



*Problems of Teaching English at Intermediate Stage Public Schools in Iraq from the Perspective of English Language Teachers: Solutions and Suggestions*

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**Abstract**

The current study aimed to investigate the problems of teaching English in Iraqi public schools for the intermediate stage in Baghdad city from the perspective of English language teachers. In other words, this study attempted to determine the reasons behind the failure of teaching of English language and to identify the most important treatments and suggestions for these problems. A selective sample of 50 teachers was purposefully chosen by the researcher to complete the questionnaire in order to achieve the objectives of the study in Al-Ajyal Intermediate School in Baghdad during the second semester of the academic year 2021/2022. Those teachers represent a variety of age groups, genders, educational backgrounds, and teaching experiences. Open interviews and questionnaire were used as data collection methods. The results indicated that there are many problems in teaching English in the public schools of Baghdad. These problems can be divided into two groups: First, problems related to the teachers themselves in terms of knowledge, experience, and attitudes, such as the need for training teachers repeatedly and the misuse of the mother language (Arabic) as a medium of instruction. Second, the problems related to the teaching and learning environment (the unsafe environment resulting from the unsafe situation in Iraq) and resources (libraries, teaching aids, supporting materials, and audio-visual teaching equipment) that are not available in public schools. Respondents suggested some ways and solutions to deal with these problems, for example, offering pre-service and in-service training programs for English language teachers. The study suggested some fruitful suggestions. Recommendations are provided at the end of the study.



## Introduction

Many nations around the world have integrated English into their educational systems because of it being an international language. As English is the language of the colonizer who had colonized the majority of the Arab countries for a long time, it is taught in schools throughout the Arab world. Because of the British Mandate, English education in Iraq became increasingly significant in 1921. The importance of teaching English increased in Iraq because the colonizer typically has a tendency to impose its language and culture on the colonized. The majority of the difficulties associated with teaching English in Iraq have to do with the school system and the surroundings. The foundations for teaching English as a foreign language (TEFL), which has gained enormous popularity over the past century.

Saeed and Jafar (2015) argued, "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 (pp. 23:24)". To help students learn English successfully, Adas & Bakir (2013, cited in Saeed and Jafar, 2015) suggested that there should 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. It is claimed, "Being a teacher is not an easy task. We have to look for new and different methods, different tools, different strategies, or techniques, so students can have an active participation in developing skills in the English learning process (p.1)."

Different issues and challenges that teacher of English faces in the process of teaching. These challenges make the teaching process weak and slow. These issues are somewhat close to Iraq. That way Iraq are attached to (TEFL) as it was one of the leading countries that attempted to eliminate literacy and overcome the problems in teaching English. Consequently, because of this development in English teaching process, UNESCO has ranked Iraq as one of the fastest growing countries in the field of education.

In addition to graduating educated individuals for its own country, Iraq has assisted a number of its neighbors by sending teams of academics, researchers, professors, and scientists. Unfortunately, the educational system in Iraq has declined recently and now it is one of the weakest education in the region. Accordingly, numerous studies have been conducted to address the problems where the results have fallen short in order to achieve the highest levels of TEFL quality. Iraqi public schools used to offer English as a foreign language teaching to



students in grades five to twelve. Following the 2003 war with Iraq, teaching English is now mandated and became obligatory from the first year of school.

The last two decades of hostilities have had a negative effect on Iraqi communities. Factors such as relocation, deteriorating learning opportunities and declining household incomes have caused a large number of children and her three young people to drop out of school. There are numerous studies and different perspectives on the difficulties of teaching English in both the Arab world and Western countries. It is important for teachers to reach their full potential when teaching English in Arab countries, especially Iraq. Many issues prevent you from doing so. Although Iraqi educators face similar challenges to those in other Arab and non-Arab countries, some of these obstacles pose challenges for Iraqi educators due to the large number of variables to be addressed.

### Statement of the Problem

Calle (2011) stated, "Teaching a foreign language in Ecuadorian schools is very difficult because a classroom has 30- 40 students, and each student has different level of English knowledge. These problems affect the learning process (p. 4)". The teaching of English still faces significant challenges, particularly for the intermediate stage, despite the fact that it is introduced as a mandatory subject in the Iraqi educational system from the first to the twelfth grades. As a result, these problems have an impact on the pupils' English competence. In order to address these problems in Baghdad city public schools, this study identifies some solutions in order to overcome these problems.

### Objectives of the Study

This study aimed to:

1. Identifying 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. Suggesting solutions, from the point of view of English language teachers, to overcome the weakness in teaching English.

### Questions of the Study

This study attempted to answer 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 Baghdad 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?

### Significance of the Study



Despite several studies have been conducted to address the factors that causes problems in teaching English in public schools Iraq as well as in other Arab countries, there have not been as many studies on issues with teaching English for the intermediate stage in Baghdad. As a result, the researcher hopes that this study may contribute to future TEFL research and enrich other studies in the field of TEFL. Additionally, it might be useful for the teachers and decision makers in order to determine and overcome the problems of TEFL.

### Limitations of the Study

The study was restricted to the sample and the tools selected purposefully to achieve the goals of the study.

### Limits of the Study

The study was conducted in Baghdad, Iraq in the second semester of the academic year 2021/2022.

### Literature Review

Saeed and Jafar (2015) conducted a study to examine the problems of teaching English in public secondary schools in Mosul from the perspective of teachers. It sought to identify the factors behind weaknesses in English teaching and to propose solutions to overcome these weaknesses. A sample of 50 teachers was selected intentionally to complete a questionnaire. Open interviews and surveys were used to collect data. Result showed there are many problems in teaching English some related to teachers and the others related to the environment. Abu Riash (2011) conducted a study entitled “*Problems Of teaching English in middle school classrooms and their relationship to teaching performance from educational supervisors' perceptions*” to explore what are, if any, the problems of teaching English their relationship to teaching performance from the point of view of supervisors. A number of twenty supervisors of English language and 25 teachers of English language were selected to serve as a sample of the study. An Observation card designed for supervisors and a questionnaire designed for English language teachers to achieve the objectives of the study. Data was statistically analyzed by using Pearson correlation coefficient and spilt- half coefficient, Cronpach alpha, Holsti formula, and T. Test independent sample. Results showed that there were differences due to teachers' experience (high – low). Furthermore, the results revealed that there were significant differences due to classroom environment (goodbad) and the differences were on the side of good environment. Besides, the results indicated that there were statistically significant differences due to the use of teaching aids.

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*”. It aimed at investigating the problems of teaching English from the teachers' point



of view for the first secondary grade students in Al-Karak educational directorates. The sample of the study consisted of (60) teachers from first secondary classroom who responded to (60) questionnaire items that tackles the problem of teaching English to the students. Findings showed that there were no statistically significant differences in the problems of teaching English facing students of first secondary grade from teachers' point of view, due to the sex variable. Moreover, there were statistically significant differences in the problems of teaching English facing students in the first secondary grade from teachers' point of view, due to the variable of the experience and the scientific qualifications.

Khamova (2013) conducted a study to identify the weaknesses in the process of English language teaching at the Faculty of World Economy and International Affairs; Quantitative 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 strengths to help students of the first year integrate into inclusive environment where they could develop professional skills.

Mutar (2019) conducted this study to reveal difficulties face English teachers. A sample of (34) teachers from intermediate school were chosen randomly from different of schools in Baghdad city at Al-Karkh side. A questionnaire of (37) items was administered to collect the data. Data were analyzed using SPSS software. Findings showed that there is no statistically significant difference between male and female teachers at the level ( $\alpha=0.05$ ) in their points of view toward the difficulties in teaching English. Besides, the scarcity of equipment and facilities and difficulties with students are the most influential difficulties that face teachers of English.

Abid (2020) investigate challenges of Iraqi sixth preparatory students in using the four language skills. The study aimed at suggesting solutions to the students to use language skills. The study is based on a diagnostic test to measure the difficulties of the learners at the four language skills. The researchers have relied on statistical methods for analyzing the study sample responses for accurate results and a proper hypotheses testing. Findings showed that "Iraqi EFL sixth preparatory stages heavily rely on writing compared to the rest of the language skills. This is related to the fact that „listening and reading“ are not essentially employed in the ministerial examinations. Most of Iraqi EFL sixth preparatory students do not prioritize punctuations while reading. They are not aware of the functions that punctuation can perform and its impact on meaning. Most of Iraqi EFL sixth preparatory students face difficulties in pronunciation. In addition, they have no idea what the phoneme can do to the meaning when changed. Iraqi EFL sixth preparatory stages heavily rely on ticking the proper





answer in the listening comprehension test than issuing or writing down the correct answer. This is attributed to their poor writing performance.”

Ranjit (2022) conducted the study to explore the challenges that face secondary school English teachers and analyze how the factors affect English Language Teaching in the classroom. Twenty English teachers responded to the questionnaire, four were selected for the interview and five agreed to participate in focus group discussion. Findings showed the teachers do not understand students' local language, overcrowded classrooms, students' use their native language to communicate, limited lesson hours, students' poor linguistic background and poor classroom condition. What is more, the tragedy finding is that none of the teachers was a graduate of English. Those teachers were of different backgrounds. i.e., Math, Commerce etc. They were applying various teaching methods and classroom management techniques, matching students' linguistic level and the learning situation, making use of time, and self-reflection can help tackle English teachers' challenges.

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

The current study was designed as a quasi-experimental, as the sample was not chosen on random procedures according to the acceptance of each teacher.

### **Population of the Study**

The population of the study consisted of all EFL teachers of English who teach the intermediate public schools in Baghdad (182) schools and (340) teachers. It also consisted of the English language supervisors in public schools in Baghdad.

### **Sample of the Study**

The sample of the study consisted of 50 English teachers and three supervisors who were chosen purposively by the researcher. 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 teachers were chosen from different public schools in Baghdad and they were selected purposively on grounds of convenience and availability. In addition, the researcher has chosen purposively to interview three supervisors of English who work at the educational directorate of Baghdad. 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.

### Instruments of the Study

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

#### The Questionnaire

The questionnaire was adopted based on similar previous questionnaires designed by Saeed (2015) who investigated the problems of teaching English as Foreign Language in Mosul. It was administered to teachers of English as a foreign Language at intermediate schools in Baghdad. The questionnaire consisted of four parts; the first part is the demographic section that aimed at describing the participants' teaching experience, number of training courses and their educational background. The next three sections were designed to answer the questions of the study. The second section, titled "problems related to teachers' experience" aimed at discovering teachers' proficiency problems. 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:

Strongly Agree 5	Agree 4	Undecided 3	Disagree 2	Strongly Disagree 1
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The third section related to problems of teaching- learning environment. It aimed at discovering the crucial problems that face teachers relating to 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. The fourth section consisted of five statements. The results of 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% = high

60% - 79% = medium

Below 60% = low

#### Interviews

The researcher adopted open-ended interviews. Bell (2003 cited in Saeed, 2015) argued, "This type of interviews gave the researchers 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 (p.66)". The interviews were administered to a number of English language supervisors in Baghdad. The researcher recorded and transcribed the interviews. The researcher set the date and time of each interview based on the convenience of each interviewees' time and place. At the beginning, the researcher was introduced and a brief summary was given about the research and its objectives by the researcher. Finally, the interviewees were asked the fifteen questions related to the problem of the current study. For example:

1. How is your evaluation of teaching English outcomes at the intermediate stage in Baghdad?
2. In your opinion, what are the main problems that teachers of English face at the intermediate stage in public schools in Baghdad?
3. What is your suggestion to find suitable solutions to overcome the problems of teaching English?

### 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 Baghdad 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?

### 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 Baghdad 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 (1) below shows the percentages of the availability of some problems related to English teachers experience.



Table (1)  
Problems Related to Teachers' Experience

No.	Item	Strongly agree	Agree	Total	Undecided	Disagree	Strongly disagree	Total
1	I generally prepare a lesson plan	11 22%	33 66%	44 88%	2 4%	2 4%	2 4%	50 100%
2	I always use Arabic in English classes	27 54%	15 30%	42 84%	2 4%	4 8%	2 4%	50 100%
3	I need more training courses and work-	13 26%	35 70%	48 96%	1 2%	0 0%	1 2%	50 100%
4	I attempt to motivate students	10 20%	29 58%	39 78%	5 10%	2 4%	4 8%	50 100%
5	I focus on teaching English grammar	13 26%	24 48%	37 74%	4 8%	5 10%	4 8%	50 100%
6	I take into consideration the individual differences	12 24%	14 28%	26 52%	4 8%	9 18%	11 22%	50 100%
7	I pay more attention to feedback from students	12 24%	14 28%	26 52%	4 8%	7 14%	13 26%	50 100%

8	I support weak students with extra classes	7 14%	12 24%	19 38%	6 12%	13 26%	25 50%	50% 100%
9	I usually evaluate students on regular	8 16%	21 42%	29 58%	2 4%	9 18%	19 38%	50% 100%
10	I have sufficient knowledge and experience	8 16%	15 30%	23 46%	9 18%	12 24%	18 36%	50% 100%
11	I have sufficient knowledge on the teaching	19 42%	8 16%	27 54%	7 14%	9 18%	16 32%	50% 100%
12	I motivate students to use oral communication	9 18%	6 12%	15 30%	8 16%	15 30%	27 54%	50% 100%
13	I have more classes than I can handle	12 22%	9 18%	21 42%	5 10%	20 40%	24 48%	50% 100%
14	My salary is convenient	2 4%	28 56%	30 60%	5 10%	13 26%	15 30%	50% 100%
15	I like my job	17 34%	23 26%	40 80%	2 4%	2 4%	8 16%	50% 100%

The questionnaire items were adapted from Saeed and Jafars' study (2015).

Table (1) shows the availability of some problems related to the experience of English teachers. It is clear that 88% of English language teachers prepare a lesson plan before attending classes, while 8% do not, and only 4% of the teachers are undecided. Furthermore, results show that 84% of the teachers sometimes use Arabic in their English classes while 12% only



use English during their classes, and 4% of them are neutral. Concerning the need for training courses, the results presented in Table (1) show that 96% of the respondents indicate that they need more training courses on teaching while 2% assume that they do not need any of these courses while only 2% still undecided. Regarding students' motivation, results also show that 78% of the respondents try to motivate their students to elevate their proficiency in English whereas 12% 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 74% of the respondents give more attention to teaching grammar on the expense of other skills, while only 18% of them distribute time on the four skills during class and 8% are neutral. Moreover, 52% of the respondents are aware of the individual differences among their students and 40% do not give attention to the individual differences among students, while 8% 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 38% of the respondents give remedial plans for the weak students and while 50% do not and 12% are undecided. Regarding the constant evaluation of the students, results also show that 58% of the respondents evaluate their students regularly while 38% of the respondents evaluate their students only by written exams and 4% are undecided.

Furthermore, 46% of the respondents have sufficient experience in teaching the four skills, while 36% 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 30% of the respondents encourage oral communication during their classes while 54% of them do not encourage communication and 16% are undecided. Concerning the schedule of the teacher, 42% of the respondents have more classes than they can handle while 48% are satisfied with the number of the classes they have and 10% are undecided. 60% of the respondents regard their salary convenient while 30% are not satisfied with their salary and 10% are undecided. Moreover, 80% of the respondents like their jobs while 16% do not like it and 4% are undecided.

**Table (2)**  
**Problems Related to Teaching-learning Environment**

No.	Item	Strongly agree			Agree			Undecided			Total				
		4	3	2	4	3	2	3	2	1	Total	100%	Total		
1	I think the number of students in classes is	10	20%	2	4%	3	6%	12	24%	29	58%	35	70%	50	100%
2	Classes are completely free of sound Pol-	0	0%	6	12%	6	12%	6	12%	27	54%	38	76%	50	100%
3	Ventilation, lighting, and Basic com-	6	12%	9	18%	8	16%	15	30%	9	18%	27	54%	50	100%
4	Schools are safe from Dangers related to	2	4%	7	14%	2	4%	9	18%	17	34%	39	78%	50	100%
5	Frequent curfew results in a di-	10	20%	5	10%	5	10%	15	30%	10	20%	30	60%	50	100%

above shows the availability of some problems related to teaching-learning environment. Results indicate that 70% of the respondents disagree that the number of students in classes is suitable while 24 % of them agree and only 6% are undecided. Concerning if the classes were free of sound pollution, 76 %of the teachers disagree with this fact, 12% agree, and 12 % choose to be undecided. With regard to whether ventilation, lighting, and basic components are convenient in classrooms or not, Table (2) above shows that the percentage of the respondents who disagree with that is 54% while the percentage of those who agree is 30% 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 78% of the teachers disagree that schools are free from dangers while 18% of them agree and the rest percentage which is 4% choose to be undecided. Finally, the table above shows that 60% of the respondents

disagree that frequents curfew results in dilemma in the teaching process but 30 % of them agree and 10% are undecided.

**Table (3)**  
**Problems Related to Availability of Resources and Teaching Aids**

No.	Item	Strongly agree	Agree	Total	Undecided	Disagree	Strongly disagree	Total
1	Rich libraries are available at schools for extended reading	2 2%	5 10%	7 14%	3 6%	28 56%	12 24%	40 80%
2	Audio-visual teaching facilities are available at school	1 2%	8 16%	9 18%	6 12%	25 50%	10 20%	35 70%
3	Supporting materials for teaching English are provided	3 6%	4 8%	7 14%	2 4%	30 60%	11 22%	41 82%
4	Textbooks are provided in sufficient time	5 10%	21 42%	26 52%	4 8%	15 30%	5 10%	20 40%
5	Textbooks are suitable for the levels they are addressed to	4 8%	29 58%	33 66%	2 4%	8 16%	7 14%	15 30%

Table (3) shows that 80 % of the respondents disagree that rich libraries are available at schools for extended reading, while 14 % of them agree to the fact and the rest, which is 6 %, are undecided. Moreover, it is shown in the table above that 70% of the teachers disagree that audio-visual teaching facilities are available but 18% 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 that form 82% disagree with this fact while 14% of them agree and the rest that is 4 % are undecided. With regard to whether textbooks





are provided in sufficient time or not, Table (3) above shows that 52% of the respondents agree that textbooks are provided in sufficient time while 40% of them disagree and the rest which is 8% undecided. Finally, it is indicated in the table above that 66% of the respondents agree that textbooks are suitable for the levels they addressed to while 30 % disagree and only 4 % are undecided.

### The interviews

As the researcher interviews the interviewees, the researcher asked the interviewees several questions regarding the problems of teaching English they teachers of English face in the process of teaching. Respondents showed a number of problems regarding problems of teaching English. The first respondent argued the crucial problem of teaching English is the curriculum and the teaching process itself. The curriculum of the intermediate schools does not has basics rules of grammar, spelling, and pronunciation. Especially, in this stage of learning, intermediate school student has to use the four main skills of learning a new language that are reading, listening, speaking, and writing. Therefore, yet in this strategic stage of learning, the student's readiness and the learning objective should be determined in the teaching process. As for the teaching process, the focus should be on both the teacher level and classroom atmosphere respectively.

As for the second respondent, he expanded the scope of the problems related to teaching English, indicating that English language teachers did not rely on modern and contemporary teaching methods, otherwise, they still use the old traditional teaching methods. The teacher is still the speaker only, without giving the student the opportunity to read and explain (teacher-centered approach). The teacher begins the lesson with a dialogue from the book, followed by reading information about the unit. Then, giving grammar instructions, they neglect teaching basic language skills (reading, writing, speaking, and listening) and neglect the use of modern teaching aids during the lesson.

Regarding the third respondent, who gave more reasons that lead to poor English language teaching, one of them is the students' educational background. Primary students do not receive adequate educations that qualify them to secondary schools. In addition, the absence of motivation, most teachers fail to motivate students to accept the new scientific material in secondary schools. Moreover, the insecure environment and the unstable political situation directly interfere and affect the student's academic life, which, in turns, affects the teacher's ability to raise student's educational level.

Results obtained from the questionnaire showed there were the several problems related to teachers' experience and the teaching-learning environment. Lack of teachers' experience and the need for training teachers more courses, the teachers' overuse of the Arabic, and



utilizing the traditional teaching methods that focus on teaching grammar only ignoring teaching the four language skills are most significant problems. Problems related to the teaching-learning environment, i.e., the danger that results from the unsecure security situation, the large number of students in class, the high sound pollution. Besides, the availability of resources, i.e., lack of rich libraries, resources, teaching aids, supporting materials and audio-visual teaching facilities such as English labs were also proven.

### 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 of English language teachers?”

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

### The Problems:

The problems and causes behind weakness of teaching English that should be taken into consideration to surmount the weakness of students in English.

1. Teachers do not prepare a lesson plan before they go to class. Specialists always recommend prepare lesson before going to classes.
2. The overuse of Arabic during teaching that is not recommended by specialists, as this may not allow the students to be exposed to English sufficiently. Otherwise, it is recommended to use teachers' native language during the teaching process.
3. Involving teachers for more training courses to improve their skills in teaching to qualify and prepare them to become able to use best methods of teaching English in class.
4. The absence of resources, i.e., libraries.
5. The absence of educational materials, i.e., audio-visual facilities, and the supporting materials, i.e., technology.
6. Unsuitability of the small size of classrooms and the big number of students in the classroom that can affect negatively the process of teaching and the students respectively.
7. Sound pollutions are also another problem that may distract students and teachers together.
8. Unstable political situations and unsafe environments are a crucial factor that lies behind the weakness of students in teaching English.

### Suggestions and Solutions to Solve the Problems:

The researcher suggests some solutions to empower the process of teaching and prepare good teachers who will be qualified to teach English successfully with new methods of teaching relying on educational materials.

1. Select teachers with high experience the primary schools because it is an important stage before coming to the intermediate stage.



2. English teachers should be given training courses continuously so as to prove them with up-to-date teaching methods and improve their knowledge and experiences accordingly. Thus, teachers should update their teaching methods and try to make English lessons easier and interesting so that pupils would enjoy English language lessons.
3. Educational materials, i.e., visual and aural aids, charts, pictures, flash cards, television, radio, slides, film strips, opaque projector, different kinds of technology, etc. should be used by the teachers as modern effective methods in the teaching process.
4. As a technique, classes should be divided in a way that gives enough time for each skill during the week.

### **Recommendations**

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

1. Conduct other studies in other cities in Iraq to fix the problems that face teaching English.
2. The Ministry of Education should prepare training programs (workshops) to teachers pre-service and in-service regardless of teachers' experience to keep them in touch with what is new with the teaching process.
3. Schools should be provided with labs for teaching English. These labs should be supplied with all the educational materials, libraries, computers, data shows, etc.
4. Teachers' mother tongues (Arabic) should not be used in English classes.
5. Teachers should not focus on teaching grammar only, but also on teaching the four skills respectively.

## مشاكل تدريس اللغة الإنجليزية في المدارس الحكومية للمرحلة المتوسطة في العراق من وجهة

### نظر مدرسي اللغة الإنجليزية: الحلول و الاقتراحات

معلوماتهم	الباحثين
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المدارس الحكومية، وجهة نظر مدرسي اللغة	

### المخلص :

اتجهت الدراسة الحالية إلى دراسة مشاكل تدريس اللغة الإنجليزية في المدارس الحكومية العراقية للمرحلة المتوسطة في مدينة بغداد من وجهة نظر مدرسي اللغة الانكليزية. بمعنى آخر ، حاولت هذه الدراسة تحديد أسباب فشل تدريس اللغة الإنجليزية والتعرف على اهم العلاجات والمقترحات لهذه المشكلة. تم اختيار عينة انتقائية قوامها 50 مدرسا عن قصد من قبل الباحث لاستكمال الاستبيان من أجل تحقيق أهداف الدراسة في متوسطة الاجيال في بغداد خلال الفصل الاكاديمي الثاني من العام الدراسي 2022 /2021. يمثل هؤلاء المدرسون مجموعة متنوعة من الفئات العمرية والجنس والخلفيات التعليمية وخبرات التدريس. استخدمت المقابلات المفتوحة والاستبيان كطرق لجمع البيانات. أشارت النتائج إلى وجود مشاكل عديدة في تدريس اللغة الإنجليزية في مدارس بغداد المتوسطة الحكومية. يمكن تقسيم هذه المشكلات إلى مجموعتين: أولاً ، المشكلات التي تتعلق بالمدرسين أنفسهم من حيث المعرفة والخبرة ووجهات النظر ، مثل الحاجة الى تدريب المدرسين بشكل مستمر وإساءة استخدام اللغة المصدر (العربية) كوسيلة للتعليم . ثانياً ، المشكلات المتعلقة ببيئة التدريس والتعلم (والبيئة غير الآمنة الناتجة عن الوضع غير الأمن في العراق) والموارد (المكتبات، والوسائل التعليمية، والمواد الداعمة، ومعدات التدريس السمعية والبصرية) التي هي غير متوفرة في المدارس العامة. اقترح المستجيبون طرقاً وحلولاً للتعامل مع هذه المشكلات ، على سبيل المثال، تقديم برامج تدريبية لمدرسي اللغة الإنجليزية قبل الخدمة وأثناء الخدمة. قدمت الدراسة اقتراحات مختلفة . مجموعة من التوصيات ذكرت في نهاية الدراسة.



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