



**Problems of Teaching English in Iraqi Public Schools in  
Mosul for the Intermediate Stage from the Teachers' Point of  
View**

مشكلات تدريس اللغة الانجليزية في المدارس الحكومية في الموصل/العراق للمرحلة  
المتوسطة من وجهة نظر المعلمين

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## **Authorization**

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## Thesis Committee Decision

This thesis " Problems of Teaching English in Iraqi public Schools in Mosul for the Intermediate Stage from the Teachers' Point of View" was discussed and certified on 5/1/2015

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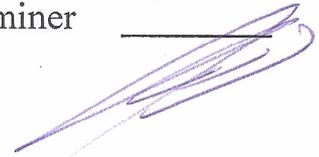
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## **Dedication**

*I would like to dedicate my work .....*

*To my wounded hometown of Mosul that is currently in a great plight...*

*To the souls of my father and mother...*

*To my lovely husband, Sameem, for his help, support, and care...*

*To all my distinguished brothers and sisters ...*

*To all my nephews and nieces...*

*To all my dear, sincere, friends...*

## Table of Contents

	Authorization	II
	Thesis Committee Decision	III
	Acknowledgements	IV
	Dedication	V
	Table of Contents	VI
	List of Appendices	IX
	List of tables	X
	English Abstract	XI
	Arabic Abstract	XIII

Chapter One: Introduction		1
1.1	Background of the Study	1
1.1.1	General Education in Iraq	4
1.2	Statement of the Problem	5
1.3	Objectives of the Study	6
1.4	Questions of the Study	6
1.5	Significance of the Study	6
1.6	Limitations of the Study	7
1.7	Limits of the Study	7

1.8	Definition of Terms	7
Chapter Two: Review of Literature		8
2.1	Review of Theoretical Literature	8
2.1.1	Teaching and learning language	8
2.1.2	Teaching materials	15
2.1.3	FL Teaching Methods	17
2.1.4	Teacher's role in teaching FL	22
2.1.5	Teacher's experiences	24
2.1.6	Teaching – learning environment	27
2.1.7	Resources and teaching aids	32
2.2	Review of Empirical Studies	36
2.3	Summary	59
Chapter Three: Method and Procedures		60
3.1	Design of the study	60
3.2	Population of the Study	60
3.3	Sample of the Study	62
3.4	Instruments of the Study	64
3.4.1	The Questionnaire	64
3.4.2	Interviews	66
3.5	Validity of the Questionnaire	67
3.6	Reliability of the Questionnaire	68

3.7	Data Analysis and Statistical Treatment	69
3.8	Procedures of the Study	70
<b>Chapter Four: Results of the Study</b>		
4.1	Results of the First Question	72
4.2	Results of the Second Question	82
<b>Chapter Five: Discussion, Conclusions and Recommendations</b>		
5.1	Discussion of the Findings of the First Question	89
5.2	Discussion of the Finding of the Second Question	96
5.3	Conclusions	97
5.3	Recommendations	99
<b>References</b>		101
<b>Appendices</b>		112

## List of Appendices

<b>Appendix</b>	<b>Description</b>	<b>Page No.</b>
1	The Questionnaire	112
2	Panel of Experts	116
3	Letter of permission	117

## List of Tables

Tables	Description	Page NO.
1	Distribution of secondary schools as per gender and directorates of education in Mosul	61
2	Distribution of English teachers in intermediate schools in Mosul as per gender and directorate of education.	61
3	Distribution of English teachers ‘ sample according to gender.	63
4	Distribution of English teachers ‘ sample according to teaching experience.	63
5	Distribution of English teachers ‘ sample according to the attended courses.	63
6	Distribution of English teachers ‘ sample as per their level of education.	64
7	Problems related to teachers experience.	73
8	Problems related to teaching – learning environment.	77
9	Problems related to availability of resources and teaching aids.	79

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**Abstract**

This study aimed at investigating the Problems of Teaching English in Iraqi public Schools in Mosul for the Intermediate Stage from the Teachers' Point of View. The study attempted to detect the factors that stand behind the weakness in teaching English and to find out suggested solutions to overcome this weakness.

In order to achieve the objectives of the study, a purposive sample of 50 teachers, covering different age ranges, gender, educational backgrounds, teaching experience and courses attended was chosen to fill out the questionnaire. The instruments of the study were; open-ended interviews and a questionnaire.

Results showed that there are many problems in teaching English in the intermediate public schools in Mosul-Iraq. These problems can be divided into two categories; First, problems related to teachers themselves in terms of experience and attitudes such as the teachers' need for more training courses and the overuse of the source language (Arabic) as the language of instructing. Second, problems related to teaching-learning environment and the availability of resources in the public schools such as the danger that results from the unsecured situation in Iraq as a whole and the lack of rich libraries, resources, teaching aids, supporting materials and audio-visual teaching facilities.

Respondents suggested some solutions in order to overcome these problems mainly developing; the employment system of the primary schools' teachers to be submitted to high standards, in addition to providing service and pre-service training courses for the English language teachers. The study suggested several ideas for further research like conducting similar studies on problems that face teaching English in other cities in Iraq.

## مشكلات تدريس اللغة الانجليزية في المدارس الحكومية في الموصل/العراق للمرحلة المتوسطة من وجهة نظر المعلمين

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### المخلص

تناولت هذه الدراسة مشكلات تدريس اللغة الانجليزية في المدارس الحكومية في مدينة الموصل من وجهة نظر المعلمين. وحاولت هذه الدراسة الكشف عن العوامل التي تؤدي الى الضعف في التدريس وهدفت ايضا الى ايجاد حلول مقترحة للتغلب على هذا الضعف. ومن اجل تحقيق اهداف هذه الدراسة تم اختيار عينة قصدية مكونة من 50 معلم يمثلون مختلف الاعمار والجنس والمستوى التعليمي والخبرة التدريسية وعدد الدورات التي التحق بها المعلم، واستخدمت اداتان هما استبانة واجراء مقابلات.

اظهرت نتائج الدراسة ان هناك العديد من المشكلات في تدريس اللغة الانجليزية، يمكن تقسيمها الى قسمين: الاول يحتوي على مشاكل مرتبطة بالمعلم وخبراته واتجاهاته مثل الاستخدام المبالغ فيه للغة العربية في التدريس و حاجة المعلم الى المزيد من البرامج التدريبية. والقسم الثاني يحتوي على مشاكل لها علاقة بالبيئة التعليمية وتوفر المصادر في المدارس الحكومية مثل الخطر الناجم عن الوضع الامني غير المستقر في العراق وقلة المصادر والمرافق كالمكتبات والوسائل التعليمية ومصادر التعلم ومختبرات اللغة الانجليزية. ومن اجل التغلب على هذه المشكلات اقترح المعلمون عدة حلول منها: اخضاع نظام التعيينات الى معايير عالية وتقديم دورات تدريبية للمعلمين قبل التوظيف وخلال الخدمة.

وقدمت الدراسة عدة توصيات منها اجراء دراسات مشابهة في مدن اخرى من العراق.

# **1. Chapter One**

## **Introduction**

### **Introduction**

This chapter starts with the background of the study. Then, it sheds light on the statement of the problem, objectives, questions, significance, limitations, and limits of the study and ends with the definition of the terms.

#### **1.1. Background of the Study**

Since English has become an international language, many countries in the world introduced it into its educational system. Arab countries teach English in schools, as it is the language of the colonizer who had occupied most of the Arab countries for long periods of time. The importance of teaching English in Iraq began in 1921 as a result of the British Mandate. As the colonizer usually tends to impose its language and culture over the colonized, teaching English became a priority in Iraq. There are many problems concerned with teaching English in Iraq, most of which are related to environmental issues and the educational system itself.

Teaching English as a Foreign Language (TEFL) has become very popular during the last century and the foundations have been set to this

discipline. Teachers face different kinds of problems and obstacles that make the process slow and rather weak. These problems put the teachers in a dilemma in dealing with all the hardships in educating students for the sake of their future.

Iraq is not that far from those problems. It is known that Iraq was one of the leading countries that attempted to eliminate literacy and overcome the problems that are attached to (TEFL). Consequently, UNESCO has listed Iraq as one of the fastest growing countries in the field of education. Not only has Iraq supplied its society with highly educated people, but it also supported many other neighboring countries with groups of university professors and scientists. Unfortunately in the recent years, the educational system of Iraq deteriorated and became the worst in the region. Many studies have been conducted to find solutions for weakness in the outcomes in order to achieve high levels of quality in TEFL.

In the past, English as a foreign language was taught in Iraqi public schools from the fifth to the twelfth grades. Recently and after the conflict of 2003 that Iraq endured, teaching English became obligatory from the first year of schooling.

Communities in Iraq have been negatively affected by the conflicts that have been pervasive over the last two decades. Countless children and

youth have become disconnected from formal schooling for reasons such as displacement, degradation of learning facilities, and reductions in household income.

There are many studies that have been conducted in both the Arab world and in western countries about problems of teaching English, and there are disparities in viewpoints. Teaching English in Arab countries, especially Iraq, encounters many problems that prevent teachers from doing their work sufficiently. Although the difficulties faced by Iraqi teachers are shared with other teachers in other Arab and non-Arab countries, some of challenges faced by Iraqi teachers are unique due to many factors that will be discussed thoroughly later in this study.

New syllabus named “Iraq Opportunities” is a multi-level course presenting units of topic-based lessons that provide rich and contemporary content based on a wide variety of informative themes. It incorporates both international cultural topics as well as topics prepared specifically for Iraqi students learning English. The series provides examples of the natural environment of Iraq and upholds the country’s cultural, social, and moral values on both the national and local scale. Iraqi social characters and their roles in the Iraqi society play an important part in the content of the series. With integrated grammar, vocabulary and skills taught clearly and thoroughly,” Iraq Opportunities” ensures the most effective .This syllabus

was designed to enhance students' proficiency in English but unfortunately there is a noticeable weakness in the students' performance in English.

From the results and outcome of teaching English in Iraq, it is well known that there is weakness in this outcome, the level of intermediate students is thought to be low compared to other stages, this problem needs to be studied and analyzed in order to identify the main reasons for this problem and suggest some applicable solutions. From the point of view of teachers, there are many reasons that caused this weakness. Therefore, the current study aims at investigating these problems that make the matter so difficult for teachers to achieve their goals.

### **1.1.1 General Education in Iraq**

- A. Primary Education: education stage is of six years. The aim of primary education in Iraq is to give children knowledge of basic general cultural ,and to help them discover and develop their capabilities and aptitudes.
- B. Intermediate Education: Intermediate stage is of three years(grades7-9).Students who complete primary school are required to pass a national examination before continuing their studies in intermediate programs, students who pass a national examination may enter a general secondary ,vocational, or commercial school.

C. Secondary Education :The secondary stage is of three years (10-12 grades).There are two types of secondary schools, general or vocational. The general secondary schools have two sections. The Scientific section qualifies one for admission into science ,engineering, medicine, etc. The Literary section prepares a student for admission into liberal arts or humanities program in the universities. The general secondary program leads to the General Baccalaureate Examination, which is a requirement for university admission. The General Baccalaureate Examination for general secondary schools is nation-wide examination administered by the Ministry of Education, and is probably the most valid credential indicating an Iraqi student's competence.

## **1.2. Statement of the Problem**

Though English is introduced as a mandatory subject in the Iraqi educational system from the first to the twelfth grade, there are still some serious problems in teaching English especially for the intermediate stage. Accordingly, these problems affect the students' proficiency in English. Hence, this study highlights these problems and suggests some solutions in order to overcome such problems in public schools in Mosul City in Iraq.

### **1.3. Objectives of the Study**

This study aimed to:

1-Detect the factors that stand behind the weakness in teaching English for the intermediate stage in Iraqi public schools from the point of view of English language teachers.

2- Find out suggested solutions to overcome the weakness in teaching English from the point of view of English language teachers.

### **1.4. Questions of the Study**

This study raised the following questions:

1- What are the most effective factors that stand behind the weakness in teaching English for the intermediate stage in Iraqi public schools in Mosul from the point of view of English language teachers?

2- What are the suggested solutions to overcome the weakness in teaching English from the point of view of English language teachers?

### **1.5. Significance of the Study**

Although many studies addressed the problems of teaching English in public schools in different areas in the Arab world and Iraq, there is shortage of research concerning problems of teaching English for the intermediate stage in Mosul. Thus, this study may hopefully enrich other

studies in the field of TEFL. Additionally, it might be useful for the teachers and decision makers in order to develop and overcome the problems of TEFL.

### **1.6. Limitations of the Study**

The study was limited to the sample and the instruments developed especially to meet the objectives of this study.

### **1.7. Limits of the Study**

The study was conducted in Mosul, Iraq in the second semester of the academic year of 2014/ 2015.

### **1.8. Definition of Terms**

**Problems:** Theoretically, Roozenburg (1995) defines a problem, as it always has to do with dissatisfaction about a certain situation. However, satisfaction is a relative concept, so problems are also of a relative nature. A big problem for a person may not be a problem at all for someone else.

Operationally, problems of teaching are those obstacles faced by teachers during the teaching process . Here in this study, problems are those obstacles which face teachers in teaching English for the intermediate stage in English in Mosul city in Iraq.

## **2. Chapter Two**

### **Review of Literature**

This chapter deals with the related literature and it is divided into two parts; theoretical and empirical literature.

#### **2.1. Review of Theoretical Literature**

The theoretical review covers the conceptual literature related to language learning and teaching, teaching materials, FL teaching methods, teaching environment, resources, and teaching aids.

##### **2.1.1 Teaching and learning Language**

Language is a way of communication among the people; people use language to express their needs and feelings. According to Kumar(2010) language is the most important tool in our social interaction; it is used everywhere in our life in home, work place, streets in order to function properly. Language is made of words so it is important to study words to be able to understand the whole meaning of a work of art.

Merriam-Webster's (2003), defines language as "a systematic means of communicating ideas or feelings by the use of conventionalized signs, sounds, gestures, or marks having understood meanings."(p,699)

Moreover, Pinker (1994) defines Language as:

Language is a complex, specialized skill, which develops in the child spontaneously, without conscious effort or formal instruction, is deployed without awareness of its underlying logic, is qualitatively the same in every individual, and is distinct from more general abilities to process information or behave intelligently (p. 18).

On the other hand, Scollon (2004) has also mentioned the creativity of language, the preference of speech over writing, and the way in which human beings can communicate universally. According to Holmes (1992) second language acquisition research focuses on the developing knowledge and use of language by children and adults who already know at least one other language. The research focuses on how we understand another language and how it is represented in our mind. The aim of the research is to compare between the way we acquire language and the way we acquire other information. Holmes (1992) also demonstrates that psychological behavior controls the way we learn. The process of learning comes through imitation, practice, reinforcement, and habit formation. Acquiring second language is the same as other ways of learning needs the attention of the learner in order to be able to imitate and learn.

Linguistic and psychological theories played an important role in second language acquisition. One important difference between theories developed in these two sciences (linguistics and psychology) is the role

they hypothesize internal and external factors in the learning process. Some linguists have suggested that language acquisition is based on the presence of specialized module of the human mind containing innate knowledge of principles common to all language. In contrast, most psychologists have argued that language is processed by general cognitive mechanisms that are responsible for a wide range of human learning and information processing and requires no specialized module (Holmes,1992 ).

The idea that there exists a (Universal Grammar) of human languages is originated by Chomsky's (1968 cited from Celce2001) view on first language (L1) acquisition. Celce (2001) assumes that all children learn language at a time in their mental development when they experience difficulty grasping other kinds of knowledge far or less complex than language. Even children with impaired intellectual ability were successful in acquiring the language they heard around them. Information of the language that mature speakers have could not have been learned from the language they hear around them is called the 'logical problem of language acquisition'. Children were exposed to samples of language that were incomplete and sometimes degenerate. First language acquisition researches even the parents do not show systematic feedback on the way the children talk. The children correct their mistakes automatically through attention and imitation of the different language experience they face daily.

Holmes (1992) argues that Monitor Theory developed by Krashen in 1970s, shares a number of the expectations of the Universal Grammar approach, but its scope is specifically second language acquisition. As with Universal Grammar, the result is that human beings acquire L1 without instruction or feedback on error. The theory was presented in terms of five hypotheses. The fundamental hypothesis of Monitor Theory is that there is a difference between ‘acquisition’ and ‘learning’. Acquisition is hypothesized to occur in a manner similar to L1 acquisition, that is, with the learner’s focus on communicating messages and meanings; learning is described as a conscious process, one in which the learner’s attention is directed to the rules and forms of the language.

Brown (2014), suggests that discussion about age and language acquisition inevitably considers the question of whether there is a critical period also called a “sensitive period” for language acquisition: a biologically determined period of life when language is increasingly difficult to acquire. The Critical Period Hypothesis (CPH) claims that there is such a biological timetable. The classic argument is that a critical point for second language acquisition occurs around teenage years, beyond which people seem to be relatively incapable of acquiring a second language. This has led some to assume, incorrectly, that by the age of twelve or thirteen you are significantly less capable of successful second language learning.

Such an assumption must be viewed in the light of what it means to be “successful” in learning a second language, and particularly the role of accent as a component of success.

For centuries, scientists and philosophers have drawn a basic distinction between competence and performance. According to Chomsky (1965) cited from Brown(2014) competence refers to one’s primary knowledge of a system or event. It is the non-observable ability to do something, to perform something. Performance is the clearly observable and concrete manifestation, or realization, of competence. It is the actual doing of something, walking, singing, dancing or speaking. In reference to language, competence is one’s underlying knowledge of the system of a language its rules of grammar, vocabulary, all the “pieces” of a language ,and how those pieces fit together. Performance is the actual production (speaking, writing) or the comprehension(listening, reading) of linguistic events. The ideal speaker of a given language has an internalized knowledge of his language, while performance refers to the actual use of language in concrete situation.

Brown (2014) defines teaching as showing or helping someone to learn how to do something ,giving instructions ,guiding in the study of something, providing with knowledge, causing to know or understand. Teaching cannot be defined apart from learning, teaching is guided and

facilitated learning, enabling a person to learn, and setting the conditions for learning. He mentions that learning can be defined as acquiring knowledge of a subject or a skill via study, experience, or instruction. From the psychologist point of view, learning is defined “a change in an individual caused by experience.” So, teaching is implied by the first definition in terms of helping, guiding, or providing the knowledge to the scholar, which results in understanding what the scholar wanted to learn. Psychologically speaking, learning process can be dissected into the following stages: acquisition, process, perception, memory (storage) system, short-and-long term memory, recall, motivation, conscious and subconscious, learning styles, forgetting, the enforcement and the role of practice. In learning a second language, we could have more variables and complexities. So teaching is highly related and tailored by how people learn. The style, lesson design and classroom technique depend upon the learner’s needs. In language learning and teaching, there are three different schools in terms of linguistics and psychology, which are developed over time:

-First, structural linguistics and behavioral psychology are based on the description of scientific observations of human language and behavior to reach an idea or meaning from consciousness, thinking and concepts point of view.

-The second theory is generative linguistic and cognitive psychology. The generative-transformational linguistics is not only achieving the level of expressive capability, but also reaching the level of clarifying in the study of a language. At this stage, linguists discovered that they focus on speech, which only observe and leave the language, and leads to competence and deals with a non-observable level of meaning and thoughts. Also, cognitive psychology is characterized by “the brain is for all intents and purposes.” Therefore, this theory focuses on human thoughts for learning by using tools of logic, reason, and insight to reach a good explanation for human behavior.

-Thirdly, the constructivism theory which gives attention to the approach that focuses on social interactions and the discovery or construction. With mental constructivism, learners use their own representation of reality, so that they would discover and transform the information into their own way; this process is a kind of regenerated information by yourself and through repetition where the learner gain more experience. In addition to a zone of proximal development, this theory involves social interactions that allow learners to practice new tasks with the assistance of peers or teachers. To conclude, cognitive development is a relatively solitary act that is obtainable after learners are introduced to explorations, experiences and social interactions.

Yule (1998) asserts that for most people, learning second language is completely different from learning first language. People learn the first language when they are babies while they learn the second language while they are teenagers or older. The environment where you learn the first and second language is also different, while the baby acquires the first language from the people around him like parents and relatives, the second language is usually learnt at schools. When you learn the first language you do not have any background about language, while learning second language comes after you already gained experience in language from the learning process of the first language.

### **2.1.2 Teaching materials**

The concept of educational materials is expected to serve academic goals of the curriculum as developing ideas in depth, encouraging sense making, engaging students, and motivating learning (Toptaş, Çelik & Karaca, 2012). Teaching materials include textbooks, teachers' guides, workbooks, maps, slides, pictures, CDs, and any other aids used in teaching.

Learning aids reinforce the learning since they stimulate, motivate, and activate learners within instructional process. Learning aids, which include visual aids, audio-visual aids, real objects and many others, are

instructional materials and devices through which teaching and learning are conducted in educational settings. The use of concrete materials as learning aids has always been intuitively appealing (Toptaş; et al 2012).

Courts and Ghai (1974) state that having diverse resources such as books and equipment is essential for both the teacher and the learner. Without these resources, teaching would be passive and boring. These resources must be tailored and ready to be exploited for any meaningful teaching and learning purposes.

Wallace (1991) emphasizes on the use of the language of daily life as a part of teaching language in a classroom. Such language usage should be incorporated in the teaching materials.

Nunan (1988) states that teaching materials are, in fact, an essential element within the curriculum, and do more than simply lubricate the wheels of learning. At their best, they provide concrete models for desirable classroom practice. They act as curriculum models and at their very best they fulfill a teachers development role. He believes that no textbook is perfect, and that no textbook can fit each teaching situation or a language program, therefore, the option of making modifications, adaptation or assigning supplementary materials is needed.

Gurney (2007) introduces five important effective key factors teaching that can be used while teaching: Key factor 1: Teacher knowledge, enthusiasm, and responsibility for learning. Key factor 2: Classroom activities that encourage learning. Key factor 3: Assessment activities that encourage learning through experience. Key factor 4: Effective feedback that establishes the learning processes in the classroom. Key factor 5: Effective interaction between the teacher and the students, creating an environment that respects, encourages and stimulates learning through experience.

### **2.1.3 FL Teaching Methods**

Teaching language is one of the oldest jobs in history. Through this long history the ways of teaching language have been developed and new methods have been created. Some examples of these ways are Grammar-translation method, Direct Method, Audio-lingual Method, Communicative Teaching Method, which were used in teaching foreign and second languages (Freeman & Anderson, 2014) as follows:

-Grammar-translation method: this method emphasizes the teaching of the second language grammar, its principle techniques is translation from and into the target language.

-The Direct method: is a radical change from Grammar-Translation Method by the use of the target language as a means of instruction and communication in the language classroom, and by the avoidance of the use of the first language and of translation as a technique.

-The audio-lingual method was the first to claim openly to be derived from linguistics and psychology. Audio-lingual method reflects the descriptive, structural, and contrastive linguistics of the fifties and sixties. Its psychological basis is behaviorism which interprets language learning in terms of stimulus and response, operant conditioning, and reinforcement with an emphasis on successful error-free learning.

-Communicative teaching method: this method aims to make communicative competence the goal of language teaching, and develops procedures for teaching the four skills that enhance the interdependence of language and communication. It encourages activities that involve real communication and carry out meaningful tasks. It believes that meaningful use of language to the learner supports the learning process. Language learners are expected to be negotiators, and teachers to be an organizers, a guides, an analysts, a counselors, or group process managers.

Teaching methods affect the profession of a teacher in that some students, when delivered through a given method, understand some

concepts better. Teaching methods when used appropriately become a significant variable of student achievement (Mondoh, 2000).

The teacher is the key determinant of the method to be used in the implementation of any curriculum. His methodology facilitates achievement of objectives. Methods applied by the teacher in class act as a framework for the presentation of instructions activities. In this respect, Yule (1998) demonstrates that it is wrong to deal with learning the second language same as other subjects. The most two important elements in learning language are the grammar and vocabulary. Those two elements can be learnt through memorizing and writing rather than speaking. While pronunciation of words should be learnt through speaking rather than writing.

In order to learn language, one should have many skills. The most important skill is how to use the correct meaning and being articulate in expressing feeling or needs. Harmer (2000) suggests that the teachers should allow students to choose reading material from a range of options made available by the teacher in order to make learning more engaging for students, which would enable them to express themselves using their own words that they lean, and reflect their real ideas and feelings. This does not mean that the teachers leave the process of choosing reading completely to

the learners but the teachers give the students a wide variety to choose from in order to enable them pick the most suitable for their learning level.

Harmer (2007) suggests that it is important to find reading material that is suitable to the students' ability or level. A teacher may use articles, stories, magazines, books, poems, menus, or even advertisements. Learners should learn reading strategies such as scanning, look rapidly through the text to find the gist of the text and skimming, look rapidly through the text to find the required information. Alkhuli (2010) assumes that teaching reading deals with various methods of teaching reading to beginners, reading objectives, reading types, the nature of the reading process and planning a reading lesson. There are many methods of reading and each method has something to offer for reading, the reading purpose influences the reading process in certain aspects and since there are different purposes for reading there are different types of reading.

Harmer(2000) discusses the ways of teaching different language skills such as writing and speaking and that they are different in many ways. When we teach writing, we focus on the written product or on the writing process itself. This process is done through different stages, each stage has a special level of writing skills in order to develop this skill step by step. For teaching speaking the ability to speak fluently presupposes not only knowledge of language features, but also the ability to process

information and language on the spot. Harmer(2007) asserts that good speaking activities should be enjoyable and motivating. It's a good idea for the students to be exposed to different accents. Parts of the language are also subconsciously impressed on the students.

Harmer (2007) confirms that writing is the outcome of communicating effectively ,so it should match the students level in term of foundations of their English language. Also, giving variety of topics which can suit their interest could be a good idea to motivate this skill .The teacher should show sensitivity as too many red marks can de-motivate students. Word symbols can be used, like s=spelling or g=grammar. Correction can be time' consuming so the teacher can also tell the students in advance that he will be correcting spelling, grammar, or punctuation. This gives the students a feeling of what it is like to communicate in that language. Teachers can see how well they are doing during speaking tasks and students can see how they have improved. Brown (2001) has shown that educational styles in language teaching now need us to develop a principled basis on which teachers can choose particular designs and techniques for teaching an L2 in a specific context. New methods recommend that language learning achieve good results when students are interacting while completing a task or learning content or resolving real life problems, where linguistic structures are not taught one by one, but where

attention to linguistic form is given as necessary. The main goal of these methods is to teach students to communicate in the target language, and the best way to achieve communicative proficiency in a language is to use it not learn it gradually. In other words, students should learn to communicate by communicating (Freeman& Anderson 2014).

#### **2.1.4 Teacher's Role in Teaching FL**

Teachers play an important role in teaching language process. The role of the teacher is to create the suitable learning environment that help the learners develop their language skills perfectly. The teacher is also an evaluator because he or she evaluates the learner's work in order to see how well they are performing. Furthermore, the teacher is an organizer because he needs to be so. He should be a good organizer in teaching the foreign language, and should know exactly what leads to success. He should not give useless information or confusing instructions to the learners in order not to waste a lot of time. The other role that the teacher carries is being a prompter because he acts as a prompter (Wang, 2010).

Motivation is an important task of the teacher in order to encourage the student to overcome all the obstacles they face while leaning. Teaching is not a one way process, there should be feedback in order to evaluate the achieved success by the learners. The teacher should develop the

communication skills of the students and create friendly atmosphere in order to encourage the students to be more effective and be able to guide them through the learning process. (Kannan, 2009)

In today's education debates, many experts call for school vouchers, smaller classes, more standardized testing, or rigorous teacher accrediting as the key to improving student performance. Remarkably, none of these approaches addresses what actually goes on in the classroom (Larry, 2008). Problems of teaching a foreign language are discussed by scholars on different levels and domains. Freeman (2002) suggests that lack of motivation in teaching is the reason of why teachers seriously consider leaving this profession to another job, because of some problems such as (1) excessive workload, (2) pressure and lack of support and respect from administrators (3) regular and special education students behavior problems (4) disruptive and disrespectful parents (5) salary and (6) personal situations. Stress is also an overarching theme discovered throughout the data and discussed in relation to all of the motivations.

English is a very important language that most of the schools teach for the student as it becomes very necessary for all professions in the world. In the Arab world students face many difficulties in learning English. Pronunciation and speaking is the most common complains among most of the students who study English. This is because most of the students do

not have enough vocabulary to express their ideas. They also do not have enough idea about how to use the grammar in forming correct sentence. There are many modern ways that help the people learn other language such as computer and different means of media, so that the learners can be dependent learners, but this does not mean the teacher's role disappears in the teaching process. (Adas & Bakir, 2013).

### **2.1.5 Teacher's Experiences**

The teacher is the most influential factor in the leaning process for students in a classroom. There are many ways to reinforce and potentiate the teacher role in a classroom (Edge, 1999):

-Organization: learners must feel that their activity is purposeful, that they are putting their efforts into a framework they can trust.

-Security: if learners feel safe, they will be more able to take part in the lesson, and they may risk making mistakes that they can learn from.

-Motivation: some learners will be motivated to learn from external reasons, which are a big help, but all learners need to be involved in class work.

-Instruction: learners need to be told new things, and told how to do new things.

-Feedback: learners need to know whether they are getting to their targets or not

-Evaluation: Each level has a standard which must be achieved. Therefore, there are certain objectives must be covered, and the students must pass the exam to be qualified and to fulfill that standard .Some scholars can access that standard via online or external reading to match what they learned at school, and this can serve as a quality control of the school teaching.

According to Tsui (2005) experienced teachers are different from novice teachers, because teachers have experience in teaching that does not exist in novice teachers, so they will be able to judge the different processes of learning and to guide the learners according to their levels and the performance .Most commonly, studies identify experienced teachers as those who have approximately 5 years or more of classroom experience (Tsui, 2003).

Some experienced teachers are not as receptive to professional development as new teachers, even though they might benefit from opportunities to reflect on, enhance their knowledge and refresh their enthusiasm for teaching. Administrators and professional developers must recognize and address this potential resistance, while remaining mindful of experienced teachers' characteristics and needs (Scott, 2005).

Teachers usually are in need for professional development. In addition, experience makes the teachers able to attract the attention of the students, which make them more in control of the classroom in an effective way. This may reflect positively on the performance of the students, and improve their learning methods. Experienced teachers differ from novice teachers in their knowledge, skills, and beliefs. Thus, it may be inferred that they also differ from novice teachers in their professional development needs. Nonetheless, most of the research focus on teacher training at the preserves level (Waters, 2006). However, teachers continue to evolve as they remain in the teaching profession (Tsui, 2005), and several researchers (e.g., Zeichner & Noffke, 2001) have emphasized on the importance of lifelong professional learning for teachers in all fields.

Providing meaningful professional development for experienced teachers may be considered central to this goal. Tsui (2003) asks how experienced teachers maintain enthusiasm for their work and why some become expert teachers while others remain experienced non- experts. Three actions were taken by teachers in non-novice stages of professional development that are likely to lead to the development of expertise and long-term career satisfaction, as follows:

- They shift roles. The principle of roles shifting or exchange of roles makes the experienced teacher of certain level practice teaching a new

subject or teaching a new level; therefore, we can avoid the monotonous pattern of teaching and improve the teacher performance. Fessler and Christensen (1991) find that involvement in professional development and assuming new roles could result in more enthusiasm and commitment among teachers.

- They engage in classroom-level experimentation. Experienced teachers might change classroom routines or engage in action research (Chisman & Crandall, 2007).
- They participate in activities that challenge their knowledge and stretch their skills. Experienced teachers learn more about a topic in their field, replace their customary materials or activities, or otherwise push themselves to the “edge of their competence,” where improvement occurs (Bereiter & Scardamalia, 1993).

Experience gives and improves the teachers’ knowledge, beliefs and skills, this can be velar in their professional development needs. Hence experience makes teachers more responsible towards their students.

### **2.1.6 Teaching-Learning Environment**

Interactive environment is very important in the learning process where teacher and learners are open to each other to interact . This way of learning increases students desire to discuss problems or topics of interest

with the teachers ... these discussions increase their understanding of the content and help them in planning the information within a related context in their own lives. Educative environments can enhance and shape the teaching learning process to achieve the wanted goals (Hussain & Safdar, 2008).

Horne (2004) asserts that designing learning spaces is considered important for the learning process. There are many arguments in the research about the optimal teaching and learning spaces and their contribution to improving student achievement. Horne's view of schools as being similar to fortresses is the cause of lower levels of parental involvement with schools and prevents the much needed improvement to parent/teacher and parent/parent relationships, that in turn contributes to improvements in teaching and learning . Stevenson (2007) encourages the use of community as a resource for teaching materials; however, this idea should be carefully designed and maintained. He also argues that students should be allowed to learn in ways suited to their individual differences, and that the most effective teaching and learning strategies allow teachers to work collaboratively with each other and team teach. The traditional classroom boxes with desks lined up in rows impede teachers efforts to work in teams, and have students in the flexible and varied groupings necessary (Marks,2001).

Stevenson(2007) also favors this approach, suggesting that traditional academic classrooms may disappear, replaced by holistic learning labs and exploratory centers. Bunting (2004) agrees, saying that traditional classrooms must change and proposes a model of a generic space for students to be co-located with teachers, which are decorated by the students to give them ownership, and teachers and students only move when necessary to access specialized space.

There is a call of research that suggests less attentive and less successful pupils are particularly affected by the desk arrangement, with their on-task behavior increasing very significantly when seated in rows instead of tables (Higgins et al 2005).At a more scholarly level, researchers argue that teachers require a good knowledge of their students to implement an effective seating arrangement. Seating arrangements can be local (space organized by individual desk ownership) or functional. There can often be an action zone where an increased involvement between teacher and students across the front and down the middle of the room (Higgins et al, 2005 & Weinstein 1979). Whereas some favor a U-shaped classroom formation to overcome the fact that often when clustering students, group size and placement can be driven more by furniture and arrangement than pedagogy (Higgins et al, 2005).

There is a plethora of research that examines the effect of the physical conditions of teaching spaces (which includes seating, furnishings, spatial density, privacy, noise and acoustics, climate and thermal control, air quality, windowless classrooms, vandalism and play-yards, light and color) on students' engagement, attainment, attendance and wellbeing (Keep, 2002).

Some interesting contentions about the physical aspects of learning environment include:

- Temperature, heating and air quality are the most important individual elements for student achievement (Earthman, 2004).
- Crowded and noise in the classroom affects the students learning, the more the number of the students in the classroom, the less they can gain information and learn. (Cesario et al, 2004).
- Color remains the topic of some of the most optimistic claims about morale and efficiency'. According to some research, the choice of the best use of colors is dependent on the age of children (brighter for younger students, more subdued for adolescents), as well as differences between males and females (males – bright colors, females – softer). Much research findings about color is conflicting, and remains hotly debated (Cesario et al, 2004).

- Using visual displays in classrooms breeds success because students are provided with specific examples of how success is obtained (Culp, 2006).

The people who manage the learning process should make sure that the teachers have the suitable materials and facilities that enable them to do their educational tasks well such as libraries, laboratories and books. Teacher should be updated with the information about the new methods and techniques in teaching language process. (Pande, 2013). Teachers have great responsibility in adjusting the way they think about the nature of work, they should be more flexible and able to gain more and more experience in order to develop the method of teaching inside the class and reflect what they have learned and their experience on the students.

Smeets (2005) shows four main characteristics of the powerful learning that the teachers can use in the education environment:

- Rich contexts and tasks that are as reliable as possible; they present links to the world outside school.
- Active and independent learning is motivated.
- Co-operative learning is motivated.
- The curriculum is modified to the needs and skills of each learner.

### **2.1.7 Resources and Teaching Aids**

Teaching is communication. In a good communication there are three important aspects: the person giving the information, the message/information that is to be passed and the receiver. The focus of teaching/learning English is on the natural reciprocating of comprehension and production in communication; on the functional and collaborative practice of the target language in a flexible learning environment, and on transformation at participation rather than on (measurable) outcome and individual's possession of skills.

Teaching aids may play a vital role in education system. Although this role is more pronounced in communities where teaching aids are established, but this role in our Arab communities does not exceed the traditional use of some methods without the direct effect in the teaching process, and it lacks regulatory technique that the contemporary concept of teaching technique assert (Hammadat, 2009).

Asokhia (2002) suggests that creativeness really enhances dialogues, scene, plays that approximate real life communication, provide a dynamic format in which language skills can be introduced and reinforced. Creativeness is communication, which is a strong promoter to improving language processing ability.

The selection of teaching and learning materials is considered an integral part for both curriculum planning and delivery in preschools and schools. Children and students come into contact with a large quantity of print, visual and multimedia materials in their daily lives. Parents and other caregivers control their exposure to such materials by legislation and by social conventions. Educators also have a duty of care to ensure that the teaching and learning materials with which children and students are presented, or towards which they are directed, are appropriate to their developmental growth and relevant to the achievement of appropriate learning outcomes (Markmee, 2001). Accordingly, it is vital that all sites have an explicit process to enable the evaluation of materials for their suitability for use in the preschool or school. Such evaluation necessarily involves questions about both selection and access.

Toolan (2009) asserts that teaching may have many and multiple choices of learning aids and methods, the teacher should choose the most suitable and appropriate method that is suitable for what he / she teaches and at the same time suitable for the students level and provide them with the same opportunity of learning. Students usually come from different social level and they have different level of thinking and so it is important to care with these differences in order to provide the students with the same opportunity of learning.

Alkhuli (2010) thinks that teaching aids can offer the greatest help to the teacher and are of various types; firstly, there are aids that are solely visual, e.g. the chalkboard, pictures, charts, and flash cards. Secondly, there are aids that are solely aural, e.g. radio and tapes. Thirdly, there are aids that are simultaneously visual and aural, e.g. motion pictures and television and other aids such as slides, film strips, opaque projector, overhead projector, and all those aids are useful in the teaching process. Therefore it is important that teachers of English use teaching aids or improvise to make learning easy, enjoyable, and permanent. For example, in every day usage, there are confusing pairs of words in English. The confusion can be resolved through the teacher's ingenuity of improvisation, Gurze'ev, (2005).

A teaching aid is an aid used for teaching purposes (i.e. used while teaching). They can be classified according to various criteria (Brazdeikis & Masaiti, 2012):

- Educational approach (teaching aids used for frontal teaching methods vs. learning aids used for individual learning methods – this will be discussed in more detail below):
- User (teacher work-related aids vs. student activities related aids vs. aids for both teacher and student activities).
- Subject (mathematics teaching aids, history teaching aids, etc.).

- Main element (computer-based training tools, paper teaching aids, technical teaching aids, teaching aids for cars, etc..).
- Nature of the application (teaching aids designed for teaching about them vs. teaching aids designed for teaching with them, integrated aids).
- Transmission of information (sound audio teaching aids, visual media teaching aids, sensory aids, etc.
- Type of presentation (digital teaching aids, paper teaching aids, fabric, Hardware, network, etc.
- Interactivity (demonstration static, static with moving images and sound), Exercises control (allowing to give answers (with tasks), allowing to update the initial conditions), modeling (design, simulation).

The importance of teaching aids lies in their use to enrich learning process, and make it more economical by increasing the probation of learning to its cost. Its importance lies in raising the student's interest, satisfy his need to learn, increase the students experience, help the student use all his senses, and finally help to diversify the teaching methods to cope with individual differences of students (Hamadat2009).

Instructional aids are what the teacher uses in presenting a lesson while learning aids are used by the pupils. This is a very fine distinction and it often happens that in one period the same teaching aid can be used both as an instructional and a learning aid.

## **2.2 Review of Empirical Studies**

There are many studies which have been conducted in both Arab world and in western countries about the teaching/learning problems faced in teaching a foreign language.

Dweik (1986) conducted a study aimed at finding the problems of learning English language in Jordan. To achieve the objectives of the study, the researcher used three instruments in order to investigate the teachers, students and administrators. The first instrument was the observation technique, the researcher observed the methods and teachers. The second instrument was the interviews, the researcher interviewed the administrators in the Ministry of education. The third instrument was the student's questionnaire which consisted of twelve questions. The students were randomly chosen from three secondary schools in two big cities in the West Bank. The results suggested that English language teachers in Jordanian secondary schools were not motivated enough which caused many problems to the learners.

Abu-Aboud (1987) investigated the effect of an in- service teacher training course on the communicative competence of English language students in schools in Amman. The researcher administrated a test which was based on devices and techniques the teachers had to use to encourage

functional English and to achieve a communicative goal of the language, in order to conduct the study and achieve its goals, the researcher used correlated T-test. The results showed that the course improved students' communicative ability in the target language skills. In addition, the findings revealed that there is a need to study the in-service teacher training course that is offered by the Ministry of Education and Jordanian universities, and examined its direct relationship to English language curriculum.

Al-Shirbini (1988) aimed at identifying needs of teachers of English for communicative and interactive methodology. To achieve the purpose of the study, the researcher used the experimental approach by designing a methodology course to achieve communicative aim of English teachers programs . The results of this study enhanced the integration of methodology and language. In addition, results showed that the achieved degree of improvement referred to the techniques of teaching programs. They proved that the theoretical basic of designing is correct through application and experimentation. They indicated that students achieved high degree as a result of this teaching program.

Zhang (1997) probed the difficulties encountered by secondary school teachers of English as a foreign language (TEFL) in Qinghai Province in China in adopting the communicative approach to teaching process. It investigated the perceptions of both teachers and teacher

trainers. Data were collected from semi-structured interviews with one trainer and five trainees following a workshop on the communicative approach and from a questionnaire completed by 19 respondents. The study showed that various problems were faced during implementing the communicative approach such as : pressure of external examinations on both teachers and students, the textbook-centered nature of the uniform curriculum, the low status and poor motivation of teachers, teachers' low level of proficiency, poor facilities, and the location of the training sessions far from the province itself.

Souriyavongsa, et al,(2000). explored students-teachers' weakness towards English language learning as a foreign language of a Continuing Summer Program for Bachelor's degree of Teacher Education in English at the Faculty of Education (FOE), the National University of Lao (NUOL) in Lao. This study concentrated on the reasons that affect their poor English performance. Data were collected by answering this question "Why are Lao students weak in English?". This question was administered to 30English students-teachers . Each participant mentioned reasons why students are poor in English language performance. Analysis of the answers showed that the majority of students think that the English teachers are not well-trained; so they cannot perform well enough to attract the interest of the student. On the other hand, students lack of English foundation

background. Moreover, students lack confidence to use English because they are afraid of committing mistakes and feel shy. Furthermore, the study indicated that the curriculum is inappropriate for helping students to improve their English proficiency. Hence, it was shown that English language is difficult to learn because students are not well-motivated, encouraged and gained learning strategy. Furthermore, students do not practice speaking English with English native speakers, and class environment is crowded and noisy that is not fulfilled with teaching pedagogy.

Khankar(2001)conducted a study to identify the most important problems of the English Language Curriculum for the first secondary grade in Taif. The researcher developed a questionnaire that dealt with the most important problems that may face the elements of the curriculum (Educational objectives, content, teaching methods, calendar, school library, school activities, teacher book, facilities, buildings and equipments). The study was administered to all English teachers in Taif represented by 103 parameter international sample of the study. The results of the study showed that there were many problems in the elements of the curriculum such as: it does not focus on the cultural aspects and creates problems regarding using English outside classrooms, lack of content of interesting subjects and its length does not correspond with the reserved

time, and content does not encourage student self-learning. Moreover, the study indicated the scarcity of modern teaching aids and evaluation of English as a Second Language (ESL) program at a southeastern technical college.

Kung and Chuo, (2002) investigated the role of ESL/EFL websites as a means to supplement in-class instruction. The study evaluated a program in which forty-nine students enrolled in a high-beginner EFL class were introduced to five websites and instructed to use them for a homework assignment and for self-study. The study showed that in spite of some difficulties encountered, pupils had an overall positive attitude towards using the teacher-selected websites in their learning of English. Moreover, it indicated that the students found learning English through ESL/EFL websites interesting and that the teaching strategies used by the teachers were effective and necessary. A follow-up study was conducted a year later after the initial study and the results supported the original findings.

Wagari (2003) has conducted a study to investigate secondary school's syllabus-related problems; identifying the classroom related problems experienced by student teachers in the teaching-learning situation. The sample of student teachers was chosen through multi-stage stratified sampling while teaching practice assessors were purposively sampled. Two questionnaires were used to collect data, and their validity was established as adequate. The

findings showed that, student teachers had difficulties in utilizing knowledge to bring about learning, the college curriculum did not introduce student teachers to the secondary school syllabus beforehand, and this presented problems when planning for what to teach. The professional courses were deemed as very important, but more of these were needed and more instruction in how and when to use teaching aids. Ensuring satisfactory discipline among learners and maintaining learners' interest and motivation, presented some difficulties to quite a number of student teachers.

Abu Mraheel (2004) attempted to identify the criteria for evaluating the EFL teacher's performance and tried to detect the extent to which these criteria are applied in prep stage in Gaza from the EFL teachers and supervisors points of view. In order to achieve these goals, the researcher developed a questionnaire of EFL teacher's competence, classroom observation sheet to assess EFL teacher's performance, interviews with EFL supervisors, and informal interviews with EFL teachers. Results of the study showed that teachers need more training and assistance to be competent in their work. The researcher recommended that the educational situation should be analyzed and a training program was suggested to improve and develop the EFL teachers' performance.

Chen and Chang (2004) conducted a study to investigate the possible existence of links between anxiety and language learning difficulties by

using the Foreign Language Classroom Anxiety Scale (FLCAS) (Horwitz, Horwitz, & Cope, 1986) to examine anxiety and the Foreign Language Screening Instrument for Colleges (FLSI-C) (Ganschow & Sparks, 1991) and to explore learning difficulty variables. Factor analysis, correlation analysis, and stepwise multiple regression analysis of data provided by 1,187 college students learning English as a foreign language (EFL) in Taiwan indicated that English learning difficulties account for 36.80% of variance in anxiety. Moreover, the findings showed that some anxious students have history of English learning problems, obtain low grades, suffer difficulties with classroom learning, and exhibit poor developmental skills.

Al-Salmi (2005) investigated teachers' attitudes and perceptions regarding the causes of reading difficulties that are faced by pupils in grades three and four enrolled in the Basic Education system in Oman. The findings revealed that the curriculum was the main source of reading difficulties faced by the students. In addition, the study showed that the differences between the students' native language (Arabic) and English was the second place. Moreover, results of the study indicated that the curriculum needs to be more closely related to the students' culture, the length of the curriculum is a contributing factor to the reading difficulties that the students face. Furthermore, it was indicated that there is a need for

more technology use (i.e. computers, LCDs and overhead projectors) in the Omani schools to enable the students to be involved in more effective reading practice. In addition, the results suggested that there is a need for more training workshops for teachers who are already teaching Basic Education levels, and there is a need for special training programs in colleges to prepare the new teachers for teaching reading skills to the young learners.

Su (2006) investigated what EFL teachers at the elementary level in Taiwan believe about the policy of English as a mandatory subject and how they perceive the benefits and obstacles of the implementation of this policy. To achieve the purpose of the study, ten elementary teachers of English in Tainan City and its suburban areas took part in this study. Data were collected through teachers' interviews, classroom observation and document analysis. The results suggested that all teachers agreed with the policy for English as an obligatory subject at the elementary level and pinpointed positive and negative sides of this policy. In addition, the study revealed that EFL teachers had to plan their English classes with the constraints on a large class of students with mixed levels of proficiency, limited teaching hours and resources. Finally, the study showed that parents' prospects and attitudes towards English learning also became an obstacle.

Kirkgoz (2008) conducted a 2-year case study (2003–2005) on teachers' instructional practices, and the impact of teacher understanding and training upon the teachers' implementation of the Communicative Oriented Curriculum (COC) in teaching English to young learners in Turkish state schools. The researcher used qualitative research procedures that consisted of classroom observations, teacher interviews and lesson transcripts, a picture is developed of how 32 teachers implemented COC. Results of the study showed that teachers' instructional practices ranged along the transmission and interpretation teaching continuum. In addition. The study indicated that teachers' understandings and their prior training had an impact on the extent of their implementation of the curriculum initiative. Moreover, the study pinpointed the need to provide continuous teacher training and teacher development opportunities, particularly during the critical first few years of the innovation process to promote the implementation of curriculum innovation in Turkish primary education.

Kizildag, (2009) conducted a study that aimed to find out what challenges ,other than lack of authentic language input problems caused by poor instructional planning which hinders learners in their mastering English, incapacitate primary schools for teaching/learning of English. The sample of the study was 20 primary school teachers working at public

schools in Turkey. The data was collected using a semi-structured interview. The Results of the study showed that poor institutional planning is the main cause of challenges experienced by English language teachers. In addition, instructional and socio-cultural/economic problems are the other challenges for teaching English.

O'Connor and Geiger (2009) investigated the challenges which are faced by Grades 1, 2 and 3 educators at government schools in the Cape Metropolitan area who were working with such learners. To achieve their study, they applied a mixed-methods descriptive design, a self-administered questionnaire and three groups were used for data collection.. The results of the study suggested that some of the challenges that the educators faced when teaching ESOL learners included learners' academic and socio-emotional difficulties and a lack of parent involvement in their children's education. Moreover, the study indicated that educators emphasized a need for departmental, professional and parental support, and additional training and resources.

Abu Sharbain ( 2009) investigated the difficulties that encounter UNRWA ninth- grade teachers in performing their mission in light of the communicative approach to teaching speaking in Gaza strip. In addition, the study investigated the extent to which teachers carry out their roles. The researcher interviewed three-UNRWA experts to clarify the

difficulties. Moreover, the researcher used an observation card to observe 24 male and female UNRWA ninth grade teachers from different areas in Gaza strip . The results showed that there is a general weakness in the level of the teachers' performance because of their insufficient knowledge concerning teaching methods.

Hismanoglu and Hismanoglu ( 2010) investigated English language teachers' perceptions of educational supervision in relation to their professional developments through a small scale "case study" carried out in higher education context in the Turkish Republic of Northern Cyprus. The sample of the study consisted of 42 non-native (Turkish and Cypriot) and 8 native (English, Americans and Australians ) teachers who work at English preparatory schools. The researcher adopted pre- questionnaire and post questionnaire. The results indicated that educational supervisors emphasize the strength of the English language teachers' performance and encourage them to reflect upon their weakness and find some solutions to surmount them.

Nneka (2010) used to identify the challenges that impede secondary school administration in Anambra State. The population of the study was all the 259 public secondary school principals in the state. Two research questions and two null hypotheses guided the study. A 20 item questionnaire was used for data collection. It was recommended that

government should increase the principals' responsibility for educational accountability to enable them administer their schools efficiently and effectively and achieve the predetermined goals.

Hui (2010) examined the use of communicative language games for teaching and learning English in Taiwanese elementary schools. The sample of the study was 150 teachers teaching in Taiwanese primary schools. The instrument used by the researcher in this study was a survey questionnaire about participants' perspectives on the use of communicative language games in English lessons. The results of the study indicated that Taiwanese elementary school teachers generally appreciated the benefits and value of communicative game activities in the teaching of English language. Moreover, the results also suggested that when facing students with different backgrounds, learning styles, needs, and expectations, teachers should be aware to take learners' individual variations into account and be more flexible in their use of communicative games in order to maximize educational effect.

Tahaine, (2010) conducted a study that aimed to find out the kinds of errors that Jordanian first-, second- and third-year university EFL students commit in the use of prepositions. The data of this study was collected from free compositions written by a stratified random sample of 162 students with similar linguistic, sociocultural, and educational

backgrounds. Findings indicated that Arab Jordanian EFL students use the proper prepositions provided that equivalents used in their native language; select the improper prepositions if equivalents are not used in their native language. Moreover, the study showed that they omit prepositions if equivalents are not required in their first language and add prepositions if equivalents are required in their first language. In addition, it was showed that although freshmen, sophomores and juniors do not appear to overgeneralize or use transfer strategies in characteristically different ways, they do appear to use these two learning strategies to different degrees. While overgeneralization and transfer errors may not be qualitatively different for the three class levels, they were found to be quantitatively different. Furthermore, the study indicated that the improper use of prepositions is prominent among EFL Arab learners even at advanced stages of their learning.

Al-amarat (2011) has conducted a study that aimed to identify the classroom problems that faced teachers in public schools in Tafila province, and the proposed solutions. The sample of the study was 196 teachers from the public school in Tafila province. By using a questionnaire to collect the data, the results of the study showed that the mean of the behavioral problems was 2.66, and the mean of the academic problems was 3.08. Also, the researcher found that statistical significant differences

appeared in the interaction between gender, level of school, and teaching experience in the behavioral problems for male in the basic school, referring to those with work experience less than 5 years. Also, there were no statistical significant differences between gender, level of school, education degree, and teaching experience in the academic problems.

Abu Riash (2011) investigated the problems of teaching English in middle school classrooms and their relationship to teaching performance from educational supervisors' perceptions. The sample of the study consisted of 20 supervisors of English language from the Ministry of Education in Gaza and 25 teachers of English language from some of public schools in North of Gaza . To achieve the objectives of the study, the researcher designed an Observation card for supervisors of English language and a questionnaire for English language teachers . The data was analyzed statistically by using Pearson correlation coefficient and spilt- half coefficient ,Cronpach alpha ,Holsti formula , and T.test independent sample. The results of the study indicated that there were major differences due to teachers' experience ( high – low). Moreover, the results showed that there were significant differences due to classroom environment (good-bad) and the differences were on the side of good environment . In addition, the results indicated that there were statistically significant differences due to the use of teaching aids.

Fakhri and Jdetawy (2011) aimed to review the literature on problems faced by Arab EFL learners concentrating on problems in English language learning, and the reasons that lie behind these problems. The study indicated that Arab EFL learners encounter many serious problems in the four language skills, i.e. listening, speaking, reading and writing. The study also showed that the reasons of these problems are as follows: English is not the mother tongue of the Arab EFL learners, Arab learners use Arabic as their formal language of communication, the lack of the target language exposure as spoken by its native speakers, the Arab EFL learners' preference for using Arabic in EFL classrooms rather than English, lack and weakness of the input in their language teaching context, lack of the Arab EFL learners' personal motivation, inappropriateness and weakness of the English language curricula adopted by some academic institutions.

Teevno (2011) has conducted a study that describes the challenges faced by teachers and students in teaching and learning of English at the secondary level. The study was limited to one class. It has been observed that in recent times the governments of Sindh and Pakistan have been providing a lot of facilities including free books and training programs for the teachers at secondary level, but the teaching and learning of English were not up to mark. The participants of the study were 11 English teachers including 7 male and 4 female, 70 students including 40 male and

30 female and also; 6 English experts which included 4 male and 2 female. Teachers and students were administered questionnaires and involved in focus group discussion, and experts were interviewed. It was found that teachers had no proper training of teaching English, proper facilities were not provided, and curriculum was not according to the needs of students. These reasons hindered the teaching and learning process of English.

Huessien (2012) affirmed in her study that there are some obstacles that encountered by Iraqi teachers of English in using authentic materials in teaching. This study has tackled some of these difficulties, it also aimed at identifying and classifying these difficulties. To fulfill these aims, a sample of (100) teachers of English from the directorate-general of Diyla were selected to be the subjects of this study. A scaled questionnaire as an instrument of measurement is used in this study to be an investigatory tool. The results of the study showed that Iraqi teachers of English faced difficulties in using authentic materials, a point that has been verified and accepted.

Yahya (2012) investigated the language difficulties of the English language center students at the Arab American University of Jenin (AAUJ). The instrument of the study was a questionnaire which was administered to a convenient sample of students, which represented approximately 2.5% of the population of the study from the English language center. Data

collected was treated statistically using the SPSS program. The results of the study showed that the academic and instructional factors have the highest means (3.32, 3.32) respectively, while the personal factors have the lowest mean (2.75). In addition, the study showed no significant differences for gender and type of school on the five domains.

Gamit (2012) aimed to study the problems faced by English language teachers in Gujarati medium secondary schools with regard to: 1) Textbook and other resources and material 2) Methods, approaches and techniques of teaching English and Teachers training 3) Infrastructural facilities (Physical facilities) 4) Classroom management and students 5) Developing communication skills i.e., L.S.R.W (listening, speaking, reading, writing) The sample of the study consisted of all English language teachers of selected Gujarati medium Secondary schools of Vadodara city. To conduct the study, the researcher developed a questionnaire which was administered to English teachers to collect data regarding the problems they face at secondary level. Results of the study showed that most of the teachers believed that the lessons and word meaning provided in the textbooks match the level of the students, most of the teachers feel difficulties like recitation, explanation and relating the context of poem to students. In addition, most of the teachers suggested that they face most of the problems due to the inability of students. Moreover, it was indicated

that most of the teachers use translation method to teach the lessons. Furthermore, the study showed that Text-books are based on Functional Approach so they felt a difficulty in relating grammar topics to lessons regard to major findings on problems are related to approaches to teaching and training, more than 95.00% of teachers adopt Functional Approach in teaching English whereas few teachers have difficulty in using the particular methods and approaches, but all of them have the same difficulty in using Functional Approach . The study also showed that most of the teachers have difficulty in interacting with students in the classroom. Moreover, it was shown that around 82.86% teachers indicated that the native language of students is no longer a barrier in their classroom .

Khan, and Khan (2012) conducted a study that aimed to check the present status in writing through different assessment tests and evaluations . the researchers hoped that their study would develop the respective skill through different drills and teaching hours according to their need after first assessment phase. To achieve this objective, the researcher, developed a questionnaire for evaluating writing problems, and to examine the significance of differences in the four levels. the sample of the study included 10 students (male) in one intact of analogous class of Preparatory Year English Program, Department of English Language Skills at Najran University, were randomly selected as participants for practical classes of

the present research. All the participants were from the same prior educational background and same culture. The results of the study signaled the weakness in the writing skills in the foreign language. In addition, results showed that students face two main types of difficulty in learning writing skills specially writing paragraph, small essays and other writing tasks such as dialogue writing, question/answer etc. that are sentence structure, spelling and their mother tongue and most importantly incomplete learning rules and techniques to complete these tasks.

Al-Dmour (2013) conducted a study under the title "Problems of Teaching English for the First Secondary Grade Students in Al-Karak Educational Directorates from Teachers' Point of View". Aimed at identifying the problems of teaching English for the first secondary grade students in Al-Karak educational directorates from the teachers' point of view. The sample of the study consisted of (60) first secondary classroom teachers who responded to a (60) items questionnaire that concentrated on the problem of teaching English to the students. The results showed that there were no statistically significant differences in the problems of teaching English facing the first secondary grade students from teachers' point of view, due to the sex variable. And there were statistically significant differences in the problems of teaching English facing the first secondary grade students from teachers' point of view, due to the variable

of the experience and the scientific qualifications, in favor of (5-10), (10 years and above) and who had BA + High Diploma.

Al-Khairi, (2013) attempted to investigate Saudi English-major undergraduates studying at Taif University to identify a) the types of academic writing Saudi English-major undergraduates carry out at English departments, b) Saudi English-major undergraduates' writing problems, c) the reasons behind Saudi English-major undergraduates' writing problems and d) the solutions to overcome Saudi English-major undergraduates' writing problems. To collect data for this purpose, the researcher interviewed senior faculty members and a 32-item structured Likert-scale questionnaire was developed then administered to 75 English-major students (sophomores, juniors & seniors) studying at foreign languages department, Taif University. The data collected through the questionnaire were subjected to descriptive analyses and mean and standard deviation were recorded using SPSS. The results of this study revealed that Saudi English-major undergraduates are very weak in writing skills and commit lots of mistakes in their academic writings. Moreover, the study showed that students are usually engaged in sentence-level or at the maximum at paragraph-level academic writing and they do not consider it important at this level to write different kinds of essays. The researcher recommended that the language courses should be increased to strengthen all the

language skills in general and writing in particular, motivate the students to use English with the teachers as well as with each other, introduce modern and novel teaching techniques, equip the classrooms with necessary audio-visual aids, diagnose students' writing problems at the beginning of their studies at university, tailor the course contents according to their needs, introduce group/pair work, peer correction, use dictionaries frequently etc.

Mbito (2013) has conducted a study to investigate challenges that Kiswahili teachers and learners face, and suggested possible solutions in an effort to enhance effective teaching and learning, which would culminate into good performance. The study used simple descriptive design and employed both qualitative and quantitative approaches. The target population comprised all students from four kinds of students in the sampled Kiambu District secondary schools. Stratified random and simple random sampling were used to select a sample of students in eleven secondary schools which were used in the study. The researcher used SPSS technique in analyzing data of the study. From the study it was revealed that teaching and learning of Kiswahili was faced some challenges, and some of these challenges included lack of textbooks, lack of teaching and learning resources, poor attitudes of students, influence of slang and vernacular, and lastly overloading Kiswahili teachers with many lessons. The study concluded that schools should have well-stocked library and

resource centres, enough Kiswahili teachers, and lastly in servicing of Kiswahili teachers to keep them interdem with the changing trends of education

Khamova (2013) has conducted a study to identify the weaknesses in the process of English language teaching at the Faculty of World Economy and International Affairs; Quantittative and qualitative methods were employed in the study. The findings indicate that the process of English language teaching faces weaknesses which were felt in student involvement in business problem solving their motivation to work unsupervised and to acquire more organizing skills. The weaknesses could be transformed into strenghts to help students of the first year integrate into inclusive environment where they could develop professional skills.

Riesky (2013) explored types of teaching difficulties and efforts undertaken to overcome them by English student teachers in the context of teaching practicum conducted in 14 different secondary schools in Bandung, Indonesia. The researcher relied on interviews to be the main instrument in collecting the data. The sample of the study involved the participation of students enrolled in an EFL methodology class in collecting the data as a part of their course assignment. The results of the study indicated that there are a variety of problems that can be categorized into three types, namely problems related to students, to the supervising

teachers, and to the student teachers themselves. As the study showed, most of the problems have to do with how to manage students' behavior. Second, the professional ability of supervising teachers may have a relationship with the types of difficulties encountered by the student- teachers in the classrooms. Moreover, while it was found that student teachers who were accompanied by certified supervising teachers tend to have less student-related-teaching difficulties than those who were accompanied by non-certified teachers, it turns to be an irony when this is viewed from the number of self-related difficulties faced by the student teachers. Finally, the study indicated that some student teachers still think that they still have some pedagogical weaknesses, especially in relation to classroom management, designing teaching materials, and applying suitable teaching strategies.

### **2.3 Summary**

Having reviewed the previous theoretical literature and empirical studies related to the study, the researcher concludes that the problems of teaching English in public schools vary from one group to another according to the place and the type of education of this group. The problems of teaching English among these groups are highly affected by a large number of factors and different kinds of circumstances which in turn result in a unique set of findings for each group that has been investigated. The literature reviewed in this chapter has helped the researcher in developing methodology in chapter three, presenting the results in chapter four and discussing the findings in chapter five.

## **3.Chapter Three**

### **Method and Procedures**

This chapter describes the methodology followed in this study. It gives information about the population and the sample of the study. It also defines the instruments and reports on their validity and reliability. Finally, it illustrates the design, data collection, data analysis, statistical analysis and the procedures of the study.

#### **3.1 The Design of the study**

The design of the study was quasi-experimental because the sample was not chosen on random procedures according to the security circumstances in Mosul at the current time.

#### **3.2 Population of the Study**

The population of the study consisted of all Iraqi teachers of English in intermediate public schools in Mosul/Iraq counting(103)schools and (110)teachers. It also consisted of the English language supervisors in public schools in Mosul/ Iraq. Intermediate schools in Mosul are distributed according to the following table(1).

Note: According to the Ministry of Education, Mosul Directorate of Education is divided into two sides according to their position from the River Tigris that separates the city; right side and left side.

**Table (1)**

**Distribution of secondary schools as per gender and directorates of education in Mosul**

Directorate of Education	Intermediate schools		Total
	Female	Male	
Right side	14	26	40
Left side	24	39	63
<b>Total</b>	<b>38</b>	<b>65</b>	<b>103</b>

Based on the information obtained from the Ministry of Education in Iraq, Table (2) below shows the numbers of teachers

**Table (2)**

**Distribution of English teachers in intermediate schools in Mosul as per gender and directorate of education.**

Directorate of Education	Teachers in Intermediate schools		Total
	Female	Male	
Right side	30	40	70
Left side	20	20	40
<b>Total</b>	<b>50</b>	<b>60</b>	<b>110</b>

### **3.3 Sample of the Study**

Due to the large number of the population under investigation, and due to the time limit and accessibility, the researcher has chosen a convenient sample from the large population to conduct this study. The researcher chose 50 English teachers and three supervisors purposively to serve as the sample of the study.

The teachers were selected purposively to participate in this study. At the beginning of this study, the researcher wanted to include larger number of teachers as participants, but it was not easy to find this number of teachers due to the Iraqi political conflict which impeded the researcher to move from one place to another freely and safely . The teachers were chosen from different public schools in Mosul and they were selected purposively on grounds of convenience and availability.

In addition, the researcher chose purposively to interview three supervisors of English who work at the educational directorate of Mosul. Those supervisors have sufficient knowledge concerning the topic under investigation, as they used to work as teachers before they were upgraded and the long experience they have in supervision.

The sample of the current study contained(50) participants, covering different demographic variables as shown in Table (3) below:

Table (3)

## Distribution of English teachers' sample according to gender

Gender	Number	Percentage
Males	22	44%
Females	28	56%
Total	50	100%

Table (4)

## Distribution of English teachers' sample according to their teaching experience

Experience years	Number	Percentage
0-5	13	26%
6-10	27	54%
11-15	10	20%
More than 15	0	0%
Total	50	100%

Table (5)

## Distribution of English teachers' sample according to the attended courses

Number of training courses attended	Number	Percentage
None	8	16%
One	15	30%
Two or more	27	54%
Total	50	100%

**Table (6)****Distribution of English teachers' sample as per their level of education**

<b>Education</b>	<b>Number</b>	<b>Percentage</b>
<b>Diploma</b>	<b>0</b>	<b>0%</b>
<b>BA</b>	<b>38</b>	<b>76%</b>
<b>MA</b>	<b>12</b>	<b>24%</b>
<b>Total</b>	<b>50</b>	<b>100%</b>

**3.4 Instruments of the Study**

The researcher utilized two instruments to accomplish the objectives of the study. These instruments were a questionnaire and an interview.

**3.4.1 The Questionnaire**

The designed questionnaire was created specifically to meet the purpose of the study. It was administered to teachers of English as a foreign Language at intermediate schools in Mosul. The questionnaire was based on similar previous questionnaires designed by researchers who investigated the problems of teaching English as Foreign Language in different areas of the world such as Abu Riash (2011), and based on the review of literature.

The questionnaire consisted of four parts; first, the demographic section that aimed to describe the teaching experience, number of training courses and the educational background of the participants. The next three

sections were designed to provide information needed in order to answer the questions of the study.

The second section, titled "problems related to English teachers experience " aimed at exploring the problems related to the proficiency of the teachers. Fifteen items were listed, employing a five- point Likert scale, the participants were asked to choose one of the choices that measure the degree of their agreement or disagreement as shown below:

<b>Strongly Agree</b> 5	<b>Agree</b> 4	<b>Undecided</b> 3	<b>Disagree</b> 2	<b>Strongly Disagree</b> 1
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The third section was concerned with the problems related to teaching- learning environment. It aimed at finding the main problems that face the teacher regarding the educational environment. Five related items were listed. Again, the participants were asked to choose the suitable answer from five Lickert scale choices.

The fourth section of the questionnaire aimed at exploring the problems related to availability of resources and teaching aids. It contained five relevant statements.

The results retrieved from the questionnaire are transformed into percentages. The twenty five statements of the questionnaire were analyzed as follows:

$$25 \text{ items} \times 5 \text{ ( the highest mean)} = 125$$

$$125 = 100\%$$

The percentage were divided as follows

$$80\% - 100\% = \text{high}$$

$$60\% - 79\% = \text{medium}$$

$$\text{Below } 60\% = \text{low}$$

### **3.4.2 Interviews**

The researcher relied on open-ended interviews in order to get information that the structured written responses could not provide. Moreover, this type of interviews gave the researcher the chance to ask further questions to observe the interviewees' expressions and feelings while answering the questions, as she gave instant answers rather than think of what the researcher wants to hear. (Bell, 2003)

The interviews were administered informally to a number of English language supervisors in Mosul. The interviews were recorded and

transcribed. Upon convenience of the interviewees' time and place, the researcher set the date and time of each interview in advance.

First, the researcher was introduced and a brief summary was given about the research and its objectives. Then, the interviewees were asked various questions related to the investigation such as:

**1. How is the outcome of teaching English at the intermediate stage in Mosul evaluated?**

**2. What are the main problems that face teaching English as a foreign language for the intermediate stage students in public schools of Mosul/Iraq?**

**3. What are the suggested solutions to overcome these problems of teaching English?**

### **3.5 Validity of the Instrument**

To attain the validity of the instrument, the researcher asked a panel of experts (Appendix no.2) whose participation was demanded for establishing content validity of the questionnaire. The jurors were asked to check the phrasing, suitability and the consistency of the questionnaire items. Some comments and suggestions were received and slight changes on the questionnaire were made accordingly. For instance, one of the jurors suggested extra items for section two of the questionnaire and his suggestion was taken into account. No significant change was required

concerning the major sections and items of the questionnaire, but most comments dealt with corrections of some words and phrases .

### **3.6 Reliability of the Instrument**

The questionnaire's reliability was determined by means of test-retest. The researcher conducted a pilot study to check the instruments' reliability. A group of 5 teachers from different schools who are not included in the sample of the study were selected to take part in the pilot questionnaire. This group had the characteristics of the whole sample of the study and they were asked to fill the questionnaire within twenty minutes. The pilot questionnaire was distributed during the first week of June 2014 .

Furthermore, in view of their filling the questionnaire, the teachers were asked to pinpoint the exact time needed to finish the questionnaire. Their views were useful and beneficial for the distribution of the questionnaire. Those five teachers who were members of the pilot study were excluded from the main sample of the study. A week later, the questionnaire was administered again .In addition, Cronpach Alpha was used to test the reliability of the scale and alpha was (0.858) which is a reliable result.

### 3.7 Data Collection and Statistical Analysis

The researcher collected the raw data from the participants via the questionnaire and analyzed in terms of frequencies and percentages, then displayed them in as follows:

1. The responses of all items of the questionnaire were recorded manually using a summary sheet.
2. Results were illustrated in tables, each table described a certain topic, with a title, number and was accompanied with comments and description of the higher and lower rates.
3. Results were presented in terms of frequencies and percentages.
4. The researcher interpreted the obtained data and highlighted their consistency with the findings of other researchers mentioned in the related literature.
5. Data analysis was conducted by numbers, means, and percentages as follows:.

80% - 100% = high

60% - 79% = medium

Below 60% = low

### **3.8 Procedures of the Study**

The researcher went through the following steps to conduct this study:

1. Reviewing several theoretical and empirical studies and a number of previous studies and articles related to problems encountered teaching English as a foreign language.
2. Determining the objectives, questions to fulfill study goals.
3. Preparing the questionnaire and the semi-structured interview from questions that are essential to answer the questions of the study.
4. Validating the questionnaire by presenting it to a panel of experts.
5. Piloting the questionnaire to some participants who are not part of the sample, to determine the reliability of the questionnaire.
6. Obtaining a letter of permission from the Middle East University to facilitate and give assistance to the researcher.
7. Distributing the questionnaire during the school year of 2014/2015 along with the covering letter which explains the purpose of the study and the official permission to carry out the study.
8. Collecting the questionnaire after one week of distributing it.
9. Conducting the informal semi-structured interview forms with the experts.

10. Collecting the raw data from the questionnaire and interviews.

Data were described, analyzed, and presented by frequencies and percentages.

11. Discussing the finding and presenting some recommendations for future studies.

12. Listing the references according to APA.

## **4. Chapter Four**

### **Results of the Study**

This chapter provides answers to the questions of the study that investigate the problems of teaching English in Iraqi public schools in Mosul for the intermediate stage from the teachers' point of view. These questions are:

1- What are the most effective factors that stand behind the weakness in teaching English for the intermediate stage in Iraqi public schools in Mosul from the point of view of English language teachers?

2- What are the suggested solutions to overcome the weakness in teaching English from the point of view English language teachers?

#### **4.1 Results of the First Question**

The first question of this study is "What are the most effective factors that stand behind the weakness in teaching English for the intermediate stage in Iraqi public schools in Mosul from the point of view of English language teachers?"

Results of this question are retrieved by means of questionnaire and the semi-structured interviews.

## The questionnaire

The respondents were asked to choose one among five choices indicating their degree of agreement or disagreement on the given statements. The results are presented by combining the two choices "strongly agree" and "agree" together, and "strongly disagree" and "disagree" together.

Table (7) below shows the percentages of the availability of some problems related to English teachers experience.

**Table (7)**  
**Problems Related to English Teachers Experience**  
(Frequencies and percentages)

No.	Item	Strongly Agree 5	Agree 4	Total	Undecided 3	Disagree 2	Strongly Disagree 1	Total	Total
1	I usually prepare a lesson plan	12 24%	31 62%	43 86%	3 6%	2 4%	2 4%	4 8%	50 100%
2	I sometimes use of Arabic in English classes	29 58%	11 22%	40 80%	5 10%	5 10%	0 0%	5 10%	50 100%
3	I need more training courses on teaching	13 26%	27 54%	40 80%	2 4%	3 6%	5 10%	8 16%	50 100%
4	I try to motivate students	12 24%	26 52%	38 76%	5 10%	2 4%	5 10%	7 14%	50 100%
5	I concentrate on English grammar	11 22%	24 48%	35 70%	4 8%	7 14%	4 8%	11 22%	50 100%

6	I am aware of individual differences among students	<b>15</b> <b>30%</b>	<b>12</b> <b>24%</b>	<b>27</b> <b>54%</b>	<b>10</b> <b>20%</b>	<b>8</b> <b>16%</b>	<b>5</b> <b>10%</b>	<b>13</b> <b>26%</b>	<b>50</b> <b>100%</b>
7	I care about feedback from students	<b>14</b> <b>28%</b>	<b>12</b> <b>24%</b>	<b>26</b> <b>52%</b>	<b>4</b> <b>8%</b>	<b>8</b> <b>16%</b>	<b>12</b> <b>24%</b>	<b>20</b> <b>40%</b>	<b>50</b> <b>100%</b>
8	I give remedial classes for weak students	<b>6</b> <b>12%</b>	<b>14</b> <b>28%</b>	<b>20</b> <b>40%</b>	<b>6</b> <b>12%</b>	<b>9</b> <b>18%</b>	<b>15</b> <b>30%</b>	<b>24</b> <b>48%</b>	<b>50</b> <b>100%</b>
9	I usually evaluate students skills on regular basis	<b>9</b> <b>18%</b>	<b>21</b> <b>42%</b>	<b>30</b> <b>60%</b>	<b>2</b> <b>4%</b>	<b>5</b> <b>10%</b>	<b>13</b> <b>26%</b>	<b>18</b> <b>36%</b>	<b>50</b> <b>100%</b>
10	I have sufficient experience in teaching English skills (Listening , Speaking , reading, writing)	<b>6</b> <b>12%</b>	<b>19</b> <b>38%</b>	<b>25</b> <b>50%</b>	<b>9</b> <b>18%</b>	<b>10</b> <b>20%</b>	<b>6</b> <b>12%</b>	<b>16</b> <b>32%</b>	<b>50</b> <b>100%</b>
11	I know the best teaching strategies	<b>21</b> <b>42%</b>	<b>6</b> <b>12%</b>	<b>27</b> <b>54%</b>	<b>7</b> <b>14%</b>	<b>10</b> <b>20%</b>	<b>6</b> <b>12%</b>	<b>16</b> <b>32%</b>	<b>50</b> <b>100%</b>
12	I encourage oral communication	<b>9</b> <b>18%</b>	<b>9</b> <b>18%</b>	<b>18</b> <b>36%</b>	<b>8</b> <b>16%</b>	<b>13</b> <b>26%</b>	<b>11</b> <b>22%</b>	<b>24</b> <b>48%</b>	<b>50</b> <b>100%</b>
13	I have more classes than I can handle	<b>13</b> <b>26%</b>	<b>7</b> <b>14%</b>	<b>20</b> <b>40%</b>	<b>5</b> <b>10%</b>	<b>17</b> <b>34%</b>	<b>8</b> <b>16%</b>	<b>25</b> <b>50%</b>	<b>50</b> <b>100%</b>
14	My salary is convenient	<b>0</b> <b>0%</b>	<b>33</b> <b>66%</b>	<b>33</b> <b>66%</b>	<b>5</b> <b>10%</b>	<b>10</b> <b>20%</b>	<b>2</b> <b>4%</b>	<b>12</b> <b>24%</b>	<b>50</b> <b>100%</b>
15	I like my job	<b>13</b> <b>26%</b>	<b>25</b> <b>50%</b>	<b>38</b> <b>76%</b>	<b>2</b> <b>4%</b>	<b>5</b> <b>10%</b>	<b>5</b> <b>10%</b>	<b>10</b> <b>20%</b>	<b>50</b> <b>100%</b>

The results in Table (7) above show the availability of some problems related to English teachers experience. Results indicate that 86% of the respondents usually prepare a lesson plan before they go to class,

while 8% do not, and only 6% of them are undecided. Moreover, the results show that 80% of the teachers sometimes use Arabic in their English classes while 10% only use English during their classes, and 10% of them are neutral. Concerning the need for training courses, the results presented in Table (7) show that 80% of the respondents indicate that they need more training courses on teaching while 16% assume that they do not need any of these courses while only 4% still undecided. Regarding students' motivation, results also show that 76% of the respondents try to motivate their students to elevate their proficiency in English whereas 14% of them point out that they are unaware of motivating students while 10% are undecided.

Regarding the traditional method of teaching English, results show that 70% of the respondents give more attention to teaching grammar on the expense of other skills, while only 22% of them distribute time on the four skills during class and 8% are neutral. Moreover, 54% of the respondents are aware of the individual differences among their students and 26% do not give attention to the individual differences among students, while 20% are undecided.

As for the feedback from the students themselves, results indicate that 52% of the respondents pay attention to it while 40% of them ignore this feedback and 8% are undecided. Furthermore, it is shown that 40% of

the respondents give remedial plans for the weak students and while 48% do not and 12% are undecided. Regarding the constant evaluation of the students, results also show that 60% of the respondents evaluate their students regularly while 36% of the respondents evaluate their students only by written exams and 4% are undecided.

Furthermore, 50% of the respondents have sufficient experience in teaching the four skills( listening, reading, speaking and writing) while 32% say that their experience is not enough and 18% are undecided. Regarding the teaching strategies, 54% of the respondents say they know the best teaching strategies in teaching English, while 32% do not know the teaching strategies and 14% are undecided. Results also indicate that 36% of the respondents encourage oral communication during their classes while 48% of them do not encourage communication and 16% are undecided.

Concerning the schedule of the teacher, 40% of the respondents have more classes than they can handle while 50% are satisfied with the number of the classes they have and 10% are undecided. 66% Of the respondents regard their salary convenient while 24% are not satisfied with their salary and 10% are undecided. Moreover, 76% of the respondents like their jobs while 20% do not like it and 4% are undecided.

Table (8) below shows the percentage of the problems related to teaching-learning environment.

**Table (8)**  
**Problems Related to Teaching-learning Environment**  
(Frequencies and Percentages)

No.	Item	Strongly Agree 5	Agree 4	Total	Undecided 3	Disagree 2	Strongly Disagree 1	Total	Total
1	Number of students in classes is suitable	8 16%	2 4%	10 20%	3 6%	25 50%	12 24%	37 74%	50 100%
2	Classes are free of sound pollution	0 0%	5 10%	5 10%	5 10%	25 50%	15 30%	40 80%	50 100%
3	Ventilation, lighting, and basic components are convenient in classrooms	4 8%	8 16%	12 24%	8 16%	12 24%	18 36%	30 60%	50 100%
4	Schools are safe from dangers related to political issues	0 0%	5 10%	5 10%	2 4%	14 28%	29 58%	43 86%	50 100%
5	Frequent curfew results in a dilemma in the teaching process	8 16%	5 10%	13 26%	5 10%	12 24%	20 40%	32 64%	50 100%

Table (8) above shows the availability of some problems related to teaching-learning environment. Results indicate that 74% of the

respondents disagree that the number of students in classes is suitable while 20 % of them agree and only 6% are undecided. Concerning if the classes were free of sound pollution, 80 %of the teachers disagree with this fact , 10% agree, and 10 % choose to be undecided.

With regard to whether ventilation, lighting, and basic components are convenient in classrooms or not, Table (8) above shows that the percentage of the respondents who disagree with that is 60% while the percentage of those who agree is 24% and the undecided percentage is 16% only. When it comes to deal with whether the schools are safe from dangers related to political issues, it is shown that 86% of the teachers disagree that schools are free from dangers while 10% of them agree and the rest percentage which is 4% choose to be undecided. Finally, the table above shows that 64% of the respondents disagree that frequents curfew results in dilemma in the teaching process but 26 % of them agree and 10% are undecided.

**Table (9)****Problems Related to Availability of Resources and Teaching Aids**

(Frequencies and percentages)

No.	Item	Strongly Agree 5	Agree 4	Total	Undecided 3	Disagree 2	Strongly Disagree 1	Total	Total
1	Rich libraries are available at schools for extended reading	0 0%	4 8%	4 8%	3 6%	25 50%	18 36%	43 86%	50 100%
2	Audio-visual teaching facilities are available	0 0%	7 14%	7 14%	6 12%	25 50%	12 24%	37 74%	50 100%
3	supporting materials for teaching English are provided	0 0%	10 20%	10 20%	2 4%	25 50%	13 26%	38 76%	50 100%
5	Textbooks are provided in sufficient time	4 8%	23 46%	27 54%	4 8%	13 26%	6 12%	19 38%	50 100%
6	Textbooks are suitable for the levels they are addressed to	4 8%	28 56%	32 64%	2 4%	8 16%	8 16%	16 32%	50 100%

Table (9) above shows that 86 % of the respondents disagree that rich libraries are available at schools for extended reading, while 8 % of them agree to the fact and the rest, which is 6 %, are undecided. Moreover, it is shown in the table above that 74% of the teachers disagree that audio-visual teaching facilities are available but 14% of them agree while 12 % of them choose to be undecided. Concerning whether supporting materials for

teaching English are provided or not, the majority of the respondents which form 76% disagree with this fact while 20% of them agree and the rest which is 4 % are undecided. With regard to whether textbooks are provided in sufficient time or not, Table (9) above shows that 54% of the respondents agree that textbooks are provided in sufficient time while 38% of them disagree and the rest which is 8% undecided. Finally, it is indicated in the table above that 64% of the respondents agree that textbooks are suitable for the levels they addressed to while 32 % disagree and only 4 % are undecided.

### **The interviews**

During the interviews, the researcher asked the interviewees some questions regarding the problems of teaching English in intermediate public schools in Mosul, Iraq. A number of problems emerged from the point of view of the respondents.

The first interviewee specified the problems as follows:

The main defect in teaching English as a foreign language in intermediate schools in Mosul, Iraq, is the curriculum and the teaching process itself.

Regarding the curriculum, the middle school student should have learned the basic foundation in the primary schools in terms of grammar, spelling, and pronunciation. So now the student has the right tools to be introduced

to the four main skills of learning a new language which are reading, listening, speaking, and writing. Therefore, the student's readiness and the learning objective should be determined in the teaching process. In terms of teaching, we should focus on the teacher level and classroom atmosphere.

The second interviewee expanded these problems in his statement that:

“English teachers in Iraq still use traditional teaching ways. They begin the lesson with a dialogue from the book followed by reading information about the unit. Furthermore, they give students grammar instructions leaving no time for other skills like listening, speaking, and writing. Moreover, they do not use any teaching aids.”

Finally, the third interviewee gave more reasons behind the weakness of English teaching in public schools. He mentioned three reasons:

“First : the students' educational background in the primary schools is insufficient to move up to the intermediate level.

Second: the teacher's inability to motivate their pupils to be as good as the stage they are at.

Third : the political and security issues which may interfere in the student's as well as the teacher's desire to raise their educational level .

**The answer to the first question is:**

Results retrieved from the questionnaire proved the availability of several problems related to teachers' experience, teaching-learning environment and the availability of the necessary resources. The most significant problems are the lack of experience and the need for more training courses, the overuse of the Arabic, and the concentration on the traditional teaching methods which is teaching grammar at the expense of other skills. Additionally, other problems related to the teaching-learning environment and the availability of resources were proven. These problems are the danger that results from the unsecure security situation, the large number of student's in class, the high sound pollution, the lack of rich libraries, resources, teaching aids, supporting materials and audio-visual teaching facilities such as English labs.

**4.2 Results for the Second Question:**

The second question of the study is : What are the suggested solutions to overcome the weakness in teaching English from the point of view English language teachers?

From the responses on the questionnaire, the researcher listed the statements that could possibly illustrate weaknesses that need to be developed into suggestions to overcome the problems.

The most effective factor for the first domain was that teachers usually prepare a lesson plan before they go to class, which is always recommended by many specialists concerned with teaching. However, the majority of respondents indicated that they tend to use Arabic during teaching and this is not always recommended as this may not allow the students to be exposed to English sufficiently. Thus, it is necessary for teachers to avoid the use of their native language during the teaching process. Moreover, it was indicated that teachers need more training courses to improve their skills in teaching to become able to use best methods of teaching English in class.

As for the second domain, there were many problems indicated by teachers that lead to the weakness of students in English; namely, the absence of rich libraries, the absence of audio-visual facilities, and the absence of supporting materials for teaching. As a result, those problems should be taken into consideration so as to surmount the weakness of students in English.

With regard to the third domain, the respondents indicated that the number of students in the classroom is not suitable which can affect negatively the process of teaching . In addition, they pointed that classes are not free from sound pollution, which may distract students and teachers together. Finally, the respondents may have indicated the most important factor that lies behind the weakness of students in teaching English which is that schools are not safe from dangers related to political issues. So, they always feel in danger and afraid from bombings, killings, and armed men attacks. As a result, they might not have the desire to go to school or concentrate on the subjects they study, especially English .

In order to support the teachers' view point, three interviewees were asked to answer some questions related to the above question. Their answer varied about both the problems and the suggested solutions. The first interviewee summarized the problems into two problems that are:

1. The lack of basics in English which should be acquired when the students were in the primary school.
2. That every teacher has his /her own method of teaching; that is, we do not have a unified method and strategy in teaching which, in turn, confuses the pupils through their stages of learning. She suggested the following solutions to overcome these problems.

As for the first problem, she suggested that the government choose the experienced teachers in teaching the primary schools because it is an important prelude before coming to the intermediate stage. Secondly, English teachers should employ the same teaching method through all stages of intermediate school. Otherwise, the teacher should give his/her experience or methods of teaching to his/her follower. Training courses should be given to the English teachers before they start teaching.

When the interviewee was asked about how she evaluates the outcomes of teaching English at the intermediate stage in Mosul public schools, she showed slight contentment about the students' achievement ,but she said that it needs more hard-working from the teachers and the students as well.

The second interviewee indicated that the main problems that stand behind English teaching process to the intermediate stage in Mosul are:

English teachers in Iraq still use the traditional teaching methods and there is shortage in teaching aids.

In his point of view, teachers should update their teaching methods and try to make English lessons livelier so that pupils would enjoy English language lessons. In addition, they should try teaching differently using visual and aural aids such as charts, pictures, flash cards, television, radio,

slides, film strips, opaque projector and any other useful aids for a more effective teaching process. Finally, teachers should divide the lesson in a way that gives enough time for each skill during the week.

The second interviewee was asked "How do you evaluate the outcomes of teaching English at the intermediate stage in Mosul?"

He replied "It is decent but needs improvement. Teachers should do their best to make the process of teaching better and to make English lessons more appealing. The teacher's input should be reflected positively on student's performance and improve their learning."

The third interviewee extended the problem into three namely:

First : the pupils' educational background in their primary schools is insufficient to move up to the intermediate level.

Second: the teacher's inability to motivate their students to be sufficient to the stage they are studying .

Third : the political and security issues.

The suggested solutions for these problems from his pint of view are

First: to make a pre- intermediate exam for those who want to go to inter mediate schools to evaluate their education level. Then, they can be

divided into sections for more emphases according to the level of education of each group .

Second: teachers whose students have low passing average in the final exam shall be submitted to more training.

Third : to supply the schools with more visual aids for English language teaching .

### **The answer to the second question**

The answer to the second question, based on the questionnaire and supported with the responses of the interviewees will be as follows:

First, regarding teacher experience, this problem can be solved by offering training courses in teaching as a part of continuous professional development, also teachers should decrease the use of source language(Arabic)as the language of instructing ,and not concentrate on teaching grammar at the expense of other skills.

Second , which is problems related to teaching -learning environment. The suggestion is having classes free of sound pollution, achieving secure and safe place to learn especially with the current political issues of the country, and number of students in classes should be suitable.

Third, problems related to availability of resources and teaching aids ,rich libraries should be available at schools for extended reading ,also providing supporting materials and audio-visual teaching facilities.

## **5. Chapter Five**

### **Discussion, Conclusion, and Recommendations**

In the light of the reviewed literature and the implementation of the instrument of the study, this chapter attempted to discuss the results of the questions of the study . In addition, it includes the conclusion and recommendations which the researcher suggested . This study has been accomplished by five chapters that aimed at defining the problems of teaching English in Iraqi public schools for intermediate stages in Mosul.

#### **5.1 Discussion of the Findings of the First Question**

The first question of this study was "What are the most effective factors that stand behind the weakness in teaching English for the intermediate stage in Iraqi public schools in Mosul from the point of view of English language teachers?"

In the light of the findings of the study , results show that there are real problems facing teaching English in the intermediate level at public schools in Mosul. Statistical data and analyzing teachers' point of view indicate that there are significant differences in the responses of teachers with regard to the problems that face teaching English for the intermediate level.

Results related to the first section of the questionnaire, which is concerned with the teachers' experience, prove that the majority of the respondents usually prepare a lesson plan before they go to class. Results proved that lesson planning does not play a significant role in improving teaching process in this study. This result can be explained in the light of that most of the teachers do the planning automatically without paying attention to the core of the lesson to be taught. In addition, results also indicate that high percentage of the respondents use Arabic in their English classes. This use of the native language in the class is not recommended as it might hinder the pupils from using English to communicate with their teachers and rely more on their native language which leads to make the pupils unable to speak English fluently. This result agrees with Fakhri, and Jdetawy,(2011) who state that Arab students of English face many serious problems in the four skills because of that " Arab learners use Arabic as their formal language of communication, the lack of the target language exposure as spoken by its native speakers, the Arab EFL learners' preference for using Arabic in EFL classrooms rather than English ."

Furthermore, results prove that the majority of the respondents agree that they need more training courses on teaching. Accordingly, not providing the teachers with sufficient and newly adapted training courses may allow them stick to old or traditional teaching methods, which drives

the teaching process to the wrong way and lead negatively to the weakness of the students. Moreover, being update the teaching process with the modern teaching methods may improve the skills of experienced teachers and thus can help in improving the learning environment in class so as to have students who are fluent speakers. This result agree with Abu Mraheel (2004) who states that teachers need more training to be competent in their work.

Yet, results also suggest that most of the respondents try to motivate their pupils to elevate their proficiency in English. Although motivation should contribute positively to improving the pupils' proficiency, it seems it does not play the role effectively as the respondents admit that their pupils have some difficulties in learning English. This result disagrees with Souriyavongsa,, Abidin, and Lai Mei, (2000) who explain that English was difficult to learn if pupils are not well-motivated.

Regarding the traditional method of teaching English, results show that the majority of the respondents pay more attention to teaching grammar at the expense of other skills. Thus, they focus on grammar and neglect other skills (listening, reading, speaking, writing). Surely, this leads to deviating the goal behind teaching English from its path which is to have students who are fluent good writers and readers, and transform them into grammar machines only. Hence, this focus on grammar may be related

to the teacher's level of experience or their insufficient knowledge concerning teaching methods which leads to general weakness in English. This result agrees with Abu Sharbain (2009) who states that weakness in English is caused due to teachers' insufficient knowledge in teaching methods.

Moreover, results show that the respondents evaluate their pupils regularly. It seems a little bit strange to keep on evaluating pupils regularly and still those pupils have some problems in learning foreign language, since teachers stay up to date with challenges however, it is not taken for granted that all teachers can overcome all of these challenges as this may depend on the experience and willingness of teachers .

In addition, results reported above show that a significant percentage of the respondents believe that their salaries are convenient. Thus, having convenient salaries cannot prevent teachers from doing their job effectively and should lead to have students who are excellent in English, but it seems that the situation here is different, as still the students are weak in English. So, teachers must be well- motivated in this case and students level should be more developed. However, it seems that teachers' motivation does not play a major role in improving pupils' proficiency, this is against Zhang (1997) who believes one of the problems that faces TEFL teachers is the low status and poor motivation of teachers.

With regard to teaching-learning environment, results show the availability of some problems related to teaching-learning environment. Results indicate that the majority of the respondents disagree that the number of students in classes is suitable. On the other hand, sound pollution, results prove that the overwhelming majority of the teachers disagree that classes are free of sound pollution. Thus, whatever the cause of sound pollution was, it can negatively affect the learning as it might distract the pupils from doing certain activities especially those concerned with listening. Such a result agrees with Souriyavongsa, et al,(2000) who illustrate that English can be difficult to learn because of that " class environment is crowded and noisy that is not fulfilled with teaching pedagogy."

With regard to whether the environment; ventilation, lightening, and basic components are convenient in classrooms or not, results above prove that the majority of the respondents disagree with that . So, these facilities may be of great importance to pupils in order to achieve high level of proficiency. Moreover, environment can mean the feeling of being safe and secure .It means to go to school and get back home not feeling afraid of being shot dead. The awful political and security issues may hinder the student's as well as the teacher's desires to improve their educational level since they go to schools and do not know if they will get back home again

or not, this aspect of the environment was discussed in this study and results indicate that schools are not safe environment in Iraq for the time being. Dangers that are caused by bombing, militant attacks etc... ,the political situation in Iraq in general is not stable yet. So students and teachers always live in horror and this causes them to be always feeling unsafe and unsecure, which eventually affects the process of learning negatively. This result agrees with Abu Riash (2011) who argues " good classroom environment has a big impact at teaching inside classes, thus when the student learns in good place , good light , good site all these help him achieve success".

As for the availability of rich libraries, results show that the greater number of the respondents disagree that rich libraries are available at schools for extended reading. Thus, students do not have supplementary materials at schools that would play a major role in the improvement of their English. Accordingly, supporting materials for teaching English are not provided .Thus, the majority of the respondents agree with the fact that supplementary materials should be provided sometimes to help elevate the students' proficiency . This result agrees with Abu Riash (2011) who states " The lack of English books in school libraries at the schools may hinder the practice of reading and understanding English."

Concerning the audio-visual facilities, it is shown by the results that the majority of the respondents disagree that audio-visual teaching facilities are available. Accordingly, students miss the positive points of such facilities, which play a major role in facilitating and enhancing the learning for students. This goes in agreement Abu Riash (2011) who declares that teaching aids are tools that classroom teachers use to help their students learn quickly and thoroughly.

Additional main problem in teaching English as a foreign language in intermediate schools in Mosul, Iraq, is related to the teaching process itself in terms of the curriculum. They referred that there is a problem with the curriculum that does not include variety of interesting topics that would enrich the knowledge of the students.

Moreover, other problems were noticed such as poverty where the students find themselves obliged to work in order to feed themselves and their families. This affects negatively the educational level of the students if they decided to stay at school. The unstable security situation affects negatively on the teaching-learning process as the parents are always afraid to send their sons and daughters to school. And finally, we cannot ignore that electricity and water are cut more often and the schools themselves sometimes become shelters for the displaced families.

## **5.2 Discussion of the Finding of the Second Question:**

The second question is "What are the suggested solutions to overcome the weakness in teaching English from the point of view English language teachers?"

The answer to the above question can be clearly identified by the respondents as they suggested the following:

The first solution suggested that the government should choose the experienced teachers to teach in the primary schools because it is an important prelude before coming to the intermediate stage. Moreover, using a unified teaching method through all stages of intermediate school is essential. Another significant solution is that English teachers should attend training courses before they start teaching, be up to date with teaching methods, and try to make English lessons livelier so that students would enjoy English language lessons. Teachers should focus on the four skills (listening, reading, speaking, and writing ) altogether during each class.

Additionally, the problems of teaching English can be avoided by encouraging teachers to use visual and aural aids such as charts, pictures, flash cards, television, radio, slides, film strips, opaque projector and any other useful aids for a more effective teaching process.

Other respondents suggested making a pre- intermediate exam for those who want to go to intermediate schools to evaluate their educational level, they can be divided into sections, according to their level in. And finally, supplying the schools with more visual aids for English language teaching would play a significant role in solving the problems of teaching English.

### **5.3 Conclusions**

**The first question can be concluded as follows;**

It was proven that there are many problems in teaching English in the intermediate public schools in Mosul-Iraq

First, there are the problems related to teachers themselves in terms of experience and attitudes;

- 1- The teachers' need of more training courses which indicates their lack of experience.
- 2- The overuse of the source language (Arabic) as the language of instructing.
- 3- The concentration on teaching grammar at the expense of other skills. This leads to deviation from the main goal of learning English which is communication

Second, there are the problems related to teaching-learning environment and the availability of resources in the public schools;

1. The danger that results from the unsecure situation in Iraq as a whole. This situation leaves nobody safe and death is so close. So, everyone thinks of death more than anything else.
2. The large number of pupils in class.
3. The high sound pollution
4. The lack of rich libraries, resources, teaching aids, supporting materials and audio-visual teaching facilities such as English labs.

Some additional problems emerged related to the students' themselves such as their educational background in the primary level which does not enable them to continue to the intermediate level.

**The second question can be concluded as follows:**

The suggested solutions to overcome the previous problems from the teachers' point of view are:

- 1- The employment system of the primary schools' teacher should be submitted to high standards in order to bring up competent pupils to the intermediate stage.

- 2- Using the same teaching method during all school stages to enable student to stay rhymed with the teaching process.
- 3- Service and pre-service training courses should be provided for the English language teachers.
- 4- Employing up-to-date teaching methods and techniques and giving enough time to each of the four skills.
- 5- Making a pre-intermediate exam to stand on the real level of the students.
- 6- Supply schools with the necessary equipment and tools to make the teaching-learning process more integrated.

#### **5.4 Recommendations**

In the light of the results provided above the researcher recommends what follows:

1. further research on problems that face teaching English in other cities in Iraq should be conducted.
2. The Ministry of Education should provide training courses to pre-service teachers.

3. The ministry of Education should hold training courses and workshops to all teachers regardless their experience to keep teachers up to date with everything new that is concerned with teaching.
4. There should be a plan suggested by the ministry to provide all schools in Mosul with teaching aids.
5. Every school should have rich library that can help students improve their skills using books and Computers.
6. Teachers should avoid using Arabic during their classes as much as possible.
7. Teachers should focus on the four major skills of English at the same time and do not neglect any skill at the expense of the other.
8. Number of students in classes should be lessened.
9. Schools should provide students with additional courses in summer holidays to improve their skills.
10. There should be special rooms at schools that are equipped well and designed for English classes and they should be free of sound pollution.

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## Appendices (1)

### Teachers' Questionnaire

#### Demographic Data:

- 1 . Years of Experience :
- 0 – 5 years    6 - 10 years    11 – 15 years    More than 15 years
- 2 . Training courses you have attended :
- No    One training courses    Two training courses and more.
- 3 . Educational degree :
- Diploma    BA    MA
- 4 . Gender
- Female    Male

The questionnaire is divided into three main domains. Kindly, answer the statements of each domain carefully.

No	Evaluation items	Availability of the problem				
		Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree
First: problems related to English teachers experience						
1	I have sufficient experience in teaching English skills (Listening ,reading, speaking, writing)					

2	I know the best teaching strategies					
3	I usually prepare a lesson plan					
4	I have more classes than I can handle					
5	I sometimes use of Arabic in English classes					
6	I concentrate on English grammar					
7	I encourage oral communication					
8	I am aware of individual differences among students					
9	I usually evaluate students skills on regular basis					
10	I try to motivate students					
11	I give remedial classes for weak students					
12	I care about feedback from students					
13	I need more training courses on teaching					

14	My salary is convenient					
15	I like my job					
no	Evaluation items	Availability of the problem				
		Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree
Second: problems related to teaching-learning environment						
1	Number of students in classes is suitable					
2	Classes are free of sound pollution					
3	Ventilation, lighting, and basic components are convenient in classrooms					
4	Schools are safe from dangers related to political issues					
5	Frequent curfew results in a dilemma in the teaching process					
	Evaluation items	Availability of the problem				
		Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree

Third: problems related to availability of resources and teaching aids						
1	Audio-visual teaching facilities are available					
2	supporting materials for teaching English are provided					
3	Rich libraries are available at schools for extended reading					
4	Textbooks are provided in sufficient time					
5	Textbooks are suitable for the levels they are addressed to					

## Appendices (2)

### Panel of experts

<b>Number</b>	<b>Name</b>	<b>Rank</b>	<b>Specialization</b>	<b>Place of work</b>
<b>1</b>	Prof .Sabbar Sultan	Professor	English Literature	Middle East University
<b>2</b>	Prof.Tawfik Youssif	Professor	English Literature	Middle East University
<b>3</b>	Dr .Norma Al-Zayed	Assistant Prof.	English Curriculum and Methods	Middle East University

## Appendices (3)

### Letter of permission

**MEU** جامعة الشرق الأوسط  
MIDDLE EAST UNIVERSITY

كلية الآداب والعلوم  
Faculty of Arts & Sciences

الرقم: ك أ ع / خ / 1 / 89  
التاريخ: 2014/6/4

إلى من يهمه الأمر

تحية طيبة وبعد،

أرجو التكرم بالعمل على تسهيل مهمة لل طالبة ندى رشيد سعيد /ماجستير قسم اللغة الانجليزية وأدائها والتي تشرف عليها د.فاطمة جعفر ، لتطبيق الأداة المعدة للبحث الذي سيتم تطبيقه على اساتذة المدارس المتوسطة في مديرية تربية الموصل /العراق بعنوان (مشكلات تدريس اللغة الانجليزية في المدارس الحكومية للمراحل المتوسطة الموصل /العراق من وجهة نظر المعلمين).

وتفضلوا بقبول فائق الاحترام والتقدير

عميد كلية الآداب والعلوم  
أ.د. وليد عوجان



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