



مجلة جامعة الأنبار للعلوم الإنسانية

مجلة علمية دورية محكمة فصلية

**العدد الخاص بوقائع المؤتمر العلمي الدولي الثاني للعلوم الانسانية
والاجتماعية- آيار ٢٠٢٣**

جامعة الأنبار – كلية التربية للعلوم الإنسانية

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بسم الله الرحمن الرحيم كلمة العدد

الحمد لله رب العالمين، والصلاة والسلام على خاتم الانبياء والمرسلين، ومن دعا
دعوته الى يوم الدين...
وبعد...

فتطل اليوم مجلة جامعة الأنبار للعلوم الانسانية على قرائها وهي تحمل بين دفتيها
بحوثاً خاصة بوقائع المؤتمر العلمي الدولي الثاني للعلوم الانسانية والاجتماعية.
الذي عقد تحت شعار: (العلوم الانسانية التحديات واستراتيجيات النهوض) للمدة من
٢٤-٢٥ ايار - مايو ٢٠٢٢.

برعاية السيد وزير التعليم العالي والبحث العلمي والسيد رئيس جامعة الأنبار.
وقد تضمن المؤتمر بحوثاً عدة كان نصيب مجلتنا منها (١٧) بحثاً تم تحكيمها
ومراجعتها وفق الشروط العلمية الرصينة المتبعة.
ونحن كهياة تحرير نشمن مشاركة الباحثين بشكل عام والذين ينتمون للمحور المختص
بمجلتنا بشكل خاص لانهم بهذه المشاركة قالوا كلمتهم في هذه القضية، التي ارقّت الشعوب
وحاولت افساد استقرارها.
فنسأله تعالى التوفيق والسداد لما يحب ويرضى.

رئيس التحرير

أ.د. فراس عبد الرحمن احمد

آيار ٢٠٢٣

تعليمات النشر في مجلة جامعة الأنبار للعلوم الإنسانية

- الاجراءات والمواصفات العامة للبحث:
- مجلة جامعة الانبار للعلوم الانسانية، مجلة علمية دورية محكمة، لنشر الأبحاث العلمية في مجال العلوم الانسانية الاتية: التاريخ، والجغرافيا، والعلوم التربوية والنفسية، والاجتماع، والاعلام، والعلوم السياسية، والفلسفة، وتصدر بواقع ٤ اعداد سنوياً.
- يقدم الباحث على الموقع الالكتروني للمجلة وفق المواصفات الاتية: حجم الورق 4, A وبمسافتين بما في ذلك الحواشي الهوامش والمراجع والجداول والملاحق، وبحواشي واسعة ٢,٥ سم او اكثر اعلى واسفل وعلى جانبي الصفحة.
- يقدم الباحث خطابا مرافقا يفيد ان البحث او ما يشابهه لم يسبق نشره، ولم يقدم لأي جهة اخرى داخل العراق او خارجه، ولحين انتهاء اجراءات البحث.
- يكون الحد الاقصى لعدد صفحات البحث ٢٥ صفحة.
- يكون البحث مكتوباً بلغة سليمة باللغة العربية او اللغة الانكليزية ومطبوع على الالة الحاسبة بخط Simplified Arabic حجم ١٤، على ان يتم تمييز العناوين الرئيسة والفرعية.
- تكتب الهوامش والمراجع وفق نظام شيكاغو للتوثيق، بخط حجم ١٤، على ان يتم ترتيبها بالتتابع كما وردت في المتن، ويكون تنظيم المراجع هجائياً حسب المنهجية العلمية المعتمدة وباللغتين العربية والانكليزية.
- لا تعاد البحوث الى اصحابها سواء نشرت ام لم تنشر، وسيتم اتلاف كافة اوراق البحث بعد نشره وظهوره، ولا يحق للباحث المطالبة بها.
- تقوّل كافة حقوق النشر الى المجلة.
- تعبر البحوث عن اراء اصحابها، ولا تعبر بالضرورة عن رأي المجلة.
- بيانات الباحث والملخص:
- يلزم الباحث بتقديم البيانات الخاصة به وببحثه، وباللغتين العربية والانكليزية، وتشمل الاتي: عنوان البحث، أسماء وعناوين الباحثين، ورقم الهاتف النقال، والبريد الالكتروني، وملخصين - عربي وانكليزي - بحد اقصى ١٥٠ كلمة يحتويان الكلمات المفتاحية للبحث، والهدف من البحث، والمنهج المتبع بالبحث، وفحوى النتائج التي توصل اليها.
- ادوات البحث والجداول:
- اذا استخدم الباحث استبانة او غيرها من ادوات جمع المعلومات، فعلى الباحث ان يقدم نسخة كاملة من تلك الاداة، ان لم يكن قد تم ورودها في صلب البحث او ملاحقه.

- اذا تضمن البحث جداول او اشكال يفضل ان لا يزيد عرضها عن حجم الصفحة , 4 A على ان تطبع ضمن المتن.
- يوضع الشكل بعد الفقرة التي يشار اليه فيها مباشرة، ويكون عنوانه في اسفله.
- يوضع الجدول بعد الفقرة التي يشار اليه فيها مباشرة، ويكون عنوانه في اعلاه.
- **تقويم البحوث:**
- تخضع جميع البحوث المرسله الى المجلة الى فحص اولي من قبل هيئة التحرير لتقرير اهليتها للتحكيم، ويحق لها ان تعتذر عن قبول البحث دون بيان الاسباب.
- تخضع جميع البحوث للتقويم العلمي بما يضمن رصانتها العلمية، وقد يطلب من الباحث اذا اقتضى الامر مراجعة بحثه لإجراء تعديلات عليه.
- **المستلآت:**
- يمنح صاحب البحث المنشور نسختين مستلة عن بحثه، ترسل الى عنوان الباحث المثبت بالبحث.
- اجور النشر:
- يقوم الباحث بتسديد اجور النشر، والبالغة ١٢٥,٠٠٠ مائة الف دينار عراقي، واذا زادت صفحات البحث عن ٢٥ صفحة تضاف ٥,٠٠٠ خمسة الاف دينار عراقي عن كل صفحة.
- الباحثون من خارج العراق تنشر نتاجاتهم العلمية مجانا.
- الاشتراك السنوي:
- الافراد داخل العراق ١٢٥,٠٠٠ مائة الف دينار عراقي.
- المؤسسات داخل العراق ١٥٠,٠٠٠ مائة وخمسون الف دينار عراقي.
- خارج العراق ١٥٠ مائة وخمسون دولار او ما يعادلها.
- المراسلات :
- توجه المراسلات الى : جمهورية العراق – جامعة الأنبار – مجلة جامعة الأنبار للعلوم الإنسانية
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عدد خاص بوقائع المؤتمر العلمي الدولي الثاني للعلوم الانسانية والاجتماعية- آيار ٢٠٢٢

The Challenges That Encounter EFL Teachers in Developing Teaching Experiences

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Abstract:

This study aims to investigate the EFL preparatory schools teachers' perspectives toward the challenges that encounter them in developing their teaching experiences in teaching English language in the Iraqi context. A qualitative action research design was used to collect the data. The sample is consisted of 6 EFL teachers from 4 General Education Directorates. A semi-structured interview was conducted to collect the data. The findings revealed that the most challenges that the EFL teachers encounter in developing their experiences were the lack of : training courses; technology infrastructure; teacher's seminar; modern teaching strategies awareness; feedback and reflection; minimal exposure to English context outside the school; immersion model; and most EFL teachers are confused between the cognitive development and academic development.

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Keywords:

Challenges of EFL Teachers
Teaching Experiences
Action Research

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التحديات التي تواجه معلمي اللغة الانجليزية كلفة اجنبية في تطوير

خبرات التدريس

م.م. يعرب قحطان حميد

جامعة الانبار- كلية العلوم

الملخص:

تهدف الدراسة الحالية التحقق من اراء معلمي اللغة الانجليزية كلفة اجنبية للمدارس الاعدادية اتجاه التحديات التي تواجههم في تطوير خبرات التدريس في تعليم اللغة الانجليزية في العراق. تم استخدام تصميم البحث الاجرائي (دراسة حالة). تكونت عينة الدراسة من ٦ معلمي لغة انجليزية من ٤ مديريات عامة للتربية. تم اجراء المقابلة شبه المنظمة لجمع بيانات الدراسة. اظهرت نتائج الدراسة ان معظم التحديات التي يواجهها معلمي اللغة الانجليزية في تطوير خبراتهم كانت النقص في: الدورات التدريبية، البنية التحتية التكنولوجية، سيمنرات المعلمين التي تعكس خبراتهم الشخصية، ادراك استراتيجيات التدريس الحديثة، التغذية الراجعة والنقد الانعكاسي، الحد الأدنى من التعرض لمحتوى الانجليزي خارج المدرسة، نموذج الدمج، معظم معلمي اللغة الانجليزية كلفة انجليزية في حيرة من امرهم بين تطوير الجانب المعرفي او الجانب الاكاديمي.

الكلمات المفتاحية: تحديات معلمي اللغة الانجليزية، خبرات التدريس، البحث الاجرائي

(دراسة حالة)

المقدمة:

Background of the Study

Education is the soul of the human; its effect is great on the development of the word. All the innovation are results of education. Education alone is not enough, it needs supportive factors such as equipment, technology, educational environment, training sessions, novice materials, good and qualify teachers, etc. The focuses mainly are on teachers' experiences, qualifications, competencies, and good career reputation which are the main pillars of educational development. Thus, the teachers are the source of any innovation in this world (Siddiqui et al. (2021); Lom (2022); Anber and Jameel (2020); Ashetwey (2019); and abu Asba (2018).

Statement of the Problem

Annual teacher's assessment process is conducted by the



education directorate. Teachers' assessment is measured based on criteria, one of the most important criterion is the teacher's experience development, followed in the second rank is the teacher's cognitive and awareness of teaching strategies.

The teacher's experiences have been conducted from different corners, for instance Jameel (2022), Ali (2021), Bol and staring (2018), Hakkinen and Mikkila (2021), Ziegler (2013), Liu et al (2015), Gonzlez-Gil et al (2013), Santos and Miguel (2019) have investigated studies concerning English language teachers' development, needs, proficiency, skillfulness, and career development. Most of the studies revealed that the English language teachers face difficulties in developing and improving teaching English language as a foreign language. Based on these findings, the notion of teachers' development has the main focus of the researcher in this study, The researcher has conducted a need analysis by presenting an open question to address the English language teachers who teach English language at the schools of the first and second education directorate in Baghdad, Al-Anbar education directorate, and Mosul Education directorate. The analyzed teachers' responses, it was found that the majority encounter some challenges in improving and developing their teaching experiences. Thus, this study is an attempt to reveal the obstacles and the difficulties that encounter the EFL teachers to develop their teaching experiences.

Aims of the Study

This study aims to reveal some major challenges that encounter EFL teachers in developing their teaching experiences.

Question of the Study

This study tries to answer the following question, "What are the EFL teachers challenges encountered in developing their teaching experiences?"

Significance of the Study

The outcomes of this study shed the light on the obstacles, difficulties, and boundaries that hinder teachers' professional and experiences development. The outcomes can be a good indicator for the principals at the department of preparation and Training-Education Directorate.

The Limits

This study is limited to the following:

1. Place: The education directorates are located in Baghdad, Anbar, and Mosul provinces.
2. Duration: The data is collected during the first semester of the academic year 2022-23.
3. Participants: The participants were English language teachers from Iraqi public schools.

Introduction

This study begins with a comprehensive definition of Day (1999 cited in Karlberg and Bezzina, 2022), who defined teacher's professional development as:

"Professional development consists of all natural learning experiences and those conscious and planned activities which are intended to be of direct or indirect benefit to the individual, group or school, which contribute through these, to the quality of education in the classroom. It is the process by which, alone and with others, teachers review, renew and extend their commitment as change agents to the moral purposes of teaching; and by which they acquire and develop critically the knowledge, skills and emotional intelligence essential to good professional thinking, planning and practice with children, young people and colleagues throughout each phase of their teaching lives. (Karlberg and Bezzina, 2022, p. 626)

The researchers in this study infer that Day's definition enable the interests to understand the roles of the teachers as a central and vital role, so developing teachers' professional aspects is very important to the educational process. This inference is supported by Osmond-Johnson *et al.* (2019) who emphasized Day's definition, he mentioned that:

"... Such definitions help us to appreciate the importance behind capacity building as educators focus on empowerment of individuals and teams, situating schools as sites of professional learning" (P.6).

Teacher's career needs periodic assessment to meet the development of the education process. Developing the instructional materials, environment, the textbook, and the methods of teaching and learning alone are not enough to develop the educational process. The development of the teacher's career, personality, the cognitive and knowledge domains, the experience, etc are very important because a teacher is a guide and the maestro of the educational process (Al-khayyat, 2021,b).

Now, we are in the Post-covid-19, era, the teaching and learning process return gradually to face-to-face with a mix of blended learning (Siddiqui et al, 2021). Now, the call is for developing the educational context; the teachers, the curricular, the educational policy, ... etc to meet the world development. The extensive need of English language teachers' training has become a very necessary demand (Ashetwey, 2014).

Teachers' experiences development is the responsibility of the schools' administration. The teaching processes need a management, the management provides training sessions, staff development programmers, and overcome all the pedagogical barriers (Buendia and Macia, 2019). Ali (2021) investigated EFL teacher's beliefs and the challenges concerning the use of technology during the quarantine of Covid-19. The researcher found that most EFL teacher's challenges in teaching via electronic platforms were the lack of technical support, lack of technology experience, unfamiliar with suing technological sites, and lack skills of classroom management, All these challenges are due to lack of the training Session. The teachers teaching experiences are flexible and influenced by the environment and the development of the world(Hodges et al., 2020).

Braine (1999), Brown (2001), Willis and Willis (2007) found that there are several challenges that English as a foreign language (EFL) teachers may encounter when developing teaching experiences. Some of these challenges include:

1. Lack of familiarity with the students' language and culture: EFL teachers may have limited knowledge of the students' native language and culture, which can make it difficult to create culturally relevant and authentic teaching materials.
2. Limited resources: EFL teachers may have limited access to resources such as textbooks, online materials, and other materials that are specifically designed for EFL learners.
3. Limited time: EFL teachers may have limited time to prepare and plan lessons, which can make it challenging to create engaging and meaningful learning experiences.
4. Different learning styles: EFL students may have different learning styles and preferences, and it can be challenging for teachers to adapt their teaching style to meet the needs of all learners.
5. Large class sizes: EFL teachers may be responsible for

teaching large classes, which can make it difficult to provide individualized attention to each student.

6. Lack of teacher training: Some EFL teachers may not have received specific training in teaching English as a foreign language, which can make it challenging to effectively teach the language.

To develop teachers' experience, the teachers who teach English as foreign language in context where the English language is not the mother language, the teachers need to focuses on future and gain new experiences to foster the existed one the teachers need to overcome the challenges and benefit for mistakes to build new vision. Do self-evaluation and accept positive criticisms, the teaching experience is strongly affected by such factor. Accepting Peers' point of view and suggestions are a good indicator of the teachers' progress even listening to students' , but unfortunately few accept such fact (Bol and Staring, 2018). Comments can be good for teachers' progress. As a reference to the challenges that hinder teachers' development are the external factors, the factors that are related to course design, for rigid teaching strategies, fix instructional materials, school administration authority, demographic changes, and routine (Hakkinen, et al., 2021). The shortage of ongoing development training programmes have effected largely on EFL teacher's teaching experiences attending one training session from time to time is not adequate to enrich teachers' experiences. Such phenomena has short-term-significant effect on teachers' teaching experience. Language teaching profession need to be followed and also need an assessment tool to reflect on what has already achieved and what need to be continue (Ziegler, 2013).

Jameel (2022), Nunan (2003), Burns (2006) found several difficulties that English language teachers may face in terms of professional development. These can include the following:

1. Time constraints: Many teachers have busy schedules and may not have enough time to commit to professional development activities, such as taking courses or attending workshops.

2. Financial constraints: Professional development can be expensive, and teachers may not have the resources to pay for courses or materials.

3. Lack of access to professional development opportunities: Depending on where a teacher is located, they may not have access to professional development opportunities that are relevant to their needs

or interests.

4. Limited support from school or district: Some teachers may not receive adequate support from their school or district when it comes to professional development, which can make it difficult for them to access the resources and support they need to improve their skills and knowledge.

5. Inability to apply new knowledge and skills in the classroom: Even when teachers are able to access professional development opportunities, they may find it difficult to apply what they have learned in their classrooms due to various factors, such as lack of support from school administration or limited resources.

The chance cannot support teachers' professional development, the opportunities are the solution. To provide opportunities for EFL teachers to conduct educational projects or/and research can help novice teachers and professional teaching experience. English language teachers need a guide and encouragement environment to conduct action research and field studies that can be a helpful resource to solve an educational problem and enhance teaching experience (Liu, et al. 2015).

Acquiring new competencies is a demand for all teachers (Pre-service, in-service, and professional teachers). The language teachers need a national project that concern with the teachers' experience development, a project that based on standard criteria (Rosiek and Clandinin, 2019).

Lack of funding is on the challenge that the English language teachers are suffering from. Teaching English language needs lab-sound, authentic material, native-like guide, etc. all these factors need funding, a financial support (Paesani, 2020).

The full instruction teaching load is a crucial challenge that most English language teachers encounter, in addition to associated responsibilities of the teachers inside and outside the school. The difficulty of the environment surrounding the teachers which create what is called a "reality shock" (Gordon and Maxey, 2000).

Concerning the community, training sessions, leadership, curriculum, motivation, and education policy factors are considered challenges that hinder teachers' professional development (Gonzalez-Gil, et al., 2013).

A model is an important tool which guide the teachers to

enhance their own experience widodo and Riandi (2013) emphasized the importance of mode and model in developing teachers' professional. They found that the mode of two-phase dual mode had developed EFL teachers' professional pedagogical knowledge.

Professional development is defined as "ongoing learning and professional growth that occurs throughout an individual's career" (Willis & Willis, 2007, p. 3). It can take many forms, including attending workshops and conferences, participating in online courses, and engaging in professional learning communities. Professional development is important for English language teachers for several reasons.

First, it helps teachers stay up-to-date on best practices and research in the field. The field of English language teaching is constantly evolving, with new research and theories emerging all the time. Professional development allows teachers to stay informed about these developments and apply them to their classrooms.

Second, professional development can help teachers develop new skills and knowledge that can be applied in their classrooms. For example, a teacher who participates in a workshop on task-based language teaching (TBLT) may learn new techniques for designing and implementing tasks that engage and motivate students (Willis & Willis, 2007).

Third, professional development can help teachers stay motivated and engaged in their work. By participating in professional development activities, teachers can learn about new approaches and ideas that can inspire and energize them.

Previous Studies

Cadero-Smith (2020) investigated teachers' professional development challenges. The participants were 10 teachers from rural districts near western Washington, an interview was used as an instrument to collect the data. The findings revealed that "the inadequate fiscal resources, limited human capital, geographic isolation, and the complex and resource-intensive nature of effective teacher professional development" impact teachers' teaching experience development.

Omar and Rashid (2019) investigated the challenges that face the professional English language teachers in developing their career. The participants were 5 ESL teachers. A semi-structure interview was used

to collect the data. The results revealed that the life commitments, Job and family, health cases, and the management of the work-time were the most challenges that encounter the ESL teachers to develop their teaching experiences.

Shetwey (2019) investigated EFL teachers' challenges that encounter them in training and developing their experiences. The participants were 50 EFL teachers at public school. A questionnaire was used to collect the data. The results revealed that the management, the financial support, the nature of the training programmers, and feedback were the major challenges that the EFL teachers encountered in developing teaching experience.

The mentioned previous studies revealed the obstacles and challenges that encountered the EFL teachers' and university professors in developing their teaching experiences by interviewing the teachers and found that most of the obstacles were due to management, time, limits of human recourses, and also personal matter affected their career development. This study is an attempt to reveal the obstacles that encounter the Iraqi EFL teachers who teach English language in three different provinces. A semi-structure interview is used to collect the data.

Methodology

Sample of the Study

This study used a qualitative action research design procedures. The sample is consisted of EFL teachers from schools of first education directorate, second education directorate in Baghdad, Al-Anbar Education Directorate, and Mosul education directorate. Table 1 shows the distribution of the sample.

Table 1: The distribution of the sample

Directorates	Males	Females	Total
First Education Directorate	1	1	2
Second Education Directorate	1	1	2
Al-Anbar Education Directorate	1		1
Mosul Education Directorate		1	1
Total	3	3	6

Instrument

A semi-structured interview was used to collect the data. A semi – structured interview is an interview based on the development of question to draw answer and information from the interviewee. Based on the interviewee's replies, the interviewer asks follow-up questions to gain more information "Jameel, 2017, P 124).

Procedures

To achieve the aims of the study, the following procedures have been conducted:

- 1- Identifying the participants.
- 2- Forming the interview question(s)
- 3- Extract the validity of the interview
- 4- Conducting the interview face-to-face by visiting the teachers inside the schools.
- 5- Collecting the data (teachers' responses).
- 6- Transcribe the teachers' responses in papers.
- 7- Reading each transcript two times
- 8- An inter-rater reliability (a colleague) read the transcript multiple times to ensure that no important information is missing.
- 9- A sentence was used as an analysis unit.

Data Analysis

The data was collected via semistructure interview, each reply was transcript without any modification. Then, the problems and obstacles facing teachers were extracted and classified into groups for the purpose of knowing the most important and prominent obstacles facing teachers in developing their experiences in teaching English. The "word" was used as a unit of measurement.

Results

The teachers' responses were gathered and organized based on the time and date of receiving from the teachers. The teachers' place of work and gender were used as following:

First Participant: Al- Karkh First Education Directorate (Male):

I work as an English teacher at Al-Kindi Preparatory School for Boys, one of the Al-Karkh first Education Directorate schools since 17 years. I lacked the awareness of modern English teaching strategies. When I search the websites and YouTube for the latest methods and strategies of teaching English, a very large number of topics appear that cause me confusion in choosing the appropriate ones. Therefore, I hope

that the Education Directorate will hold seminars provided by experienced people who have had the opportunity to study outside Iraq to benefit from their expertise and the experiences they have experienced and applied in teaching English. These seminars will pave the way for us to know the best methods of teaching English that suit the curriculum in Iraq. Therefore, from my point of view, the lack of awareness of modern teaching strategies and the lack of experienced seminars are among the most important challenges I face in developing my expertise.

Second Participant: Al- Karkh First Education Directorate (Fem0ale):

I work as an English language teacher at Baghdad Preparatory0 School for Girls. I holds a Ph.D in linguistics. I have teaching experience at 0the university and school levels. I believe that the lack of an effective practice 0model for teaching English is one of the most important challenge I face in te0aching, which is a challenge to develop my teaching experience. There are als0o no opportunities to exposed to the English language (as an English teacher) o0utside the classroom as well as to use the language without the English textboo0k. In addition, the case of immersion, that is, the presents of a universal model fo0r the immersion of many branches of the English language into one subject, s00uch as the immersion of phonetic with language fluency and flexibility in0 practicing speaking the language. The most important challenge I persona0lly face is the distinction between brain development and academic skills dev0elopment.

Third Participant: Al- Karkh Second Education D0irectorate (Female):

I started working at Al-Amal Scientific Preparat0ory School for Girls in 1997 to teach English. During the past years, I particip0ated in several training courses that were useful in terms of identifying te0aching methods and means of assessment and evaluation. The courses hel0d by the Second Directorate of Education of Karkh were few due to the inc0reasing development in all fields. Therefore, I consider the subject of training 0courses one of the most important obstacles I face in developing my professi0onal experience in teaching. I also lack knowledge of the latest methods of tea0ching English.

Fourth Participant: Al- Karkh Second Ed0ucation Directorate (Male):

I am an English language teacher at Da0mascus Preparatory School for Boys. I hold a master's degree in English lang0uage methods. I worked as an English language teacher as well as a tra0iner in the Preparation and Training Department of the Al- Karkh Second Edu0cation Directorate. In my perspective, the first challenge I face is the lack of technological infrastructure in the schools. I also recognize a lack of systematic training electronic programs that contribute significantly to the development of the experience of the English language teacher and the possibility of accessing international programs and training workshops. One of the main challenges that develop my professional experience is how to make use of technology skillfully and efficiently.

Fifth Participant: Al-Anbar Education Directorate (Male):

I work at the Al-Elem Al-Nafee School for Boys in the center of Ramadi city - Anbar. I hold a bachelor's degree in English. I practice the teaching for a short period not exceeding 5 years. I try hard to join online sessions for the purpose of developing my expertise in teaching English. But I'm facing challenges of receiving feedback. The role of feedback is significant and effective in developing the academic exp0erience of all teachers. The absence of peers' positive criticism or English language supervisors affect directly the development of teaching English experience, as well as the lack of awareness of English language teaching strategies greatly affects the development of the experience.

Sixth Participant: Mosul Education Directorate (Female):

I am currently working at Al-Resala Preparatory School for Girls in Mosul. I previously worked in secondary and intermediate schools in the Nineveh province. I try to develop my experience by participating in training courses, but I find some challenges in developing my experience, such as the lack of training courses, the lack of an official model that can be adopted in the development of academic experiences, and the lack of opportunity to practice the language continuously, as well as the absence of indicators that guide the teacher in the required field to develop the experiences scientifically, cognitively , academically, educational, and administratively.

The results revealed that most EFL teachers face difficulties and encounter obstacles to develop their teaching experiences. The most and major obstacles that all the participants suffered from is the lack of

training courses and the lack of technological teaching support. The technology infrastructure is very important in developing teaching experience, most of our time is spent with the use of technology. This result is online with the results of the study of Riandi (2013) and Cadero-Smith (2020). Such obstacles is due to the lack financial support to the teachers' training programmes.

In addition, the culture of self-assessment, peer-feedback, self-monitoring, and feedback are absent in the Iraqi context. The EFL teachers need to train them how to evaluate their teaching performance. For instance, an EFL teacher may use "Teacher's Diary" as a scientific assessment tool to evaluate his/ her teaching development.

The role of the Educational Directorates is to provide alternative method that help the EFL teachers to develop their teaching experience, especially the what is called "Self" such as self-evaluation, self-assessment, self-learning, self-development, ...etc.

Conclusion

Based on the teachers' responses, the following conclusion have been reached:

- 1- Lack of training courses.
- 2- Lack of technology infrastructure.
- 3- Lack of modern teaching strategies awareness.
- 4- Lack of teacher's seminar
- 5- Lack of "effective practice model"
- 6- Lack of feedback and reflection.
- 7- Minimal exposure to English context outside the school.
- 8- Lack of immersion model
- 9- Lack of systematic training electronic programmes.
- 10- The teachers are confused between the cognitive development and academic development.

In general, English language teachers play a crucial role in helping students improve their language skills and communicate effectively in a variety of settings. In order for teachers to be effective in their roles, it is important for them to engage in ongoing professional development to stay up-to-date on best practices and new research in the field. This essay will discuss the importance of professional development for English language teachers and some of the challenges they may face in this regard.

Despite the clear benefits of professional development,

English language teachers may face several challenges in this regard. One challenge is time constraints. Many teachers have busy schedules and may not have enough time to commit to professional development activities, such as taking courses or attending workshops.

Another challenge is financial constraints. Professional development can be expensive, and teachers may not have the resources to pay for courses or materials. This can be especially challenging for teachers who work in low-income schools or districts. In addition, the lack of access to professional development opportunities. Depending on where a teacher is located, they may not have access to professional development opportunities that are relevant to their needs or interests. This can be especially true for teachers in rural or remote areas.

Finally, some teachers may not receive adequate support from their school or district when it comes to professional development. This can make it difficult for them to access the resources and support they need to improve their skills and knowledge.

In conclusion, professional development is crucial for English language teachers in order to stay up-to-date on best practices and research, develop new skills and knowledge, and stay motivated and engaged in their work. However, teachers may face several challenges in this regard, including time and financial constraints, lack of access to professional development opportunities, and limited support from their school or district.

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