PROBLEMS FACE BY TEACHERS IN TEACHING THE ENGLISH LANGUAGE IN SELECTED PUBLIC SCHOOLS IN KURDISTAN FOR THE INTERMEDIATE LEVEL FROM THE TEACHERS' PERSPECTIVE

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ABSTRACT

This study attempts to investigate the challenges of teaching English in selected public schools in Kurdistan from the teachers' perspective, not the learners or students, through a qualitative analysis of a Questionnaire and an interview. A purposive sample of 25 teachers was chosen to complete the Questionnaire. The problems can be divided into two types; issues related to teachers themselves, in terms of experiences and points of view, and issues related to teaching methods. Due to the large size of the population, the researchers utilized a convenience sample from the large population to conduct this study. The participants were chosen purposely. Based on the objectives of the study, a Questionnaire and an open-ended interview were used for data collection. The Questionnaire was divided into four parts (sections). The results demonstrate that a large percentage of the participants use the Kurdish language while teaching English, although it is not suggested and approved by the government. However, different issues have been identified due to the economic and living conditions of Kurdish families and the unstable security situation in Iraq negatively affects the teaching-learning process in general. The researchers believe that in the study field, the English programs, in particular the Sunrise program, do not meet the needs of the students and learners due to some essential and significant factors and reasons such as lack of enough English teacher training, lack of communicative activities, inadequate infrastructure. Furthermore, the teachers are not successful English speakers, and the majority have a Diploma degree. The findings show a lack of basic English skills that should be learned at the primary level, as well as teachers' lack of competency in teaching methods; that is, there is no unified method or strategy for teaching, which confuses the pupils as they progress through their learning stages. Notwithstanding, the majority of the participants supported that teaching facilitory such as audio-visual is not available in classes which affects the classes' environment, and this resulting from the low quality of teaching/learning.

Keywords: Problem; intermediate level, Kurdistan region of Iraq, EFL/ESL program, language teaching and teaching English.

I. INTRODUCTION

English has been seen as an international language. A number of nations around the globe have integrated it into the educational system. Teaching English as a Foreign Language (TEFL) has been made very popular in the previous century, and bases have been set for this discipline. Teachers do not encounter the same kinds of difficulties and hindrances, which make the procedure slow and rather weak. These difficulties put the teachers in a tight spot in handling all the challenges of teaching. English teachers in the Arab countries, especially in Iraq-Kurdistan Region, encounter many difficulties, with the result that teachers are not able to carry out their job function sufficiently. Although the problems faced by Kurdish teachers are shared with fellow teachers in other Arab and non-Arab countries, some of the problems faced by Kurdish teachers are exclusive due to numerous factors. Though English was introduced as a core subject in the educational system of Iraq and particularly in
Kurdistan from the first to the twelfth grade, there are still severe challenges in teaching English, particularly at the intermediate stage. Education in Iraq and Kurdistan has some obstacles due to the occupation and internal conflicts. Communities in Kurdistan are negatively affected by the battles that have been ongoing for two decades. Many children and youth have been disengaged from formal schooling for various reasons, such as displacement, deprivation, and lack of learning facilities, and reductions in family income. Accordingly, these difficulties and issues affect the students' ability and skills to learn English. This study is aimed to detect these complications and problems in order to propose some helpful steps to assist in finding a solution to these difficulties.

THE RESEARCH QUESTIONS

In view of the above introduction, this study aims to explore the following questions:

1- What are the problems and practical factors responsible for the weakness in teaching English for the intermediate stage in Kurdistan public schools in Sulaimani from the perspective of English language teachers?

2- What are the recommended solutions to overcome the problem faced by the teachers in teaching English from the perspective of English language teachers?

II. METHOD

POPULATION OF THE STUDY

The population of the study is comprised of Kurdish English Teachers in selected intermediate public schools in Sulaimani city in Kurdistan/Iraq, including (25) schools and (50) teachers.

SAMPLING

Due to the time limit, accessibility, and large size of the population, the researchers utilized a convenience sample from the large population to conduct this study. The researchers chose 25 English teachers who had been purposively chosen.

DATA COLLECTION INSTRUMENTS

Two instruments were utilized to collect the data of the study. These instruments were a questionnaire and an interview. The Questionnaire was prepared based on the objectives of the study. The subsequent Questionnaire, titled "Problems identified with English teachers’ experience" comprised four sections. The first part is about the demographic of the population (participants) in which is determined the number of teacher training courses, the experience of teaching and the educational (teaching/learning) background of the teachers (participants). The second part of the Questionnaire includes fifteen items in a multiple-choice format. The third segment was about the issues identified with educating/learning conditions and the fourth area planned for investigating the problems identified with the availability of assets and teaching help and assistance. The participants were to complete the questionnaire based on a five-point Likert scale weighted as strongly agree=1, agree=2, undecided=3, disagree=4, and strongly disagree=5.

For the interview session, the researchers depended on an open-ended interview to get data that the organized, composing answers could not give. Besides, this kind of Interview allowed the scholars and researchers to pose further inquiries to observe the interviewees' reactions and sentiments while addressing the investigations, as they furnished moment responses instead of considering what the researchers need to hear. The interviews were arranged and distributed informally to various English language teachers in Kurdistan. The following questions have been asked:

1-From your perspective, what are the issues faced by teachers of the English language in Kurdistan Government Schools at the intermediate level?

2- What do you recommend to challenge these issues?

3- How do you assess the results of teaching English as a foreign language (TEFL) in the intermediate stage?
THE VALIDITY AND RELIABILITY OF THE TOOL USED IN THE STUDY

To accomplish the legitimacy of the instruments, a group of experts was enlisted to ensure the content validity of the questionnaire and interview questions, and their feedback was considered in the final version. Methods for test-retest controlled the Questionnaire's dependability; a gathering of 5 teachers from various schools who are excluded from the example of the investigation was chosen to participate. Treating the outcomes with Cronbach alpha indicated adequate dependability of (0.86).

III. LITERATURE REVIEW

Alhamami & Ahmad (2018) define teaching as educating, appearing, or helping somebody to figure out how to accomplish something, giving directions, managing in the investigation of something, giving information, causing to know or understand. Yule (1998) affirms that for a great many people, adapting the second language is not quite the same as adapting the first language; individuals become familiar with the primary language when they are babies, while they become familiar with the subsequent language while they are adolescents or more established. Nature, where you get acquainted with the first and second language, is additionally unique, while the infant procures the primary language from the individuals around him like guardians and family members; the following expression is typically learned at schools. Yule (1998) affirms that for a great many people, adapting the second language is not quite the same as adapting the first language; individuals become familiar with the primary language when they are babies, while they become familiar with the subsequent language while they are adolescents or more established. The way toward teaching English as a foreign (EFL) and tutoring English as a second language (ESL) incorporates a few components, for example, the strategies for teaching, the role of a teacher in teaching FL, Teaching materials, teaching helps, and teaching experience.

Theoretically, Anjaneyulu (2015); Ekawati (2017), define a problem as something that generates dissatisfaction with a particular situation. However, since satisfaction is a relative concept, difficulties are also relative. Significant challenges for a person may not be challenges at all for another. Operationally, problems of teaching EFL/ESL are those challenges encountered by teachers while teaching is in progress. In this study, issues are those difficulties faced by teachers while teaching English in public schools in Kurdistan.

REASONS AND FACTORS INFLUENCE LANGUAGE TEACHING PHILOSOPHY

The philosophy of teaching/learning language is influenced by societal features, which include the government, political leaders, parents, learners, and teachers. From the time the Kurdish people reached independence, the Kurdish language and Arabic are used as official languages in KRI. They use a different alphabet (Vernez et al., 2014). The tremendous and remarkable challenge with language learning comes to Kurdish students who should study the native dialect, which is different from the Kurdish language, Arabic, and English dialects. Typically, in the Kurdistan region, a lot of time is spent on language teaching/learning as it is evident that there is a need for more time for Multilanguage guidance and suitable subjects, and material language teachers are needed.

According to research conducted by Norton (2012) in the Kurdistan region, there are some reforms and challenges in the educational system, whose aim and goal is multilingual teaching. Since Kurdish English students and learners tend to have the best basic skills, they face impossible objectives due to inadequate facilities; service provided inappropriate teaching approaches and methods. Regarding the deficiencies and lack related to teaching and learning ESL/EFL classes in secondary schools in two countries, India and Iran, (Rizi et al., 2014) displayed that the English students and learners are poorly influenced by utilizing their local language and mother tongue. To shed light on that aspect and perspective, the study programs in KRI education for teaching English classes has been hindered by poor and insufficient concentration on multiple languages and insufficient implementation of the significant methods of language teaching such as the material and subjects utilized in teaching/learning, students' requirements, real assessment among others. Remarkably, Sunrise as the ESL/EFL program could not achieve its primary purposes and aims for various reasons, such as textbooks are not appropriate and insufficient in number, lack of teacher training courses, and a large number of students in each class.

THE ENGLISH PROGRAM AND THE ENGLISH TEACHERS IN KURDISTAN
According to Ebadi, & Hasan, (2016), it is difficult for the English teacher to utilize the new and updated policy and strategy in teaching/learning and using CLT alongside student-based method and model, as mentioned in the educational reform and posed as a challenge by the Ministry of Education. When implementing such change and improvement in their classes, teachers might face issues and difficulties due to large classes, such as having 40 or more students in a class. This is a challenge, and hard work is required when using teaching aids and materials such as textbooks, projectors, markers, and so on. Students will not be able to access the internet and use CD and projectors. These are new technologies that need to be used in class to prompt students to enjoy the process of teaching/learning. Out of the other subjects, the class environment is also essential will improve and support the inductive English experience (Ebadi & Hasan, 2016).

The teachers must spend a lot of time in instruction, guiding and controlling the class and students. If the class is overloaded, a point can be reached where teachers will be obliged to have no other options except to use the teacher-centered method due to the excessive number of students. In addition, an inappropriate arrangement of students in the class will lead tohaving fewer activities, which is the key control to improve the quality of the teaching process. Generally, we can say that the teacher will eventually have no option other than to use the teacher-centered method. The researchers believe that by using such a method and strategy in the teaching/learning EFL/ESL classes, only a few students and learners are engaged in real teaching and learning the language. While this may enable them to know the language, they might not be able to use the language for academic purposes (Ebadi & Hasan, 2016).

SCHOOL CAPABILITY AND DOUBLE-SHIFT SCHOOLS

There is the chance of Kurdish pupils and children may derive the benefit of learning English through standard methods, which is dependent on the reality that it is instructed from the first level in the primary Kurdistan regional education system. Issues and difficulties have arisen due to the experimental nature of the change of the school system from one or single shifts into double or multiple shifts in the new and updated method of education. Those schools that have managed to have a double shift in the daily program and share the buildings with others could face a lack of some facilities and fundamental needs such as water and electricity (Al-Hamash, 2013). The above-mentioned shortages have social and cultural implications that have a negative impact on the whole educational system, notably English teaching and learning. Lamb (2012) conducted research on rural students in Indonesia and found that students coming from the countryside and remote areas have no confidence in their abilities and have no hope that they will become talented and skillful English speakers in the future (Norton, 2012). Besides, those students who are financially needy have a slight belief in themselves in academic accomplishment.

TEACHER'S ROLE IN TEACHING FOREIGN LANGUAGE (FL)

In a classroom, the teacher is a prominent figure and effective mediator in the process of teaching/learning (Edge, 1999). They have a tremendous and influential role in teaching language procedures. Their role is excellent and influential. Their part is to make and produce an appropriate situation for learning that leads the students and learners to progress their ability and language skills thoroughly. This helps and motivates the students to love the subject and the lesson. In the process of assessment and evaluation, the role of the teacher is excellent and centered. The teacher has an influential role in assessing and evaluating the students' tasks to check and see how well they are doing in performing their work.

Additionally, for all the processes that occur in and out of the classroom, the teacher, who is responsible and is the director, should arrange and organize the whole process which affects the teaching of the foreign language (FL). He should have good knowledge and information about how to help and guide students toward success and achievement. In order to not waste a lot of time, teachers should give proper and useful information and instruction to the students regarding the subject. Unclear information and guidance are not needed because the role of the teacher is a motivator and helper (Rizi et al., 2014).

Encouraging and prompting students is a significant duty and the role of the teacher is to motivate and lead the student and learners to think positively and creatively. This makes them depend on themselves in learning while they challenge learning if they face any issues and difficulties. Teaching is not an easy task; it is a hard and challenging task, but a task that also needs collaboration and cooperation because the process of teaching/learning is not a single procedure. Still, it requires feedback and response from the learners to assess and evaluate the accomplishment of the students and learners. The teacher should help and guide students and learners to progress and evolve the skills and abilities that they have, particularly communication skills. Teachers also create
a friendly environment and situation for students who will be motivated to become more active and real learners (Kannan, 2009; Leki, 2021). Some students are faced many problems and issues. This might be because of some English teachers in elementary and secondary schools do not provide enough encouragement.

**UTILIZATION OF ARRANGED AND APPROVED COURSES IN THE KURDISTAN REGION**

The public school teachers in Kurdistan generally have participated in the arranged and specific courses about the Sunrise program by the Ministry of Education. This helps teachers improve their ability and skill in methods of teaching the English language. Teachers in Kurdistan are not well paid; they choose the teaching career as a part-time job, and this makes and pushes the teachers to see teaching as a business alongside other positions to have a high and good life quality. Therefore, it will result in the teachers not having adequate time to participate in conductive teacher training courses designed to improve themselves professionally to prepare and have a plan for instruction. Researchers Mahboob & Elyas (2014) prove that there is a need to help and support beginner English teachers and to lead them when they are unable to use a communicative standpoint when they are teaching, the same as what they do and provide in training foundations. This is similar to utilizing a method and strategy that is deficient in the participation of students, such as the teacher-centered method. According to an investigation by Avci, & Doghonadze, (2017), most of the teaching staff in the Kurdistan region need practical skills in teaching English, triggering them to achieve poorly. This is related to teachers who lack teaching training.

**TEACHING MATERIALS**

The idea of teaching/learning materials is required to serve the academic objectives of the curriculum as creating thoughts top to bottom, empowering sense-making, drawing in understudies, and propelling learning (Garinger, 2001; McGrath (2006). Teaching materials incorporate textbooks, teacher aides, exercise manuals, maps, slides, pictures, Discs, and some other guides utilized in educating. These guides strengthen the learning since they invigorate, arouse, and enact students inside the instructional procedure. Learning aids, which incorporate visual guides, audio-visual aids, genuine articles, and numerous others, are instructional materials and tools through which educating and learning are led in instructive settings. The utilization of concrete materials as learning aids has consistently been instinctively engaging. (Alhamami & Ahmad, 2018; Javanmiri & Bdaiwi, 2021) express that different assets, for example, books and hardware, are fundamental for the two teachers and the students. Without these assets, teaching would be aloof and exhausting, and they should be custom-made and fit to be used for any critical education, learning, and educating purposes. Zhang (1997) examined the difficulties experienced by secondary teachers of English as a foreign language (TEFL) in the Qinghai Region in China in embracing the CA to deal with the teaching/learning process. The investigation demonstrated that different issues were examined during applying the communicative approach (CA), for example, the weight of outside assessments on the two sides teachers and students, the textbook-focused nature of the uniform curriculum, the low level and poor quality of teachers, teachers' low degree of capability, lack of possibility and easiness, and the area of the instructional courses was a long way from the territory itself. Also, Abu Riash (2011) found that there were significant contrasts because of teachers' understanding, study condition environment, and utilization of aids of teaching.

Richards & Rodgers (2014) imagine and suppose that teaching aids can offer the best support to the teachers and are of different sorts; immediately, there is exclusively visual help, for example, the blackboard, pictures, outlines, and post and flashcards. Also, some aids are only aural, for example, radio and tapes. Some other aids are, at the same time, visual and auditory; for example, movies and TV, and different guides, slides, film strips, opaque projector, overhead projector, and every one of those guides help educate procedure. Accordingly, it is significant that teachers of English use teaching aids and some help or ad-lib to make teaching comfortable, enjoyable, and permanent. For instance, in everyday usage, there are confusing pairs of words in English (Utami et al., 2021; Gur-ze’ev, 2005) accept that confusion can be settled through the teachers' ability to ad-lib.

**THE RESULTS OUTLINED**

Table (1) describes having specific issues identified with English teachers' encounters that appeared in their reactions to some parts of the Questionnaire. Results show that 88% of the respondents care about
the students' feedback and set up an exercise plan before they go to class. Concerning the preparation of a lesson plan before starting the course, the outcomes displayed that 84% of them concede that they always prepare lesson plans before they go to class. As for the timetable for the teachers, 80% of the participants feel that they have more courses than they can control and manage. As for the teaching methods, particularly the traditional (old) methods of teaching English, 76% of the respondents concentrate on teaching grammar rather than teaching other skills. Regarding using mother tongue in class, 72% of the teachers use their native language (Kurdish) while teaching English for both primary and intermediate levels; moreover, 68% of the participants care more about the pupils' differences and interact with them. Besides, 64% of them responded that they know the best way to teach the strategy of the English language, whereas 60% of the participants encourage and motivate students to work together to achieve their academic goals. Concerning the students' motivation in class, 56% of respondents, express that their salary is adequate and those they like their job.

Results and findings of the Interview supported the data analysis of the Questionnaire. The first interviewee outlined and categorized the issues into two major topics:

1- Absence of English, which ought to be obtained in the primary and basic levels. 2. Teachers' lack or weak skill ability in various methods of teaching; that is, we do not have an amalgamated approach and techniques in teaching, which complicates the learners through their level of learning. He (the interviewee) recommended the given settlements and results to overcome these issues and difficulties. For the first problem, he proposed that the administration select the skilled and accomplished teachers in teaching the primary and elementary levels since it is a significant preface before accepting and advancing to the intermediate level. Furthermore, English teachers need to utilize similar teaching methods and strategies through all levels and phases of intermediate schools. Inductive Training courses in methods, techniques, and procedures of teaching to the English teachers should be conducted before they start teaching. When the interviewee was asked about how he assesses the results of teaching English at the intermediate level in Kurdistan government schools, he demonstrated slight happiness about the pupils' accomplishments; however, he said that it needs more struggles and challenges from both the teachers and the pupils.

The second interviewee showed that the primary and significant issues that continue to restrict the English teaching process to the intermediate level in Kurdistan is the use of conventional methods and techniques in teaching English by English teachers in Kurdistan, and there is a significant lack in the teaching/learning aids. He supports that teachers need to know the recent techniques and methods of teaching, update their teaching methods, and make English lessons energetic and active to motivate pupils and learners to the lesson and make the lesson interesting and enjoyable. Moreover, they should try to utilize various and different teaching/learning aids such as postcards, slides, film strips, TV, radio, picture, and any other types of aids and facilities to create a motivated and enjoyable classroom and lesson. This is to have and produce a successful teaching process. Consequently, teachers need to arrange the lesson and the plan in a way that provides a good time for the lesson, activities, and different skills during the week. He also assesses the result of teaching English at the intermediate level in Siulaimani as it is under the regular and standard objectives. Teachers are required to do their best to motivate and create a situation for the pupils to love the lesson and enjoy it as well as to make the process of teaching /learning better. The teacher's information and knowledge should have a positive effect and impact on student's performance and improve their learning.

The third interviewee mentioned the issue and divided it into three; first, the learners and pupils' learning background in their primary schools are inadequate to step to the intermediate stage or other levels; second, the teacher's lack the ability to encourage their learners and students to an appropriate stage to the level they are trying to reach; third, the political problems, instability, and security matters have a negative side and impact on the whole society, particularly the educational process. The proposed and recommended answers to handle these issues and difficulties faced by teachers and the
entire process from his perspective are first, to make placement test and exam before entering intermediate stage exam to evaluate pupils to the intermediate level, where they can be separated into some parts and sections based on their accomplishment. Second, students with low passing degree and marks in the final exam should be given additional instruction and training. Finally, facilities and teaching/learning aids and to help the English language teachers improve their teaching skills should be provided.

IV. FINDINGS AND DISCUSSIONS

Deficiency and absence of fundamentals of English, which ought to be obtained in the basic levels, along with Teachers' weak skill in strategies for teaching mean that there is a lack of an integrated technique and system in a teaching-learning process, which confuses the pupils through their phases of learning. The results demonstrate that a large percentage of the participants use the Kurdish language while teaching English, although it is not suggested and approved by the government. This prompts students to use their native language in class; thus, they will not be able to communicate English fluently and adequately. School authorities recommended the provided settlement to beat these issues. Regarding the first issue, they proposed that the administration pick accomplished and skillful teachers in teaching the elementary and primary schools since it is a significant prelude before going to the intermediate stage.

Furthermore, English teachers should utilize similar techniques and strategies through all phases and levels of middle schools. Training courses ought to be given to the English teachers before they start working as a teacher. At the point when the participants were given some information about how they assess the results of teaching English at the intermediate level selected Kurdish public schools in Kurdistan, they demonstrated and provided slight satisfaction about the pupils' fulfillment, however, they answered that increased perseverance from both teachers and students is needed. According to the results we obtained, most of the participants agreed that all need more training courses. They also agreed that they must pay attention to the students' feedback, as it is essential to motivate teachers in the process of teaching-learning. Furthermore, the result displayed that the majority of the teachers motivate and encourage their students to continuously develop and promote their ability and communicative skill in English. The result approves Abu Sharbain (2009) study, which explained that the weakness and lack of Basic English are because of teachers' lack of knowledge in various and different methods of teaching in which it is essential for teachers to have knowledge about the teaching methods and to utilize them in class. Teachers should not use only the traditional methods of teaching, but they need to use diverse and various teaching methods to adapt to the class and students who are being taught by them.

Different issues have been identified with the economic and living conditions of Kurdish families, for example, poverty, where the pupils and students wind up obliged to work to provide their support and encourage themselves and their families. This negatively influences the educational and ability degree of the students on the off chance that they chose to remain and continue at school. The unstable security circumstance and the chaotic situation in Iraq negatively influence the educational system and the process of teaching and learning generally. Another significant element that cannot be disregarded is that power and water are cut off more regularly, and the schools themselves some of the time become shelters for the refugees and those families who have fled because of the continuous war in the area.

V. CONCLUSION

The answer to the first question can be concluded as follows:

Generally, the researchers were determined that the overuse of local language highly affects the performance of both English students, learners, and the EFL/ESL teachers in Kurdistan Region. This has significantly contributed to student's poor performance and failure in Sulaimani because it leaves Kurdish English students unprepared for more advanced courses.

There are numerous challenges and issues in teaching English in the intermediate public schools in Kurdistan-Iraq. First, there are some problems and issues related to teachers themselves regarding their experience, the overuse of the native Kurdish language in the classrooms, and the focus on teaching grammar at the expense of other skills. Second, there are the issues and problems regarding the teaching-learning situation and having various and different resources in the public schools; the classroom size and a large number of pupils in the classrooms, noisy situation, lack of rich resources,
teaching aids, secondary and supporting materials, and the teaching-learning facilities. Finally, it is very clear that the teachers in this region are in a poor financial situation and do not receive good salaries monthly and regularly, which could impose a hardship that may lead them to pursue other jobs and work on a part-time basis in school alongside the school shift, which has a negative effect on the students and learners. Some additional and extra issues have arisen related to the pupils' background, such as their educational background and experience in the primary stage that does not allow them to proceed to the intermediate stage.

The following is the answer to the second question:

There are some suggestions and recommendations to settle and overcome the issues and problems mentioned previously from the teachers' perspective:

1- Amendment of the education employment system for the schools in general and basic schools and levels in particular.

2- Use of collaborative and cooperative teaching methods for all school levels to encourage and qualify pupils to stay in rhythm with the teaching-learning system.

3- Having inductive training courses and teaching methods for pre-service English language teachers.

VI. LIMITATIONS OF THE STUDY AND RECOMMENDATION FOR FURTHER RESEARCH

However, this study has a limitation in generalizing its findings and recommendations to other Kurdistan Public Schools, as they are different in their institutional policies. It seems that extending the needs analysis to other Public and Private Schools with a different method would have produced different results. For doing further research, the researchers recommend the following:

1. Further research to be accomplished on the problems and issues that teachers face in teaching English in other cities in Kurdistan

2. Opening and conducting teacher training courses for the English teachers and the pre-service teachers as well as workshops and seminars for the new experienced teachers to keep them up to date with the latest and modern teaching methods and techniques in the educational process.

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**APPENDIX A**

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<tr>
<td>9</td>
<td>I encourage creativity and self-expression in students</td>
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<td>I have enough experience in teaching English skills (Listening, Speaking, reading, writing)</td>
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<tr>
<td>11</td>
<td>I know the best teaching strategies</td>
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<tr>
<td>12</td>
<td>I encourage students to work together cooperatively toward an academic goal</td>
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<td>I have more classes than I can handle</td>
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<td>My Salary is Sufficient</td>
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<tr>
<td>15</td>
<td>I am responsible for evaluating how much learners have learned.</td>
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<td>6</td>
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Table 1: Problems Face to English Teachers Experience