different situations. Teachers should emphasize to their students that to know the culture of a foreign language does not mean that they should believe or take them as a model. One should be aware of the cultural difference too and yet respect them. Thus, difficulties in comprehending content due to a lack of adequate cultural background of the target language. The training system needs to be kept in line with those changes where these changes have resulted in many different styles, modes of education, and problems, such as abundance of information, an increased number of students, the lack of skilled teachers, and a distance, which may result from this technological explosion.

Conclusion

The study aimed to reach a clear understanding of the impact of EFL learners on the importance of culture when learning English. It also explored the effect of culture on listening,

speaking, and translation of learners. The study found that culture is something difficult to acquire. This study reported the fact that many EFL learners faced difficulties in communication due to their lack of the foreign language culture in addition to the huge differences between Arab and English culture. Therefore, teachers of ELT should take into consideration the importance of integrating culture in their language classroom.

Teaching second and foreign languages may be made more effective when we understand the link between cultural context and language use. Language and culture are intertwined and should be taught that way, as the two processes are mutually reinforcing. Teachers should strive to make their language training as engaging and relevant as possible, as motivation is extremely important while learning a second or foreign language. For effective cross-cultural communication in today's globalized world, students need to develop their intercultural competence in ELT courses based on cultural context.

Recommendations

Several studies observed raising students' cultural awareness while studying ELT (Cakir, 2006; Jin-feng, 2007; Vrbová, 2006). There are a variety of ideas on how to help students gain an understanding of other cultures in the classroom. Cakir (2006) affirmed the importance of exposing students to cultural differences so they can develop cultural awareness while developing their skills in the foreign language. It has been observed that literature and theater can help students become more aware of other people's points of view. Devices such as role play can be used for students to express themselves creatively and imaginatively in their language use. Authentic aids from English-speaking nations are always appreciated in role plays since they are based on real-life events. Drama may also be used to engage pupils in cultural misperceptions firsthand. In order for students to fully grasp the differences and similarities between the target language and their native tongue, a discussion of popular proverbs might be beneficial.

Limitations

The study was carried out with a small number of participants, and this is the limitation that needs to be considered in future studies. The other limitation is the non-consideration of gender as a variable in this study.

Availability of data and materials

All data and information recorded or analyzed throughout this study are included in this paper.

Competing interests

The author declares that he has no relevant financial or non-financial interests to declare.

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Ethics statement

Ethical review and approval were not required for the study on human participants in accordance with the local legislation and institutional requirements.

Consent statement

Written informed consent from the [patients/ participants OR patients/participants'

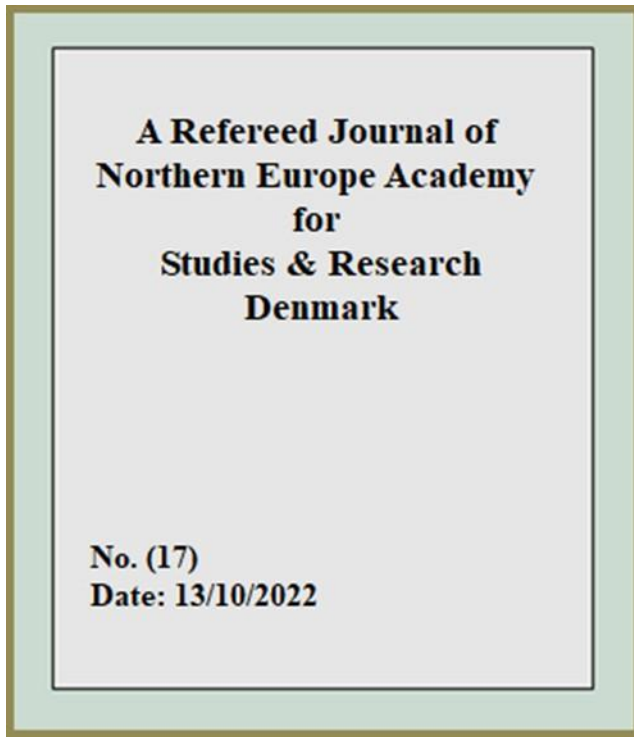
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Investigating Artificial Intelligence as a Threat to Translators' Positions

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Abstract

The career of human translators is currently under threat due to automation, which many anticipate will eventually be supplanted by artificial intelligence. According to translators, Artificial intelligence is projected to replace human translators shortly soon. This article examines the various viewpoints of translators and experts on the controversial topic of machine translation as an artificial intelligence component, which is expected to eliminate thousands of jobs in the near future and automate the translation industry instead of being performed by human translators. The analysis focuses attention on MT and the threat of replacement. Two key findings are mentioned. First, translators and specialists disagree on the claims and threats despite advances in machine translation. Second, although there has been continuous progress in machine translation, the Arabic Language has a complex system that cannot be readily outperformed by Artificial intelligence. This article argues for the proper use of AI to ensure a high-quality translation.

Keywords: positions, Machine Translation, Neural MT, post-editing

1. Introduction

The translation market is fast expanding, and many agencies tend to expect that translations are of excellent quality and low cost and that thousands of pages can be translated quickly into numerous languages. The translation market, like any other, is driven by the supply and demand of available workers. Translators' attitudes regarding the medium have shifted due to the rise of artificial intelligence in translation. Translation services have seen a decline in demand as the use of machines as a medium has grown. This raises concerns for professional translators. Some translation experts like Marr (2018) express concern about AI's threat (machine translation) to human translators. There may soon be no need for half a million human translators and 21,000 translation businesses, since machine translation quality has grown by leaps and bounds in the last few years. Other experts disagree with the anti-AI arguments, claiming that AI has beneficial effects and can be used to help human translators by enhancing machine translation accuracy and efficiency. It is claimed that AI provides faster transmissions than manual translations. This article, therefore, attempts to examine the divergent views of the opponents and proponents of the AI threat idea.

Furthermore, the article will discuss the rapid development of artificial intelligence, and the advancement of automation in all areas of life is seen by many experts as the downside of human achievement, by others as progress. It was this issue that sparked this study's focus. Moreover, artificial intelligence, or machine translation, is making significant development and is expected to be capable of performing some translations without human assistance. As a result, it is expected that tens of thousands of human translators will be laid off. The article is arranged in this way; the first section reviews the general literature on automation developments and their potential impact on translation. It then analyzes and discusses the research findings through a survey conducted by experts and translators. There is a conclusion on a few essential things to consider when discussing translation's future.

2. Literature Review

In 1955, John McCarthy coined the term "artificial intelligence" which refers to the science and technology involved in the development of intelligent devices and software capable of using and analyzing data, algorithms, and programming to perform actions, anticipate problems, and adapt to a variety of circumstances with or without supervision. . According to Coppin (2004:4), computing is the study of systems that behave in ways that appear intelligent to any observer, and It comprises solving complicated issues via the use of strategies that promote logical conduct in humans and other animals. According to Jackovich and Richards (2018:2), it is any machine intelligence, any device that recognizes its environment and takes steps to increase its chances of success.

Artificial Intelligence is typically classified into neural networks, machine learning, and deep learning. Artificial neural are networks that simulate and process nonlinear interactions between inputs and outputs in parallel Settings, much like biological neural networks. Machine learning improves machine functions by using statistics and data, and it computes neural networks in several more advanced knowledge layers. Artificial Intelligence is frequently classified as advanced or general, robust or weak based on its implementation. When we consider the difference between strong and weak AI, this distinction becomes more evident. A machine translation is an example of robust Artificial Intelligence. Proponents of strong AI argue that by providing a computer program with enough processing power and Intelligence, a computer can think and process information in the same way that humans do. On the other hand, weak AI believes that intelligent behavior can be modeled and used by computers to solve complex problems. This viewpoint demonstrates that just because a computer behaves intelligently does not imply that it is as intelligent as humans.

The concept of "intelligent devices" can be traced back to ancient Greek times when myths were about engines and robots' built-in engineers, Chinese and Egyptian myths. Modern artificial intelligence was traced back to traditional philosophers describing human thinking as a symbolic system. A group of scientists in various areas discussed the possibility of developing artificial intelligence (artificial brain) during the 1940s and 1950s.

In 1956, the area of AI discipline was established in New Hampshire. However, it was first created by John McCarthy, the father of Artificial intelligence. McCarthy categorized it into seven original aspects with other academic concepts in 1955: language AI programming, automatic computers, measuring problem complexity, hypothetical neuron networks used to develop concepts, creativity, allegiance, abstraction, and self-improvement.

Researchers found it extremely difficult to produce machines for several decades despite a well-funded global effort intelligently, in the 1970s and 1990s, scientists faced an acute lack of Artificial intelligence Research funding. These years have come to be called the 'AI Winters.' However, by the end of the 1990s, American corporations were again inquisitive about AI. Besides, the Japanese government proposed developing a computer to improve artificial intelligence in the fifth generation. Garry Kasparov, the world chess champion, was defeated by the first computer, IBM Deep Blue victory, in 1997.

Besides, as computer hardware improvements for government programs and enterprises began to develop artificial intelligence and its technology successfully, its processes began to be employed across several other areas. Thanks to their AI technology, companies like Amazon, Google, Baidu, and many others have

achieved enormous commercial advantages over the past 15 years. Therefore, many online services are involved in artificial intelligence in today's world, and AI has impacted every part of life and is a crucial stock market element. . The machine-based translation system is one of these fields.

Poibeau (2017:6) defines translation as a complex process involving advanced linguistic and cognitive abilities. Therefore, when working with the two languages involved, a translator must be diligent and have a specific ability to reformulate SL with the exact phrases or structures in TL. Computers do not have direct access to such kinds of competencies, and artificial systems are still in their early years and, as far as reasoning, inferring, and reformulating are concerned, are far away from a human being's ability. To reformulate a sentence, a translator must have a strong command of the Language itself, but one must also master the quest for an analogy between terms, which is far more complicated than the equivalence between words and phrases.

Machine Translation, a sub-field of Artificial intelligence, is a computer program designed to translate an item from one Language (SL) to another language (TL) without human intervention. Such programs are to manage and solve problems creatively rather than respond to commands and identify problems. In other words, it performs functions similar to those of a human brain. Sober (2013:54) often describes it as a computer application or program designed to convert text from SL to TL without human assistance. Ronald Schmelzer (2020) defines machine translation as using Artificial intelligence to translate from one human language to another. Therefore, machine translation in AI aims to ensure that translations from SL and TL are carried out smoothly, automatically, and precisely from verbal to other languages. Machine translation is an automatic translation/computer translation of written text and speech form from one language to another and Natural Language Processing (NLP). This field combines the elements of IT and linguistics, Kozłowski (2002:64).

Sheila Castilho (2018:9) has classified machine translation based on its type and quality. Translation, she claims, is a complex cognitive, linguistic, social, cultural, and technological process. This complexity was reflected in the translation process and the evaluation of the quality of its outputs, making operationalization and measurement of quality difficult. As a result, translation quality definitions attempt to capture these dimensions and their relationships to develop a method for determining translation quality for a given purpose. The growing amount of data available online necessitates machine translation, Ayah ElMaghraby (2018). As a result, machine translation and artificial intelligence are still behind.

Machine translation is a relatively old task that has been used to achieve automation since the 1970s. Over the previous decades, several prominent MT approaches emerged, including Rule-based Machine Translation (RBMT) from the 1970s-1990s, Statistical Machine Translation (SMT): 1990s-2010s, and Neural Machine Translation (NMT) in 2014.

The first approach to machine translation was rule-based, which is distinguished by the use of linguistic rules in translation and its systems, which typically consist of a series of processes analyzed in a text: morphological, syntactic, and semantic analysis; the process of generating a text as a result of a series of structural conventions based on an internal structure or some intralingual, Bhattacharyya (2015:139).

A dictionary and grammar control these processes, often checked by a linguist

or a bunch of linguists and infrequently entails a slow, time-consuming development process, mainly hindered by what has come to be called a “knowledge” acquisition bottleneck because the team of developers first has to fully understand the difficulty before it is going to be described in terms of rules exceptions. However, several complex problems do not seem to be sufficiently well understood or depend upon.

The basic idea in EBMP is straightforward: in translating a sentence using previous translation examples or similar sentences, the assumption is that many translation symbols modify previous translations. Consistent with this view of translation, it is reasonable to mention that an honest translator could be a lazy translator, which means that the assembly often should employ the utmost amount of fabric the previous translation as possible. Translation saves time and it promotes consistency in terminology and magnificence, Trujillo (1999:203).

The first MT system was developed globally in the 1950s; it depends on grammatical structure, lexicon, and software to process these structures. Translation occurs by pattern matching rules. The critical attribute of this method is that it permits the avoidance of matching unfruitful rules. The strong trait of rule-based translation is its capability to research language at semantic and syntactic levels. One of its disadvantages is the sizable number of rules that govern each language, which can contradict each other and, therefore, the "mechanic" sound of it sometimes.

As one of the machine learning problems, statistical machine translation (SMT) deals with translating natural language. SMT algorithms are able to translate by inspecting many samples of human translation. SMT has made tremendous progress in just a few decades, and many new procedures have been developed in the last few years. Adam Lop's (2007) system applies a learning algorithm to a large body of previously translated text, and then uses this algorithm to translate texts that have never been translated before. Experts in the field believe that (SMT) is appropriate for documents that focus on a single topic, and one of its benefits is the abundance of existing new algorithms and platforms. This type of translation training is performed on CPU servers and is simple to implement. The decoding process is quick and similar to "a massive translation memory" in which sentences, phrases, expressions, and collocations are grouped. Most systems of this type were statistical until 2016 when Google published a paper on the subject (NMT). One disadvantage is that it is designed to work in a specific context and is inappropriate for colloquial Language or idioms; it works better with close languages, but it does not perform well in syntactic re-ordering.

Hybrid MT refers to the mix of MT methods. This method employs several AI programs within one system. There are numerous sorts of hybrid AI. Combining a statistical approach and a rules-based approach is one of the most effective hybrid samples of MT. The Hybrid computational linguistics approach differs from the purely rules-based and statistical-based approaches in flexibility, precision, and control. Both, however, necessitate a pre-and post-processing stage.

Deep learning is a modern term beyond the neuroscientific perspective on the existing breed of machine learning models (Goodfellow et al. (, 2016: 13). It demands a further general principle of learning multiple levels of composition, which can be utilized in machine learning models that are not necessarily neutrally inspired."

In the case of MT, deep learning makes it possible to envisage systems where very elements are specified manually, and it lets the system infer by itself the best representation of the data. A translation system is merely based on deep learning (neural MT or DLMT). Thus, DL is made up of an "encoder" and a "decoder," with the encoder referring to the system's data analysis component. The "decoder" is the part of the Machine that uses the encoder's data analysis to convert a given sentence into another language automatically.

Neural Machine Translation is the most up-to-date approach in industry and the one most closely related to AI. Thanks to its target fluency, it reduces post-editing effort. In many ways, it is called an "ultra-statistical" approach, with several layers processing knowledge and nodes passing information and ensuring accuracy. It had been given the name neural because the way layers and nodes work is comparable to how neurons add humans.

Neural Machine Translation is defined by Forcada (2017:5) as a "new breed of corpus-based machine translation" as it requires enormous corpora of SL and TL sentences to be trained. The innovation lies in the computational approach which has been introduced, namely, neural networks.

Neural MT has three exciting characteristics. A variety of its features assist it in understanding word similarities, analyzing entire sentences, and assessing the fluency of a sentence within the target language by analyzing some words at a time. NMT is simply one of many exciting methods for eliciting more natural, fluent-sounding translations within the target language. However, academia remains trying to determine what happens inside the "black box" once the neural network begins to coach.

Translation is a human activity that undergoes the constant pressure of automation, and this automation could lead to the dominance of machine translation conducting the work of humans. Advances in artificial intelligence predominated human translators' stance and raised fears of laying off many translators' positions and affecting the translation industry and labor market. AI is the science making machine does the thing that would require Intelligence if done by humans Ricardo: | (2013). Artificial Intelligence is expected to witness more advancement in healthcare, manufacturing, geopolitical implications and efficiency of neural networks, automated AI development, machine translation, and more.

AI is split into deep learning, machine learning, and neural networks. A neural network may be a biological network that models and processes the link between inputs and outputs. Machine learning employs data and statistics from machine functions, whereas deep learning employs multi-layer neural networks for more advanced learning.

Machine translation is not intended to replace human translators but rather to boost the precision and speed of human translation. It also created a marketplace for fast translation, which a human translator cannot do due to the massive amount of data. EDiscovery is another feature for MT that reduces the number of time editors spend on correction, proofreading, and post-editing, due to sophisticated algorithms and methods of thoroughly analyzing words, phrases, and sentences. Many experts believe that when the neural output quality is accurate, the role of the post-editor will evolve into that of a "reviewer."

Translation of neural machines will probably boost over time as neural spec improves, quality data is vetted, and computing power increases. The transition in neural AI technology would necessitate human translators adapting

to the advantages of the technology while specializing in the great of humans. Because neural AI can produce accurate first drafts in seconds, humans may spend longer posting or reviewing translated computer texts. This year, both Google and Facebook announced that they were abandoning the statistical artificial intelligence paradigm in favor of a brand new model supported by neural networks. Statistical models mine bilingual text corpora for corresponding elements. Still, this data often comprises formal documents composed in a standardized language that does not have much in common with everyday speech.

Google and Facebook have recently announced a shift away from the computational AI paradigm and toward a modern neural network-based model. Statistical models mine bilingual text corpora for corresponding components, but the content is often structured documents written in a very standardized language that has nothing in common with everyday discourse.

In short, the goal is to use AI and more informal data like social media posts to accurately interact between the Language's figures of speech, idiomatic phrases, regionalisms, slang, and other spoken components. While the impact of this enormous breakthrough in MT development is yet to be determined, one thing is definite – machines are logical and process language logically, whereas people are irrational, emotional, and imperfect and process Language accordingly. All of these uniquely human characteristics and limitations are essential components of both verbal and nonverbal communication. An MT paradigm that will replace human translators must be capable of operating at both logical and illogical levels simultaneously. We cannot predict what will happen in The Millennia to come, but it does not seem likely right now.

Machine translation is a type of translation used to describe the process of translating performed by a computer software program as an alternative to translation performed by a human's translation. MT belongs to AI, and the latter is a branch of computer science that deals with using computers to simulate human thinking. Its purpose is to make programs that will solve problems creatively instead of merely responding to commands. In other words, they operate a bit like the human brain. However, Davenport and Kirby (2015: 60) argue that many of the tasks carried out by professionals today will be automated soon, resulting in laying off many translators.

In the late 1950s, programmers in organizations such as the United States Air Force predicted that computers would soon accept human language input and translate it into English or the opposite Language. Many organizations and other entities spent millions of dollars over the next fifty years in the hope of enabling computers to exchange human translation. So far, the results have been pretty limited, for two main reasons: while computers appear to have an infinite capacity for processing data, they are far from having the ability to think creatively like citizens, and human Language is not simply a collection of signs and symbols that can be easily programmed, manipulated, and translated.

Developers of artificial systems are responsive to these limitations. However, few academics have attempted to construct computational linguistics systems for literary writings; practically everyone argues that artificial intelligence is a challenging issue that remains unsolved, and that only commonplace texts (e.g., news articles, technical documents) should be handled. The aim isn't to switch translators who can only translate novels or poetry.

Even technical texts pose specific difficulties since they employ a very technical

vocabulary that must be introduced into the system to obtain relevant translations. The purpose of machine translation is today primarily regarded to be that of giving the user some assistance and, in certain professional circumstances, allowing the user to select whether or not a human translator should be consulted. Thierry Poibeau (2017:6)

Translating a text using a machine depends on analyzing the text, whether semantically or syntactically. Unless the Machine can conduct this analysis, the translation is inaccurate and only a word-for-word replacement, which is little or no value. Moreover, high-quality automated translation requires a complete analysis of the ST as an in-depth analysis of human translation, John Lehrberger (1988: 8).

The constant improvements in the computer field have tripled and quadrupled the professional translator's output and made translating much easier. Computers will play an even more significant role in the translation field in years to come, translating more affordable and widely used. (A word of caution: those who maintain that computers will soon replace human translators altogether are not familiar with all the facts. The consensus among the experts today is that computer technology will continue to enhance translation, but only as an aid to, rather than a replacement for, human translation, Morry Sofer (2013:4).

Translation systems for machines are developed, but the most detailed results are currently insufficient for many applications. Together with an individual's translator, they'll be used a technique. The Machine system can provide a rough translation, so the human can check up the results, ensuring the correctness of the ambiguities and the natural and grammatical correctness of the text. Ben Coppin (2004:592) artificial Intelligence doesn't replace human translation. At best, the previous can do around 60 percent accuracy when the goal is as near 100% as possible. Consequently, the expectations regarding MT are modified, and it's now recognized that to attain complete accuracy, such translations must be post-edited by an individual's translator, Morry Sofer (2013: 54).

Machine translation has made numerous advances in recent years as a result of advancements in technology. As an example, translation deficiency is significantly improved. However, MT ads are not still translated as those by a knowledgeable human translator. As a result, the person tendency in AI could be a collaboration between artificial Intelligence and human translation. Human translation is now guilty of post-editing work, Jia-Wei Chang, Jason C. Hung, Neil Y. Yen (2019:717).

However, Marcos Dinnerstein (2019) says Google warns that Machine Translation is not ready to replace human translators in reviewing refugee status applications. Machine translation, abbreviated as MT, means to use the software in translating text or a speech from one natural language source language to another target language on this subfield of computational linguistics. Machine translation is also named automatic translation, but it cannot be confused with this computer-aided translation, machine-aided human translation, interactive translation, Jason C. Hung, Neil Y. Yen, Jia-Wei Chang (2019:712). Without a doubt, 2018 is already proving to be an exciting time in the age of artificial intelligence. Human translators are still in vogue. However, another scholar like Ross (2016:160), who discussed translators' professionalism, believes that professional translators will work on translation software in the next ten years. A remark made by Timothy Hunt is worth noting: 'Computers will never replace translators, but computer-assisted translators will.'(Sofer 2009: 88, cited in Chan Sin-Wai 2015:15).

Post-editing (PE) "is the correction by a human translator of the raw computer-translated output according to clear guidelines and consistency requirements" (O'Brien, 2011: 197–198). Allen (2003: 297) describes Post-Editing as "the process of editing, adjusting and correcting pre-translated text from an SL into SL processed by an MT method," and the post-edited text should meet the expected quality levels of the end-user. Post-Editing is the new Human Input. Pym and Simon (2016:8) express fear of technology, which is expected to overcome human translators. That fear runs the gamut from seeing humans marginalized as "glorified copy editors" to having computers completely replace human translators.

Over the last decade, several studies from different post-editing viewpoints have been explored the variations between post-editing and from-scratch translation. Processing speed is one of the foremost frequently investigated factors in these comparisons, and this is often also a problem of primary concern for the industry. Domain-specific texts will be published more frequently than scratch-related texts (Masselot 2010). Nevertheless, post-editing is not always faster in general linguistic texts. Daem et al. (2017) found that post-edited texts of stories were considerably faster, while the speed of post-editing text texts (e.g., Carl et al.' 2011) and available information text other studies have reported no significant increase (e.g., Screen 2017).

Temporal aspects are essential, but they do not offer information on how a process is edited, what distinguishes it from traditional translation, what it demands of post-editors and how acceptable it is" (Kring 2001: 61). Therefore, Krings (2001) argues that post-editing feasibility compared to human translating should not be determined by time interval alone. O'Brien (2011:198) further argues that post-editing productivity means "not just the quantity and quality ratio with time, but also the cognitive effort spent.

PE has been a feature of the translation industry for decades now. The developments of usable MT systems and PE have always gone together. A professional translator's task is to comprehend and evaluate a text by a given author in making modifications to this text following the assignment or mandate given by the client. Such modifications may target aspects of information, organization, or form to improve the text's quality and enhance just communicational effectiveness (Bisaillon 2007: 296 cited in De Sutter, Lefer and Delaere 2014:116).

According to Brian Mossop (2019), content editing is checking the text for its ideas. At the macro level, includes changes in the topic's coverage at the micro-level, including the correction of factual call logical and mathematical errors. Copyediting is the process of ensuring that a document adheres to a set of predetermined criteria, such as the publisher's house style, usage guidelines, and the language's grammar, punctuation, and spelling conventions. Checking a text's physical structure in order to assist readers to understand its conceptual structure is called structural editing. Style editing is the process of enhancing a piece of writing in order to make it easier to read and more relevant to the intended audience.

3. Methodology

3.1. Research Objectives

The present research aims to achieve the following objectives:

- 1) To investigate the possibility of replacing the human translator with a

machine.

- 2) To give a theoretical overview of the nature of artificial intelligence and machine translation.
- 3) To show the views of experts on this controversy about the human translator's role in the proliferation of artificial intelligence.

Questions of the study

- 1) To what extent are the claims of replacement true?
 - 2) Is it possible to use artificial intelligence for all translation domains?
 - 3) Why is artificial intelligence seen as a replacement rather than a development?
- The study's objectives were achieved quantitatively. The researcher designed a 15-item survey to gather data on the MT threat to HT positions. This survey has 15 items. This scale rated each claim. An example of a typical scale is strong agree/agree/not sure/strongly disagree. Participants in this study worked in translation studies, particularly MT translations, computational linguistics, and AI. They were both male and female with MA or Ph.D. degrees in translation studies and worked at several Saudi universities. A random sample of 50 respondents was chosen to represent the study's target group, including translation students, teachers, and novice and expert translators. Piloting was done online due to the Covid-19 pandemic. However, the received responses were 31. The responses were analyzed online and utilizing the Google program. The study's participants were chosen based on the quality of their translations and the potential for future growth they represent. When the researchers contacted the survey participants to ask if they would be interested in participating, only 31 responded that they would be willing to do so, even though 80.65% of participants were males and just 11% were girls when the survey was sent out (19.35 %)..

4. Results and discussions

Only 31 responses were received from the translators who took part in the survey piloted with 55 machine translation professionals. Although most respondents were male (80%) and female (19.35%), the survey found no gender differences in the responses. This means that no gender differences in the data were found. Degrees of participation in the survey were recorded. They were divided into MA and Ph.D. holders. There were participants with a master's degree in MT translation (41.94 %) and participants with a doctoral degree in translation (41.94 %), respectively (58.06 %). Differences in degree are not statistically significant, however. All of the participants' experiences were taken into consideration. They were categorized into two groups: one year and another for more than a year. Participants with less than a year of MT translating experience made up only 3.33 percent of the group (96.67 %). The differences in experience between individuals do not affect the results.

The significance of the automation of translation has been served and shown in the following table1.

Table 1. The automation of translation is significant in the digital world of today.

Scale	Percentage (%)	Responses
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SD		3.23%	1
D		16.13%	5
N		16.13%	5
A		41.94%	13
SA		22.58%	7
Analysis	Mean	3.65	
	SD	1.09	

It has been observed from the table1 that when the respondents have surveyed, the automation of translation is significant in the digital world, and (41.94%) of respondents agreed with the statement, and 22.58% strongly agreed with the statement. In comparison, only 16.13% of participants were neutral with the statement. The mean score and SD are 3.65 and 1.09, respectively. Thus, an average of 66.25 % of respondents agreed with that, and this indicates that automation is indispensable in the translation industry.

Table 2. Artificial intelligence facilitates human translation.

Scale		Percentage (%)	Responses
SD		3.23%	1
D		6.45%	2
N		35.48%	11
A		25.81%	8
S A		29.03%	9
Analysis	Mean	3.71	
	SD	1.11	

In accordance with Table 2, when respondents were asked whether artificial intelligence makes human translation easier, 25.81 percent of those who answered the poll said they agreed. and 29.03% strongly agreed with this statement. In contrast, 35.48% of participants were neutral with the statement. The mean score and SD are 3.71 and 1.05, respectively. Thus, the average 67.75 % of respondents ultimately agreed with the statement.

Table 3. Artificial intelligence is expected to translate without human translators' intervention

Scale		Percentage (%)	Responses
SD		35.48%	1
D		41.94%	2
N		9.68%	11
A		6.45%	8
S A		6.45%	9
Analysis	Mean	2.06	
	SD	1.29	

It can be seen in Table 3 that when respondents were asked whether they believed that Artificial intelligence will be able to interpret without the need for human translators, 6.45 percent of respondents agreed. , and 6.45% strongly agreed as well with this statement. In contrast, 41.94% of participants disagree with the statement and 35.48% strongly disagree with the statement. The mean score and SD are 2.06 and 1.29, respectively. Thus, the average 67.75 % of respondents ultimately agreed with the statement.

Table 4. AI is expected to develop the aspects of human emotion and culture in translation.

Scale		Percentage (%)	Responses
SD		16.13%	5
D		22.58%	7
N		25.81%	8
A		29.03%	9
S A		6.45%	2
Analysis	Mean	2.87	
	SD	1.4	

According to table 4, AI is supposed to establish human emotion and culture in translation, and 29.03 percent of respondents strongly agreed with the statement, with 6.45 percent. At the same time, 25.81% of participants were neutral with the statement. The mean score and SD are 2.87and 1.18, respectively. Thus, the average 46.75 % of respondents ultimately agreed with that. This indicates that nearly half of the respondents agree with the statement.

Table 5. Artificial intelligence applications are expected to produce an accurate translation in the near future.

Scale		Percentage (%)	Responses
SD		6.67%	2
D		36.67%	11
N		26.67%	8
A		23.33%	7
S A		6.67%	2
Analysis	Mean	2.87	
	SD	1.12	

According to the results of Table 5, when respondents were asked whether they agreed or disagreed with the assertion that artificial intelligence applications are projected to generate reliable translations in the near future, 23.33 percent agreed and 6.67 percent strongly agreed with the statement. In contrast, 26.67% of participants were neutral with the statement. The mean score and SD are 2.87and 1.12, respectively. Thus, the average 46.75 % of respondents ultimately agreed

with that. This indicates that nearly half of the respondents agree with the statement.

Table 6. Statistical-based and rule-based strategies are the paradigms of AI that enhance the competence of translation

Scale		Percentage (%)	Responses
SD		0.00%	0
D		9.68%	3
N		32.26%	10
A		45.16%	14
S A		12.90%	4
Analysis	Mean	3.61	
	SD	0.69	

According to the results of the poll, 45.16 percent of respondents believed that statistical-based and rule-based tactics are the paradigms of artificial intelligence that improve the competence of translation. and 12.90% strongly agreed with this statement. At the same time, 32.26% of participants were neutral with the statement. The mean score and SD are 3.61 and 0.83, respectively. Thus, the average 65.25 % of respondents ultimately agreed with that. This indicates that more than 50% of the respondents agree with the statement.

Table 7. Language processing through Artificial intelligence is faster than human natural language processing.

Scale		Percentage (%)	Responses
SD		6.45%	0
D		25.81%	3
N		12.90%	10
A		38.71%	14
S A		16.13%	4
Analysis	Mean	3.32	
	SD	1.44	

Table 7 shows that when the respondents were surveyed that Language processing through Artificial intelligence is faster than human natural language processing, 38.71% of respondents agreed, and 16.13% strongly agreed with this statement. In comparison, 12.90% of participants were neutral with the statement. The mean score and SD are 3.32 and 1.44, respectively. Thus, an average of 58 % of respondents agreed with that. This indicates that more than 50% of the respondents agree with the statement.

Table 8. MT systems use a language modeling system to overcome translation barriers.

Scale	Percentage (%)	Responses
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SD	0.00%	0
D	12.90%	4
N	32.26%	10
A	45.16%	14
S A	9.68%	3
Analysis	Mean	3.52
	SD	0.84

It has been observed from the Table 8 that when the respondents were surveyed that MT systems use the language-modeling system to overcome translation barriers, 45.16% of respondents agreed, and 9.68% strongly agreed with this statement. In contrast, 32.26% of participants were neutral with the statement. The mean score and SD are 3.52 and 0.84, respectively. Thus, an average of 63 % of respondents ultimately agreed with the statement. This indicates that more than 50% of the respondents agree with the statement.

Table 9. Artificial Intelligence enables humans to produce accurate translation through translation memory applications.

Scale	Percentage (%)	Responses
SD	16.13%	5
D	22.58%	7
N	19.35%	6
A	35.48%	11
S A	9.68%	3
Analysis	Mean	3.1
	SD	1.62

Table 9 shows that this is the case when the respondents were surveyed that Artificial intelligence enables humans to produce accurate translation through translation memory applications (35.48%), respondents agreed, and 9.68% strongly agreed with this statement. At the same time, (19.35%) participants were neutral with the statement. The mean score and SD are 3.1 and 1.62, respectively. Thus, an average of 52 % of respondents ultimately agreed with that. This shows that more than 50% of the respondents are in agreement with the statement.

Table 10. MT is expected to replace human translation in ten years' time.

Scale	Percentage (%)	Responses
SD	22.58%	7
D	32.26%	10
N	32.26%	10
A	9.68%	3
S A	3.23%	1
Analysis	Mean	2.39
	SD	1.08

According to the data in Table 10, the respondents were surveyed that MT is expected to replace human translation in ten years. (9.68%) respondents were

agreed, and 3.23% were strongly agreed with this statement. In comparison, (32.26%) participants were neutral with the statement. The mean score and SD are 2.39 and 1.08, respectively. Thus, an average of 35 % of respondents ultimately agreed with that. This indicates that more than less than half of the respondents agree with the statement. This assures that there is a growing concern that MT may replace human translation in ten years.

Table 11. Artificial intelligence is a threat to thousands of human translators' jobs.

Scale		Percentage (%)	Responses
SD		22.58%	7
D		12.90%	4
N		12.90%	4
A		35.48%	11
S A		16.13%	5
Analysis	Mean	3.1	
	SD	2.02	

It has been observed from table 11 that when the respondents were surveyed that Artificial intelligence is a threat to thousands of human translators' jobs (35.48%), respondents agreed, and 16.13% strongly agreed with this statement. In comparison, (12.90%)of the participant were neutral to the statement. The mean score and SD are (3.1) and (1.02), respectively. Thus, an average of 52.42 respondents ultimately agreed with that. This shows that more than 50% of the respondents agree with the statement. This assures half of the respondents support that artificial intelligence is a threat to thousands of human translators' jobs.

5. Conclusion

This article aimed to look into the potential threat that machine translation (MT) poses to human translators. It is mentioned that there are two significant findings. As a starting point, it appears that human translators and specialists cannot agree on the claims, and threats despite technological advances. Even though machine translation has improved steadily, the Arabic system is too complex to be quickly and thoroughly impacted by artificial intelligence. Although these findings are based on a wide range of viewpoints, I argue that the threats are unjustified because human Language is not fully comprehended, processed, and represented by Machines. The article discussed the perspectives of experts who frequently work in translation environments. Most experts confirmed that the translation market's supply and demand are not as they were in previous years, so they expressed their reservations about the replacement claims.

Additionally, the role of translators in dealing with artificial translation and machine translation as a beneficial and effective tool for facilitating the translation process was revealed. Machine translation and artificial translation can positively impact the translation process if used correctly by translators. Although machine translation (MT) can produce translations as accurately as human translators, it can still not grasp cultural and linguistic nuances. Generally, the study's findings lead to some recommendations. Because translation technology is

so crucial in today's digital world, translators must be experts at integrating it into their work to maximize its efficiency and effectiveness. As AI assists human translation, translators must educate themselves on which Machine and process will yield the best results in terms of time and cost. Because MT systems use language modeling to overcome translation barriers, translators should carefully evaluate their LRs and language requirements before deciding on the best MT systems. As a result, a study into machine translation by translators has been proposed.

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**Obstacles to Using Educational Techniques with Intellectually Disabled
Students in Khartoum State, as discovered by Special Education Female
Teachers**

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Abstract

This paper presents the reality of the obstacles to the use of educational techniques in teaching children with intellectual disabilities as perceived by special education female teachers. To achieve this goal the researcher used the descriptive approach to the population of special education female teachers from some localities of Khartoum state which constitute (50) female teachers, from which a sample of (30) teachers was selected purposively, the study tools were represented in the scale of the obstacles of educational techniques of special education teachers prepared by the researcher, data were analyzed using the statistical package for social sciences (SPSS), applying the following statistical tests, Test (T) for Single Variance, Pearson r and Man and Whitney test, the results showed the following: Obstacles to the use of special educational techniques in the teaching of children with intellectual disabilities in the education teachers of some localities of Khartoum State are of a small degree. There are statistically significant differences among special education female teachers in the size of the obstacles to the use of special educational techniques in the teaching of children with intellectual disabilities (in favor to years of experience and training courses). One of the most important recommendations is to work on the provision of special educational techniques in all centers and programs of special education, with the need to train the teachers on how to use special educational techniques.

Keywords: Obstacles, Educational Techniques, Intellectual Disability, Special Education Female Teachers,

Introduction

The use of modern technologies in this era in education and their employment, makes it an essential part of it, students with special needs are part of this system aimed at harnessing educational technologies in their upbringing, this is what was confirmed by the recommendations of the Arab Special Education Conference "Reality and Hope" (2005) on the need to adapt modern technology in the service and education of people with special needs. The use of technologies in achieving many of the goals of special education such as the integration process that deals with the student individually based on his/her potential and abilities, the implementation of the Individual Educational Plan (IEP) and all these objectives will not be achieved without the availability of important elements such as a competent teacher, the provision of meaningful technical means, material and technical support, and the removal of all obstacles that prevent the use of techniques in the teaching of these children.

The development of care for children with intellectual disabilities in any society is one of the indicators of the progress of those societies, and the care of these children has begun as a result of the developments of human thought to address guidance cared to rehabilitate life according to their possibilities and abilities; the phenomenon of the presence of people with intellectual disabilities does not necessarily mean desperate, as each individual has characteristics of strength and weakness. Human beings are known as social being influenced and influenced by others (Al-Taie, 2008: 69- 70).

The current research came to identify the reality of the use of educational techniques in special education centers in Khartoum State and put them before those responsible for educational affairs to identify the positive aspects and work to encourage them and identify the negative aspects and overcome them.

Statement of the Problem

From the researcher's experiences and observation, there is a weakness in the use of educational techniques in special education classes by special education female teachers in the centers of special education, despite their training to do so. This issue has negative effects on the education process. In order to know this reality in a scientific method the current research came to know the use of educational techniques in the classes of special education, and attempts to answer the following questions:

- What are the most existing obstacles faced by special educational techniques in the teaching of intellectually disabled pupils as perceived by female teachers of intellectual education?
- Do these obstacles vary depending on the variable of the educational environment of female teachers of intellectually disabled pupils (years of experience, number of in-service training courses?)

Importance of the study

Current research is of great importance in its attempts to shed light on an important aspect of the educational process, namely the identification of the obstacles that limit the use of educational technology in the teaching of intellectually disabled children, and thus prevent pupils from benefiting from special educational technologies (Obaid, 2009: 21).

The researcher believes that the authorities responsible for the education of the intellectually disabled may benefit from the results of the study, and accordingly, officials will be able to take the necessary measures to improve this reality by overcoming the obstacles facing teachers, which undoubtedly contributes to the advancement of the process of teaching this category of children.

Objectives of the study

This study aims to:

- identify with the degree of obstacles to the use of educational techniques by female teachers in the teaching of intellectually disabled pupils, and the variables associated with those obstacles.
- contributing in find solutions to the obstacles facing female teachers of intellectual disabled children.

Educational Technologies

The term educational technologies in its origin is an expressive term, its emergence began almost in the last half of the twentieth century in line with the massive technical revolution that included aspects of human life on the planet and extended to include educational systems, If the term technologies in its precise scientific sense did not appear until a few years ago, this does not mean at all that it is a modern. Instructional techniques are the tools that provide us with the right method that makes the learning process more useful (Kemp et al., 2000) and can be interpreted as everything by which information can be presented.

The importance of using educational techniques are several, excitability of the student, Overcome verbal and its flaws, Consolidate information Diversity and pluralism, Overcoming temporal and spatial boundaries, transforming theoretical information into behavioral information, saving effort and money, Strengthen the relationship between the learner and the teacher, Development of linguistic wealth among pupils (Obaid, 2006: 29).

The necessity of good Qualities of educational technologies is highly demanded in order for educational technologies to play the role for which they were intended. They must meet some of the necessary conditions to achieve these means, the most important of which are: Take into account the scientific and cultural level of the pupils, be easy to use, and not have a lot of steps that cause confusion for pupils, especially the intellectually disabled. Be attractive and arouse the interest of the pupils so that boredom does not creep into their souls. Be flexible, modifiable, and changeable (Trick 00:20).

For the maximum use of educational technology, teachers should be of high qualities to control and rule for the use of these techniques, these qualities can include, consideration of the backbone of the educational process in general, and in terms of the process of using educational technologies for people with special needs, the competent teacher is the one who is able to use technology positively and is the main factor in the success of the role of the technical means (Al-Khatib and Al-Hadidi, 2003).

Therefore, educational technology is directly dependent on the achievement of its goals, and without a successful teacher, these methods remain useless no matter how sophisticated they may be. The obstacles of educational techniques can be summarized as follows:

- Some students view educational means as tools for entertainment and amusement and not for effective study, which leads to their ineffective use.
- Many schools do not have a sufficient number of educational means such as light or audio performances or television circuits.
- The difficulty of circulating educational means among schools and the fear of using them for fear of damage, breakage, or loss and the consequent deduction of salaries.
- The operation of educational devices needs the art, maintenance, and linking of the study material to the medium, which increases the burden on students.

- Teachers, on the other hand, their experience is insufficient to operate some devices and prepare some educational materials.
- Lack of technicians or technologists necessary to carry out maintenance operations, prepare devices, or assist the teacher in the design and production of various educational materials.
- High costs and prices of some educational means and their maintenance and the speed of damage, increase the financial burdens of schools, and focus exams on verbal and repeating what students memorize from books (Sulayman, Ahmed, 2004: 58).

Pupils with intellectual disabilities

The categories of intellectual disability have varied according to its multidimensionality, the multiplicity of causes leading to it, and the multiplicity of distinct manifestations of the cases of this disability, which in turn vary according to the degree of disability and the time of its occurrence (Ola Ibrahim, 2000, 510).

First: Barrier according to the source of disability

This division aims to place the intellectual disabled children categories depending on the origin of the disability, it may arise as a result of genetic factors, and may be the result of acquired environmental factors, which divide the cases of intellectual disability into two categories:

Primary Intellectual Disability Category: It includes conditions that arise from genetic factors by means of genes or chromosomes

According to the two laws of heredity,

Category of secondary intellectual disability: It includes conditions that arise from environmental factors and are not related to genes or inheritances (chromosomes (Ola Ibrahim, 2000: 520).

Second: Barrier for medical purposes

This division includes cases that arise for the following reasons:

Diseases: These include diseases that affect the mother during pregnancy and are transmitted to the fetus such as German measles and syphilis, as well as diseases that affect the child at an early age such as meningitis, encephalitis, complications of meningitis, and scarlet fever.

Poisoning: during pregnancy may occur when the mother takes certain drugs with a toxic effect on the fetuses, and poisoning may occur when the child ingests some compounds with a harmful effect on the central nervous system such as lead salts found in paint materials, some ointments, beauty materials, carbon monoxide and alcohol (Ola Ibrahim, 2000: p. 54).

The difference in blood components: When the mother's blood differs from the fetal blood in terms of factors and some blood bodies leak from the fetus to the mother's blood,

so, in the mother's blood there are anti-fetal bodies, and some of them leak into the fetal blood through the umbilical cord, attacking the fetal blood cells and damaging a large structure of these cells, which leads to damage to the brain cells.

Brain injuries: These include brain injuries that occur to the fetus during pregnancy when the expectant mother is injured in some accidents such as car accidents or falls from a high place, and also include brain injuries that occur during childbirth. Dietary representational disorders: Conditions resulting from disorders include protease representations that lead to the deposition of certain toxic acids in the blood (Ola Ibrahim, 2000: p. 55).

Third: barriers for psychological purposes

Cases of intellectual disability are classified according to this division into three categories according to the IQ as follows:

The first category: includes individuals whose IQ ranges between 50 and 70

The second category: includes individuals whose IQ ranges from 25 to 49

Category III: includes cases with an IQ of less than 25 individuals

Quarter: Educational Division

This division aims to place intellectually disabled individuals in categories depending on their ability to learn, in order to develop or identify the educational programs necessary for these individuals, which are three categories of intellectual disability:

Learnable Category: Educable

Members of this category can reach the level of the third or fourth grade and the IQ of its members ranges between 50-70., and the mental work of the individual in this category ranges between 6-9 years) (Ola Ibrahim, 2000, p.) Trainable Category

These individuals cannot learn academically and the IQ of the individuals of this category ranges between 25-49, but they can be trained in simple manual work that suits their limited abilities, and the mental age of the individual in this category ranges between 3-6 years.

Third Category:

It includes individuals whose IQ is less than 25, their mental age of an individual is no more than three years and they need full care for the duration of their lives, and they can be trained in some self-care skills (Ola Ibrahim, 2000, p. 28).

Characteristics of intellectually disabled children

First: The behavioral and mental characteristics of intellectually disabled children.

1. Educational Academic Behavior: Since the disabled have problems such as functional dysfunction in the functioning of the brain, their educational aspect is affected by this, as these individuals are characterized by their inability to keep up

- with their academic peers because of these problems, where they are characterized by slow and difficult learning measured with ordinary and talented people who are characterized by speed and ease of learning.
2. Linguistic behavior: Language behavior grows and develops according to the individual's cognitive abilities, so people with intellectual disabilities will have language problems due to the squeeze of their ability to assimilate, distraction and memory problems, difficulty receiving information and poor differentiation between similarities and differences between stimuli.
 3. Stereotypical behavior: It is an abnormal behavior that appears in the form of different responses from the formal aspect, and it is a behavior that is not a function of any that does not have a goal to perform, and it is a behavior common in children with disabilities and may be called autistic behavior, which is a behavior that is harmless but it hinders attention, and one of the forms of this behavior is the behavior of shaking the head, the behavior of sucking the thumbs, the movements of fingers and hands, shaking the body and screaming.
 4. Chaotic behavior: It is a behavior that prevents the individual from performing his functions in one way or another, and it hinders the learning process and its forms include walking in the classroom, leaving, changing the seat, and playing with the tools of others.
 5. Social withdrawal: It is considered a response to unadapt behavior due to the inability of the disabled individual to respond.

Special education teachers:

Characteristics that should be available in the teacher of special education:

Personal qualities: including high intelligence, balanced personality, and high skills at work.

Professional qualities: the ability to use teaching methods that suit the individual differences between intellectually disabled children in one class, skill in the use of modern education technology and puppet theater, full knowledge of different treatment methods, especially behavior modification, the science of guidance and guidance methods for parents of intellectually disabled students, the results of the research have proven that there is a strong relationship between the inability of intellectually disabled students to obtain and the extent of the parent's interest and contribution to the education of their parents and the scientific background of the family, the ability to solve the problems of students with disabilities, familiarity with the professional skills necessary to teach the mentally handicapped and guide them towards choosing the profession that suits their abilities and corresponds to the needs of the labor market. (Ahlam Rajab 2003, pp. 38-37).

The difference between the teacher of private education and general education:

Special education is concerned with the categories of non-ordinary individuals who excel and the disabled while public education is concerned with ordinary people.

- Private education adopts a different approach for each category of special education from which individual educational objectives are derived, while public education adopts a unified approach for each age group or grade.
- Private education adopts the method of individual learning in the teaching of mostly non-ordinary children, while public education adopts group teaching methods in teaching ordinary children at different educational stages.
- Special education adopts special educational means for each category of the non-normal, or educational means that are suitable for the visually impaired may not suit the hearing impaired and vice versa and so on for the rest of the categories of the disabled, where public education adopts general educational means in different subjects.
- School buildings and facilities in special education must be designed in a way that suits the characteristics of each category of the disabled in terms of the absence of barriers and the removal of everything that hinders the movement of these individuals, whether they are hearing, visually, kinetically ... etc., since for ordinary people the design of buildings and facilities is uniform for all ordinary individuals in the same educational stages (Hassawneh, Mohammed Ahmed, 2010, p. 53). A study done by Abdulaziz bin Mohammed bin Shujaa Al-Osaimi (2015) entitled: The reality of the use of modern educational technologies in the resource room and the difficulties faced by teachers with learning disabilities in the Qassim region through the use of the analytical descriptive approach. Eighty four (84) teachers with learning disabilities students have been selected from the study community. The aim of this study was to: to identify the reality of the use of educational techniques and its difficulties by teachers of pupils with learning disabilities in the resource room. This study reached the following conclusions: The general average of paragraphs of what the reality of the use of educational techniques by teachers of pupils with learning disabilities in the resource room expresses the use of Intermediate by teachers with learning disabilities for educational techniques. The general average of the paragraphs on which difficulties limit the use of teaching techniques by teachers of pupils with learning difficulties reflects that there are difficulties that limit the use of such techniques, but only at an average level.

The researcher found that there are statistically significant differences between the average responses of teachers of pupils with learning disabilities about the use of educational technologies, dating back to the variable of years of experience, due to the reality of teachers with learning disabilities using educational technologies.

It turned out that there are statistically significant differences between the average responses of teachers of pupils with learning disabilities about the reality of teachers with learning disabilities using educational technologies attributable to the variable of training courses, in favor of those who have received training courses in the field of educational technologies. Another study by Abdul Rahman (2011) entitled: Educational problems involved in the training of intellectually

disabled students in Khartoum State: The study aimed to investigate teachers of students with intellectual disabilities in Khartoum State about the educational problems they involved in through a questionnaire specially prepared for this purpose, and the study found the existence of educational problems related to the curriculum and methods of teaching the intellectual disabled in Khartoum State, by educational means, teachers, the learning environment and educational evaluation in the centers of the intellectual disabled in Khartoum State.

A study (2002) by Hawsawi aimed to identify the perception of teachers working with people with mild mental retardation of the skills of the technical use of computers in training and to identify the most important obstacles facing (teachers and students when they use this technology), and the study included (17) teachers in (12) schools representing the primary, middle and secondary stages in three cities located in the northwest of the United States of America, and the researcher followed the qualitative method in the research and designed observation cards and interviewed all the teachers he observed, The results of the study showed that mentally retarded students can benefit from the use of computers in multiple ways, and the results also showed that there are obstacles facing teachers including the physical and emotional problems of some students, and the lack of computer skills of some teachers (Ali Houssawi, 2000: 8-9).

Research methodology and procedures

The current research population consists of 50 special education female teachers in Khartoum State. A sample consists of 30 special education female teachers in centers in Khartoum State represented by the following localities: (The locality of Khartoum, the locality of Omdurman, and the locality of Jabal Oulia.

The researcher built her research tool as follows: /pilot study: The researcher addressed a questionnaire to the sample of the current research that included an open question that was formulated as follows:

Q / What are the aspects through which it is possible to identify the reality of the use of educational techniques in some special education centers in Khartoum State?

2 / Final questionnaire: The researcher relied on the results of this questionnaire and reviewed the questionnaires and previous studies related to the subject of the research in the construction of the current research tool (the questionnaire), which consisted of (30) items in its initial form.

Validity of the scale, the researcher adopted the face validity achieved by presenting it to specialized experts, so the researcher presented it to a group of professors in the Department of Educational and Psychological Sciences. The researcher adopted a criterion represented by (80%) as a basis for accepting the items, all of them were kept and none of them were deleted, but some paragraphs were amended due to the opinions of experts.

To know the characteristics of the psychometric characteristics of the items by measuring the obstacles to the use of educational techniques for teaching intellectually disabled children to special education teachers, the researcher applied the final version which consists of (30) items on the pilot of (10) teachers who were selected in a simple random way from the current research community.

Internal consistency of the scale

To find out the reliability of the total scores by measuring the obstacles to the use of educational techniques, when applied to the current research community, the researcher calculated the Pearson correlation coefficient between the scores of each item with the total score of the measure and the following table shows the results of this procedure:

Table No. (1) Shows the correlation coefficient of items with the overall score on the scale of obstacles to the use of educational techniques for teaching intellectually disabled children among special education teachers when applied in the current research community.

Correlation	Item	Correlation	Item	Correlation	Item
.411	21	-.030	11	-.124	1
.476	22	.453	12	.433	2
.440	23	.472	13	.028	3
.170	24	.784	14	.217	4
.054	25	.493	15	.278	5
.068	26	.581	16	.670	6
-.030	27	.714	17	-.098	7
.451	28	.630	18	.309	8
.502	29	.249	19	.310	9
.415	30	.309	20	.638	10

The researcher notes from the previous table that all the correlation coefficients of all function statistically at the level of significance (0.05) except for the correlation of the following items (1), (3), (7), (11), (24), (25), (26), (27) it is weak in reference and some of them are negative in destination and the researcher decided to delete them so as not to affect the scale, while the rest of the statements of (22) phrases and this version has a

good internal consistency sincerity when applied to the examiners of the current research community.

2) Scale reliability

To find out the percentage of stability to the total degree of the measure of obstacles to the use of special educational techniques in its final form in the current research community, the researcher applied the equations (alpha Cronbach and Spearman-Brown) to the data of the pilot study, the results presented in the following table:

Table No. (2) Shows the results of the stability coefficients of the total score of the measure of obstacles to the use of educational techniques for teaching intellectually disabled children as perceived by special education teachers

Coefficients of reliability		Number of items	Scale
22 thousand s-b	.766 881	22	Measure the obstacles to the use of educational techniques for the teaching of intellectually disabled children as perceived by the teacher

The researcher notes from the previous table that the reliability coefficients of the total degree of the measure of obstacles to the use of educational techniques for teaching intellectual disabled children as perceived by teachers as a whole are greater than (0.76), which confirms the suitability of this measure in its final form.

Results

The results of the study showed that "The obstacles to the use of educational techniques for the teaching of mentally disabled children as perceived by experts are very large", and to verify the conformity of the hypothesis, the researchers conducted (T) test for the average of one population and the following table shows the results of this procedure:

Table No. (3) Shows the result of test (T) for the average of one community to judge the general characteristic of the magnitude of the technical obstacles in teaching intellectually disabled children by special education female teachers.

Conclusion	significance	d.f	Calculated (t)	Standard Value	Standard Deviation	Average	N	Variable
Obstacles are few	000.	29	-5.147	10	2.270	7.87	30	Obstacles to the use of technologies
Obstacles are few	007.	29	-2.878	30	6.343	26.67	30	Obstacles to school administration

Obstacles are few	304.	29	-1.046	6	1.921	1.921	30	Obstacles specific to the pupil
Few Obstacles	023.	29	2.402	44	8.742	8.742	30	Total

From the table above, it is noted that the value of (T) calculated for all dimensions and the total degree ranged between (2,402 - 5,147) they are all statistically significant at the total value (, 000 – , 304). This indicates that the hypothesis has not been confirmed as a result of the obstacles to educational techniques for the teaching of intellectually disabled children.

Table No. (4) Shows the results of the test (one-way analysis of variance) to find out the differences in the female teachers' point of view on the size of the technical obstacles to the education of intellectually disabled children, which are attributed to the years of experience of the teachers:

Conclusion	Significance	F	Average Squares	d.f	Total Squares	Source of Variance	Variable
There are no statistically significant differences.	.491	.731	56.951	2	113.902	between Groups	Barriers to Educational Technologies
			77.862	27	2102.265	Within groups	
				29	2216.167	Total	

From the table above it is noted that the value of the absent percentage amounted to -, 731) (when the probability value amounted to (-, 491) it is not a statistical significant which indicates that it is not confirmed.

Table No. (5) Shows the results of the test (one-way analysis of variance) to find out the differences in the teacher's point of view on the size of the technical obstacles to the education of disabled students, which are attributed to the number of training courses.

Conclusion	significance	F	Average Squares	d.f	Total Squares	Source of Variance	Variable
There are no statistically significant	.485	.477	57.898	2	115.795	between Groups	Barriers to Educational Technologies
			77.792	27	2100.372	Within groups	

differences.				29	2216.167	Total	
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From the table above, the researchers note that the value of (Q) amounted to (477, (with a probability value of (491,) there are no statistically significant differences, which indicates s the obstacles to the use of educational techniques for teaching children with intellectual disabilities depending on the number of training courses was not confirmed.

Discussion

Looking at Table 3, we can see that the results are the opposite of what the researchers expected. The reason for this result may lie in the opinion of special education teachers from the current research sample of laboratory availability. It stores these pedagogical techniques and allows you to use and apply them according to the lessons. The item (barriers to school administration) scored statistically lower, but the reason for this result is that special education teachers are aware of the importance of administrative devices and the importance of preparing the school environment for people with intellectual disabilities. This may be due to the recognition of its role in providing special facilities. It has also been shown to educate and assist people with disabilities to overcome the problems they suffer. School administrators encourage special education teachers to use pedagogical techniques. This may reflect perceptions from the current survey sample that special education teachers need to use pedagogical techniques and encourage their use in the classroom.

Adel Rajab stated in 2004 that special learning refinements increase their skills in some respects that need high IQ scores and increase their self-esteem and increase their ability to some skills so he found that the obstacles are few. The researcher believes that these obstacles decrease because the educational environment is nice within which the weather of learning is available, like the training of teachers and also the availability of technical means to assist within the educational process.

The second hypothesis: stated: "There are statistically significant differences in the view of teachers in the size of the obstacles to the use of educational techniques for teaching disabled children in special education teachers attributed to the years of experience of the expert," and to verify the validity of the hypothesis, the researchers conducted a test (one-way analysis of variance).

Looking at table 4, we find that the result was the opposite of what was available in the corpse. Although the researcher confirmed many of the obstacles, we see that the teachers do not have differences in their opinions towards the obstacles of educational technology. This is due to the reason for this result: the awareness of special education teachers of the importance of organizing the weekly usage schedule, which regulates their employment and cooperation among them in their use so that no one affects the other. The researcher agreed with the study of Al-Waani (2009) that there are no statistically significant

differences in the answers of the members of the study sample on the extent of the use of educational technologies and laboratory teaching aids according to the different years of experience in teaching.

In 2005, Jamal Al-Khatib said that his experience has taught him to recognize the limitations of situations and adjust his expectations. The instructor with financial experience can use the computer to train kids and people with intellectual disabilities once he pinpoints the source and executes the most efficient means and plan for handling these pressures.

The years of experience for special education teachers increase the feedback that supports the concept and management of education and how to teach the disabled, and as a result, we find that in the teachers of the special education research sample there is no crisis in the performance of their task according to years of experience. The researcher believes that this is one of the obstacles to the use of special education techniques in teaching children with intellectual disabilities. The third hypothesis was tested using a one-way analysis of variance to determine whether it was true that "There are statistically significant differences in the size of the obstacles to the use of educational techniques for teaching children with intellectual disabilities, attributed to the number of training courses."

Ahlam Rajab 2003 pointed out that intellectually disabled child can learn if he is provided with the appropriate educational possibilities and methods by specialized teachers and can highlight the educational characteristics that should be available to the teacher of special education, including:

- Personal qualities such as high intelligence, balanced personality, and high skills at work.
- Professional qualities include the ability to create situations that bring intellectually disabled children together with normal ones and the ability to use teaching methods that suit the individual differences between children with disabilities in one class.

The researcher believes that the obstacles decrease the more the teacher is subject to many training courses, and this helps him to teach with ease, and that the lack of training courses for special education teachers is considered a disability and the more the teacher is subject to many training courses, the fewer obstacles in the educational environment and the more experience he has in teaching children with intellectual disabilities.

Conclusions

The reality of the educational techniques used in the teaching of children of special education is inconsistent with the objective educational objectives that emphasize the importance of these techniques and their role in the process of teaching and learning. The failure of our educational reality to keep pace with the scientific and technological developments witnessed by our contemporary world is because of their lack of use and use of these technologies. The reality of the educational techniques used in teaching

special education pupils is far from the educational materials studied by the Department of Special Education students and related to this subject.

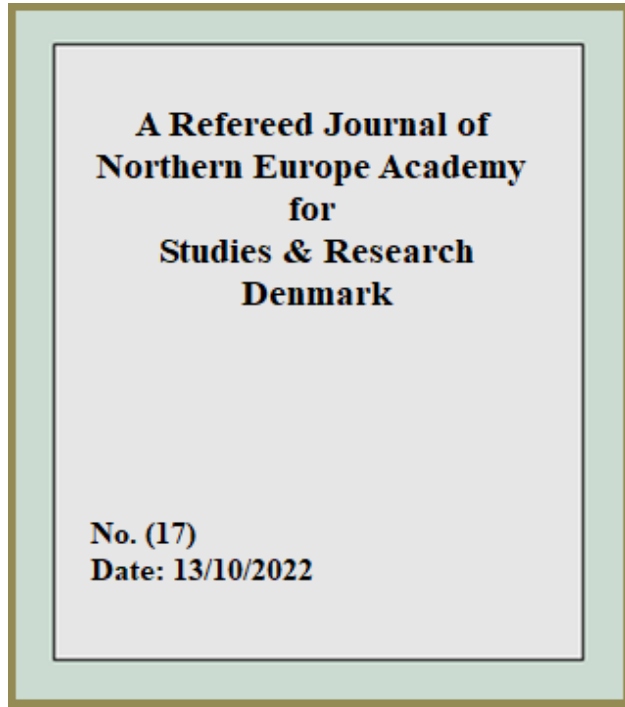
In light of the results of the current research, the researcher recommends the following:

- Recommending the need for special education teachers to be familiar with training for these techniques scientifically and not to be satisfied with the theoretical aspect, which reflects positively on their educational work.
- The need to put the use of educational techniques in the teaching of children of special education among the priorities of the plans developed- Recommending the need for special education teachers to be familiar with training for these techniques scientifically and not to be satisfied with the theoretical aspect, which reflects positively on their educational work.
- The need to put the use of educational techniques in the teaching of children of special education among the priorities of the plans developed
- Conducting a similar study in stages and other rows in the rest of the states of Sudan.
- Conducting experimental studies to know the activities of special educational techniques for the intellectually disabled.
- Building a teaching program for special education teachers related to special education techniques to develop their skills in this aspect.

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US foreign policy towards the Iranian nuclear crisis (2016 -2022)

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Abstract

American policy has witnessed an escalation and a change in attitudes toward the Iranian nuclear file since the Iranian revolution. Especially after President Barack Obama came to power, which was characterized by diplomacy and negotiations, which resulted in the signing of a 5 + 1 agreement in 2015, and with the arrival of the US administration with the administration of Donald Trump, the policy changed by canceling the Iran nuclear agreement, on the grounds that the agreement is a loss and harms interests American. On the other hand, after current President Joe Biden came to power, he wanted to restore the Iran nuclear deal all over again.

Therefore, the study attempts to answer the extent to which the policy of successive US administrations towards the Iranian nuclear file differed from 2016 to 2022. The study assumes that the US policy towards the Iranian nuclear file is based on defining Iran's role in the region and preventing it from acquiring nuclear weapons so as not to endanger US interests in the region.

Keywords: American foreign policy, Iranian nuclear file, the agreement (5 + 1), the withdrawal of the United States, Military intervention and armed conflict

Introduction

This research deals with the foreign policy of the United States towards Iran in general and focuses on the Iranian nuclear crisis in particular in the period from 2016 to 2022. It is a period that follows the rule of President Barack Obama, Donald Trump and current President Joe Biden, and this period witnessed different policies of the White House in dealing with The Iranian nuclear file, as evidenced by important American, regional, Middle Eastern and international events. It had and still has significant repercussions on the foreign policy of the United States towards Iran and the crisis of its nuclear file.

Which gave them a golden opportunity to implement their imperial project aimed at changing the geographical and political map of various geopolitical areas, including the Middle East, in favor of the United States of America.

While on the Iranian and international levels, this period witnessed the emergence of the Iranian nuclear crisis on the international scene, as regional changes cast a shadow over the formation of US foreign policy towards Iran. And then things were complicated by the decline in the influence of Iranian reformers on conservatives since 2003. In light of the superior skill of Iran's diplomacy in dealing with the crisis, and following the policy of investing in mistakes and re-shuffling documents, opportunities were wasted for the US government to implement its goals after the invasion of Afghanistan and Iraq.

Research Importance

The importance of this study indicates that understanding the US foreign policy towards Iran and how it deals with the Iranian nuclear crisis in the absence of international deterrence and American control over the three dimensions of power in the economic, military and technological worlds has become a necessity. Because of its many and dangerous

repercussions on the future of the eastern region. In addition, the process of creating the foreign policy of the United States is a complex process because it is not the product of a single apparatus or department, but many agencies and departments in the environment of the American system participate in its creation.

On the other hand, Iran represents a challenge to the unilateral American security model, and the American project aimed at changing the geographical map of the Middle East, and it is a rising regional power that has many playing cards that affect the current supported regional policies. With determination and unremitting efforts to develop an ambitious nuclear project that would affect the interests of the United States, the United States and its allies in the region.

The study concluded that the Iranian nuclear file is primarily a political and economic file with dimensions and orientations mainly related to the American strategy in the Middle East, as the United States is trying to use it by various means to destabilize Iran's internal stability and thus weaken the regime. And to change it as an undeclared goal of the American strategy in the Arab Gulf region and a means to resolve all outstanding issues between the two countries.

Research Methodology

In its analysis of the US foreign policy towards Iran and the crisis in its nuclear file, the study relied on a set of scientific approaches in a way that serves the progress of research and is consistent with the presentation and analysis of information such as historical and descriptive and analytical methods

- **Research problem**

This research seeks to study the following problem: What is the US foreign policy towards Iran in general, and the crisis of its nuclear file in particular, in light of international and regional developments and changes within the time period that extends from 2016 to 2022?

- **Research questions:**

This study seeks to answer a set of central questions, which are:

1. What are the determinants of the US foreign policy towards Iran and its nuclear program?
2. What is the difference in the White House's handling of the Iranian nuclear file between Republicans and Democrats?
3. What is the impact of Iran's insistence on developing a nuclear program on the US foreign policy towards Iran?
4. What are the possible US scenarios for dealing with the Iranian nuclear crisis?
5. How do superpowers like Russia and China view the United States' dealings with the Iranian nuclear file?
6. Does the increase in Iran's regional power affect the interests of the United States and its allies in the Middle East?

- **research aims**

Since President Barack Obama took office in the United States, the relative weight of American goals in the Middle East and the world has changed, and perhaps the events of September 11, 2001 formed the intellectual framework that determined the next stage of the

political and strategic directions of the United States. The United States in the context of the new world order which he could not achieve. Which led to a radical change in the US military strategy, shifting from deterrence to preventive attack. This research aims to analyze the US foreign policy towards Iran and the crisis of its nuclear file, and to know the dimensions and tools of this policy in the period from 2016 to 2022.

Thus, this research aims:

1. Identifying the determinants from which the US foreign policy towards Iran and its nuclear program is based and how it is formed in decision-making circles within the framework of international and regional changes.
2. Knowing the extent of the influence of ideological trends between Republicans and Democrats on making American foreign policy towards Iran and its nuclear program.
3. Knowing the repercussions of Iran's insistence on developing a nuclear program on the directions of the American foreign policy. The Union to deal with the Iranian nuclear file crisis.
4. Anticipating possible US scenarios to resolve the Iranian nuclear crisis.
5. Knowing the position of the great powers such as Russia and China on America's strategy towards the Iranian nuclear file.

• **Research axes:**

• **An overview of the Iran nuclear deal:**

• **Policy of the Obama and Trump administrations toward the Iran nuclear deal:**

• **The orientation of the new American strategy during the era of Joe Biden towards the Iranian nuclear file:**

First: An overview of the Iran nuclear deal:

Iran has been isolated from the outside world for many years; Because of multiple international sanctions on it by the United States of America and Western countries, as a result of Iran's blatant interference in regional conflicts and the development of ballistic missiles. In addition to its support for some terrorist groups in the Middle East, until Iran and the West eventually reached peaceful solutions, crystallized in the Iranian nuclear agreement with the five permanent members of the Security Council plus Germany known as the "Joint Comprehensive Plan of Action." In July 2015, according to which Iran will commit to producing a certain percentage of uranium (u235), where the low enrichment ranges between (3: 4%).⁽¹⁾

Although Iran has reduced the number of centrifuges it has, and although Iran is working on building a heavy-water facility containing spent fuel plutonium, which can be used to make a nuclear bomb.

¹ . Nict Cunningham. Oil price. To fal or fly depending on Iranian nuclear talks,oil price.com.30 march 2015. P,55.

However, the text of the Iran nuclear deal obligates Iran not to build additional heavy water reactors or store additional heavy water for 15 years, with all spent fuel sent outside the country to Russia.

Hence, Iran pledged to submit to the International Atomic Energy Agency to monitor and inspect any nuclear site in Iran under the nuclear agreement, which led the United States to believe that the JCPOA had undermined Iran and prevented it from secretly building any nuclear program in Iran.

Iran is keen to present itself as a unique country, claiming that it is humiliating and unacceptable, and this claim is due to the unique political model that it pursues, and the uniqueness of its culture.

Moreover, understanding Iran's trends in terms of foundations and goals will allow us to understand the limits of its policies, positions and interests, which the major countries, especially the United States of America, have realized, is to deal with them with caution. Especially in the area of nuclear documentation, while Iran is trying to develop its nuclear program, it is ignoring many great powers. By influencing, whether at the regional or international level, including the United States of America, a way to achieve multiple goals by compensating for the shortcomings of its conventional defense capabilities, As follows: ⁽¹⁾

1. A conviction from it should not depend too much on the self-restrictions that opponents might impose on themselves or on their adherence to international obligations.
2. Exercising a more active regional role in the Arab Selig region or in the Middle East in general through soft powers such as assistance in rebuilding and developing infrastructure, or the media and investments.
3. Gaining the international character and prestige that it can gain by owning nuclear weapons. ⁽²⁾
4. He filled the ideological vacuum in the Third World after the collapse of the Soviet Union.
5. Securing 20% of its electrical energy to achieve its consumption of gas and oil with the aim of directing it towards export, as well as facing the population explosion and rapid industrialization of the country.

The truth is that Iran may not want to build a nuclear weapon as a goal in itself, but rather wants to have the ability to turn into a nuclear state in the event it faces an imminent danger. Iran is possessing the ability to manufacture weapons without intending to manufacture them.” He also stated: “Knowledge of how to enrich uranium is a deterrent in itself.” And there are countries that do not hide their concern about Iran’s acquiring the technology that enables it to produce nuclear weapons, including the United States. The United States, based on its refusal to (who possesses nuclear capability for peaceful purposes, can produce nuclear weapons), Based

1 . Cinelli & Balmer, Deals and warm words flow as Iran president visits Europe, Reuters USA, 2016: <http://www.reuters.com/article /us iran-europe-rouhani>

2 . Iran Nuclear Agreement: The International Atomic Energy Agency's Authorities, Resources, and Challenges, Accountability Office, GAO-16-565, June 2016.

on the opinion that says: “there is a direct relationship between the spread of nuclear technology for peaceful purposes and the spread of nuclear weapons in the world, as the two sides depend on almost the same facilities, formations and materials, there is no peaceful nuclear energy and military one, but there is one nuclear energy”).⁽¹⁾

As a result of these goals, each country interprets a different perspective according to its different interests and positions. There are countries that recognize Iran's right to obtain nuclear technology, despite its relative stability in the situation, but there is the possibility of encircling and isolating it. Iran, regionally and internationally, was a priority of the US administration, and its attempt to transfer the nuclear file to the security forces of the Council in order to impose strict sanctions on it and increase pressure on the countries supporting it (Russia), Pakistan).

In fact, Iran's economic capabilities do not allow it to remain in a position of permanent hostility with those who reject its nuclear weapons, and this issue is the highest degree of concern in Iran's perception of regional or international powers. Therefore, the events of what happened in neighboring Iraq in 2003 gave it a chance to take a breath and think before bowing to American demands, convinced that time was no longer in favor of the success of the American project to attack it, but rather. On the contrary, it should play an active role in light of current events, and its capacity for Iranian diplomacy was clear and embodies the current and future situation.⁽²⁾

However, it achieves clear credibility in many aspects that must be carefully dealt with realistic data. As Iran's continued non-compliance with regard to its nuclear file, despite its knowledge of its insistence, will be fraught with the dangers of definite confrontation, in addition to the heavy costs.

Second: Obama and Trump administration's policies towards the Iran nuclear deal:

US President Barack Obama defended the agreement with Iran over its nuclear program, warning US lawmakers that rejecting diplomatic solutions would lead to war and threaten US credibility.

Describing the congressional debate over the deal with Tehran as "the most important foreign policy debate" in a decade, Obama said Congress should not be swayed by pressure from critics, who he said had been proven wrong, and said that "the same people who

1 . Suzanne Maloney, Done deal! As the Iran nuclear agreement is implemented, sanctions and prisoners are released, Brookings Institution, 2016: <http://www.brookings.edu/blogs/markaz/posts/2016/01/17-iran-nuclear-deal-sanctionsrelief-prisoner-releasemaloney>.

2 . Democratic Party of the United States, 2020 Democratic Party Platform, July 31, 2020, <https://www.demconvention.com/wp-content/uploads/2020/08/2020-07-31-Democratic-Party-PlatformFor-Distribution.pdf>.

defended the war in Iraq are now rejecting the deal." nuclear deal with Iran," he said, calling on lawmakers to choose strong, traditional US diplomacy. ⁽¹⁾

"It is ironic that the biggest beneficiary of this war in the region is Iran, which has strengthened its strategic position by overthrowing its old opponent, Saddam Hussein," he added. "Congress' rejection of the deal would make any US administration determined to prevent Iran from acquiring nuclear weapons in the face of the option of another war in the Middle East. When he expressed that he was not saying this was provocation, but a reality".

While the position of the Republicans on Obama's talk about the importance of the Iran nuclear deal was completely opposite of the position of the Democrats, as usual, as Republican Party Chairman Reince Priebus criticized Obama's speech, saying that it is "shocking and Obama should be ashamed".

Obama has long considered the vote to invade Iraq a fatal mistake that plunged the United States into a bloody eight-year war. Citing the Iraq war, widely opposed by public opinion, to show the option of pursuing the issue of the deal with Tehran, Obama cited late President John F. Kennedy's efforts to limit nuclear testing. ⁽²⁾

The truth is that there is always controversy revolving around the feasibility of Iran's nuclear agreement with a group of (5+1) countries, which has led to a divergence in the orientations of both Iran on the one hand, and Western countries on the other, especially the United States of America, as the nuclear agreement The Iranian regime with the group of Western countries has allowed Iran several good things at the same time, for example: getting out of international isolation, overcoming the barrier of international consensus against it and thus lifting international sanctions on it, which will attract international investment inside Iran again, and then overcome The current internal economic problems, and the agreement allows Iran to legitimize its nuclear program, and to avoid a possible war to eliminate its nuclear program. ⁽³⁾

As a result of the foregoing, Iran has already overcome the barrier of international consensus on it and eased the pressure exerted by the United States and Israel on it through this agreement. Many of the sanctions that had been issued against Tehran, but despite the fact that the United States and the European Union lifted the sanctions imposed on Iran following this agreement in return for its commitment to implement the terms of the nuclear agreement.

This did not stop the White House from imposing other sanctions related to Iran's ballistic missile program, human rights record, and support for terrorist groups identified by

1 . Senior Administration Officials Hold A Background Briefing Via Teleconference on Iran," January 12, 2018; "Director For Policy Planning Brian Hook Holds A State Department News Briefing Via Teleconference on the JCPOA Joint Commission Meeting," March 21, 2018.

2 . Statement for the Record Worldwide Threat Assessment of the US Intelligence Community, Senate Armed Services Committee. February 9, 2016.p 7.

3 . Mohammed Cherkaoui. Trump's Withdrawal from the Iran Nuclear Deal: Security or Economics?, 10 May 2018, pp 6-8.

the United States and its role in the conflicts of the Middle East region through the tasks of the Iranian Revolutionary Guards in the region, and therefore the United States of America is always trying to link these issues to the East The Middle East in which Iran is involved in the future of the Iranian nuclear agreement, and the best evidence of this is the announcement by the US State Department earlier: that Iran's nuclear tests and the development of ballistic missiles constitute a major challenge to the aforementioned UN Security Council resolution.⁽¹⁾

In this context, we find that the US administration, led by Obama previously, aimed to: prevent a war in the Middle East and eliminate the specter of nuclear weapons. Indeed, it has been achieved. Obama realized that if nothing changes, Iran will obtain nuclear weapons before imposing sanctions. On it, which will put the United States in front of only two options: Either accept Iran as a de facto nuclear power or engage in wars with it, and this is in contrast to Trump's vision of the Iranian nuclear agreement, which highlighted other goals that the Obama administration had postponed before, which lies In (imposing more sanctions against Iran).

On the other hand, the goals of the European countries and China do not go beyond maintaining international peace and their common interests in the Middle East, which will be achieved through the integration of Iran into the global economy, and then Iran will not allow this opportunity to be lost through the support of the major powers. For the first time against the American will, the major countries' support for the Iranian nuclear agreement was not a coincidence, Rather, the European countries and China also have several motives with which the major countries feed their influence in the Middle East region, which these countries cannot refrain from as a result of the amount of European money invested according to the "comprehensive plan for Iran" in many sectors in Iran such as the oil, gas, and hotel sectors. This leads to the freezing of these funds at any time when Iran may feel the deviation of European countries, especially France and Germany, from the Iranian nuclear agreement.⁽²⁾

Therefore, US President Donald Trump decided in 2018 to withdraw the United States from the 2015 Iran nuclear deal with various (5 + 1) countries and signed a presidential memorandum according to which sanctions were re-imposed. With regard to the Iranian regime, the President is focusing on sanctions that would be of a very serious economic nature.

Trump's argument is that the Iranian regime supports the terrorist regime and squanders the wealth of the Iranian people, and he asserts that the administration of former President

1 . A. Applebaum, What Trump and His Mob Taught the World About America, The Atlantic, 7 January 2021,

<https://www.theatlantic.com/ideas/archive/2021/01/what-trump-and-his-mob-taught-world-about-america/617579/>

2 . Andrew England and Katrina Manson, "US and Middle East: strongmen contemplate post-Trump era", Financial Times, September 20, 2020, <https://www.ft.com/content/132ad76d-0ad4-4cf8-9dc7-acd1797c9e6d>

Barack Obama allowed the Islamic Republic of Iran to develop its nuclear program, especially with regard to uranium enrichment, to meet the threshold of having a nuclear bomb.⁽¹⁾

Trump also described the nuclear agreement as catastrophic, as it caused Iran to obtain huge sums of money and support its nuclear program. For itself, it presented a number of evidence condemning the Iranian regime and accusing it of seeking to acquire nuclear weapons for non-peaceful purposes. After US President Donald Trump withdrew from the Iranian nuclear agreement, one of the six international parties withdrew from the agreement, which became an international agreement after its adoption by the UN Security Council. Despite the US withdrawal.

Based on the foregoing, Trump has many options in dealing with Iran, with the aim of deterring or canceling the Iranian nuclear agreement, by: Imposing sanctions on Iran to pressure it and cancel the nuclear agreement. However, the Europeans' position is somewhat different from that of the Americans towards Iran, as they vacillate in their position between supporting and rejecting the American approach towards Iran based on sanctions, which means that it plays a somewhat balanced role.

Although it accepts Iran's integration into the global economy, it supports the US position against Iran's nuclear program for ballistic missiles, and its revolutionary activity that permeates all regional files.⁽²⁾

In this regard, we find that France has already proposed solutions regarding the nuclear agreement, represented in the possibility of conducting new negotiations to settle these prominent differences between the American and Iranian sides, especially Iran's ballistic missile program, and the expansion of the Iranian regional role, but despite the possibility of this French initiative to bridge the gaps in the nuclear agreement between both parties, but the US side made it clear that there is no point in entering into new negotiations with Iran on the agreement, which the Iranian side faced by threatening to withdraw from the agreement, because it realizes that any new negotiations will lead to a reduction in the privileges granted by the agreement. It is similar to the restrictions that will be lifted in 2025.

Therefore, Tehran is well aware of the consequences of these US sanctions imposed on it, with all possibilities of the European side withdrawing and isolating it from the world once again. The Chief of Staff of the Iranian Army, Major General Muhammad al-Baqeri, announced that any US sanctions would classify the "Iranian Revolutionary Guards" as a terrorist group. means that US military bases in the region will be in danger, in addition to

1 . Ellie Geranmayeh, Reviving the Revolutionaries: How Trump's Maximum Pressure Is Shifting Iran's Domestic Politics, European Council. on Foreign Relations, June 23, 2020, https://www.ecfr.eu/publications/summary/reviving_the_revolutionaries_how_trumps_maximum_pressure_is_shifting_irans.

2 . Fabian Hinz, A Roadmap to Pragmatic Dialogue on the Iranian Missile Programme, European Leadership Network, March 6, 2019, <https://www.europeanleadershipnetwork.org/policy-brief/a-roadmap-to-pragmatic-dialogue-on-the-iranian-missile-program/>

the Iranian parliament's vote to allocate \$520 million to develop Tehran's missile program, and to strengthen the Revolutionary Guards' foreign operations, and Iranian President Hassan Rouhani's announced that the United States is trying to violate the text of the Iranian nuclear agreement.

1. Attempts by the United States of America to change the rule of the Iranian Supreme Leader Ali Khomeini, by supporting some minorities inside Iran, and this has emerged in the protests inside Iran recently, in addition to the trend of the Al-Ahwaz faction currently to separate from Iran and the establishment of a national state for them, and the support of the American side for them. ⁽¹⁾
2. There is also another American mechanism to encircle and pressure the Iranian side, which is represented in playing with regional balances by supporting other regional powers such as Israel or Saudi Arabia at the expense of Iran in the region.
3. The United States of America is also making shuttle tours in the international community, highlighted by the moves of the American permanent representative to the United Nations, Ambassador, Nikki Haley, to unify views against Iran, similar to what it did in visits to the International Atomic Energy Agency to convince it that Iran is still working on its nuclear program and is not bound by the provisions of the "Joint Comprehensive Plan of Action". ⁽²⁾

Third: The orientation of the new American strategy during the era of Joe Biden towards the Iranian nuclear file:

In the context of trying to predict the future of President Joe Biden's new US policy toward Iran, in light of the great risks and the nature of the intertwined relations between actors or parties that have interests or concerns in the region, Iran's nuclear program has become a regional problem that casts a shadow over the regional system, and this may be due to The multiplicity of relevant actors and embodies the conflict of regional and international interests. From the region, they are of course engaged in their own interests depending on the forms of balance in the coming villages that they try to shape in the region. The region is threatened by great fears because of the interests and knowledge of the active and influential forces, the most dangerous of which may be a military conflict in the region. This is in light of what is expected of the scenarios that the new US policy under President Joe Biden will lead to Iran, and these

1 . France's Ministry for Europe and Foreign Affairs, Joint statement by the Foreign Ministers of France, Germany and the United Kingdom on the Joint Comprehensive Plan of Action, joint statement, January 14, 2020, <https://www.diplomatic.gouv.fr/en/country-files/iran/news/article/joint-statement-by-the-foreign-ministers-of-france-germany-and-the-united>.

2 . Joe Biden, "Joe Biden: There's a Smarter Way to Be Tough on Iran," CNN, <https://edition.cnn.com/2020/09/13/opinions/smarter-way-to-be-tough-on-iran-joe-biden/index.html>. 2020, 13.

scenarios are classified into two cases: The first says that there will be no conflict or military action. The second says that Iran's nuclear program will be interfered with. ⁽¹⁾

A. In the event of an agreement with Iran:

Through an objective reading of the most important factors influencing the new American policy during the era of President Joe Biden, the conflagration of Iran, we find that this scenario is the most likely, and it is the result of the repercussions of the appointment of Robert Malley. As the US agent for Iranian affairs, who is known for his sympathy with Iran since he was a member of the Supreme National Security Council, which could bring the two sides back to the negotiating table and conclude an agreement supplementary to the previous nuclear agreement. Which can be marketed as a win-win for both parties. This scenario represents most of the prevailing trend in US-Iranian relations, such as Iranian relations, which means that Iran temporarily abandons its nuclear program until the stage of weapon production.

At the same time, the United States of America lifts sanctions on Iran and reaches a formula with it, which is to limit the conflicts to the hotbeds of tension in the region, so that Iran does not use the Houthis to carry out attacks outside the borders of Yemen. And for Iran to refrain from striking oil supplies coming from the Gulf, and at the same time the United States accepts Iran's inclusion in the region's files because of its strong influence and influence in the region. That is, this will be based on three axes: activating the agreement, Telecom Egypt, amending the agreement and the eventual expansion of the agreement to include ballistic missile programs, which is very unlikely for Iran to accept that this is a subject of discussion or bargaining. It is considered one of the most important Iranian deterrent forces in the region. ⁽²⁾

B. Military intervention and armed conflict:

This scenario is considered somewhat unlikely, but at least it is still highly unlikely, because if the interests of the United States of America in the region are close to a real threat, or if Iran is on the verge of reaching the stage of nuclear weapons. , The possibility of military action Here comes the option, a scenario in which the United States of America conducts a limited and targeted military strike against Iran, forcing it to comply with the demands of the United States, first to curb its nuclear program, and at the same time. Preventing Iran from impeding oil supplies and attempting settlements is included in the remaining files.

If this happens, it may burn the area. The allies of the Iranian regime (Hezbollah in Lebanon), Shiite groups in Iraq, Hamas and Islamic Jihad in the Gaza Strip will not stand idly by. And it will try to hit Israel's interests and drag Israel into a confrontation, which will

1 . Joseph R. Biden, Jr., "Why America Must Lead Again," *Foreign Affairs*, March/April 2020, <https://www.foreignaffairs.com/articles/united-states/2020-01-23/why-america-must-lead-again>. The Washington Post, October 8, 2020,

2 . France's Ministry for Europe and Foreign Affairs, Joint statement by the Foreign Ministers of France, Germany and the United Kingdom on the Joint Comprehensive Plan of Action, joint statement, January 14, 2020, <https://www.diplomatic.gouv.fr/en/country-files/iran/news/article/joint-statement-by-the-foreign-ministers-of-france-germany-and-the-united>.

lead to an all-out war, as the Iranian regime did not respond to the conditions of the United States even after a limited military strike, and it was a mistake. Otherwise, miscommunication may lead to a broader conflict, then Iran will completely suspend the Strait of Hormuz, the oil facilities in the Gulf will be destroyed, the scope of the US military response will be expanded, and then not only the Navy will not participate in the game. But the Zionist air force will also participate with the help of countries in the region hostile to Iran. ⁽¹⁾

However, this is the least likely to happen because historically it deviates from the prevailing course of the relationship, which is dominated by consensus, and because there is the lion's share of interests, the two sides avoid direct military confrontation. agreement between them.

Conclusion:

It is clear in the light of our study of Iran's nuclear record and the American influence in containing it that despite the past three and a half decades of sanctions and isolation that the Islamic Republic of Iran has experienced as a result of its nuclear record, and it is determined to continue its developmental approach and send a message to world leaders, led by the United States of America, no It is afraid and will not give up its positions, ambitions and dreams towards the Middle East with threats. and penalties.

The foregoing also did not prevent the United States of America and the countries allied with its policy towards Iran from continuing to besiege and isolate it regionally and internationally at the heart of their priorities and put pressure on security. The council must impose severe sanctions on it and increase pressure on countries that support it, such as Russia and China.

The truth is that under President Joe Biden, there has been a slow shift in US foreign policy to deal with the Kadyrov issue and the Iranian nuclear document that he inherited from the Donald Trump administration, but these efforts have transformed. As such, you will face difficulties, chief among them: undoing much of what Trump has done will not be easy, because this relationship has changed the United States of America and its allies and adversaries, in some cases, making it difficult for them. They have to return to the previous state in the future, and the internal constraints and crises facing the United States, during the Trump administration, will push Biden to focus on his administration from the beginning to rearrange the interior of the United States.

The US strategy for dealing with Iran during the Biden presidency also shows signs of conditional cooperation, i.e. Iran's renewed commitment to abide by all the terms of the nuclear deal. They see this approach as a prelude to new negotiations and seek to exert more comprehensive security and strategic pressure on Iran through the policy of sanctions and restrictions. The strategic policy of the United States on the nuclear deal is at odds with the

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views of Iranian officials. Robert Marley, William Tabriz and the new Blinken experimented with a progressive American policy toward Iran based on a model of interaction and treatment.

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