EXPLORING THE PROBLEMS EXPERIENCED BY IRAQI EFL TEACHERS AT INTERMEDIATE PUBLIC SCHOOLS IN KIRKUK

2022
MASTER'S DEGREE
WESTERN LANGUAGES AND LITERATURE

Berevan Yahya FATEH

Thesis Advisor
Assoc. Prof. Dr. Özkan KIRMIZI

EXPLORING THE PROBLEMS EXPERIENCED BY IRAQI EFL TEACHERS AT INTERMEDIATE PUBLIC SCHOOLS IN KIRKUK

Berevan Yahya FATEH

Thesis Advisor

Assoc. Prof. Dr. Özkan KIRMIZI

T.C.

Karabuk University

Institute of Graduate Programs

Department of English Language and Literature

Prepared as

Master's Thesis

KARABUK

December 2022

TABLE OF CONTENTS

TABLE OF CONTENTS 1
THESIS APPROVAL PAGE 4
DECLARATION 5
FOREWORD 6
ABSTRACT 7
ÖZ 8
ARCHIVE RECORD INFORMATION 9
ARŞİV KAYIT BİLGİLERİ (in Turkish) 10
ABBREVIATIONS 11
1. INTRODUCTION 12
1.1. Purpose of the Study 12
1.2. Research Questions 12
1.3. The Importance of the Study 13
1.4. Methodology 13
1.5. Population of the Study 14
1.6. Instrument of the.Study 14
1.7. Research Scope 15
1.8. Literature Review 15
2. LANGUAGE INSTRUCTION AND ACQUISITION 17
2.1. A Critical Examination of the Theoretical Literature 17
2.1.1. Language Instruction and Acquisition 18
2.1.2. The Context ofTeaching English as a F0reign Language 18
2.1.3. English Teacher's Duties and Educational Challenges 19
2.1.4. The Role of the Teacher in Learning FL 20
2.1.5. The Educator's Perspectives 21
2.1.6. Programs for In-Service Development of EFL Teachers 23

2.1.7. Improving Teacher Professionalism 25
2.1.8. Instructional Context 25
2.1.9. Tools and Instructional Materials 26
2.2. Examining Empirical Studies 27
2.3. The Cha1lengesof Teaching English as a Foreign Language 29
2.4. The Challenges of Teaching English as a Foreign Language to EFL Students 30
2.4.1. The Challenges Facing English Teachers 31
2.4.2. The Need for Theory in English Language Teaching to EFL Students 32
2.5. Past Studies on the Challenges of Teaching the English Language 33
2.6. Summary 35
3. METHODOLOGY 35
3.1. Research Approach 35
3.3. Study Tool 39
3.4. Data Analysis 40
3.5. Reliability of the Study Tool 41
4. ANALYSIS AND RESULTS 42
4.1. The Variables of the Study 42
4.1.1. Dimension one: Problems related to English language Teachers 42
4.1.2. Dimension Two: The Problems related to students 43
4.1.3. Dimension Three: The school-related problems 45
4.1.4. Dimension Four: The Environmental problems 46
4.2. The Differences in the Response of the Study Sample Members Toward the Study Variables That Are Attributed to Gen.Der, Age, Academic Qual.Ification and Years Of Experience Variables 47
4.3. Major Findings 49
4.4. Discussion 50
5. CONCLUSIONS AND RECOMMENDATIONS 56
5.1. Conclusions 56
5.2. Recommendations 57
5.3. Suggestions for Future Research 57
5.4. Implications 58
5.5. Limitations of the Study 58
REFERENCES 59

LIST OF TABLES **68**
LIST OF FIGURES **69**
APPENDIX **70**
CURRICULUM VITAE **76**

THESIS APPROVAL PAGE

I certify that in my opinion the thesis submitted by Berevan Yahya FATEH titled "EXPLORING THE PROBLEMS EXPERIENCED BY IRAQI EFL TEACHERS AT INTERMEDIATE PUBLIC SCHOOLS IN KIRKUK "is fully adequate in scope and in quality as a thesis for the degree of master degree.

Assoc. Prof. Dr. Özkan KIRMIZI .....

Thesis Advisor, Department of English Language and Literature

This thesis is accepted by the examining committee with a unanimous vote in the Department of Department of English Language and literature as a Master of Science thesis 30/12/2022

Examining Committee Members (Institutions)	Signature
Chairman : Assoc.Prof.Dr. Özkan KIRMIZI (KBU)	.....
Member : Assoc. Prof. Dr. İrfan TOSUNCUOĞLU (KBU)	.....
Member : Assist. Prof. Dr. Dunia Tahir HAMEED (TU)	.....

The degree of Master in English Language/Applied Linguistics is approved by the Administrative Board of the Institute of Graduate Programs, Karabuk University.

Assoc. Prof. Dr. Müslüm KUZU .....

Director of the Institute of Graduate Programs

DECLARATION

I hereby declare that this thesis is the result of my own work and all information included has been obtained and expounded in accordance with the academic rules and ethical policy specified by the institute. Besides, I declare that all the statements, results, and materials, not original to this thesis have been cited and referenced literally.

Without being bound by a particular time, I accept all moral and legal consequences of any detection contrary to the aforementioned statement.

Name Surname: Berevan Yahya FATEH

Signature:

FOREWORD

Thanks to Allah, the most gracious, the most Merciful for giving me blessings and leading me, hence, I could finally finish writing this thesis. Special thanks to my parents, who have given me endless love and encouraged me, and never stop praying for my success now and in the future. For the most important persons in my life, my husband, my sons, My brothers, and sisters. All my family who always support me, who has given me kindness and support, that is very kind of you, may Allah grant you goodness. Special thanks to my special friend Sakar Akbar who has encouraged, advised, and motivated me to finish this thesis. Thanks to all my friends whom I cannot mention here one by one for their support, help, and encouragement.

First of all, I thank the Almighty Allah for His blessings and for giving me the chance to complete this thesis. I would like to express my deepest gratitude to my supervisor Assoc. Prof. Dr. Özkan KIRMIZI for his advice, instructions, suggestions, and useful guidance that supported me to complete this study. I am also grateful to all those who taught me at Karabuk University during MA course. All thanks and appreciation to my husband who helped me a lot during the courses. Finally, I would like to thank my friends and all those who have supported me with their ideas, times, and consultation during the writing of this thesis.

ABSTRACT

Teachers of English in Iraq face several problems that negatively affect teachers' performance, and addressing these problems will reduce the negative effects that constitute obstacles to the educational process. Various political or social issues in Kirkuk affect education and English language teachers, such as curriculum problems, students' problems, parents' problems, and teachers' special ability problems, etc. Therefore, the present study aimed to identify the problems of English language teachers in Kirkuk, and solutions to these problems would be a way to increase the efficiency of English language teaching for students. Also, solving teachers' problems will make the teacher more comfortable and focus on teaching efficiently. A simple random sampling method was used in this study to select representative samples, whereby the questionnaires were distributed to 154 people: 60 teachers, 84 students, and 10 supervisors. The data were collected through a questionnaire and were analyzed using SPSS 23 and (ANOVA). The findings showed no statistically significant differences in the response of the study sample members toward the study variables, namely gender, age, academic qualification, and years of experience. This study also showed the high level of problems related to English teachers themselves, the high level of problems related to students, the high level of school-related problems, and the high level of environmental problems faced by teachers of English as a foreign language in public intermediate schools in Kirkuk. The recommendations made by the researcher are to provide all the capabilities and needs of English language teachers (1) to increase their ability to achieve the required educational goals, (2) pay attention to improving the work environment in which teachers work in Iraq in general and English language teachers in particular, and (3) make use of technological methods of modern English language learning to increase teachers' ability to and the benefit of students. One of the suggestions made by the researcher is related to how to confront the problems faced by teachers in Iraq in general and English language teachers in particular.

Keywords: EFL teachers, Kirkuk, EFL teachers, Iraq, Technical improvement

ÖZ

Irak'taki İngilizce öğretmenleri, öğretmen performansını olumsuz etkileyen çeşitli sorunlarla karşı karşıyadır ve bu sorunların ele alınması, eğitim sürecinde engeller oluşturmanın olumsuz etkisini azaltacaktır. Kerkük müfredat soruları, öğrenci soruları, veli soruları, öğretmen özel yetenek soruları ve daha fazlası. Çeşitli siyasi veya sosyal sorunlar eğitimi ve İngilizce öğretmenlerini etkiler. Bu nedenle, bu araştırma İngilizce öğretmenlerinin mevcut sorunlarını ortaya çıkarmayı amaçlamaktadır. Kerkük'te bu konuları ele almak, öğrencilere İngilizce öğretiminin etkinliğini artırmanın bir yolu olacaktır. Ayrıca, öğretmenlerin sorunlarının ele alınması, öğretmenlerin etkili bir şekilde öğretime odaklanmalarını kolaylaştırır. Bu çalışma, temsili örnekleri seçmek için basit rastgele örnekleme kullanır ve anketleri 154 kişiye dağıtır: 60 öğretmen, 84 öğrenci ve 10 süpervizör. Veriler anket yoluyla toplandı ve SPSS 23 ve (ANOVA) kullanılarak analiz edildi. Çalışmanın sonuçları, çalışma örneklemi üyelerinin cinsiyet, yaş, eğitim ve çalışma yılı gibi çalışma değişkenlerine verdikleri yanıtlarda istatistiksel olarak anlamlı bir farklılık ortaya koymamıştır. Bu çalışma aynı zamanda İngilizceyi yabancı dil olarak öğreten öğretmenlerin kendi sorunları, öğrenci sorunları, okul sorunları ve çevre sorunları başta olmak üzere karşılaştıkları sorunların üst düzeyde olduğunu göstermektedir. Kerkük Devlet Ortaokulu. Araştırmacıların tavsiyeleri (1) İngilizce öğretmenlerine gerekli eğitim hedeflerine ulaşma yeteneklerini geliştirmek için tüm beceri ve ihtiyaçları sağlamak ve (2) genel olarak Irak'ta çalışan öğretmenler için çalışma ortamını iyileştirmeye dikkat etmektir. Özellikle İngilizce öğretmenleri ve (3) öğretmenlerin becerilerini geliştirmek ve öğrencilerin yararına olmak üzere İngilizce dil öğreniminde modern teknolojik yaklaşımları kullanırlar. Araştırmacıların önerilerinden biri de Iraklı öğretmenlerin, özellikle de İngilizce öğretmenlerinin karşılaştıkları sorunlarla nasıl yüzleşileceğidir.

Anahtar Kelimeler: İngilizce öğretmenleri, Kerkük, EFL öğretmenleri, Irak, Teknik iyileştirme

ARCHIVE RECORD INFORMATION

Title of the Thesis	Exploring the Problems Experienced by Iraqi EFL Teachers at Intermediate Public Schools in Kirkuk
Author of the Thesis	Berevan Yahya FATEH
Supervisor of the Thesis	Assoc. Prof. Dr. Özkan KIRMIZI
Status of the Thesis	Master's Degree
Date of the Thesis	30/12/2022
Field of the Thesis	Applied Linguistics
Place of the Thesis	KBU/LEE
Total Page Number	76
Keywords	EFL teachers, Kirkuk, EFL teachers, Iraq, Technical improvement

ARŞİV KAYIT BİLGİLERİ (in Turkish)

Tezin Adı	Kerkük'teki Orta Okullarda Iraklı İngilizce Öğretmenlerinin Yaşadığı Sorunları Keşfetmek
Tezin Yazarı	Berevan Yahya FATEH
Tezin Danışmanı	Doç. Dr. Özkan KIRMIZI
Tezin Derecesi	Yüksek Lisans Tezi
Tezin Tarihi	30/12/2022
Tezin Alanı	Uygulamalı Dilbilim
Tezin Yeri	KBU/LEE
Tezin Sayfa Sayısı	76
Anahtar Kelimeler	İngilizce öğretmenleri, Kerkük, EFL öğretmenleri, Irak, Teknik iyileştirme

ABBREVIATIONS

(EFL) **:** English as a Foreign Language

(ELT) **:** English Language Teaching

(IPSs) **:** Intermediate Public Schools

(ELTs) **:** English Language Teachers

(ESL) **:** English as a Second Language

(ITPs) **:** In-service teacher training programs

(SPSS23) **:** Statistical Package for the Social Sciences

(ANOVA) **:** Analysis Of Variance

1. INTRODUCTION

There are many problems that teachers of English as a second foreign language faced in Iraq and these problems have a negative impact on the performance of teachers, and solving these problems will result in reducing the negative effects that are obstacles in the educational process. The various political or social problems in Kirkuk affect education and English language teachers. The English language teacher in Iraq suffers from problems, such as problems with the curricula, students, parents, or the abilities of the teachers themselves.

1.1. Purpose of the Study

Even though English is taught as a required subject from the first to the twelfth grade in the Iraqi educational system, ther e ar e sti ll some severe challenges in teaching English, particularly at the intermediate level. As a consequence, these issues have an impact on the pupils' level of English proficiency. Therefore, the purpose of this study was to determine the challenges faced by English language teachers in Kirkuk. Finding solutions to these challenges will be a way to improve the effectiveness of teaching English as a foreign language to students. Additionally, resolving the cha1lenges fa ced by teachers wil1 make them feel more at ease and allow them to focus more intently on providing students with instructions that are both effective and of high quality.

1.2. Research Questions

- What are the pr0blems fa ced by teachers of EFL in public sch0ols in Kirkuk as observed by both teachers and students from related problems (teachers, students, school and environmental)?
- Are there any differences in the pr0blems fa ced by teachers of EFL in pub1ic schoo1s in Kirkuk due to the (gen der, age, academic qual ification, and years of experience) ?

1.3. The Importance of the Study

Educational studies in Iraq have been addressed by various studies from various aspects (Lina, 2015; Kabooha & Elyas, 2018). In practice, it is intended that English teachers and teachers in Iraqi schools would benefit from the findings to address and alleviate some of the cha1lenges that teachers have whi1e teaching English (Saeed, 2015).

Besides, the findings of this study are likely to aid educational supervisors by giving insights into the challenges experienced by English language instructors in Kirkuk, thus allowing them to address or at least reduce them (Gilakjani & Sabouri, 2016). Moreover, it will be possible to identify the most important problems faced by English 1anguage teachers at the intermediate stage in Kirkuk, as well as identify the most important problems faced students at the intermediate in the English language in Kirkuk.

The findings of this study are expected to help the responsible authorities and officials in the Ministry 0f Education understand the most important problems faced by English 1anguage teachers in Kirkuk schoo1s, thereby allowing them to address and solve these issues (Akbari, 2015; Abu Riash, 2011). Further, this study may allow researchers and students to use the tools used in this study in conducting other similar studies (AL-Dmour, 2013).

1.4. Methodology

The study is a survey-based study. The target popu1ation was intermediate English school teachers in Kirkuk. Simp1e random samp1ing was used to select representative samples for the study. It was distributed to 154 people, including 10 supervisors, 60 teachers, and 84 students). The data were collected through a questionnaire and were organized and summarized in frequencies and percentages and presented in tables, whereas the qualitative data were analyzed descriptively through texts, narrations, and quotations.

The questions of the study appeared as a result of the problems that teachers suffer from in Kirkuk in Iraq and the solutions that can be put forward to solve these problems that will increase the efficiency of teaching and study the students' problems

that are interconnected with the teachers' problems because the problems of both are linked to each other.

1.5. Population of the Study

The population includes most intermediate public schools in Kirkuk. In this study, the population consisted of 154 people: 60 teachers, 84 students, and 10 supervisors. The researcher carefully selected the teachers and students from schoo1s in Kirkuk. The ages of the student respondents ranged from 12 to 16 years, whereas the ages of the teachers and supervisors ranged from 23 years to more than 50 years. There are no years of experience for the students participating in the survey, whereas the years of experience for the participating teachers and supervisors ranged from one to more than 16 years.

1.6. Instrument of the Study

The study relies on a descriptive-qualitative appr0ach used to collect the information needed for this study, which enables the author to explicate the findings and inferences derived from the instructors' replies to the constructed questionnaire. The study used a comprehensive research assessment approach using a questionnaire to collect data from the respondents' replies. The dimensions and the items of the questionnaire were prepared from the 1iterature and previous studies re1ated to the subject of the study. The questionnaire was constructed using comparable earlier questionnaires produced by academics who explored the issues that arise while teaching English as a F0reign Language in various contexts and countries (Abu Riash, 2011; Mutar, 2019; AI-Bdeerat et al., 2020). The questionnaire consists of four dimensions (the problems related to English language teachers (10 items), problems re1ated to students (13 items), school-related problems (7 items), and environmental problems (8 items) with 38 statements. The teachers and the students must choose one from five responses: str0ngly agree, agree, neutra1, disagree, and strongly disagree according to a five Likert scale. The questionnaire items were computed and afterward formatted as tables, graphs, and figures. The responders were all unpaid volunteers. They were aware that the questionnaire's answers would be kept confidential and would have no impact

on their academic reputation or research. They were additionally advised that they might withdraw from the study if they consider any of the questionnaire questions to be unsuitable for them.

1.7. Research Scope

For this study, the researcher confined the study to the problems experienced by EFL Iraqi teachers at intermediate public schools in Kirkuk, Iraq.

1.8. Literature Review

It is worth noting that prior research examined the influence of a variety of elements on E-learning in a variety of nations, as well as the problems and challenges experienced by instructors in the educational process. For instance, Akef (2015) aimed to identify and categorize the issues of teaching Iraqi opportunities textbooks to Iraqi instructors. Besides, Saeed (2015) aimed to look at the difficulties of teaching intermediate English in Iraqi public schoo1s in Mosu1 from the perspective of the instructors. These issues may be separated into two categories: issues related to the instructors' experience and attitudes, and issues related to the teaching-1earning environment and resource availability. In general, the educational process was dominated by the precarious situation in Iraq. Further, Avci et al. (2017) discussed the topic of teaching EFL listening in Iraq's Kurdistan area. The importance of listening skills in FL acquisition is discussed, including the challenges of listening, namely linguistic aspects (vocabulary, grammar), psychological issues (poor motivation and self-confidence, as well as a high level of listening anxiety issues. Most Iraqi EFL teachers can detect and employ the –ing form as verbs rather than nouns or adjectives. The accuracy of the assumptions was confirmed by using a two-question diagnostic exam on a sample of 30 Iraqi EFL instructors for intermediate levels at Al- Najaf Al-Ashraf public school. Furthermore, Akef (2015) and Saeed (2015) aimed to look at the difficulties of teaching intermediate English in Iraqi public schools. There are three crucial parts to successful communication: the person offering the information, the message/information to be transmitted, and the recipient (Kareem, 2017). In the educational system, teaching aids may play a crucial role. In solving some prob1ems of

English 1anguage teachers and students, societies in which teaching aids are developed increase the quality of education that helps teachers develop students' listening and speaking skills, and increase the efficiency of teachers' teaching. In this regard, modern teaching aids are better than using traditional teaching aids that have a direct impact on the teaching process. Moreover, Naeem and Juma'a (2021) presented a scientific material on the peculiarities of the -ing types and explored the ability of Iraqi English language teachers to use them. Also, Avci and Doghonadze (2017) discussed the topic of teaching EFL listening in Iraq's Kurdistan area along with listening challenges, which include linguistic and psychological issues.

2. LANGUAGE INSTRUCTION AND ACQUISITION

This chapter is separated into two sections: a theoretical and empirical research. The theoretical examination investigates the conceptual research on language education, language instruction and acquisition, the context of teaching English, the English teacher's duties and educational perspectives, programs for in-service development of EFL teachers, improving teacher professionalism, instructional context, tools, and instructional materials, the challenges of teaching English, the challenges of teaching English as a foreign language to EFL students (the challenges faced by English teachers and the need for a theory in English Language Teaching to EFL Students). The empirical studies were mentioned at the end of the chapter.

2.1. A Critical Examination of the Theoretical Literature

According to Yule (1998), learning a second 1anguage is quite differ rent from acquiring the first language. People acquire their first language when they are infants, and their sec0nd 1anguage when they are teens or older. The settings in which people learn their first and second languages are also different; the newborn acquires the first language from those around him, such as parents and relatives, whereas the second language is often learned at schoo1s. When students acquire their first language, they have no foundation in language; however, learning their second language occurs after they have obtained expertise in language via the first language acquisition process.

As previously mentioned, instructors play an important role in the process of learning the English language, and their views regarding difficulties that arise in the classroom should be taken into account. Therefore, the primary emphasis of the present study is on recognizing the most significant obstacles that EFL Iraqi instructors experience. The find ingsof the present study will be useful to decision-makers and English teachers in determining the problems that have an impact on the teaching process and will aid in the development of adequate ways of improving the teaching quality of English at the intermediate level of education.

2.1.1. Language Instruction and Acquisition

Second language acquisition studies, according to Holmes and Wilson (2017, p. 1), have focused on the development of language understanding and use by childrenand people wh0 already know at least one language. They concentrate on how we comprehend different languages and mentally organize them. The goa1 of their study is to compare how we 1earn a language and other types of knowledge. Wardhaugh and Fuller (2021, p. 19) also showed that psychological behavior influences how we learn. Learning a second language, like other types of learning, requires the learner to be aware to imitate and learn.

2.1.2. The Context ofTeaching English as a F0reign Language

English is the most commonly spoken language internationally (Briggs et al., 2018, p. 678). Although Al-Hasani (2014) stated that English 1anguage learning has long been a top priority for students of English as a foreign language in Iraq, past years of English language training have not resulted in the anticipated fluency and competency in English among Iraqi students. This occurs as a result of a range of obstacles, including insufficient study spaces, inefficient teaching approaches, students' low willingness to learn English, restricted interaction with native speakers, and a lack of chances to practice English in their everyday lives (Jassim & Dzakiria, 2018). So, the government, the Ministry of Education, universities, schools, teachers, and other important stakeholders must find ways to help Iraqi students improve their English.

However, English instructors cannot properly implement their unique teaching strategies in their classes unless they have superior classroom management, stimulation, and disciplinary abilities (A1-Khayyat, 2016, p. 276). Educational administrators need to be open to implementing new strategies or better ways to teach and learn. English teachers cannot effectively utilize their unique teaching tactics in their courses unless they have excellent classroom management, stimulation, and disciplinary skills (Al-Khayyat, 2016, p. 276). Besides, educational administrators must be willing to try new tactics or methods of teaching and learning. Iraqi EFL teachers linked grammatical rule mastery to communicative competence (Kabooha & Elyas, 2018, p. 72).

2.1.3. English Teacher's Duties and Educational Challenges

Learning the English language requires developing one's ability to comprehend and communicate with others. To effectively communicate, the memory system of language learners must be augmented with a vast array of vocabulary and grammatical structures. There may be more variables and problems while learning a second language including poor institutional planning, instructional and socio-cultural/economic problems. As a result, education is closely tied to and personalized to how individuals learn. Time, environment, teaching strategies, learner type, and instructor issues are factors that might influence the process of learning English.

Brown (2007) argues that mastering the English language is not a simple endeavor; it requires considerable work. Additionally, he argues that teaching is the act of demonstrating or assisting someone in learning how to do something, either via giving directions or offering information to gradually increase his understanding (Brown, 2014). Throughout the teaching process, the teacher's involvement in the classroom is undeniably significant since several activities within the classroom setting need his participation. Indeed, the whole concept of teaching rests on the teacher's authority over selecting broad goals from the curriculum and designing a syllabus that fully covers the needed subjects. Along with developing clear goals for each session, care should be given to students' demands and potential challenges, as well as strategies for overcoming these obstacles and preserving students' organization and grasp of subjects.

Harmer (2007) revealed that learning and teaching are inextricably linked; the teacher serves as a facilitator by conveying knowledge to the learner side smoothly and precisely, while also providing sufficient space for the learner to work independently and develop his autonomy. Teachers' responsibilities include not only organizing, planning, and designing lessons to meet curriculum objectives, but also cultivating a positive atmosphere in the classroom that facilitates the development of new ideas and concepts and inspires learners to raise questions to increase their knowledge (Lee & Van Patten, 2003).

According to Sue and Golash-Boza (2013), teachers may take on a variety of significant functions in the classroom. Teachers have to be in charge of their students' conduct, activities, and subjects addressed in a class by providing a supportive atmosphere for students with different personalities and educational backgrounds and

establishing interpersonal contact with students to carry out instructional duties. Teachers should function as a resource who are always available to assist and enlighten students as necessary. They should serve as evaluators by assessing the students' level of comprehension. Teachers should also use prudence when choosing an assessment method for measuring educational goals. The teacher's function as an organizer is essential for class management. A teacher must plan ahead of time to manage lessons within the allotted time, addressing academic as well as interpersonal abilities via the use of various tactics that result in practical approaches. Teacher expertise is critical when it comes to managing time within the classroom to accomplish the intentional goals of teaching and learning.

Confronting challenges throughout the teaching process have been ascribed to a variety of factors, including the inattentiveness of emerging teacher professions, a paucity of equipment and facilities, and instructors' relationships with one another, which vary according to individual characteristics. Furthermore, student performance, instructional monitoring, and the educational sector are critical areas because they influence teachers' responses to the surrounding environment and add to their workload. All these categories will be addressed in detail to demonstrate their significance.

2.1.4. The Role of the Teacher in Learning FL

Teachers p1ay a significant part in the language teaching process. They have the greatest influence on how children learn in a classroom (Hattie, 2012, p. 32; Licorish et al., 2018; Sulistiyo, 2016, p. 181). The teacher's duty is to establish a conducive learning atmosphere in which students may fully develop their language abilities. The teacher also serves as an assessor, assessing the learner's performance through evaluating their work. In addition, the teacher should not squander time by providing unnecessary material or unclear directions to the students. The teacher also acts as a prompter (Alduais, 2012, p. 492).

Motivating students to overcome whatever barriers they encounter while learning is a crucial aspect of a teacher's responsibilities. Teaching isnot aone-way street; feedback should be provided to assess the learners' achievement. To encourage puplis to be more successful and to lead them through the learning process, the instructor should improve their communication skills and establish a comfortable environment (Kannan,

2009, p. 3). According to Hassan and Dweik (2021), English language instructors at the Jordanian secondary schools lack excitement, which caused pupils to suffer in several different ways.

Several researchers argue that smaller school classrooms, more standardized exams, or stricter teacher accreditation are the keys to increasing student achievement in today's school disputes. Interestingly, neither of these techniques, including letters of introduction for parents, group-work evaluations, assignment assessments, and teacher-designed feedback forms, address what really occurs in the classroom (Saltmarsh et al., 2015). The difficulties associated with teaching a foreign language are examined by researchers on a variety of levels and disciplines. According to Saeed (2015, p. 23), educators sincerely recognize the exiting the education system due to a variety of issues, including (1) inordinate workload, (2) stress and an absence of assistance and regard from admins, (3) frequent and special schooling students' behavioral issues, (4) interruptive and insulting parents, (5) wage, and (6) individual matters. Additionally, stress is an underlying issue that emerged from the data and was examined in connection to all motives.

English is a highly significant language that mostschools teach to their students since it is required for almost all vocations in the world. However, students in the Arab world confront several obstacles related to studying English. Pronunciation and speaking are the most prevalent complaints among English students because the majority of pupils lack sufficient language to articulate their views. They also lack sufficient knowledge of how to employ language to build good sentences. There are numerous contemporary methods that assist individuals to learn foreign languages, such as computers and other forms of media, so that learners may become independent learners, but this does not imply that the teacher's function in the teaching process is obsolete (Ad as & Ba kir, 2013, p.256).

2.1.5. The Educator's Perspectives

As was stated above, the teacher is the most significant aspect of the learning process for learners in a classroom. According to UNESCO (1975, p. 87), the function of both teachers and supervisors is recommending. Educators and managers of all levels and types should be conscious of their duties in the current educational climate. They must comprehend that their responsibilities and actions are not permanent, but rather

shift in response to developments in the community and the educational organization (Elfert, 2017).

There are several strategies for reinforcing and enhancing the teacher's position in the classroom (Sulistiyo, 2016, p. 397).

- Evaluation: Every stage has a criterion that must be met. To be certified and meet the requirement, learners must cover specific goals and take the exams. Many students may acquire that criterion outside the classroom to supplement what they learn in school, which can help improve the classroom instruction. Tsui (2005, p. 173) states that experienced instructors are superior to teaching staff since they have more teaching qualifications and can assess the learners' abilities and achievements.
- Organization: Students must feel relevant and invested in a structure they can respect.
- Instruction: Students have to be taught new information and skills.
- Security: If students feel comfortable, they are more likely to participate in class. Besides, rewarding may assist certain students to learn, but all students must participate in class activities.

Several administrators and career development professionals must be aware of the expectations and traits of qualified teachers (Scott, 2005, p. 11). However, others, such as teaching personnel, are less amenable to professional development. Expert educators have distinct knowledge, skills, and perspectives more than beginners. Instructors benefit from experience in drawing students' attention, enabling them to effectively regulate the classroom. This may improve students’ success and instructional methods. In this regard, Tsui (2005, p.170) notes that instructors develop during their careers and that ongoing professional development is critical for all teachers.

It is important to provide significant professional growth for experienced instructors. In this regard, Stewart (2005, p. 260) wonders how experienced instructors keep their excitement and some become specialists whereas others remain non-specialists. Teachers in professional development stages followed three steps that are likely to result in competence and long-term employee fulfillment:

- They recast; the notion of duty switching or duty transfer allows established teachers to teach different subjects or levels, thus avoiding monotony and improving teacher effectiveness. According to Fessler and Christensen (2005), professional development and new positions may increase instructors' passion and dedication.
- They research in the classroom; educators may alter classroom practices or do research projects (Chisman & Cranda1l, 2o07, p. 14).
- They participate in behaviors that test their understanding and ski1ls. Expert instructors expand their knowledge, change their resources or exercises, or otherwise drive themselves to the "edge of their expertise," wherein growth happens (Bereiter, 2021, p. 287). Information, attitudes, and abilities increase with experience, which may be shown in career development requirements. Thus, experience enables instructors to be more accountable to pupils.

2.1.6. Programs for In-Service Development of EFL Teachers

Due to the unstable socioeconomic condition in Iraq, Iraqi intermediate school teachers confront several obstacles. One of the main issues is the instructors' inability to use current EFL teaching approaches (Muhammed & Saud, 2014). They state that additional issues include outdated educational programs, inadequate teacher delivery in class, lack of technology, and poor academic administration. Investigations in the classroom demonstrate that most Iraqi EFL secondary school instructors lack current teaching technology and native-like proficiency.

In their study, Muhammed and Saud (2014) stated that the issues of English education now had two faces. The first is internal, which included the learners' psychology, incorporeal, and socioeconomic background, which had been increased throughout the factors of the previous decade. The second face is external, which consists of language instructional activities and supporting methods via the use of technology and practice. Moreover, Mahdi (2015) revealed that students, curriculum, and instructors form a triangle, with one aspect influencing the others. English instructors are crucial to a program's success in achieving its goals. Although these recent studies on lesson planning have shown intriguing results, the perceptions of Iraqi EFL instructors about the incorporation oflessondesign in in-service training courses

have received limited consideration. Therefore, the purpose of this study is to identify EFL instructors' perceptions of the incorporation of classroom management into in-service training courses, to determine the usefulness and functionality of this incorporation, as well as the influence of classroom management in such courses on teachers' teachability.

Moreover, the present study will demonstrate that the significance of practical learning courses is heavily dependent on the competency of the people who operate them and their ability to achieve the desired valued outcomes, which contributes to the formation of qualified instructors capable of fostering student achievement that promotes their intellectual, interpersonal, emotional, andpersonal development following a repertoire of instructional methods and concepts. The present study will also attempt to provide a framework for different learning programs. In addition, it will overcome the gap between theory and practice.

In their study, Juma and Lehtomäki (2017) argue that in-service teacher training programs (ITPs) are the most inspirational and active way to counteract boredom and loneliness among in-service instructors. A training program may help secondary school teachers achieve professional fulfillment (Rahman et al., 2011). According to Mahmood (2016), a disciplined ITP may help instructors succeed in the classroom, help the educational system accomplish its goals, and eventually advance teaching in relation to objectives and topics. In-service teacher training programs (ITPs) aim to "boost the characteristics owned by a qualified teacher which favorably influence the functioning of a teacher" (p. 32) according to Jahangir et al. (2012), whereas Fozdar et al. (2007) believe that they aim to "bridge the gap between pre-service education . As a result, various proposals for future study have emerged, such as performing comparable studies on the challenges of teaching English in different towns in Iraq (Saeed, 2015; AL-Dmour, 2013).

According to UNESCO (2004), Iraq's in-service teacher training programs (ITPs) are under-prepared, with "most instructors not receiving in-service training in recent years" (p. 5). This study also indicated that in-service training programs for teachers are "clear" (p. 90). Thus, EFL instructors "require training in a teaching approach" (p. 34). Also, in Iraqi schools, a few studies have shown the dynamic role training programs have in advancing instructors (Abbas & Abdulbaqi Al-bakri, 2018;

Abdul-Kareem, 2009; Saeed, 2015). These studies have sought to answer the question, "what hinders skilled instructors from teaching English in the classroom?" This study has highlighted the problems of educational requirements, such as trainer competency, training environment, and training conveniences.

Intermediate school instructors are expected to help their students evaluate and develop. These in-service training programs are designed to help EFL intermediate instructors enhance their skills and careers (Jacobson, 2005). Most EFL intermediate school instructors in Iraq use Arabic to communicate with their pupils and elucidate difficult concepts (Koran, 2015). However, current EFL ITPs have not provided instructors with communicative strategies to increasetheir awareness 0fthe importance of communicative achievements (Am in, 20l7).

A study by Mahmood (2016) determined that in-service teacher training programs (ITPs) should inspire English instructors to identify their students' needs. Furthermore, the efficiency of these programs is usually hampered by classroom management. While classroom management is emphasized as an important aspect in EFL instructors' ITPs, these programs mostly ignore it and the present approaches result in practical classroom management.

2.1.7. Improving Teacher Professionalism

Teachers are expected to pursue technical advancement. Additionally, experience allows instructors to capture students' attention, which increases their effectiveness in maintaining control of the classroom. This may have a favorable effect on students' performance and help them enhance their learning techniques. In their study, Van Veen et al. (2012) emphasize the importance of instructors continuing to grow throughout their careers. Likewise, Dillon et al. (2011) stressed the critical need for ongoing professional development for instructors across all disciplines.

2.1.8. Instructional Context

It is critical for the process of learning to have an interactive atmosphere in which the instructor and students are willing to engage. Educational settings havethe potentia1to improve and alter the teaching-learning process to accomplish desired

objectives (Hussain & Safdar, 2008, p. 47). The typical classroom boxes with rows of desks obstruct instructors' attempts to collaborate and arrange children in the diverse and flexible groups required (Marks, 2001, p. 5). Stevenson (2006: 3) concurs with this stating that conventional academic classrooms may be phased out in favor of comprehensive learning laboratories andexploratory cen ters. Besides, Abu Sharbain (2009, p. 6) noted that UNRWA ninth-grade instructors encountered several challenges in carrying out their duty inlig ht of the communicative strategy used to teach speaking in theGaza Strip, including a general lack of teacher performance and a hazardous atmosphere. Further, Nwaka (2010, p. 386) advised that the government strengthens principals' accountability for educational outcomes to allow them to run their schools more effectively and successfully and accomplish the objectives.

2.1.9. Tools and Instructional Materials

Education is communicating and an effective connection has three components: the giver, the message/information to be transmitted, and the recipient. Learning environments may be crucial in schooling. In our Arab cultures, this function is limited to the conventional usage of particular techniques sans direct influence on theteaching pr0cess, and it lacks the regulatory methodology asserted by the current teaching idea (Saeed, 2015, p.23).

Conversations, scenarios, and plays that imitate real-life communication, according to Asokhia (2002, p. 25) pr0vide a dynamic context inwhich 1anguage abilities may be presented and reinforced. Selecting teaching and learning materials is part of curriculum creation and implementation in preschools and schools. Textual, visual, and multimedia elements are continually bombarding children and students. Thus, educators must ensure that the tools they employ with children and students are developmentally appropriate and relevant to the learning goals they seek (Markmee &Taylor, 2001, p.10).

The significance of instructional tools is in their ability to enhance the learning project and help them be more cost-effective by lengthening the trial period of learning. Their significance is in attracting the student's attention, satisfying his desire to learn, broadening the student's knowledge, assisting the learner in using all of his perceptions, and ultimately, assisting in diversifying the teaching approaches to accommodate the

students' unique variances (Saeed, 2015, p. 35). The instructor employs instructional aids while the students use learning aids. It is a narrow line, and sometimes the same teaching device is employed both as an educational and a teaching tool.

2.2. Examining Empirical Studies

Numerous studies have been undertaken inboth Arab and Western nations on the teaching/learning difficulties encountered by foreign language instructors (Souriyavongsa et al., 2013; Wagari, 2003; O'Conor &Geiger, 2009). In their study, Souriyavongsa et al. (2013: 181) investigated students-teachers' resistance to Eng1ish lang uage 1earning as a foreign language in a Continuing program for a bachelor's degree in Teacher Education in English at the National University of Lao in Taif. The overwhelming majority of pupils believe that English professors are unprepared, so they cannot perform well enough to pique students' attention. Besides, pupils lack confidence in their ability to communicate in English because they are afraid of making errors and are shy. Students do not have the opportunity to practice speaking English with native speakers, and the classroom is full and boisterous, which contradicts the teaching approach.

Besides, Wagari (2003, p. 4) performed an investigation on secondary school syllabus-related issues. Thestudy analyzed a method in which studentsenrolled in a high-beginner EFL class were allocated five websites and were told to utilize them for homework and self-study. The results indicated that despite certain problems learners had a generally good attitude about utilizing teacher-selected websites for English study. A year following the first research, a follow-up study was undertaken, and the results confirmed the prior findings. English language challenges explain 36.80 percent of the variation in anxiety levels among third and fourth-grade pupils participating in Oman's Basic Education system. The curriculum was the primary cause of kids' reading difficulties. Thereis aneed for increased use of technology (computers, LCDs, and overhead projectors) to engage pupils in effective reading practice. English language instructors face several hurdles as a result of poor institutional design, instructional issues, and sociocultural/economic issues.

In their study, O'Conor and Geiger (2009, p. 256) examined the issues encountered by educators working with English language learners in Grades l, 2, and 3

in government schoo1s in the Cape Metropolitan region. Besides, Abu Sharbain (2009, p. 5) examined how UNRWA's ninth-grade instructors carried out their duties inlight of the Gaza Strip's communicative method of teaching speaking. Further, Nwaka (2010, p. 384) identified the obstacles to secondary school administration in Nigeria's Anambra State. Moreover, Wang (2008, p. 5) evaluated the use of communicative language games in Taiwanese primary schools for teaching and learning English. The findings showed that instructors should realize their students' individual differences and be more adaptable in their use of these activities.

Furthermore, A1-Amarat (20l1, p. 38) conducted a study to make sureofthe classroom challenges encountered by teachers in Tafila, Gaza. The study discovered that inappropriate usage of prepositions is prevalent among EFL Arab learners at all levels of their education. There were no statistically significant variations in academic issues by gender, grade level, degree, or teaching experience. Huessien (2012) conducted a study on the challenges encountered by Iraqi teachers of English in using real resources. This study included 100 English instructors and students from Diyla. It was discovered that instructors lacked adequate training in teaching English, facilities were lacking, and the curriculum did not meet the requirements of pupils. The findings of the study indicated that Iraqi English instructors encountered challenges when attempting to use real resources.

In another context, Gamit (2012, p. 3) conducted a study to explore the difficulties encountered by English 1anguage instructors in Gujarati medium seco ndary schoo1s in Vadodara, India. He found that around 82.86 percent of instructors reported that their pupils' native language is no longer a barrier in the classroom. Besides, Al-Dmour (2013) conducted a study in Al- Karak's First Secondary Grade. The study involved (60) first-year secondary school instructors who replied to a questionnaire focusing on the teaching of English to pupils. The findings indicated that there were no statistically significant variations in the issues of teaching English faced by first-secondary school pupils from the instructors' perspective when the sex variable was included.

In the Indonesian context, Mbito (2013: 6) conducted a study to identify the difficulties faced by instructors and students, as well as alternative solutions. The study used a straightforward descriptive design and included both qualitative and quantitative

data. According to the report, teaching and studying Kiswahili have encountered various difficulties. Several of these obstacles were attributed to a shortage of textbooks, insufficient training and resources, pupils with negative attitudes, the effect of slang and vernacular, and finally, overburdening Kiswahili instructors with numerous classes. More specifically, English language student instructors encounter a range of teaching challenges and their attempts to solve them during a practicum at 14 different secondary schools in Bandung, Indonesia. The majority of issues included how to regulate students' conduct; supervisory instructors' professional abilities may be related to the sorts of challenges faced by student-teachers in the classroom. Some student teachers believe they continue to have pedagogical deficiencies in terms of classroom management, developing instructional resources, and implementing effective instructional practices.

In the context of Poland, Al-Qaderi (2017, p. 425) investigated the elements that may impact the EFL speaking performance ofArab high schoo1students in Poland. The data were gathered using two methods: bo th quantitative and qua1itative methods were used. Thedata indicated that students struggle with their EFL speaking ability for three primary reasons: characteristics related to the instructor, variables related to the curriculum, and variables associated with the students.

Various studies have additionally highlighted the need for using approaches and procedures to aid in the development of academic writing abilities. Additionally, the findings suggest that the process-based strategy has a beneficial effect, notably on using assessment in learning English 1anguagewriting to enhance Iraqi EFL pupils' academic writing ability (Abbas & Abdulbaqi Al-bakri, 2018, p. 24; Razoqey et al., 2019, p. 2; Algburi & Razali, 2022, p.690). However, the literature does not include significant experimental data demonstrating the effect of formative feedback onthe qua lity of pupils academic writing. However, minimal research has been undertaken to examine the influence of employing innovation in writing teaching and evaluation in an EFL environment such as Iraq.

2.3. The Cha1lengesof Teaching English as a Foreign Language

Teachers face a variety of problems and obstacles that slow and weaken the process. These issues place instructors in a difficult posi tion as they attempt to educate students and prepare them for the future. However, Iraq is not far from these issues. It is

well known that Iraq was one of the leading countries in attempting to eliminate literacy and overcome the problems associated with EFL. As a result, UNESCO has classified Iraq as one of the countries with the fastest-growing educational systems (Madalińska-Michalak & Bavli, 2018).

Not only has Iraq provided its own society with highly educated individuals, but it has also provided many neighboring nations with university professors and scientists. However, Iraq's schooling institution has deteriorated and become the worst country in the region in recent times. To accomplish high-quality levels in EFL, severa1 studies havebeen carried out to find out solutions for lagging outcomes (Akbari, 2015).

Nowadays, learning is quite different from the traditional system, in which students sat in rows and attentively listened to a teacher's presentation. Teaching English as a foreign language has had its ups and downs using various methodologies. When evaluating the trends in teaching a foreign 1anguage to students, it is necessary to perform a study of current training strategies to determine which strategy will be most effective (Setiyadi, 2020).

The English language requires greater interaction and conversation between EFL learners and people who speak English, as well as among themselves. As a result, researchers have discovered that several students who attend English language courses solely to acquire good marks and pass tests and that by keeping replies suitable in the program and lacking the ambition to study the language, they spend several years without using it. This case has been fluctuating from the start. Students study English courses from the elementary level through the completion of the secondary stage (Jasim, 2021, p. 542).

2.4. The Challenges of Teaching English as a Foreign Language to EFL Students

Teaching and learning the target language (English) remains a challenge for many students throughout the world, including those from Iraq. In Iraq, the most important topic is how to increase the English language learning and proficiency of Iraqi EFL students. It is vital to master the English language's fundamental abilities (hearing,

speaking, reading, and writing) for efficient and successful acquisition and use (Siddique, 2017, p. 306).

As a country, Iraq is rebuilding after over 30 years of devastation, and the English language may be seen as a tool in this process (Montazeri & Hamidi, 2013, p.4). As a result, the creation and development of advanced interactions are very important for making the process of learning a second language more effective and easier to do.

2.4.1. The Challenges Facing English Teachers

Teachers frequently face numerous challenges that can have a direct impact on their instructional and education skills. These difficulties are caused by the instructor, the students, and the educational organization (Songbatumis, 2017). A teacher not only teaches and assesses students' language skills, including writing, reading, speaking, and listening, but also assists, enhances, and enables learners to have optimism, a positive attitude, and inspiration toward English. Besides, teachers must comprehend what learners know, how and why such teaching impacts them, and how lessons can benefit them in the future (Derakhshan & Shirmohammadli, 2015). As a result, language teachers must educate students on how to create both personal and academic skills. Nevertheless, once English is taught as a foreign language, it becomes a key problem. In other words, learning English as a foreign language is a difficult task in areas where English is not widely spoken (Valizadeh, 2021).

Moreover, Kennedy (2012) stated that the English language instructor in an EFL situation, such as in Iraq, should evaluate objectively the students' demands of learning English precisely. When students are aware of their demands, the instructor has a better time deciding what is realistic and acceptable for studying the English language.

Iraq's education system and basic teaching methodologies are aimed at improving students' language comprehension and the four English language skills. As a result, the teacher is the final authority of learning (Jasim, 2020, p. 3). Teachers must complete courses in English language teaching techniques, which need the acquisition and development of new abilities (Cai, 2014). English instruction, according to Sullivan and Girginer (2002), necessitates cooperation with teachers and experts, as well as knowledge of instructors and subject-relevant resources.

English teachers' collaboration with other subject teachers enables them to build strong ties with them (Alibakhshi et al., 2011). This collaboration enables English language teachers to detect their students' needs as they become more comfortable in educational settings.

To build a realistically successful and well-informed English teaching in Iraq, instructors must be thoroughly prepared to overcome hurdles and satisfy students' expectations (Kakamad, 2013). The findingsof the cur rent study are consistentwith a study conducted on English teachers' challenges and problems (Jande & Ibrahim, 2021). The findings are also consistent with a study conducted in the Vietnamese context by Hoa and Mai (2016). The findings are consistent because English is considered a foreign language in both countries. As a result, it is envisaged that English instructors would confront similar issues.

Moreover, teachers demand active participation, more engaging debate, and linguistic activities with their students. In this regard, Sultana and Zaki (2015) mentioned that novel tactics, such as the utilization of internet videos, are essential to successfully teach a foreign language (English). All parties engaged in English language teaching and learning in Iraq should research todetermine thmost effe ctive strategies and alternatives for improving and inspiring stud ents to enhance their English proficiency (Chang & Yeh, 2018). A new technological philosophy was recently created to transform Iraq's educational legislation and processes to center around the use of educational technology.

As a result, incorporating new technology philosophies into the learning and teaching process is critical. Numerous studies have been conducted on the function of technology and its effect on enhancing an interactive learning environment (Alharbi, 2014, p. 1), thereby demonstrating the significant impact of technology on improving teaching techniques and positively influencing students' achievement (Amir, 2018: 95).

2.4.2. The Need for Theory in English Language Teaching to EFL Students

Rote learning has a significant influence on the development of second language theories. The author analyzes significant ESL ideas from the 18th century till the present.

With a lot of professional development, some basic ideas can be understood and used in the classroom (Wang, 2009, p.150).

2.5. Past Studies on the Challenges of Teaching the English Language

Iqbal (1996, p.19) defines teaching as "the development and management of a situation in which there are gaps or barriers and the learner seeks to overcome the problem from which he learns." Iqbal stated that education is a personal interaction between a more experienced (teacher) and a less developed character (student). He describes the responsibilities and behaviors of a teacher who is mainly responsible for teaching. Today's teacher is increasingly active in the implementation of new educational processes, making use of all available educational devices and approaches. Thus, a teacher and a counselor who works hard to assist their students discover and develop their talents and interests.

The teacher should devote more time to both the student's academic and extra-curricular activities.

- Teachers need to understand the essential role they are expected to play in their surrounding area as experts and individuals, as agents of growth and progress, and therefore, should be offered the option to do so.
- The teacher is an initiate, a curriculum developer, and a maker of the learning environment who is making a prolonged and purposeful attempt to change his pupils' preferences.

Salima (2020) documented that English teachers must not only accomplish these tasks but also be able to make their classes entertaining. Teachers must be enthusiastic about their careers, have a depth of knowledge, and be able to entertain pupils. Besides, English teachers for young learners should be aware of the channels via which their pupils get information.

Nunan (2005) reported that teachers should customize lectures to the learning styles of students so that they can acquire and comprehend the content. Instructors must be able to discern between demanding and helpful actions while creating an atmosphere favorable to teaching and learning (Cameron et al., 2005). They must have a variety of

ways and strategies to help students with their academics. The instructor should also inspire pupils to love and respect English.

Classroom management, application of the communicative method in classrooms, uninspired pupils, and learners with learning difficulties were identified by Akcan (2016) as problems for rookie EFL instructors. In their study, Sali and Kecik (2018) discussed the difficulties that inexperienced EFL instructors encountered. Classroom management challenges included delivering and maintaining classroom discipline, assigning instructor duties, creating relationships with students, instructional preparation, and lesson management. Furthermore, challenges to foreign language teaching and learning included the teacher's knowledge of language and teaching, the teacher's use of language teaching techniques and materials, particularly in terms of putting theory into practice, the lack of learner proficiency in English, the lack of learner motivation and interest in English, dealing with individual learner differences, the inadequacy of language teaching course books, and learner’s parents. Furthermore, challenges related to the school context included overcrowded classes, small class size, inadequacy of school materials/equipment, school administration expectations and attitudes toward language teaching, a heavy teaching load, time allocated to English in the curriculum, and learners from disadvantaged backgrounds.

Further, Abu Mraheel's (2004) research tried to create criteria for assessing the effectiveness of EFL teachers. It also attempted to determine the degree to which these criteria were utilized in the preparation stage in Gaza from the perspectives of EFL instructors and their supervisors. Furthermore, it aimed toenh ance the effectiveness of prepa ratoryEFL instructors by recommending a training program. To attain these goals, certain research-related topics were highlighted, such as the teacher's function in the classroom, characteristics of a successful EFL instructor, teachers' perspectives on their jobs, teachers' demands in various elements of their work, and gaining language skills. The analytical descriptive approach was used in the investigation.

Furthermore, Abu Riash's (2011) study intended to investigate the challenges of teaching English in middle school classrooms and their association with teaching performance from the perspectives of educational supervisors. To accomplish the study's goal, the researcher used an analytical technique. The findings revealed statistically significant variations related to instructors' experience (high vs. low), with the disparities

favoring high experience. The findings also revealed statistically significant variations owing to the classroom environment (good-bad), with the differences favoring the excellent environment. The findings also revealed statistically significant variations related to the use of teaching aids (using teaching aids vs. not using teaching aids).

2.6. Summary

After reviewing the prior theoretical background and empirical studies related to the topic under exploration, the researcher believes that the issues of teaching English in public schools differ depending on the location and kind of learning of this group. The difficulties of teaching English to various groups are greatly influenced by a wide range of characteristics and conditions, thereby resulting in a distinct set of results for each group studied. The literature reviewed in this chapter aided the researcher in creating methods in chapter 3, presenting the data and analysis in chapter 4, and discussing the findings in chapter 5.

3. METHODOLOGY

This chapter deals with the field study by identifying the methodology used in the study, the statistical methods used in the study, and calculating the validity and reliability of the study tool.

3.1. Research Approach

The current study used the analytical method, through which statistical methods used in analyzing the research data of the questionnaire achieve the objectives of the study.

3.2 Participants

The sample included (154) English teachers, educational supervisors, and students, whereas there are no academic degrees for the students participating in the survey. The academic degrees for the participating teachers and educational supervisors (Bachelor) 64.28 % (Master) 27.15 %, and (Ph.D.) 8.57 %. The ages of the student participants ranged from 12 to 16 years (54.5% n=84), whereas the ages of the

participants, teachers, and supervisors ranged from 23 years to more than 50 years: 23-30 (16.2% n=16), 31-40 (11.0% n=17), 41-50 (13.6% n=21) and 50 years and over (4.5% n=7). As for participants' experience, whereas there are no years of experience for the students participating in the survey, the years of experience for the participating teachers and educational supervisors ranged from one to more than 16 years: 1-5 (9.7% n=15), 6-10 (18.8% n=29), 11-15 (11.0% n=17), and 16 years and over (5.8 % n= 9). They were chosen randomly from different public intermediate schools in Kirkuk to identify the difficulties that they face in their teaching process of the English language. The participants were (76.0% n=117) males and (24.0% n=37) females.

- Gender

The study sample was divided into males 76 % and females 24% and this indicates that most of the studysample members are males (Table 1 – Figure 1)

Table 1. Sample According to Gender

Categories	N	%
Male	117	76.0
Female	37	24.0
Total	154	100

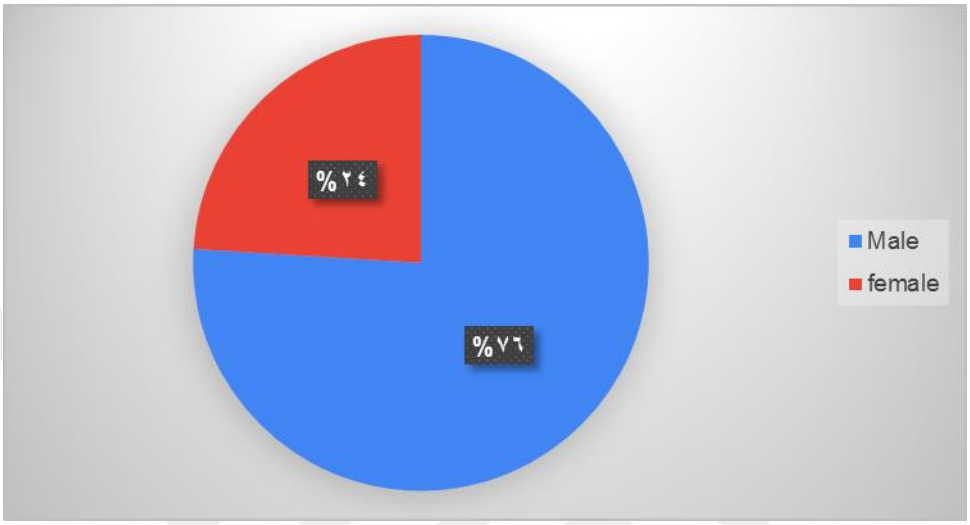

Figure 1. Sample according to gender

- Age

The study sample was divided into (12-16 years) 54.5 % (23-30) 16.2 % (31-40) 11 % (41-50) 13.6 % and (50 years and over) 4.5%, and this indicates that most of the study sample members are (12-16) 54.5 % (Table 2 – Figure 2).

Table 2. Sample According to Age

Categories	N	%
12-16	84	54.5
23-30	25	16.2
31 – 40	17	11.0
41 - 50	21	13.6
50 years and over	7	4.5
Total	154	100

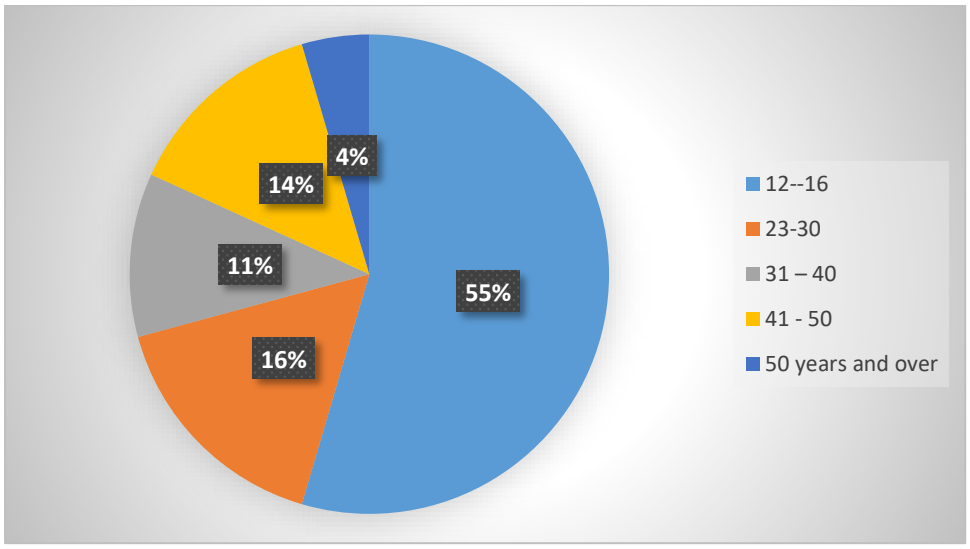

Figure 2. Sample according to age

- Academic qualification

The study sample was divided into (Bachelor) 64.28 % (Master) 27.15 % and (Ph.D.) 8.57 %, and this indicates that most of the study sample members are (Bachelor) 64.28 % (Table 3 – Figure 3).

Table 3. Sample According to Academic Qualification

Categories	N	%
Bachelor	45	64.28
Master	19	27.15
Ph.D.	6	8.57
Total	70	100

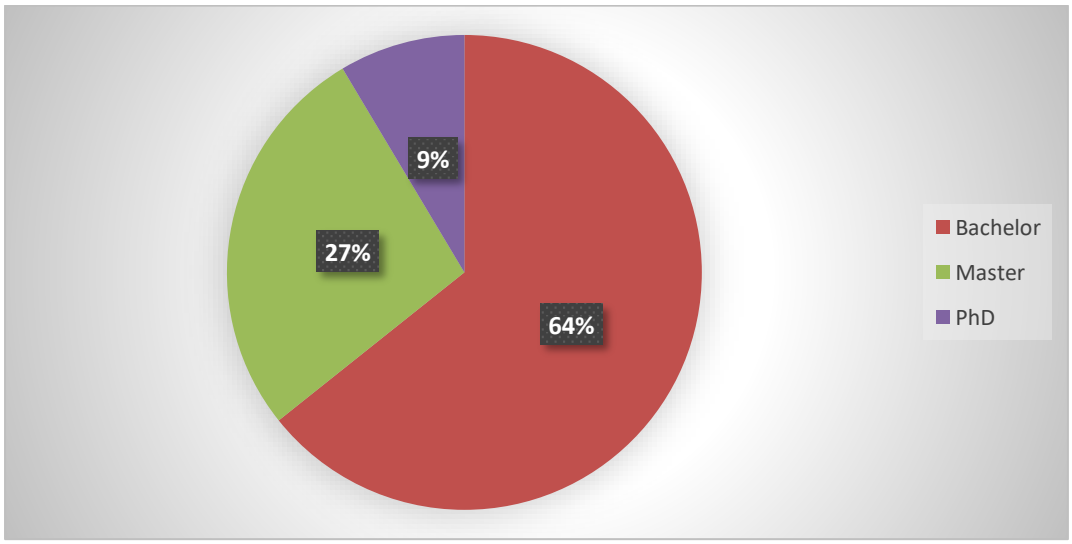

Figure 3. Sample according to academic qualification

- Years of experience

  The study sample was divided into (1 -5 years) 21.42 % (6 – 10 years) 41.45 % (11-15 years) 24.28 % and (16 years and over) 12.85 %, and this indicates that most of the study sample members are (6 – 10 years) 41.45 % (Table 4 – Figure 4).

Table 4. Sample According to Years of Experience

Categories	N	%
1 -5 years	15	21.43
6 – 10 years	29	41.44
11 – 15 years	17	24.28
16 years and over	9	12.85
Total	70	100

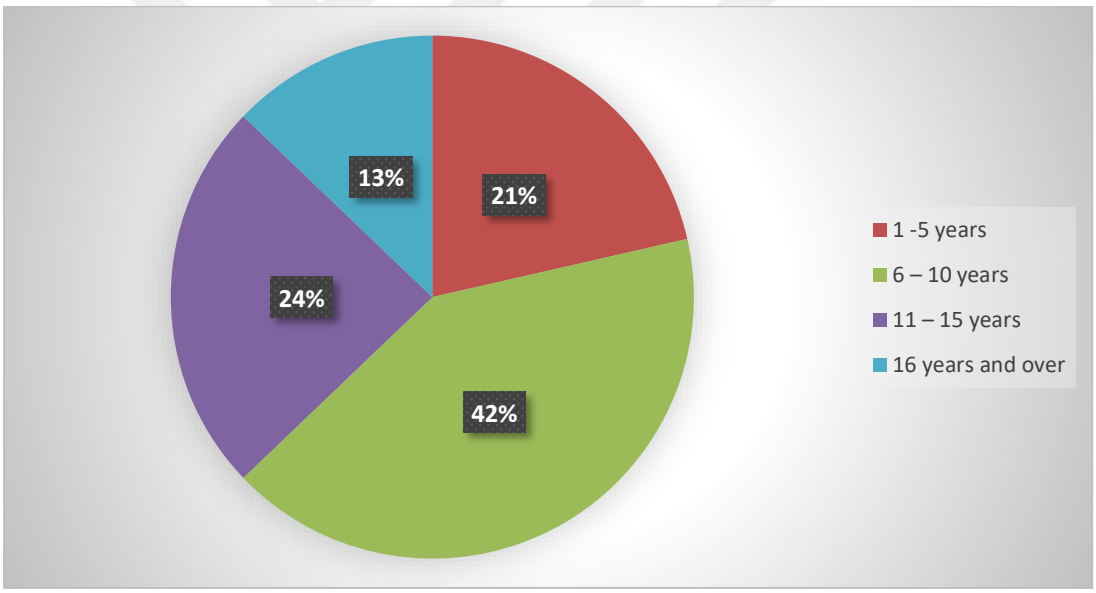

Figure 4. Sample according to years of experience

3.3. Study Tool

The researcher used the electronic questionnaire form as a too1 for the field study where the researcher prepared the questionnaire and its dimensions and phrases by looking at the theoretical framework of the study and previous studies related to the subject of the study. The questionnaire was constructed using comparable earlier questionnaires produced by academics that explored the issues that arise while teaching

English as a Foreign Language in various parts of the globe(Abu Riash, 2011; Mutar, 2019; AI-Bdeerat et al., 2020). The study instrument consisted of four dimensions (problems related to English language teachers (10 phrases), problems related to students (13 phrases), school-related problems (7 phrases), and environmental problems (8 phrases). The five- Likert scale was used, which consists of strong1y agree (5), agree (4), neutra1 (3), disagree (2), strong1y disagree (1) in answering the questions of the study. Cronbach's alpha reliability coefficient values for all dimensions of the questionnaire were greater than 0.6, thus confirming the validity and relevance of the questionnaire's dimension statements and the high reliability of the tools used in the study. It contained 38 phrases and the study sample was selected randomly by distributing the questionnaire link on the social networking sites of teachers, students, and supervisors in intermediate schools in Kirkuk Governorate. The number of the selected study members was 154, including 84 students, 60 teachers, and 10 supervisors working in intermediate schools in Kirkuk governorate.

3.4. Data Analysis

The researcher used the Statistical Package for the Social Sciences 23 (SPSS23) to analyze the data of the questionnaire, employing the Cronbach Alpha coefficient to measure the stability of the questionnaire. Frequencies, percentages, mean, and standard deviation were used to describe the study sample. The Pearson correlation coefficient was also used to determine the level of internal homogeneity of the study tool. Besides, Test (ANOVA) was used to identify the differences between the opinions of the study sample that are attributed to personal characteristics.

The study divided the study variables into levels by applying the following:

Scale range = The highest number in the scale (5) - the lowest number in the scale (1) = 4

Level range = scale extent/number of levels (3) = 1.33

Split levels:

level	degree
low	1 – 2.330
average	2.331 – 3.660
high	3.661 - 5

3.5. Reliability of the Study Tool

Table 5. Reliability Coefficient of the Questionnaire

Dimension	Alpha Cronbach	number of elements
Problems related to English language teac	0.803	10
Problems related to students	0.861	13
School-related problems	0.833	7
Environmental problems	0.792	8
Total questionnaire	0.950	38

Cronbach's alpha reliability coefficient values for all dimensions of the questionnaire were greater than 0.6, thus confirming the validity and relevance of the questionnaire's dimension statements and the high reliability of the tools used in the study.

4. ANALYSIS AND RESULTS

In this chapter, we will address the applied framework of the study by analyzing the questionnaire and analyzing the dimensions of the study to achieve the objectives of the study.

4.1. The Variables of the Study

4.1.1. Dimension one: Problems related to English language Teachers

Table 6. Phrases of the Problems related to English language teachers' dimension

N.	Phrase	Mean	S. D	Relative weight	Degree
1	English teachers have to explain some parts of the lesson in Arabic **	4.234	0.645	0.847	High
2	Weakness of the theoretical and practical background of the English teacher in modern teaching methods. *	4.221	0.539	0.844	High
3	English teachers do not care about increasing students' language abilities *	4.169	0.694	0.834	High
4	English teachers talk to students in Arabic**	4.162	0.779	0.832	High
5	English teachers are not interested in getting training courses through the administration or themselves *	4.117	0.582	0.823	High
6	English teachers arenot interestedin encouraging students to read at home **	3.994	0.681	0.799	High
7	English teachers arenot interestedin encouraging students to write at home **	3.942	0.629	0.788	High
8	English language teachers do not encourage students to read and write topics to increase their language acquisition **	3.935	0.711	0.787	High
9	English teachers do not care about increasing their abilities and scientific capabilities *	3.935	0.633	0.787	High
10	English teachers do not care about correcting students' mistakes during class **	3.760	0.864	0.752	High

**: These questions were conducted on only teachers and educational supervisors.*
***: These questions were conducted on teachers, supervisors, and students.*

Based on Table (6), the most important terms are that English teachers have to explain some parts of the lesson in Arabic (M= 4.234) then weakness of the theoretical and practical background of the English teacher in modern teaching methods (M= 4.221), English teachers do not care about increasing students' language abilities (M= 4.169), English teachers talk to students in Arabic (M= 4.162), English teachers are not interested in getting training courses through the administration or through themselves (M= 4.117), English teachers arenot interested in encouraging students to read at home (M= 3.994), English teachers arenot interested in encouraging students to write at home (M= 3.942), then English language teachers do not encourage students to read and write topics to increase their language acquisition, and English teachers do not care about increasing their abilities and scientific capabilities (M= 3.935) and the least important phrases were that English teachers do not care about correcting students' mistakes during class (M= 3.760). All-phrase problems re1ated to English language teachers' dimensions show the high level of the problems related to English language teachers, where the mean is 4.047 and the Standard Deviation is 0.676.

4.1.2. Dimension Two: The Problems related to students

Table 7. Phrases of the Problems related to student's dimension

N.	Phrase	Mean	S. D	Relative weight	Degree
1	Students are not interested in recognizing the correct pronunciation of letters ***	4.221	0.539	0.844	High
2	Students are not interested in practicing English writing at home *	4.156	0.500	0.831	High
3	Students' level of English is lower than the rest of the subjects **	4.110	0.465	0.822	High
4	Students are not interested in studying English ***	4.104	0.574	0.821	High
5	Students do not work to increase their abilities	4.097	0.831	0.819	High

	and skills in the English language ***				
6	The lack of some students' participation in the English language lesson for fear of making mis takes. ***	3.987	0.471	0.797	High
7	Students are not interested in practicing reading subjects in English at home *	3.981	1.026	0.796	High
8	Students follow English films through subtitles or dubbing, not in English ***	3.942	0.716	0.788	High
9	Most of the students suffer from distraction while the teacher is explaining the English lessons ***	3.890	0.746	0.778	High
10	Students make a lot of mistakes while reading during class **	3.877	0.744	0.775	High
11	Classes are overcrowded ***	3.825	0.697	0.765	High
12	Students do not speak to each other in English ***	3.818	0.844	0.764	High
13	Students make a lot of mistakes while writing during class **	3.760	0.793	0.752	High

**: These questions were conducted on students only.*
***: These questions were conducted on teachers and educational supervisors.*
****: These questions were conducted on students, teachers, and educational supervisors.*

Based on Table (7), the most important terms are that students are not interested in recognizing the correct pronunciation of letters (M= 4.221) then students are not interested in practicing English writing at home (M= 4.156), students' level of English is lower than the rest of the subjects (M= 4.110), students are not interested in studying English (M= 4.104), students do not work to increase their abilities and skills in the English language (M= 4.097), the lack of some students' participation in the English language lesson for fear of making mis takes (M= 3.987), students are not interested in practicing reading subjects in English at home (M= 3.981), students follow English films through subtitles or dubbing, not in English (M= 3.942), most of the students suffer from distraction while the teacher is explaining the English lessons (M= 3.890), students make

a lot of mistakes while reading during class (M= 3.877), classes are overcrowded (M= 3.825) then students do not speak to each other in English (M= 3.818), and the least important phrases were that students make a lot of mistakes while writing during class (M= 3.760). All-phrase problems related to students' dimensions were high and show a high level of the problems related to students, where the mean is 3.982 and the standard deviation is 0.688.

4.1.3. Dimension Three: The school-related problems

Table 8. Phrases of the School related problems dimension

N.	Phrase	Mean	S. D	Relative weight	Degree
1	The school does not provide the educational interactive environment that students need to learn English **	4.221	0.539	0.844	High
2	The school does not provide appropriate curricula for learning English **	4.110	0.567	0.822	High
3	The school does not care about following up on students' levels of English ***	4.045	0.717	0.809	High
4	The management does not care about providing educational tools and programs in the field of the English language ***	3.987	0.583	0.797	High
5	The school management is not interested in providing programs and training courses for English language teachers **	3.942	0.794	0.788	High
6	The school does not have modern methods of learning English **	3.935	0.711	0.787	High
7	The school does not care about training students to learn English ***	3.812	0.782	0.762	High

**: These questions were conducted on students only.*
***: These questions were conducted on teachers and educational supervisors.*
****: These questions were conducted on students, teachers, and educational supervisors.*

It is clear based on Table (8) that the most important terms are that the school does not provide the educational interactive environment that students need to learn English (M= 4.221) then the school does not provide appropriate curricula for learning English (M= 4.110), the school does not care about following up on students' levels of English (M= 4.045), the management does not care about providing educational tools and programs in the field of English language (M= 3.987), the school management is not interested in providing programs and training courses for English language teachers (M= 3.942), then the school does not have modern methods of learning English (M= 3.935), and the least important phrases were that the school does not care about training students to learn English (M= 3.812). All-phrase school-related problems dimensions were high and show the high level of the school-related problems, where the mean is 4.007 and the Standard Deviation is 0.670.

4.1.4. Dimension Four: The Environmental problems

Table 9. Phrases of the dimension of the Environmental problem

N.	Phrase	Mean	S. D	Relative weight	Degree
1	Many parents do not know English ***	4.104	0.574	0.821	High
2	The lessons prescribed in the textbook do not contribute to raising the level of the English language among students **	3.987	0.471	0.797	High
3	Parents do not follow up on English lessons with their children ***	3.942	0.716	0.788	High
4	Parents do not care that their children speak English with them ***	3.890	0.746	0.778	High
5	Social media have contributed to a decrease in students' interest in learning the correct English language ***	3.877	0.744	0.775	High
6	Students donot have the opportunity to in teractwith native English speakers **	3.825	0.697	0.765	High
7	The courses are not concerned with training students in the English language **	3.818	0.844	0.764	High
8	Students use foreign terms in the English language while using social media ***	3.760	0.793	0.752	High

**: These questions were conducted on students only.*
***: These questions were conducted on teachers and educational supervisors.*
****: These questions were conducted on students, teachers, and educational supervisors.*

As Table (9) shows, the most important terms are that many parents do not know English (M= 4.104), then the lessons prescribed in the textbook do not contribute to raising the level of the English language among students (M= 3.987), parents do not follow up on English lessons with their children (M= 3.942), parents do not care that their children speak English with them (M= 3.890), social media has contributed to a decrease in students' interest in learning the correct English language (M= 3.877), students donot have the oppo rtunity tointeract with native English speakers (M= 3.825), then the courses are not concerned with training students in the English language (M= 3.818), and the least important phrases were students use of foreign terms in the English language while using social media (M= 3.760). All-phrase environmental problems dimensions were high and show the high level of the environmental problems, whereby the mean is 3.900 and the standard deviation is 0.698.

4.2. The Differences in the Response of the Study Sample Members Toward the Study Variables That Are Attributed to Gen Der, Age, Academic Qual Ification and Years Of Experience Variables

To identify the differences in the response of the study sample members toward the study variables that are attributed to gender, age, academic qualification, and years of experience variables, the study used the variance test (ANOVA) and the results were as follows:

Table 10. The differences in the response of the study sample members toward the study variables that are attributed to the gender variable

Variables	Categories	N	F	P-Value
The problems related to English language teachers	Male	117	1.553	0.423
	Female	37		
The problems related to students	Male	117	1.456	0.493
	Female	37		
The school-related problems	Male	117	1.736	0.346
	Female	37		
The environmental problems	Male	117	1.639	0.379
	Female	37		

Table (10) shows that there are no statistically significant differences in the response of the study sample members toward the study variables because of the gender variable.

Table 11. The differences in the response of the study sample members toward the study variables that are attributed to the age variable

Variables	Categories	N	F	P-Value
The problems related to English language teachers	12-16	84	1.993	0.262
	23-30	25		
	31 – 40	17		
	41 - 50	21		
	50 years and over	7		
The problems related to students	12-16	84	1.772	0.317
	23-30	25		
	31 – 40	17		
	41 - 50	21		
	50 years and over	7		
The school-related problems	12-16	84	0.469	0.936
	23-30	25		
	31 – 40	17		
	41 - 50	21		
	50 years and over	7		
The environmental problems	12-16	84	1.529	0.426
	23-30	25		
	31 – 40	17		
	41 - 50	21		
	50 years and over	7		

Tables (11) shows that there are no statistically significant differences in the response of the study sample members toward the study variables because of the age variable.

Table 12. The differences in the response of the study sample members toward the study variables that are attributed to the academic qualification variable

Variables	Categories	N	F	P-Value
The problems related to English language teachers	Bachelor	45	1.536	0.423
	Master	19		
	PhD	6		
The problems related to students	Bachelor	45	1.729	0.332
	Master	19		
	PhD	6		
The school-related problems	Bachelor	45	1.453	0.396
	Master	19		
	PhD	6		
The environmental problems	Bachelor	45	1.629	0.64
	Master	19		
	PhD	6		

Table (12) illustrates that there are no statistically significant differences in the response of the study sample members toward the study variables because of the academic qualification variable.

Table 13. The differences in the response of the study sample members toward the study variables that are attributed to the years of experience variable

Variables	Categories	N	F	P-Value
The problems related to English language teachers	1 -5 years	15	0.519	0.753
	6 – 10 years	29		
	11 – 15 years	17		
	16 years and over	9		
The problems related to students	1 -5 years	15	0.714	0.627
	6 – 10 years	29		
	11 – 15 years	17		
	16 years and over	9		
The school-related problems	1 -5 years	15	0.572	0.717
	6 – 10 years	29		
	11 – 15 years	17		
	16 years and over	9		
The environmental problems	1 -5 years	15	0.629	0.747
	6 – 10 years	29		
	11 – 15 years	17		
	16 years and over	9		

Based on Table (13), there are no statistically significant differences in the response of the study sample members toward the study variables because of the years of experience variable.

4.3. Major Findings

The high level of problems related to English language teachers themselves in government intermediate schools in Kirkuk shows the need to work on finding solutions to these problems to achieve theobjectives of the required educational process, which answer the first question of the study.

The high level of problems related to students, which causes and faces many problems for English language teachers in public intermediate schools in Kirkuk indicates the need to focus on students' reading and writing during the lesson inside the school and give them exercises and assignments that they answer and practice at home. This will increase their linguistic ability while working to attract students to the English language with modern and enjoyable educational methods, which answers the first question of the study.

The high level of school-related problems faced by English teachers in government intermediate schools in Kirkuk, shows the need to work on providing methods and capabilities that contribute to increasing the school's ability to provide the appropriate environment for English language teachers to increase their abilities and capabilities, thereby answ ering the first question of the study.

The high level of environmental problems faced by teachers of English as a foreign language in public intermediate schools in Kirkuk shows the need to work to raise the level of awareness of individuals and parents of the importance of teaching English as a foreign language in public intermediate schools in Iraq. This answers the first question of the study.

There are no statistically significant differences in the response of the respondents toward the problems faced by teachers of EFL in public schools in Kirkuk due to the gender, age, academic qualification, and years of experience variables thus showing that there are no differences between male and female members of the study in their vision and awareness of the problems faced by teachers of English as a foreign language in Iraq in government intermediate schools in Kirkuk, and this answers the second question of the study.

4.4. Discussion

This study aimed to explore the problems faced by teachers of English as a foreign language in Iraq in public intermediate schools in Kirkuk. The study used the descriptive analytical method and relied on the electronic questionnaire form as a tool to collect data through the simple random sampling method. In light of the results of the research, it is clear that there are significant challenges involved in the process of teaching English to students at the intermediate level in the public schools located in Kirkuk. There are substantial discrepancies in the reactions of teachers when it comes to the challenges that coincide with teaching English to students at the intermediate level according to statistical data as well as an analysis of the point of view of teachers.

The findings also revealed that the majority of the respondents attempt to encourage their students to improve their English language skills. Although motivation should assist positively in enhancing the kids' competence, it seems that it is not playing

the function successfully as shown by the fact that the respondents confess that their pupils have some challenges in learning English.

Most of the respondents are males and the highest category in the average age is the category of 12-16 years and the largest category in educational qualification is the category of bachelor holders and the largest category in terms of the number of years of experience is the category of 6-10 years. The study answered the questions related to the dimension of the questionnaire, which is related to the problems faced by teachers of English as a foreign language in Iraq in public intermediate schools in Kirkuk, and these questions are:

- What are the problems faced by teachers of EFL in public schools in Kirkuk as observed by both teachers and students from related problems (teachers, students, school and environmental)?
- Are there any differences in the problems faced by teachers of EFL in public schools in Kirkuk due to the (gender, age, academic qualification, and years of experience) ?

1- What are the problems faced by teachers of EFL in public schools in Kirkuk as observed by both teachers and students from related problems (teachers, students, school and environmental)?

A- Problems Related to English Language Teachers

It was found that the level of problems related to English language teachers was high in government intermediate schools in Kirkuk, and such a finding is consistent with several studies (Abu Riash, 2011; Behroozi & Amoozegar, 2014; Saeed, 2015; Jasim, 2021). The English language teachers are not interested in increasing their abilities and scientific abilities, and also they are not interested in obtaining training courses through the administration or themselves. Besides, they do not correct students' mistakes during classes, they do not encourage students to read and write subjects to increase their acquisition of the language, and they do not care about encouraging them to read and write at home. Moreover, they do not work on increasing students' language abilities as well as decreasing their knowledge of modern teaching methods. This finding is consistent with Abu Mraheel's (2004) assertion that educators need further training to do their jobs effectively. In addition, the findings indicate that a high percentage of English language teachers use Arabic in English classes. In contrast, the use of the

mother tongue in the English class is not recommended as it might prevent the learners from using English to communicate with their teachers and depend more on their mother tongue which leads to making the learners incapable of speaking English fluently. This result is in line with the results of Jasim (2021) and AI-Bdeerat et al.(2020), who found that the teachers and students use the mother tongue instead of English in the classroom, thereby causing problems in the learning English language. This finding is also consistent with Fakhry and Jedtawi (20l1) who state that Arab students of English face many problems in the four skills (listening, reading, speaking, writing) because Arab pupils use Arabic as the official language of communication with their teachers as many pupils of English as a foreign language aim to speak the mother tongue (Arabic) in the classrooms of English as a foreign language instead of the English language. This created a problem for teachers in the classroom.

B- Problems Related to Students

It was found that the level of problems related to students faced by teachers of English as a foreign language in Iraq in the public intermediate schools in Kirkuk was high, which is consistent with several studies (Kareem, 2017; AI-Bdeerat et al., 2020; Mutar, 2019). The findings showed a 1ack of participation in the English 1anguage lesson for fear of making mist akes that their level in the English language is lower than the rest of the subjects and they are not interested in recognizing the correct pronunciation of the letters. Further, they are not interested in practicing reading and writing in English at home, and they are not working to increase their abilities and skills in the English language. Furthermore, they are not interested in studying the English language and most students suffer from distraction while the teacher is explaining the English language lessons and they follow English films through subtitles or dubbing, rather than in English. Moreover, the classrooms are overcrowded with large numbers of students. This finding is in agreement with the findings of Souriyavongsa et al. (2000), who demonstrated that it might be challenging to learn English because "class environments are packed and loud that are not satisfied with instructional pedagogy". The data shown above demonstrate that the vast majority of respondents do not agree that the surroundings, including ventilation, lighting, and basic components, are convenient in classrooms. Therefore, it is possible that the use of these facilities is of utmost significance to the students to attain a high degree of competence.

The findings also reveal that the majority of the responders attempt to encourage their students to improve their English language skills. Whilst motivation ought to provide a positive contribution to boosting the kids' competence, it seems as if it is not playing the function successfully as the respondents confess that their students have some challenges in learning English. This conclusion is contrasting the findings of Souriyavongsa et al. (2000) who state that students have a tough time mastering English if they lack enough motivation to do so.

C- School-Related Problems

It was found that the level of school-related problems faced by teachers of English as a foreign language in Iraq is high in government intermediate schools in Kirkuk is consistent with several studies (Akef, 2015; AI-Bdeerat et al., 2020; Al-Dmour, 2013). The findings showed that the school management is not interested in providing programs and training courses to English language teachers, and it does not provide appropriate curricula for learning English. Besides, the management is not interested in providing educational tools and programs in the field of English and is not interested in following up on students' levels in the English language. Further, it does not work to provide the interactive educational environment that the students need to learn English. This finding is consistent with AI-Bdeerat et al. (2020), who state that insufficient emotional and psychological support from the school principal was a major stumbling block for English language teachers. These results reveal real problems faced by English language teachers in secondary schools related to the school principal. This may be attributed to the lack of suitable seats for students or modern educational tools.

D- The Environmental problems

The high level of environmental problems faced by teachers of English as a foreign language in Iraq in public intermediate schools in Kirkuk is consistent with several studies (Akef, 2015; Valizadeh, 2021; AI-Bdeerat et al., 2020; Saeed, 2015). It seems that social media contributed to reducing students' interest in learning the correct English language and that a very large percentage of students use foreign terms while using social media and that the lessons stipulated in the textbook do not contribute to raising the level of the English language among students. Besides, it turns out that many parents do not know the English language and they do not care that their children speak English with them and do not follow up on English lessons with their children. It was

also found that students do not get the opportunity to interact with native English speakers. Therefore, English language teachers faced real problems related to the environment. This result is in line with the result of AI-Bdeerat et al. (2020), who state that parents do not care about their children learning English and parents do not know the importance of the English language. According to Saeed (2015), an additional primary challenge in English as a foreign language education at intermediate schools in Mosul in Iraq is connected to the teaching process itself in terms of the curriculum. This challenge has been identified as one of the most significant obstacles. In other words, there is an issue with the curriculum, which implies that it does not offer a range of intriguing subjects that would expand the students' understanding.

According to AbuRiash (201l), "excellent classroom environment has a huge influence at teaching within classrooms, and so when the student learns in a good location, good light, and good site, all of these assist him accomplish success".

2- Are there any differences in the problems faced by teachers of EFL in public schools in Kirkuk due to the (gender, age, academic qualification, and years of experience) ?

There are no statistically significant differences in the response of the respondents toward the problems faced by teachers of EFL in public schools in Kirkuk due to the gender, age, academic qualification, and years of experience variables. This shows that there are no differences between male and female members in their vision and awareness of the problems faced by teachers of English as a foreign language in Iraq in government intermediate schools in Kirkuk.

This study agrees with the study Mutar (2019), conducted on (34) middle-school teachers who were chosen randomly from different schools at Al-Karkh side of Baghdad city. The results of the study showed that there is no statistically significant difference between male and female teachers in their point of view on the challenges of teaching English. This result also agrees with Abu Riash (2011) and Razmjoo and Mavaddat (2016), which showed that there are no statistically significant differences between gender, age, academic qualifications, and years of experience.

Saeed (2015) discovered that there were substantial differences that emerged in the interplay among gender, level of schooling, and academic experience in the behaviour difficulties that were exhibited by males in basic school. This was related to

individuals who had less than five years of professional experience. In addition, there were no statistically relevant variations in the academic issues based on gender, level of schooling, education level, or amount of classroom experience.

5. CONCLUSIONS AND RECOMMENDATIONS

This chapter includes Conclusions, Recommendations, Limitations. and the Scope for Future Research.

5.1. Conclusions

The study found a high level of problems related to English language teachers faced by English teachers in Iraq in government intermediate schools in Kirkuk, which is consistent with several studies (Abu Riash, 2011; Behroozi & Amoozegar, 2014; Saeed, 2015; Jasim, 2021). This shows that English language teachers are exposed to many problems that are related to their ability to perform their job efficiently and effectively as a result of the lack of capabilities that contribute to increasing their ability to teach English, the lack of training programs that familiarize them with modern methods in the field of English language teaching, and the failure to meet many of their needs, which makes them preoccupied with their basic tasks, as well as the high level of problems related to the students encountered by teachers of English as a foreign language in Iraq in public intermediate schools in Kirkuk, which is consistent with several studies (Kareem, 2017; AI-Bdeerat et al., 2020; Mutar, 2019). These studies show that there are many problems related to students as a result of these students' lack of awareness of the importance of studying English and their unwillingness to study English. Learning a foreign language, as well as the low leve1 of students and their lack of interest in increasing their language ability, and the high level of problems related to the school are faced by teachers of English as a foreign language in Iraq in public intermediate schools in Kirkuk. Such a finding is consistent with several studies (Akef, 2015; Al-Dmour, 2013; AI-Bdeerat et al., 2020; Avci et al., 2017), which show the school's failure to play the role assigned to it, the lack of interest in providing the possibilities and school needs of teachers, and the lack of interest in the school role. Besides, the school administration did not provide modern technological methods and means in the field of teaching and let the teachers make individual efforts to achieve effectiveness in performance levels and communicate information to students, as well as show the high level of environmental problems faced by teachers of English as a foreign language in Iraq in public intermediate schools in Kirkuk. Such a finding is consistent with the findings of several studies (Akef, 2015; Valizadeh, 2021; AI-

Bdeerat et al., 2020; Saeed, 2015), which show the lack of an appropriate work environment for teachers and the lack of an atmosphere that contributes to the efficient and effective performance of their work. Additionally, there are no statistically significant differences in the response of the respondents toward the problems faced by teachers of EFL in public schools in Kirkuk due to the gender, age, academic qualification, and years of experience variables similar to the findings of other studies (Razmjoo & Mavaddat, 2016; Mutar, 2019; Abu Riash, 2011).

5.2. Recommendations

The current study provided a list of suggestions. First, there is a necessity to provide all the capabilities and needs of English language teachers to increase their ability to achieve the required educational goals. Second, there should be attention to improving the work environment in which teachers work in Iraq in general and English language teachers in particular. Third, a necessity arises totake advantage of modern technological methods in the field of learning English to increase the teachers' ability to deliver information and increase the benefit to students. Fourth, the focus should be on increasing the capabilities of teachers in Iraq in general and English language teachers in particular by providing programs and training courses that contribute to increasing their knowledge of modern methods in the field of education. Fifth, a need arises to raise the level of community awareness of the importance of the role that teachers play in community service.

5.3. Suggestions for Future Research

The study suggests that academics conduct the following research and future studies. Researchers can conduct a study on the problems faced by teachers of English as a foreign language in public schools throughout Iraq. Besides, researchers should consider the working conditions and environment surrounding English language teachers in Iraq. Besides, factors affecting the performance level of English language teachers in Iraq should be considered in how to confront the problems faced by teachers in Iraq in general as well as English language teachers in particular. Furthermore, there should be an emphasis on the capabilities available in schools in Iraq and the needs required to achieve the objectives of the educational.

5.4. Implications

The study contributes to identifying the most difficulties faced by teachers of English as a foreign language in public intermediate schools in Kirkuk, which turned out to be problems related to teachers, problems related to the school, and the surrounding environment, and finally, problems related to students, thereby showing the need to work on finding solutions to these problems to achieve the goals. The required educational process needs to focus on students' reading and writing during the class inside the school and give them exercises and duties that they answer and train at their homes to increase their language ability while working to attract students to the English language through modern and interesting educational methods. Besides, a need arises to work on providing methods and capabilities that contribute to increasing the school's ability to provide the appropriate atmosphere for English language teachers to increase their abilities and capabilities and raise the level of awareness of individuals and parents of the importance of teaching English as a foreign language in public middle schools in Iraq. The study also contributes to working on improving the work environment through which English language teachers can provide the best capabilities that contribute to improving students' levels and increasing their desire to learn English, as well as interest in encouraging English language teachers to provide an interesting and enjoyable environment that works to attract students to learn English and increase their love for it

5.5. Limitations of the Study

There are a number of difficulties that the current study faced; the most important of which is the occurrence of the Covid_19 pandemic, which led to the occurrence of precautionary measures that reduced the researcher's ability to collect data. Therefore, the researcher used a Google form to collect the data and distribute the link on social networking sites and email it to the sample.

REFERENCES

Abbas, P., & Al-bakri, S. (2018). The effect of pair writing technique on Iraqi EFL university students' writing performance and anxiety. Arab World English Journal (AWEJ), 9(2),23-37.

Abu Mraheel, R. (2004). Evaluation of English Language Teacher Performance Concerning the Languageskills in the Basic Education Stage in Gaza from the Teacher'and Supervisors' Perspectives.(Unpublished M.A thesis). Ain Shams University,Gaza.

Abu-Rabia*, S. (2004). Teachers' role, learners' gender differences, and FL anxiety among seventh-grade students studying English as a FL. Educational Psychology, 24(5), 711-721.

Abu Riash, R. (2011). Problems Of teaching English in middle school classrooms and their relationship to teaching performance from educational supervisors' perceptions. (Unpublished M.A thesis). Al Azhar University, Gaza.

Abu Sharbain, I. (2009). Difficulties Encountering UNRWA Ninth-Grade Teachers in Performing their Roles in Light of the Communicative Approach to Teaching Speaking in the Gaza Strip. (Unpublished M.A thesis). Islamic University, Gaza.

Adas, D., & Bakir, A. (2013). Writing difficulties and new solutions: Blended learning as an approach to improve writing abilities. International journal of humanities and social science, 3(9), 254-266.

Akcan, S. (2016). Novice non-native English teachers' reflections on their teacher education programmes and their first years of teaching. Profile Issues in Teachers Professional Development, 18(1), 55-70.

Akbari, Z. (2015). Current challenges in teaching/learning English for EFL learners: The case of junior high school and high school. Procedia-Social and Behavioral Sciences, 199, 394-401.

Akef, H. D. (2015). Evaluating the English Textbook" IRAQ OPPORTUNITIES" Book 6 for the 2nd Intermediate Stage. Alustath Journal for Human and Social Sciences, 215(1), 105-132.

Al-Amarat, M. S. (2011). The classroom problems faced teachers at the public schools in Tafila Province, and proposed solutions. International Journal of Educational Sciences, 3(1), 37-48.

Al-Bdeerat, K., Alqarraleh, B., & Altakhaineh, A. R. M. (2020). The Challenges Facing Female English Language Teachers in Secondary Schools in Jordan. Journal of Language and Education, 6(3), 7-21.

Al-Dmour, H. (2013). The Problems of Teaching English for The First Secondary Grade Students in Al-Karak Educational Directorates From Teachers' Point of View. (Unpublished M.A thesis). The Middle East University, Jordan.

Alduais, A. (2012). An account of teaching strategies which promote student-initiation. Journal of Sociological Research, 3(2), 489-501.

Algburi, E. , & Razali, A. (2022). Role of Feedback on English Academic Writing Skills of Tertiary Level Iraqi English as a Foreign Language (EFL) Students: A Review of Literature. Journal of Academic Research in Progressive Education and Development, 11(1), 689-702.

Alharbi, E. (2014). A Study on the Use of ICT in Teaching in Secondary Schools in Kuwait (Unpublished Doctoral dissertation). Cardiff Metropolitan University, Kuwait .

AlHosni, S. (2014). Speaking difficulties encountered by young EFL learners. International Journal on Studies in English Language and Literature (IJSELL), 2(6), 22-30.

Alibakhshi, G., Ali, H. G., & Padiz, D. (2011). Teaching and testing ESP at Iranian universities: A critical view. Journal of Language Teaching and Research, 2(6), 1346.

Alkash, K. , & Al-Dersi, Z. (2017). Advantages of using PowerPoint presentation in EFL classroom & the status of its use in Sebha University. Tersedia journal, 20(14),5-13.

Al-Khayyat, A. S. J. (2016). The impact of Audio-Visual Aids (AVA) and computerize materials (CM) on university ESP students' progress in English language. International Journal of Education and Research, 4(1), 273-282.

Al-Mofti, K. (2019). The Impact of Outside Social Support on EFL Iraqis Learners' Motivation at University Level. Journal of University of Human Development, 5(3), 103-107.

Al-Naibi, I. , Al-Jabri, M., & Al-Kalbani, I. (2018). Promoting Students' Paragraph Writing Using EDMODO: An Action Research. Turkish Online Journal of Educational Technology-TOJET, 17(1), 130-143.

Al-Qaderi, I. (2017). EFL for Survival Outside the L1 Environment: An Empirical Study of Arab High School Learners. Sino-US English Teaching, 14(7), 425-435.

Amin, M. (2017). English language teaching methods and reforms in English curriculum in Iraq; an overview. Journal of University of Human Development, 3(3), 578-583.

Amir, M. (2018). Language learning strategies used by junior high school EFL learners. Language and Language Teaching Journal, 21(1), 94-103.

Asokhia, M. (2002). Kindergarten/Primary English Language laboratory: Twenty-First century fashion: Educational perspectives, Lagos State University, 5(2) 20-27.

Avci, R., & Doghonadze, N. (2017). The Challenges of Teaching EFL Listening in Iraqi (Kurdistan Region) Universities. Universal Journal of Educational Research, 5(11), 1995-2004.

Barrett, P., Davies, F., Zhang, Y., & Barrett, L. (2015). The impact of classroom design on pupils' learning: Final results of a holistic, multi-level analysis. Building and Environment, 89, 118-133.

Behroozi, M., & Amoozegar, A. (2014). Challenges to English language teachers of secondary schools in Iran. Procedia-Social and Behavioral Sciences, 136, 203-207.

Bereiter, C. (2021). Situated Cognition and How to Overcome It. Situated Cognition, 281–300. https://doi.org/10.4324/9781003064121-11

Briggs, J. G., Dearden, J., & Macaro, E. (2018). English medium instruction: Comparing teacher beliefs in secondary and tertiary education. Studies in Second Language Learning and Teaching, 8(3), 673-696.

Brown, C. (2007). Strategies for making social studies texts more comprehensible for English-language learners. The Social Studies, 98(5), 185-188.

Brown, H. (2014). Principles of language learning and teaching : a course in second language acquistion. Pearson Education EBooks.

Bunting, A. (2004). Secondary Schools Designed for a Purpose: but which one?. Teacher, (154), 10-13.

Cai, J. (2014). The Adjustment of Policy on National Foreign Languages Teaching in the Perspective of National Strategy. Foreign Language Education, 2, 40-44.

Cameron, C. , Connor, C. , & Morrison, F. (2005). Effects of variation in teacher organization on classroom functioning. Journal of School Psychology, 43(1), 61-85.

Chang, K. , & Yeh, S. (2018, March). Using Mobile Technology to Enhance English Teaching: EFL Students' Strategies and Perceptions in a Collaborative Learning Activity. In Society for Information Technology & Teacher Education

International Conference (pp. 727-730). Association for the Advancement of Computing in Education (AACE).

Chisman, F. , & Crandall, J. (2007). Passing the Torch: Strategies for Innovation in Community College ESL. Council for Advancement of Adult Literacy (NJ1).

Chomsky, N. (1968). Noam Chomsky and Stuart Hampshire discuss the study of language. The Listener, 79(2044), 687-691.

Culp, B. (2006). Management of the Physical Environment in the Classroom and Gymnasium: It's Not. Teaching Elementary Physical Education, 17(5), 13-15.

Derakhshan, A., & Shirmohammadli, M. (2015). The difficulties of teaching English language: The relationship between research and teaching. International Journal of linguistics, 7(1), 102.

Dillon, D. , O'BRIEN, D. , Sato, M., & Kelly, C. (2011). Professional development and teacher education for reading instruction. In Handbook of Reading Research, Volume IV (pp. 655-686). Routledge.

Elameer, A. , & Idrus, R. (2010). The readiness for an e-learning system in the University of Mustansiriyah (UoMust) Baghdad-Iraq. Malaysian Journal of Educational Technology, 10(2), 31-41.

Elfert, M. (2017). UNESCO's utopia of lifelong learning: An intellectual history. (1st ed.).Routledge.

Fessler, R., & Christensen, J. (2005). The teacher career cycle: Understanding and guiding the professional development of teachers (D. Limin & Y. Gao, Trans.).

Fozdar, B. , Kumar, L., & Saxena, A. (2007). In-service teacher training programme: an analysis of learner opinion on the effectiveness of the programme. Malaysian Journal of Distance Education, 9(2), 65-87.

Gamit, J. (2012). A study of the problems faced by English language teachers of Gujarati medium secondary schools of Vadodara City. Research Expo International Multidisciplinary Research Journal, 2(3), 3-24.

Gilakjani, A., & Sabouri, N. (2016). Learners' Listening Comprehension Difficulties in English Language Learning: A Literature Review. English language teaching, 9(6), 123-133.

Harmer, J. (2001). The practice of English language teaching. London/New York, 401-405.

Hassan, I., & Dweik, B. (2021). Factors and challenges in English reading comprehension among young Arab EFL Learners. Academic Research International, 12, 18-30.

Hattie, J. (2012). Visible learning for teachers: Maximizing impact on learning. Routledge.

Hoa, N., & Mai, P. (2016). Difficulties in teaching English for specific purposes: Empirical study at Vietnam universities. Higher Education Studies, 6(2), 154-161.

Holmes, J., & Wilson, N. (2017). An introduction to sociolinguistics (5th ed.). Routledge.

Hussain, I. & Safdar, M. (2008). Role of Information Technologies in TeachingLearning Process: Perception of the Faculty. Turkish Online Journal of Distance Education-TOJDE, 9(2), 46-56.

Iqbal, M. (1996). Teachers training: the Islamic perspective (Vol. 7). Institute of Policy Studies and International Institute of Islamic Thought.

Jacobson, L. (2005). Book spells out "core curriculum" for teacher training. Education Week, 24(10).

Jahangir, S. , Saheen, N., & Kazmi, S. (2012). In-service training: A contributory factor influencing teachers' performance. International Journal of Academic Research in Progressive Education and Development, 1(1), 31-38.

Jande, L. , & Ibrahim, N. (2021). Challenges of Teaching ESP: A Review. LSP International Journal, 8(2), 1-8.

Jasim, L. (2020). Perception of Iraqi EFL students on the use of online videos for english language learning. (Doctoral dissertation) Universiti Utara Malaysia.

Jasim, N. (2021). The Difficulties and Challenges that facing Teaching of English as a Foreign language in Iraqi Islamic Schools and the ways of remedies. Journal of The Iraqi University, 52(1), 542-556.

Juma, S., Lehtomäki, E., & Naukkarinen, A. (2017a). Developing Inclusive Pre-Service and In-Service Teacher Education: Insights from Zanzibar Primary School Teachers. International Journal of Whole Schooling, 13(3), 67–87.

Kabooha, R., & Elyas, T. (2018). The effects of YouTube in multimedia instruction for vocabulary learning: Perceptions of EFL students and teachers. English Language Teaching, 11(2), 72-81.

Kakamad, K. (2013). University School Systems in Kurdistan Region of Iraq: How can they better prepare students to study in the west (Unpublished M.A thesis) Southern Illinois University, Carbondale.

Kareem, N. (2017). The importance of using ICTs or technology for teaching and learning English in Kurdistan of Iraq. Valparaiso University

Kannan, R. (2009). Difficulties in learning English as a second language. ESP world, 8(5), 1-4.

Kennedy, C. (2012). ESP projects, English as a global language, and the challenge of change. Ibérica, Revista de la Asociación Europea de Lenguas para Fines Específicos, (24), 43-54.

Koran, S. (2015). Analyzing EFL Teachers' Initial Job Motivation and Factors Effecting Their Motivation in Fezalar Educational Institutions in Iraq. Advances in Language and Literary Studies, 6(1), 72-80.

Lai, Y. (2007). The problem of low proficiency in English as a foreign language in urban middle schools in China (Unpublished M.A thesis).University of Pretoria.

Licorish, S. , Owen, H. , Daniel, B., & George, J. (2018). Students' perception of Kahoot!'s influence on teaching and learning. Research and Practice in Technology Enhanced Learning, 13(1), 1-23.

Madalińska-Michalak, J., & Bavli, B. (2018). Challenges in teaching English as a foreign language at schools in Poland and Turkey. European Journal of Teacher Education, 41(5), 688-706.

Mahdi, S. (2015). English Language Teaching in the Kurdistan Region of Iraq.(Unpublished M.A thesis). Webster University.

Mahmood, F. (2016). Evaluating the Reality of Iraqi EFL In-service Teacher Training Courses from the Perspective of Trainees. Al-Ustath. No. extention, 35-56.

Marks, J. (2001). The Educational Facilities Laboratories (EFL): A History, Washington DC: National Clearinghouse for Educational Facilities.

Markmee, K. & Taylor, S. (2001). Ongoing Teacher Development Initiatives. Thai ,TESOL, 14(1), 10-13.

Mbito, J. (2013). Challenges facing teachers and students in the process of teaching and learning Kiswahili in public secondary schools in Kiambu district in Kiambu county, Kenya. Unpublished research Project report.

Montazeri, M., & Hamidi, H. (2013). Application of CALL in language learning classrooms: Implications and concerns. ICT & Innovations in Education International Electronic Journal, 1(2), 1-5.

Muhammed, S. , & Saud, M. (2014). The effects of social variables after 2003 on the attitudes of the Iraqi pupils towards English language learning. ADRRI Journal (Multidisciplinary), 6(6), 42-58.

Mutar, Q. (2019). Teachers' Perspectives of Difficulties Face Teaching English Language as a Foreign Language at the Intermediate Schools. International

Journal of Multicultural and Multireligious Understanding (IJMMU), 6(3), 420-431.

Naeem, A. , & Juma'a, Q. (2021). Difficulties of Understanding English Breaking News Headlines by Iraqi EFL Learners at the University Level. Journal of the College of Education for Women, 32(4), 1-21.

Nwaka, N. (2010). Secondary school administration in Anambra State today: Challenges and the way forward. African Research Review, 4(2), 384-397.

O'Conor, J., & Geiger, M. (2009). Challenges facing primary school educators of English second (or other) language learners in the Western Cape. South African Journal of Education, 29(2), 253-269.

Pande, V. (2013). Problems and remedies in teaching English as a second language. The Confluence Journal, 3, 416-21.

Rass, R. (2015). Challenges Face Arab Students in Writing Well-Developed Paragraphs in English. English Language Teaching, 8(10), 49-59.

Razmjoo, S., & Mavaddat, R. (2016). Understanding professional challenges faced by Iranian teachers of English. International Journal of English Linguistics, 6(3), 208-220.

Razoqey, S. , Razoqey, N. , & Yahya, D. (2019). The Impact of Using Ishikawa Diagram Strategy to Enhance the Problem Solving Skill in Composition Writing of Iraqi EFL College Students. Al-fatih Journal, 15(77), 1-22.

Richards, J., & Rodgers, T. (2014). Approaches and methods in language teaching. Cambridge university press.

Saeed, N. (2015). Problems of Teaching English in Iraqi Public Schools in Mosul for the Intermediate Stage from the Teachers' Point of View. Middle East University,6(1), 53-60.

Sali, P., & Kecik, I. (2018). Challenges of First Years of Teaching in Turkey: Voices of Novice EFL Teachers. English Language Teaching, 11(4), 117-131.

Salima, Z. (2020). Teachers' Professional Practices vis-a-vis the Challenges Mixed-Ability Secondary School Classes Pose (Unpublished M.A thesis) Abdelhafid boussouf university, Centre mila.

Saltmarsh, S., Barr, J., & Chapman, A. (2015). Preparing for parents: How Australian teacher education is addressing the question of parent-school engagement. Asia Pacific Journal of Education, 35(1), 69-84.

Setiyadi, A.(Ed.). (2020). Teaching English as a foreign language. (2nd Ed.). Yogyakarta: Graha Ilmu.

Scott, T. (2005). Creating the subject of portfolios: Reflective writing and the conveyance of institutional prerogatives. Written Communication, 22(1), 3-35.

Siddique, M. (2017). The effects of utilizing smartphone in enhancing students' English writing skills in Pakistan (Unpublished M.Athesis) Utara University, Malaysia.

Songbatumis, A. (2017). Challenges in teaching English faced by English teachers at MTsN Taliwang, Indonesia. Journal of foreign language teaching and learning, 2(2), 54-67.

Souriyavongsa, T., Abidin, M. and Lai, M, (2000). Factors cause students low English language learning: A case study in the National University of Laos, International Journal of English Language Education. 1 (1), 34-59.

Souriyavongsa, T., Rany, S., Abidin, M. , & Mei, L. (2013). Factors causes students low English language learning: A case study in the National University of Laos. International journal of English language education, 1(1), 179-192.

Stewart, A. (2005). Understanding Expertise in Teaching: Case Studies of ESL Teachers. ELT Journal, 59(3), 259-261.

Stevenson, K. (2006). Educational Trends Shaping School Planning and Design: 2007. National clearinghouse for educational facilities, Washington, D.C.

Sulistiyo, U. (2016). English language teaching and EFL teacher competence in Indonesia. Proceedings of ISELT FBS Universitas Negeri Padang, 4(2), 396-406.

Sullivan, P., & Girginer, H. (2002). The use of discourse analysis to enhance ESP teacher knowledge: An example using aviation English. English for specific purposes, 21(4), 397-404.

Sultana, M., & Zaki, S. (2015). Proposing Project Based Learning as an alternative to traditional ELT pedagogy at public colleges in Pakistan. International Journal for Lesson and Learning Studies, 4(2), 155-173.

Tsui, A. (2005). Expertise in teaching: Perspectives and issues. In K. Johnson (Ed.), Expertise in second language learning and teaching (pp. 167-189). London: Palgrave Macmillan.

UNESCO. (2004). IRAQ, EDUCATION IN TRANSITION NEEDS AND CHALLENGES. Division of Educational Policies and Strategies,1-15.

Valizadeh, M. (2021). The Challenges Facing English Language Teachers in Turkey. Advances in Language and Literary Studies, 12(4), 61-67.

Van Veen, K., Zwart, R., & Meirink, J. (2012). What makes teacher professional development effective? A literature review. Teacher learning that matters, 23-41.

Wagari, S. (2003). Problems facing teacher education in Kenya: a case study of teaching practice in the University of Nairobi (Unpublished M.A thesis). University Of Nairobi, Kenya.

Wang, T. (2008). Instructional strategies and teacher-student interaction in the classrooms of a Chinese immersion school, Ed.D. dissertation, University of San Francisco, United States -- California. Retrieved April 7, from Dissertations & Theses.

Wang, X. (2009). Second Language Theories and Their Influences on EFL in China. English Language Teaching, 2(4), 149-153.

Yukselturk, E., Altıok, S., & Başer, Z. (2018). Using game-based learning with kinect technology in foreign language education course. Journal of Educational Technology & Society, 21(3), 159-173.

Yule, G. (1998). Explaining English Grammar: A Guide to Explaining Grammar for Teachers of English as a Second Or Foreign Language. Oxford University Press.

LIST OF TABLES

Table 1. Sample According to Gender 37
Table 2. Sample According to Age 37
Table 3. Sample According to Academic Qualification..... 38
Table 4. Sample According to Years of Experience 39
Table 5. Reliability Coefficient of the Questionnaire 41
Table 6. Phrases of the Problems related to English language teachers' dimension .. 42
Table 7. Phrases of the Problems related to student's dimension..... 43
Table 8. Phrases of the School related problems dimension..... 45
Table 9. Phrases of the dimension of the Environmental problem 46
Table 10. The differences in the response of the study sample members toward the study variables that are attributed to the gender variable..... 47
Table 11. The differences in the response of the study sample members toward the study variables that are attributed to the age variable 48
Table 12. The differences in the response of the study sample members toward the study variables that are attributed to the academic qualification variable ... 48
Table 13. The differences in the response of the study sample members toward the study variables that are attributed to the years of experience variable..... 49

LIST OF FIGURES

Figure 1. Sample according to gender 37
Figure 2. Sample according to age..... 38
Figure 3. Sample according to academic qualification..... 38
Figure 4. Sample according to years of experience 39

APPENDIX

Dear:

After Greetings,

The questionnaire aims to identify the EXPLORING THE PROBLEMS EXPERIENCED BY IRAQI EFL TEACHERS AT INTERMEDIATE PUBLIC SCHOOLS IN KIRKUK Given your great experience in this field, I ask you to answer the questions of the questionnaire accurately and objectively.

Note that the data that will be obtained through your answers will be used for scientific research purposes only and will be kept strictly confidential.

Thank you very much for your kind cooperation

Demographics

Gender

- Male
- Female

- Age
  - 12-16 years
  - 23 - 30
  - 31 – 40
  - 41 - 50
  - 50 years and over

- Academic Qualification
  - Bachelor's
  - Master's
  - PhD

- Years of experience
  - 1 -5 years
  - 6 – 10 years
  - 11 – 15 years
  - 16 years and over

Problems related to English language teachers

Phrases	Strongly agree	Disagree	Neutral	Agree	strongly disagree
English teachers have to explain some parts of the lesson in Arabic					
English teachers talk to students in Arabic					
English teachers do not care about increasing their abilities and scientific capabilities					
English teachers are not interested in getting training courses through the administration or through themselves					
English teachers don't care about correcting students' mistakes during class					
English language teachers do not encourage students to read and write topics to increase their language acquisition					
English teachers are not interested in encouraging students to read at home					
English teachers are not interested in encouraging students to write at home					
English teachers do not care about increasing students' language abilities					
Weakness of the theoretical and practical background of the English teacher in modern teaching methods.					

Problems related to students

Phrases	Strongly agree	Disagree	Neutral	Agree	strongly disagree
Students make a lot of mistakes while reading during class					
Students make a lot of mistakes while writing during class					
Students do not speak to each other in English					
The lack of some students' participation in the English language lesson for fear of making mistakes.					
Students' level of English is lower than the rest of the subjects					
Students are not interested in recognizing the correct pronunciation of letters					
Students are not interested in practicing English writing at home					
Students are not interested in practicing reading subjects in English at home					
Students do not work to increase their abilities and skills in the English language					
Students are not interested in studying English					
Most of the students suffer from distraction while the teacher is explaining the English lessons					
Students follow English films through subtitles or dubbing, not in English					
Classes are overcrowded					

School related problems

Phrases	Strongly agree	Disagree	Neutral	Agree	strongly disagree
The school does not have modern methods of learning English					
The school does not care about training students to learn English					
The school management is not interested in providing programs and training courses for English language teachers					
The school does not provide appropriate curricula for learning English					
The management does not care about providing educational tools and programs in the field of English language					
The school does not care about following up on students' levels of English					
The school does not provide the educational interactive environment that students need to learn English					

Environmental problems

Phrases	Strongly agree	Disagree	Neutral	Agree	strongly disagree
Social media has contributed to a decrease in students' interest in learning the correct English language					
Students use foreign terms in the English language while using social media					
The courses are not concerned with training students in the English language					
The lessons prescribed in the textbook do not contribute to raising the level of the English language among students					
Many parents do not know English					
Parents do not care that their children speak English with them					
Parents do not follow up on English lessons with their children					
Students do not have the opportunity to interact with native English speakers					

CURRICULUM VITAE

Researcher "Berevan Yahya FATEH " I completed my secondary studies in Iraq, Kirkuk in 2012, and i completed my undergraduate studies in (2016) in Kirkuk, University of Kirkuk - College of Education - Department of English Language and Literature, and i studied a master's degree in Turkey - Karabuk University.