

## **Developing English Curriculum for Iraqi Secondary Schools: A Comparative Analysis**

**Assistant Professor Dr. Najm Abdullah Burhan**  
**Department of English / College of Education / University of Misan**

### **Abstract**

The purpose of the current research is to analyse critically the English language curricula in the Iraqi secondary schools with a view of establishing areas of weakness for improvement in the future. Employing a cross sectional, random technique, fifty English teachers out of the targeted group of teachers from the different economic classes in various districts of the Misan Governorate were selected from different public and private schools. Both questionnaires used closed-end questions to elicit teachers' perceptions of current curricula, instructional practices, and innovations. The analysis was quantitative employing survey analytical tools enabled by SPSS used also quick statistics/ surveys including means, standard deviation, T- test for opinions difference between groups. Main areas of concern that emerged from the results include: the poor balance or distribution of languages; and a call for improved sources and teaching methods. So, the findings of the research suggest that that curriculum should be made more interactive and reflect on cultural diversity, teacher training programs should be improved, and learning resources should be also be bettered. Therefore, the research seeks to enhance the quality of teaching and learning English in Iraq and attain the goal of preparing learners for challenges of the modern world and demands of the particular region.

**Keywords:** English Curriculum, Iraqi Secondary Schools, Comparative Analysis.

**Received: 06/10/2024**

**Accepted: 19/11/2024**

## تطوير مناهج اللغة الانجليزية للمدارس الثانوية العراقية: تحليل مقارن

الأستاذ المساعد الدكتور نجم عبد الله برهان  
قسم اللغة الانكليزية / كلية التربية / جامعة ميسان

### المستخلص

الغرض من البحث الحالي هو تحليل مناهج اللغة الإنجليزية في المدارس الثانوية العراقية بشكل نقدي بهدف تحديد مجالات الضعف لتحسينها في المستقبل. باستخدام أسلوب عشوائي مقطعي، تم اختيار خمسين مدرساً للغة الإنجليزية من المجموعة المستهدفة من المعلمين من الطبقات الاقتصادية المختلفة في مناطق مختلفة من محافظة ميسان من مدارس حكومية وخاصة مختلفة. استخدمت الاستبيانات أسئلة مغلقة لاستنباط تصورات المعلمين للمناهج الحالية والممارسات التعليمية والابتكارات. كان التحليل كميًا باستخدام أدوات تحليل المسح التي مكنتها أيضًا الإحصاءات السريعة / المسوحات بما في ذلك المتوسطات والانحراف المعياري واختبار اختلاف الآراء بين المجموعات بواسطة الحقيبة الاحصائية والاختبار التائي. تشمل مجالات الاهتمام الرئيسية التي ظهرت من النتائج: ضعف التوازن أو توزيع اللغات؛ والدعوة إلى تحسين المصادر وطرق التدريس. لذلك، تشير نتائج الدراسة إلى أنه يجب جعل المناهج الدراسية أكثر تفاعلية وانعكاسًا للتنوع الثقافي، ويجب تحسين برامج تدريب المعلمين، ويجب أيضًا تحسين موارد التعلم. لذلك تسعى الدراسة إلى تعزيز جودة تعليم وتعلم اللغة الإنجليزية في العراق وتحقيق هدف إعداد المتعلمين لتحديات العالم الحديث ومتطلبات المنطقة الخاصة.

كلمات مفتاحية: مناهج اللغة الإنجليزية، المدارس الثانوية العراقية، تحليل مقارن .

تاريخ القبول: ٢٠٢٤/١١/١٩

تاريخ الاستلام: ٢٠٢٤/١٠/٠٦

**Introduction**

English, as a global language and a second language of many countries all over the world is of great significance in the domains of education, commerce and cultural communication. Schools in Iraq have a range of problems to deal with, and thus the necessity arises that English curricula should be formulated based on international standards. English is an essential element in education which helps the people for their social and economic development, therefore Iraq has to secure its position on a global level through replenish their English Mastery (Altae, 2020).

**Background of the Research**

The education situation in Iraq faces several difficulty obstacles which hinders the effectiveness of education specially the infrastructure issues, un-qualified teachers and losing many attract classes due to changing the syllabus. The research show that English curriculum in secondary stage need a reformulation specially for student and labour market. The curricula that are often approved lie in an age-old time warp and do not meet the needs of new-age students hence a complete analysis is required to understand what all is lacking and needs to be changed.

In the case of Iraq, because it enables students to learn Science & technology and Business in English and therefore allows them to have greater opportunities. It also helps in improving the communing skills to the other world and offers for higher education outside. The Iraqi curriculum must be revised to comply with international standards in order for students to receive good education, which would allow them to better compete on a global level (Ahmed et al. 2015).

Education in Iraq is a social and economic expansion, it is not just about the citizen's livelihood; but also to meet the requirements of citizens ' lives... that is why providing a good education as regards to sustainable development. In a world where the economy is becoming more and more global, providing language skills to students so that they can do well in the labour market is now par for the course. It means rethinking how we teach English as a language, and shifting the focus from rote learning or memorisation to practical skills such as speaking and listening.

As curriculum development is a continuous process, curricula have to be analysed and evaluated even during its transition stage. Accordingly, this research seeks to make a comparison between English language curricula as taught in Iraqi secondary schools and in other advanced education systems. The purpose of this analysis is to present evidence-based recommendations for an optimal curriculum that meets the needs of students while expanding their language skills.

---

It is also a powerful tool to understand what education in Iraq needs in comparison to the best practices globally. Researchers and practitioners in Iraq may be able to draw insights from the experiences of other countries that have successfully crafted curricula that can help students learn effectively and realize their potential (Albayati and Al-Khateeb, 2024). Therefore, this research aims to provide an efficient part to the field of education in Iraq by thoroughly analysing the English language syllabi in addition with creating creative recommendations which lead to enhancing the educational process that serves both individuals and society as a whole.

### **Research Objectives**

The main objectives of the present research are to achieve a set of objectives that support strengthening the quality of English language education in Iraq. The objectives of the research can be specified as follows:

### **Current Curricula Analysis**

- Collect related data about the English language curricula used in Iraqi secondary schools, to produce a profile that reflects the strengths and weaknesses accompanied it with the mechanisms of content, teaching tools and assessment instruments utilized.
- Using the following criteria to search job-oriented and free courses, other contents as certificate courses, examine whether these curriculums are suitable for students and whether they meet the needs of Local market in Iraq or not.

### **Looking for Holes in Curricula Detecting and Locating “Blank Spots”**

- To be clear about the differences between current education system and intel measures and their impact on students language learning ratio that is being hampered.
- Reviewing how well existing curricula address the basic skills of listening, speaking, reading and writing and whether these should be further developed

### **Different Curricula in Different Countries**

- Compare the English language curricula of different other developed countries to find out effective teaching ways as well as the content.
- Extracting lessons from international experiences that could be used on the Iraq level, taking into consideration local conditions.

Through meeting these objectives, the research intends to make a significant contribution to English language education in Iraq, enhancing

---

language experiences of students and preparing them better for facing the challenges of contemporary time.

### **Importance of the Research**

This research is very important in a number of aspects to both for officials, students and even teachers The Comparative Research on Developing the English Language Curriculum for Iraqi Secondary Schools. It can be encapsulated in the following:

#### **For education Officials**

- Enhancing education quality: The research offers evidence on the efficacy of curricula in order to support informed policy decisions to improve primary- and secondary-level education quality in Iraq.
- Influencing educational policies: Organizations need data to influence policies on education, and the results and recommendations of such surveys can guide educational policies to efficiency by updating curricula in accordance with global standards, contributing to achievement of national goals in Education for Sustainable Development.
- Meeting the Labour Market Needs: By understanding what is missing from the education system, officials can design curricula that match labor market needs both locally and globally, and thus increase graduates' chances of finding employment.

#### **For Students**

- Language and Skills development: In the literature on educational outcomes of students who research in a language different from their mother tongue, it has long been established that such an education complements curriculum by improving the English proficiency of students which extends access to higher education and career opportunities.
- Improved self-confidence: the better a student 's language level, the easier he or she gets involved in academic and social activities.
- Preparing bright future: Designing the English curriculum will be the preparedness for students to face global challenges, enabling them figure out how to communicate effectively in a progressively competitive world.

#### **For Teachers**

- Developing new educational tools and resources: The research suggests modernizing content and pedagogical methods, to support educators in using suitable contemporary and effective strategies for the education of future citizens & professionals.

- Redeployment: If the training is provided as suggested, teachers can improve their capability to teach which surges the level of knowledge they impart.
- Increasing motivation and buy-in from teachers: As curricula become more relevant and relational, teachers are motivated to develop their pupils as they see greater benefit.

Therefore, the importance of this research lies to show why it is essential for Iraq to provide education and specially in English subject so that desired positive manifestations may perform from all sides. Through thoughtful recommendations formed from the data, the research aspires to result in meaningful change that will help better our nation's education system.

### **Literature Review**

#### **Tools Analysis of the Current Secondary Curricula in Iraq**

One of the widely researched aspects in relation to quality of education and its consequences on students' skills are the English language curricula at upper secondary levels in Iraq. These curricula have evolved over time, but there are still huge problems that affect how well students learn a language. Here, we shall look at the prevailing curriculum and assess these based on certain parameters as well as outline what works and where it fails (Mohamadbauldin, 2023).

#### **Current Curriculum Structure**

Languages in schools around the world are teaching subjects on the four-skills: reading, writing, listening and speaking. Whilst mostly grammar and vocabulary, it often means not much is done to actually help the children communicate!

In most schools, the teaching is based on textbooks and hence teachers are restricted (off course!) to use other resources or the innovative ways of teaching (ibid).

#### **Teaching Methods**

Lectures and explanations are the hot favourite of traditional teachers thus students to get less chance to ask a direct questions in face-to-face meetings.

The English of our students lacks a real approach, this prevents the development of fluency with which to converse and communicate face-to-face in sessions that are not required (Obaid et al, 2019).

#### **Performance Assessment**

A range of approaches is employed to assess abilities and skills, predominantly through written and spoken tests (which may be poor vehicles for measuring some students' ability with language).

---

This may not allow the early detection of language learning problems that students present.

### **Gaps in the Curriculum**

Research has revealed the reality of these problems and that current curricula do not respond to labour market requirements based on results whether global ones related to English Language Teaching or local ones for EFL. This entails putting new content on skills for the twenty-first century.

Unfortunately, the current curriculum does not incorporate a sociolinguistic dimension that would allow students to better understand cultural contexts of their language use.

### **Curriculum-Related Problems**

There are gaps in curricula and not enough trained teachers as schools get little support to train their coaches on current teaching methodology. Fewer teaching resources like technology a necessary component in interactive and advance class room teachings; is one of the challenges being faced by some schools (Alrickaby, 2024).

### **International Experiences**

International experience in English Language teaching can offer valuable clues to enhance Iraqi curricula. The best research has demonstrated interactive curricular elements, such as increasing critical thinking and creativity simultaneously (non-rote learning), have a positive effect on language learning.

By bringing technology to education (e-learning platforms and educational apps), it can make students more interested in the content in which they learn from their homes (Altae, 2020).

It is obvious that the curricula at Iraqi secondary schools need a profound inspection and preparation, after analysing the above. This requires content updating, innovating teaching styles and performance evaluation to cater for student need and requirement of the labour market. Modifying these curricula can improve the reliability level of English language teaching that to be able students communicate effectively and possibly in more competitive global environments (Al-Asadi, 2016).

Examining a few of the successful experiences in international English curriculum modules. Various international experiences in developing English language curricula, the need to examine and learn from these have for application in the Iraqi context is underlined. This paper examines a few such successful models and case studies in some of the countries from across English through innovative means (Altae, 2020).

United Kingdom

National curriculums: Integrative English language teaching is emphasized in the United Kingdom and national curriculum in literature, comprehension writing, and oral work include a combination of theoretical research and communicative experiences. Students are evaluated by individual and group projects, which also enrich their critical thinking skills.

Project-based learning: Students are encouraged to start several projects that they need in real life and use the English language, which will help them improve their communication skills and grow up working with different cultures (Wyse and Ferrari, 2015).

#### **Singapore**

Constructing an Integrated Curriculum. In the case of teaching English, Singapore has developed integrated curriculums, which teach basic language skills along with critical and creative thinking. It is supplemented with different literature and cultural resources that add an enriching learning experience.

Innovative teaching strategies: Classroom Teaching has undergone a paradigm shift DI-EDGE classrooms are configured in tandem with the new innovative teaching methodology which involves more of collaborative and interaction mode helping to increase student participation & enhancing overall experience (Teo, 2015).

#### **Canada**

Interactive Curriculum- How the curriculum delivered & created in family education and training programs, involves learning language skills through: Reading group discussions role playing with various sections, Allows students to use language for real-world purpose.

Integration of culture: The culture-oriented teaching guides the students awareness, helps to recognize and accommodate cultural differences, and refines cross-cultural communication competence (Gilman and Norton, 2020).

#### **Australia**

Teaches Life skills: The English language curriculum in Australis focuses on teaching life skills, i.e., critical thinking, problem-solving and an art of making yourself heard. Infusing technology in education is an undeniable part of it.

Ongoing assessment: This means that in Australia as a teacher, you have the ability to keep track of what your students are doing, making sure that you give intervention at the right time (Kathomi and Anderson, 2021) .

#### **Malaysia**

Malaysia has a dual curriculum: In Malaysia, English is taught as one of two languages. It then goes the next step further, assists in improving students' multi-language communication and cultural experiences.



Professional training of teachers: The government has been encouraging and investing in the training of teachers as to modern teaching methodologies, which enriches the quality of education and makes curricula more effective.

These success stories have shown us how English language curricula can be built up in unique and efficient forms. This can be achieved by promoting interactive activities, use of projects for learning and fusing cultural orientation into education for increased student engagement. There are implications these lessons learned can provide for upgrading the present curricula, which would lead to successful results in improving English language learning in Iraq (Graves & Garton, 2017).

### **Learning Theories**

Learner theories are crucial to understanding how people learn language and how best to teach it. The Title: applies the major theories regarding language teaching and how they can be used with the development of secondary school English curricular (Gagné, 1985).

### **Behavioural Theory**

This theory examines learning as a process of adaptation in which behaviour is learned through reinforcement and practice. Language is taught through rote learning and performance, for which right responses are awarded.

Application in Educating: The use of structured repetition, listening practice and reward will help a student to learn vocabulary and grammar (Schneewind, 2015).

### **Cognitive Theory**

This theory looks at the mental outing that goes on in connection with learning including things, for example, essential reasoning; critical thinking as data. Learning is taking place when students actively process information to be stored and retrieved.

Application in Education: In educational contexts, applying strategies such as active learning, critical thinking, and group project can help students understand language values and relate new concepts to their past experiences (Pritchard, 2017).

### **Social Theory**

This theory emphasizes that learning is a social process. Russian psychologist Lev Vygotsky suggests that students are able to learn most effectively by collaborating with others and incorporating information from the world around them (Schaffer, 1996) .

Educational Apps: This can be used in increasing learning through group activities, class discussion and cooperative learning. This sort of

---

schooling gives students an opportunity to apply what they have learned to real life ( ibid).

### **Social Learning Theory**

Therefore, this theory depends much in the communication for language learning. Unlike English quizzes, French is all or none: the correct spelling and syntax are required to trigger what score points in games by whole language stones being activated at almost half-and-half ( finch, 2003).

Application in Education: This method is it allows for various interactive activities such as dialogue, role-plays, and language games to be used to boost student understanding of effective communication skills( ibdi).

### **Theory of Project-Based Learning**

This theory suggests that learning to be more successful when using language is akin to doing, and best done so by having students do. Due to experiential learning, students are taught by doing. Education: Curricula can be designed that include student-driven research projects on topics of interest to learners, making use of their target language in a variety of instances (Larmer & Mergendoller, 2010) .

### **Active Learning Theory**

This theory focuses on the idea of students being active while learning, with active processing and engagement activities of all types.

Applied in Education: includes inquiry based learning, where the students are made to be researchers which serves in making them better language users.

These theories help to underline the fact that creating effective teaching comes from understanding how language is acquired. This would guarantee that a set of principles derived from these theories is used in designing the English language teaching programme in Iraqi secondary schools, enabling the school students to have better speaking and everyday lives with language (Zhou and Brown, 2015).

### **Methodology**

#### **Research Design**

The purpose of this research is to make an examination of the English language curricula in Iraqi secondary schools; thus, a comprehensive and objective research was designed to find out curricular weaknesses for purposes of later enhancement. The methodology involves: Sampling, Tools and Data Collection.

#### **Sample Selection**

A random sample from various Iraqi secondary schools, both public and private, was chosen. Fifty English teachers the sample was selected through random sampling in order to provide a fair division of socio-

economic groups. Half of the sample was taken from males and females, among urban or rural schools to have a well representative research.

### Tools Used

An approval letter was obtained from the Ministry of Education, and a data for teachers regarding their opinions on current curriculums and educational needs gathered by designed questionnaires that consisted closed questions. Analysing the existing content in use now to identify gaps and where improvement is needed.

### Data Collection

Methods Data collection for establishing the comprehensiveness and reliability of results the data was collected using different methods. Teachers were invited to respond to the questionnaires electronically (therefore we make it accessible to the largest audience of researchers). Questionnaires included questions related to how the present curricula was assessed, what kind of teaching methods were applied and opinions from the participants on potential improvements.

### Data Analysis

Quantitative Analysis: The data derived from the questionnaires was analysed statistically by a software like SPSS. The data were analyzed using percentages, means, and standard deviations in order to understand opinions and trends.

Hypothesis tests (T-Test) were utilized to determine whether the opinions of different groups differed significantly from one another.

The methodology is effective in providing an overall framework for gathering and analysing data on English language curricula of the Iraqi secondary school stage. This research hopes to improve the content curricular design and enhance learners' English Language experience.

## Results

### Evaluation of Current Curricula

	Mean	Std. Deviation
Current curricula lack a balance between the four language skills.	3.86	1.05
Curricula need to be updated to match international standards.	3.84	0.96
There is a lack of cultural content that enhances language understanding.	3.88	1.06
Restricting curricula to the traditional method affects student motivation.	3.80	0.95
Evaluation of the effectiveness of current curricula shows the need for radical changes.	4.08	0.85

Analysis of the existing English for Iraqi secondary schools curricula

revealed numerous deficit points requiring rectification. On asking them about the efficiency of the current curricula, the respondents, with a mean score of 4.08, were of the view that such inefficiencies must be tackled through major reforms. One of the problems is that mean speaks of the picture of balancing all the four language skills which scored a mean of 3.86, concurs that this may not help develop the students' language skills fully considering right balance is paramount. The mean score of 3.84 means the curricula have been viewed as outdated and do not meet the global requirements. The mean score of 3.88 also indicates agreement among the target groups on the lack of content that could be used to promote assimilation of the language regarding culture while the mean rating for traditional methods was 3.80, which was found to be disheartening for students. Collectively, these results reinforce the arguments put forth by existing literature on the need for revising the English curricula in order to make learning more interesting and effective.

### Teachers' Needs

	Mean	Std. Deviation
Teachers need continuous training in modern teaching methods.	4.24	0.74
Lack of educational resources affects teachers' ability to teach effectively.	4.24	0.77
Need for psychological and professional support to enhance confidence in teaching.	3.94	1.00
English language teachers need effective assessment tools to measure students' progress.	4.16	0.84
Having a support network among teachers can contribute to the exchange of experiences.	4.20	0.86

The assessment of teachers' needs in the context of the proportional Iraqi secondary schools indicates some aspects that need further development. It should be noted that there is agreement among the participants with a mean score of 4.24 that there is a need for further training exercise on the performance of new instructional techniques. In the same way, the unavailability of the educational materials, which was equally rated at 4.24, is viewed as an impediment to efficient teaching, which entails that there is a need to provide recent resources. Teachers also feel the need for a mean score of 3.94 of psychological and professional assistance in order to boost their confidence and enhance their teaching. They rated this need at 4.16 which implies that there is a need to respect and establish systems to assess effective student progress which is important when teaching. The mean score of 4.20 also indicates that the creation of

a network of support among teachers would enable sharing of lessons and experience and best practice. In all these conclusions it can, therefore, be understood that tackling these needs is of great importance in enhancing the quality of English language teaching in the secondary schools of Iraq.

### Teaching Methods

	Mean	Std. Deviation
Integrating active learning methods can stimulate students' interest.	4.24	0.82
Using technology in education contributes to improving the learning experience.	4.10	0.89
Collaborative learning among students should be encouraged to enhance social skills.	4.00	0.93
Develop a flexible teaching strategy that meets the different needs of students.	4.14	0.88
The importance of using diverse assessment methods to know the level of students' understanding.	4.00	0.95

As revealed in the evaluation of teaching methods in Iraqi secondary schools, there is a marked preference for the adoption of modern and learner-centered pedagogies. Educators view that with a mean score of 4.24 active learning methods are crucial for curbing boredom and getting pupils down to work. The application of educational technology, which was rated at 4.10, is also appreciated as it contributes positively to learning rather than traditional modes of teaching. Working in social groups was equally important with a mean score of 4.00 stressing its contribution to the students' social development. In due course, also required flexibility in using these teaching techniques was rated at 4.14 emphasizing that no single strategy can suit all learners. The last aspect in this context was that of factors contributing towards a variety of assessment procedures, such figures were equal to 4.00. All these conclusions point to the fact that there is an urgent need to come up with a teaching strategy that is more active and engaging to learners.

### Learning Resources

	Mean	Std. Deviation
The need to develop updated and comprehensive learning resources that support curricula.	4.08	0.83
Digital educational materials should be provided to facilitate self-learning.	4.20	0.83
Strengthening school libraries to be a centre for educational resources.	4.16	0.82
Supporting the use of multimedia to improve the learning experience.	3.68	1.13
Encouraging partnerships with educational institutions to provide additional resources.	3.78	0.97

This paper's findings show that the current learning resources in the Iraqi secondary schools are very limited and call for development and update to improve educational results. Learning materials that correspond to current learning curricula is seen as very important by the respondents with a mean score of 4.08. Robust values signaling an emphasis on offering digital learning resources to support independent research, convention scored 4.20, indicate instruction's increased reliance on technology.

Further, the appeal to enhance school libraries as the place for educational facilities with the rating of 4.16, indicates that these facilities should play a main role in supporting students. However the mean scores such 3.68 by respondents on the multimedia use and 3.78 to Partnership with educational institutions call for attention in as far as further improvement and development is concerned. In sum, the present work emphasizes the need for the availability of a rich choice of learning materials including print materials and instructional technologies to enhance the education process.

### Suggestions for Improvement

	Mean	Std. Deviation
Redesigning the curriculum to be more interactive and comprehensive.	3.76	1.00
Creating professional training programs for teachers to enhance their skills.	3.60	1.14
Developing assessment tools that are consistent with the new educational objectives.	3.72	1.03
Enhancing cooperation between schools and local and international educational entities.	3.86	0.90
Improving the learning environment by providing appropriate resources and modern technology.	3.86	0.83

The dataset and suggestions made in this research about the Iraqi secondary schools show that there are general areas on which there is agreement about which aspects should be addressed for the improvement of the schools. This conveys the recognized need to redesign the curriculum to add more interaction, flexibility and a richer learning environment to accommodate this with a mean score of 3.76. Further, the respondents have rated the need for training of the professional programs teachers with mean of 3.60 thus view that as crucial as it can help in improving the acts and methods taking place in the class. The response for the development of assessment instruments commensurate with emerging educational targets which is moderate at 3.72 supports the contention that the assessments are geared to measuring learning in

congruence with relevant curricula. In addition, increasing collaboration between schools and local and international educational institutions – as well as increasing the learning environment by providing required resources and using modern technology – both earned the participants' high average mark of 3.86. All these suggestions call for a coherent and comprehensive approach towards change, which includes curricular content and structure, pedagogy and teacher education, student evaluation and resources that may help create a conducive teaching and learning milieu.

### T-test for Hypothesis

Hypothesis tests (T-Test) were utilized to determine whether the opinions of different groups differed significantly from one another.

Test Value = 0					
t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
				Lower	Upper
25.995	49	.000	3.86000	3.5616	4.1584

The outcome of the hypothesis test reveals that the different groups of respondents have, statistically significantly, different perceptions. The analysis shows t-statistic of 25.995 and  $df = 49$  with p-value at .000 which is less than 0.05. This high level of significance means that the opinions held by the groups are not only different but the mean difference of 3.86 is large.  $P < 0.05$ , and the 95% confidence interval for the mean difference is 3.5616-4.1584, which means that we are 95% confident that the true population mean difference values lie within this range. In summary, the proofs given in this research are strong enough to affirm that there is a disparities between the groups' perception thus giving a tick somewhere to the hypothesis.

### Conclusion

The researcher concludes based on the findings of this research and regarding the evaluation of the English curriculum and its correlate factors in the Iraqi secondary schools, it is clear that there are considerable areas to enhance that are crucial to develop the effective instructional language. From these studies, the need for a change in curriculum to suit more learner-centered and classroom-centered language use that is balanced in use of the four skills is deemed pertinent– as is the need for professional development for the teacher to make improvements in approach to instruction. The need to replace outdated learning materials, timely assessment methods and adopted strategy of cooperative learning were highlighted to be of key

---

significance to make students more attentive and productive. However, the support and resources can also be obtained by reading further development of school libraries, as well as closer cooperation with educational establishments. Finally, in summing up, the specified needs should be met and the aforementioned strategies should be realized to increase the effectiveness and help the Iraqi secondary schools to meet the demands of contemporary education and equip students for future successful learning in the context of a growing globalization.

### **Recommendations**

Based on the findings from the evaluation of the English curriculum, teachers' needs, teaching methods, learning resources, and the results of the T-test, the following recommendations can be made to enhance English language education in Iraqi secondary schools:

- **Curriculum Redesign:** Treat English as a foreign language by modifying the syllabi to reflect the application of effective instructions, meaning a more efficient way of developing the strategies of listening, speaking, reading, and writing and also ensures the incorporation of necessary cultural considerations to the syllabi.
- **Continuous Teacher Training:** Participate in professional development activities of teachers in relation to teaching practice, formative & summative assessment, and ICT endorsement. This will put an authority and prerogative into the hands of the educators to ensure that delivery of instruction is both inviting and fruitful for learners.
- **Resource Enhancement:** Assemble and present up-to-date, integrated instructional and learning support utilities in print and non-conventional formats to meet a wide-range of learning modalities and encourage students' individual learning strategies.
- **Strengthening Libraries and Support Networks:** Strengthen schools libraries to become the center of school educational materials and support the teachers' cooperation in the frames of professional cooperation groups where experience exchanging also takes place.
- **Flexible Teaching Strategies:** Teach teachers to use unstructured approaches to teaching as well as to embrace the use of other teaching methods that require students to be active in the learning process.
- **Assessment Development:** Design the new assessment instruments which are compatible with new educational goals which must focus on meaningful testing, embrace the concept of student growth and development.
- **Partnerships with Educational Entities:** Enhance the relations of the schools with the local as well as international educational organizations in order to gather additional resources, training and practice.



---

- Investment in Technology: Use resources to enhance the learning environment for learning modern technology and necessary educational materials to enhance delivery and accessibility of learning.

By so doing, an improvement of the quality of English language teaching and learning in Iraqi secondary schools, appropriateness in responding to the needs of the students and teachers and a level of compliance to international norms can be managed.

## References

- Ahmed, H. H., Puteh-Behak, F., & Sidek, H. M. (2015). Examining EFL Secondary Reading Curriculum in Iraqi Kurdistan: A Review. *Journal of Applied Sciences*, 15(3), 377-391.
- Albayati, Z. A., & Al-Khateeb, M. M. A. (2024). The Relationship between the Actual Implementation of the "English for Iraq" Curriculum and Teachers' Intentions, and Perceptions in Iraqi EFL Preparatory Schools. *EVOLUTIONARY STUDIES IN IMAGINATIVE CULTURE*, 505-528.
- Alrickaby, A. (2024). A Reading in the History of English Language Education in Iraq. *Bulletin of Advanced English Studies (BAES)*, 9(1).
- Al-Asadi, F., & Al-Asadi, A. (2016). English as a Transformative Power: The Impact of English Learning on the Life of Iraqis. *International Journal of Social Sciences & Educational Studies*, 3(2), 43.
- Altae, M. (2020). An overview of the stages of development of the Iraqi English language curriculum. *Social Sciences & Humanities Open*, 2(1), 100047.
- Finch, G. (2003). *How to Research Linguistics: A Guide to Understanding Language*, 2<sup>nd</sup> Edition, Palgrave, Macmillan, 12-15.
- Gagné, R. M. (1985). *The conditions of learning and theory of instruction*. Wadsworth Publishing, 33-34.
- Gilman, M., & Norton, B. (2020). Storybooks Canada, English language learners, and the school curriculum. *BC TEAL Journal*, 5(1), 1-18.
- Graves, K., & Garton, S. (2017). An analysis of three curriculum approaches to teaching English in public-sector schools. *Language Teaching*, 50(4), 441-482.
- Kathomi, G. & Anderson, L. (2021). "The Senate has Voted to Rreject Critical Race theory from the National Curriculum. What is it, and why does it matter?". *The Conversation*. Retrieved 25 June 2021.
- Larmer, J. and Mergendoller, J. (2010) Seven essentials for project-based learning *Educational Leadership*, Vol. 68, No. 1
- Mohamadbahauldin, U. Q. (2023). The bases of writing Appropriate English Curricula for Iraqi Students in Primary, Middle, and Secondary Schools. *Al-Asr Journal of Humanities and Social Sciences*, (10), 90-108.
- Obaid, A. A., Ismail, L., Razali, A. B. M., Mansor, N. S., Othman, M., & Aralas, D. (2019). A descriptive analysis of cultural content of "English for Iraq" textbooks used in the intermediate schools in Iraq. *International Journal of Applied Linguistics and English Literature*, 8(4), 88-99.
- Pritchard, A. (2017). *Ways of learning: Learning theories for the classroom*. Routledge.
-

Schneewind, k. A.( 2015). In [International Encyclopaedia of the Social & Behavioral Sciences,2<sup>nd</sup> Edition](#), 1-7.

Schaffer, R. (1996) . Social development. Oxford: Blackwell.

Teo, P. (2015). Educating for the 21st century: The Singapore experience. Secondary School English Education in Asia, 65-82.

Wyse, D., & Ferrari, A. (2015). Creativity and education: Comparing the national curricula of the states of the European Union and the United Kingdom. British Educational Research Journal, 41(1), 30-47.

Zhou, M., & Brown, D. (2015). Educational learning theories. Education Open Textbooks.