

**‘The Difficulties and Challenges that facing Teaching
of English as a Foreign language in Iraqi Islamic
Schools and the ways of remedies’**

Nihad Mohammed Jasim

M. Methods of English Teaching

Al- Muhjreen Islamic Secondary School

Abstract

The current study entitled the difficulties and challenges that facing teaching of English as a foreign language in Iraqi Islamic schools and the ways of remedies aims at investigating and analysing the most common difficulties faced by the English teachers in Islamic schools . It attempts to find out answers to a set of research questions. In order to fulfil the aims of this study , a questionnaire was developed that consisted of 25 items and demographic information was designed . the major portion of this paper is devoted to present difficulties and challenges that faced English teachers in Islamic secondary schools.

The population of this study includes sixty teachers (males 30 and females 30) were selected randomly from different Islamic schools in the middle and north of Iraq . the findings have showed that some of the participants had positive attitude an another questions had negative attitude .in the finding, the researcher has found that most of the teachers lack in using appropriate teaching method , lack in knowledge regarding the different types of the methodologies . some teachers have only one language that is Arabic with them and less Of foreign language that is English understand therefore translation was incorrect for them to either apply academic helped in teaching nor their experience helped in developing this methodology and they slacked miserably. thus it has been impossible. The researcher also has analysed through this study that most of teachers emphasized on grammar translation method and on readings more than other methods and also depending on mother tongues more than the target language . Skills like speaking, listening and writing were less used in the classroom therefore most of teachers faced difficulties and challenges in teaching English especially in Islamic schools .

Key words : Difficulties , English teachers , Foreign language , Remedies .

Chapter One

Introduction

This research entitled 'The Difficulties and challenges that are faced by Iraqi's English teachers in Islamic secondary schools'. Teaching English as a foreign language is very difficult therefore this research has been written especially to deal with the difficulties and problems that are faced by English language teachers in Islamic secondary schools in Iraq. This study aims to help the teachers to pass the difficulties and tackled the obstacles that face them and enable the students to understand the activities by the teachers .

I hope that this research will guide the teachers to the best methods in teaching English as a foreign language with basic solution and better skills and improve language abilities Throughout the training and experiments that performed by directorate of education .This study has been tackled by many writers. Due to the importance of the subject. We will attempt to find out the most possible difficulties and challenges that face the teachers during their official and personal lives .

Teachers have always been in search of some better and new ways or methods to do certain work. This is teacher's nature and very new thing appears to be sweet and charming to them for the time being .

Teaching has undergone some fundamental changes in the recent years. Currently teaching differs a lot from the traditional way where students had to sit in rows and carefully listen to a teacher's lecture. Teaching English as a foreign language has come across various ups and downs by using different methods. If one considers the trends of teaching a foreign language to young pupils, a research of current teaching methods needs to be made, aiming to determine which method will be most effective .

Teaching English for students who study English as a foreign language (EFL) is always affected by many factors because of the social and cultural backgrounds of the students .

English language needs more Interaction and communication between learners of EFL and others who know how to speak English or even among themselves. Therefore, we find a lot of students attending lessons English language only in order to get the grades and pass the exams and that by keeping answers appropriate in the curriculum and without motivation to learn the language, so they spend many years without making use of the language. This case fluctuates since the beginning Students learn the material of English in the primary stage and until the end of the secondary stage .

Statement of the problem

Many teachers EFL teachers in Islamic secondary schools face a lot of problems and these are either related to the teachers themselves or related to the students how to learn the language and accept as a foreign language. There are also difficulties facing teachers through teaching and methodological materials by using different methods or may be old methods and these methods requires highly experiences and the teachers need in how to deal with this method or these methods and how to deal with difficulties and challenges.

Through this research we will tackle these challenges by modern technique and through the former and present studies as possible.

The objectives

1. To identify the difficulties and the issues that face Iraqi's English teachers in teaching English in Islamic secondary schools as a foreign language .
2. To find out the remedies for these difficulties or challenges facing the teachers and put a suitable solutions.

Justification of the study

- 1- This study addresses an important and vital topic; it aspires to diagnose and identify the difficulties and challenges of teaching English language that face teaching through the educational process point of view and also guide researchers and interested persons to know these challenges and work to overcome them.
- 2- this study helps to assess the level of the students' understanding of English language and the justification of the Platform for the English language levels of students.
- 3- Finally, this study helps teachers to train at the modern methods, and pass the obstacles that face them and renew their information to learn the language, that a good teacher can use the bad book in good manner and weak teacher can use the good book in bad way and so on.

Chapter Two

Review of literature:

Iraqi English language teachers confront a lot of the difficulties in their teaching English as a foreign language and these challenges or difficulties faced most of the teachers in the world that surrounded us. In Iraq and most of Arab countries students speak their native language at home and during their interaction with their friends, peers, and Classmates, there is not hopeful chance to learn English through day-to-day interaction.

Athannases and De oliveira (2008); their study revealed that teachers had challenges in meeting the needs of diverse students, tailoring instruction according to their needs, searching for better texts and contact with parents.

Curtain and Pesola (1994); who called for equipping the teacher with a combination of competencies together with a background that may be unknown before in language teacher preparation.

McAllister (2009); reflected on the challenges of language teachers. He stressed that techniques, aims and materials that relate to language teaching need to be reformed. The first challenge, according to him, is the teaching of language in a truer and more complete form. The second challenge is the need for trustworthy and thoughtful people to clarify the relevant instructional aims. The final challenge is how to translate aims into real and concrete forms. According to this scholar, this necessitates sweeping changes in the attitudes of people interested in language teaching, having a revolution of classroom presentation, retraining of hundreds of teachers as well as the need for a comprehensive vision to help in the adjustment to the demands of the new world.

Sifakis (2009); presented challenges facing teaching English as an international lingua franca curriculum in the state schools in Greece. This relevant study broadly described an EFL curriculum with focus on the skills necessary for carrying out fruitful communication involving non-native speakers and then emphasizes a group of challenges associated with both teaching context and teachers' perceptions pertaining to their professional identity. It concentrated on challenges related to three facets of the professional identity that belong to academically trained Greek state school EFL teachers, namely, their roles as users, specialists, and guardians of English for their learners as well as the larger community. These facets are discussed with reference to a description of the Greek's current sociolinguistic and educational context.

Lambon (2009); reporting on the challenges facing EFL instruction in the Chadian Republic, asserted that the first challenge that confronts the learning and teaching is the weakness of most educators in teaching language skills, special among them is the speaking skill, listening and reading. The second challenge concerns the lack of a unified and contextual curriculum as far as Ministry's agenda is concerned. Therefore, teachers of English mostly refer to textbooks in English which are regarded as abstract and have little to do with the Chadian EFL context. The third challenge has to do with the state of anxiety resulting from conflicts and the state of insecurity and fear from being harmed. Finally some governmental procedures governing immigration and the unfavorable living conditions represent further challenges.

Nimmannit (2008); reported on the challenges that met the relevant reform in Chinese English which, according to her, comprised class size and examination system pressures.

Gandara, Maxwell-Jolly and Driscoll (2005); asked teachers about their greatest challenges with regard to educating English language learners, to analyze how these challenges vary (according to factors such as teacher experience, training, and student need), and to discover the kinds of support needed to enable teachers to do their teaching jobs effectively.

Salim (2001); who summarized the challenges of teaching English in Morocco. It was discussed that teachers were required to change and reconstruct their identities via strong pedagogical practice and effective leadership. Classroom libraries were formed in order to face challenges EFL teachers encountered in their reading instruction.

Freeman and Johnson (1998); highlighted the central role of the teacher in language teacher education despite emphasis on methods and materials. They asserted that focus should be on the teaching activity, the teacher who implements it, its related context as well as pedagogy.

Peyton (1997); argue that foreign language teaching profession is faced with increasing enrollments and a shortage of qualified teachers. At the same time, a changing student population, national education reform, and the development of national standards for foreign language learning put a number of demands for foreign language teachers.

A major component of EFL teacher preparation is the subject matter competency and the related pedagogical and curricular knowledge demanded by effective teachers. Within the professional development framework, knowledge base competency received a significant attention by specialists such as Shulman (1986 and 1987) and Velez Rendon (2002) among others.

Harmer (1991); Said despite the recent changes in language education which have stressed the autonomous nature of learner's learning, the teacher's role is still considered one of the main factors behind successful language learning .

Schulman (1986 and 1987); devised a theoretical framework with emphasis on subject matter content knowledge, pedagogical content knowledge and curriculum knowledge. Despite the pre-service preparation of EFL teachers and the in-service education of them at the Jordanian EFL environment, teachers complain of several professional challenges. Similarly, World wide, English language teachers face teaching obstacles.

AlAhaydib (1986); reported that supervisors rated teachers as weak in speaking the language and had problems with the teaching methodology and the English language sound system.

Al-Sadat (1985); argued, in some cases teachers of English in Saudi Arabia tend to apply some aspects of other methods such as the grammar translation method, the cognitive code learning, and the direct method. Based on this, it seems that teachers are not encouraged to teach communicative competence and encourage students to speak in English. The lack of methods other than traditional methods, which mainly emphasize teaching grammar, is a problem. Despite the widespread criticism of the ALM and the grammar translation method, they are still used for English instruction in Saudi Arabia.

Jan (1984); also reported that supervisors suggested that English teachers need more emphasis in their preparation on English competency and teaching methodology.

Sheshsha (1982); has pointed out that even after graduating from college teachers still lack some aspects of English, especially the ability to speak it. Sheshsha further states that: "... Some teacher trainees graduating from such programs would have a fairly solid background in English literature, but a weak background in linguistics and English skills" (P, 17)

Gándara, P., Maxwell-Jolly, J., & Driscoll, A. (2005). Listening to Teachers of English Language Learners: A Survey of California Teachers' Challenges, Experiences, and Professional Development Needs. *Policy Analysis for California Education, PACE (NJ1)*.

Chapter Three METHODS AND MATERIALS

Sample

Questions of the research

Research design

Tools of the research

The sample of the study

• **The sample size :**

Sixty English teachers will be selected randomly from different secondary Islamic schools located in different regions in the north & middle of Iraq.

PLACE : Iraqi teachers will be selected from different regions in the north& middle of Iraq

Background: Teachers with similar educational background will be selected.

Selection of sample : Random selection and samples .

Age : The age of the teachers will be between 23-40 years old(approximate).

The gender : Gender of the participants will be (males 50%) & (females 50%) (approximate) .

Research questions

Q1: What are the challenges which EFL teachers encounter in the field of teaching English in Islamic secondary schools in Iraq.

Q2 : What are the remedies for such challenges or difficulties in teaching EFL ?

Research design

This is a Descriptive and Analytical Research & study will be based on a survey research conducted for the purpose of making Descriptive assertions .This study aims at finding out the difficulties and weakness of English language teachers in teaching in Islamic secondary schools and using some strategies.

Tools of the research

In this study , instrument will be used with the purpose of collecting quantitative data .

A – The teacher’s questionnaire. (Designed by the researcher under the supervision of his supervisor and other teachers of the department of English and foreign language .

Chapter Four

FINDING AND DISCUSSION

The findings are discussed in this chapter in detail through the information collected from the questionnaire of Iraqi English teachers in Islamic secondary level schools. The data were entered into spread sheet and the frequency of the respondent point out different opinions for each question reflected in this paper.

Questions of the Survey and its Results:

Table No. 4.1 : Distribution of Questions in Questionnaire

Section questions	Section 1	Section 2	Section 3	Section 4	Section 5
Questions	Demographic background	Related to experience	Related to methodology	Related to the four skills	last Three questions related to the satisfaction of teaching and achieving the goal in educational process
No. of Questions		4	6	12	3

4.1. **Section one:** This section is related to the demographic information.

This section is divided into Three questions on gender, age, level of education. The results were explained in the table No.6.1.1and table No. 6.1.2. as shown below:

Table No.4.1.1 Results of Demographic Information

Gender	No. of participants	Percentage %
Male	30	50
Female	30	50
Age		
23-26	4	6.66
27-30	14	23.33
31-37	28	46.66
Above 37 or others	12	20
Skipping	2	3.33
Qualification		
B.A.	56	93.33
M.A.	4	6.66

Table No. 4.1.2 : Demographic Information of the Participants

Education Levels	No.	gender	No.
Bachelors levels	56	Female	30
Master levels	4	Male	30
Total	60		60

The gender

As for teachers gender as it is indicated in table above, the participants are female Thirty teachers holders (50%) and Thirty teachers holders (50%) males as indicated in Fig. No.1.

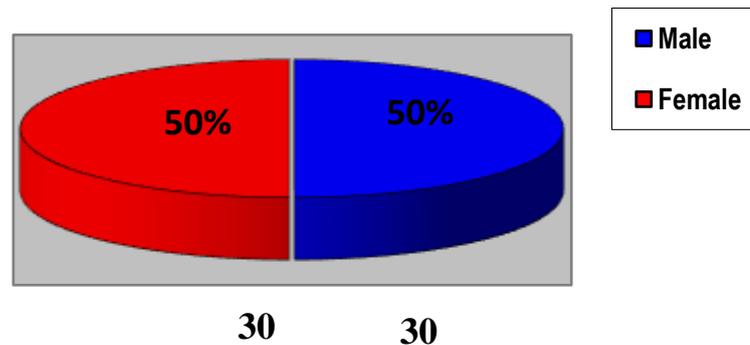


Fig.No.1 Distribution of teacher's gender

Teacher educational level: The majority of teachers are B.A. holders fifty six (93.34%), while only four teachers had Master degree holders (6.66%) as shown in Fig. No.2.

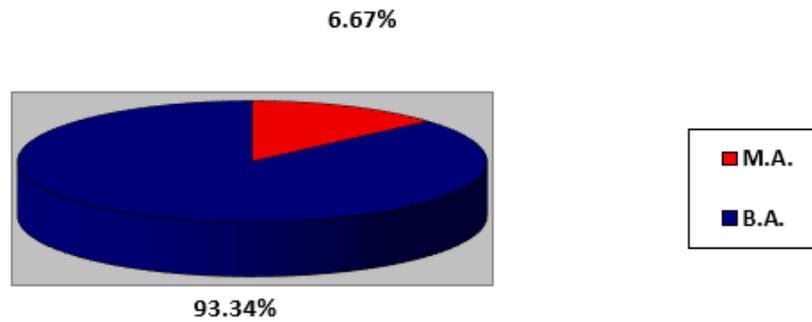


Fig.No.2 Distribution of teacher's educational level.

Teacher's age:

Four participant teachers are ranging between twenty three to twenty six years old. Fourteen teachers are fluctuating among twenty seven to thirty. The majority twenty eight of the participants is between thirty one to thirty seven years old and twelve participants are above thirty seven years old. The figure No. 3 below explains the detailed results.

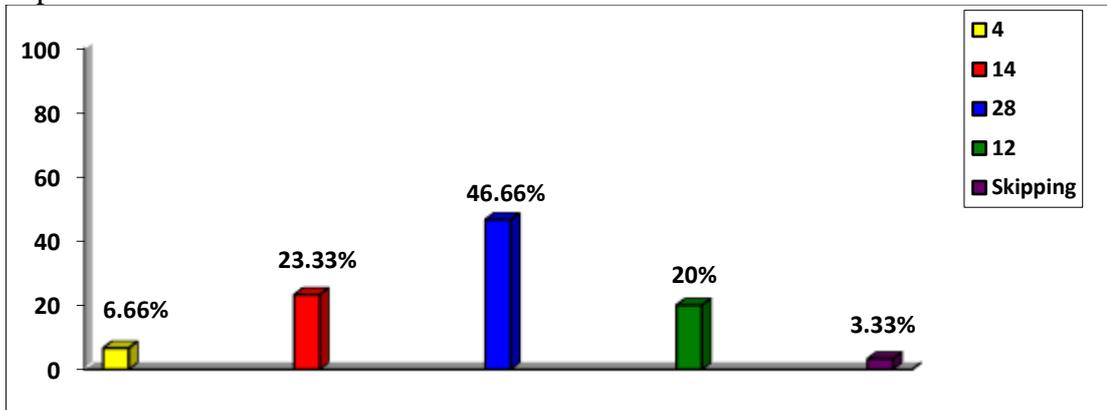


Fig. No. 3 : Teacher's age.

4.2. Section two : Questions related to Teaching Experience.

This part contains four questions. The findings of these questions are explained below:

Q1/ How long have you been teaching English?

This question related to the teacher experience, the finding is, the majority of teachers' experience ranges between (4-6) is sixteen teachers, eight of the participants have an experience of (1-3) years ,and fourteen teachers have an experience of (7-11) years, three teachers have an experience of (12-15)years and finally only nineteen participants have an experience in teaching English of (above 20) years as indicated in table No. 6.2.1. as below.

Table No. 4.2.1 Results of year's Teaching

Q1.	Years of teaching	No. of participants	Percentage %
	1-3 years	8	13.33
4-6	16	26.66	
7-11	14	23.33	
12-15	3	5.2	
Above 20	19	31.33	
Total	60	% 100	

Q2/ Have you been trained in teaching English programs?

The majority teachers (thirty two) have answered "NO" that they didn't have any training whereas (twenty eight) teachers have training in English programs. as shown in table No.4.2.2. .

Table No. 4.2.2 Results of Teacher's Training

Questions	Using the means				Total	
	Answer "Yes"		Answer "No"			
Q. 2	No.	Percentage	No.	Percentage	No.	Percentage
	28	46.66	32	53.33	60	% 100

Q3/ Have you got any training or have you attended any sessions outside your country?

The whole (sixty)teachers answered "No" while no one said " yes" as indicated in table No. 4.2.3.

Table No. 4.2.3 Results of Teacher's session outside the Country

Questions	Using the means		Total	
	Answer "No"			
Q. 3	No.	Percentage	No.	Percentage
	60	100 %	60	100 %

Q4/ which is more commonly used for teaching English language in the classroom, is it your mother tongue(M.T.) or Target language (T.L.) ?

In this question, The majority (34)(56.66%) participants who are fluent in the mother tongue while there are (25)(41.66%) other participants who are proficient in teaching the target language, and only(one) participant skipped to learn the language .As explained in table No.4.2.4.

Table No. 4.2.4 Results of using Mother Tongue or T.L.

Questions	M. T.		T. L.		Skipping		Total	
Q. 4	No.	%	No.	%	No.	%	No.	%
	34	56.66	25	41.66	1	1.66	60	100

3.3. Section No.3 Test result related to the questions of teaching methodologies.

Q5/ Have you studied methodologies, when you were in the academic studying?

The majority of the participants (forty) answered "Yes" and(fifteen) teachers answered "No". Only(five) teachers skipped to answer this question as indicated in table No. 4.3.1. .

Table No 4.3.1 Results of Studying methodologies in Academic Programs

Questions	Using the means						Total	
Q. 5	Answer 'Yes"		Answer 'No"		Skipping		No.	Percentage
	No.	Percentage	No.	Percentage	No.	Percentage		
	40	66.66	15	25	5	8.33		

Q6/Have you joined any of the methodologies training sessions? If yes which of these types of teaching techniques do you follow?

Grammar Translation Method, Direct Method, Bilingual Method, Other, All of them, No one of them. Through the results that we have got from the teachers 'Questionnaire we have found the majority participants(twenty-seven) have not joined any methodologies (No one of them). Other answers ranging

between two and nine of teachers .One teachers answered(Direct Method),(seven)teachers answered (Bilingual Method)

(five) teachers answered (Grammar Translation Method)and finally (five) teachers answered (Other) whereas five teachers skipped this question and as shown below in table No. 4.3.2. .

Table No. 4.3.2 Results of Joining in any Methodologies Session

Q6.	Type of method	No. of Participants	Percentage %
	GTM	5	8.33
	D.M.	1	1.66
	Bilingual method	7	11.66
	Other	5	8.33
	All of them	10	16.66
	No one of them	27	45
	Skipping	5	8.33
	Total	60	100%

G.T.M. : Grammar Translation Method

D. M. : Direct Method

Q7/ Do you think that you face difficulties in teaching English as a Foreign language when you teach in the classroom ?

In this question most of the teachers answered (NO) and they numbered (four five) and the other part of the teachers answered (Yes) and they numbered (fifteen)teachers as shown in table No. 4.3.3. .

Table No 4.3.3 Results of Difficulties Faced English Teachers in teaching English

Items	Yes	No	Total
Q7	15	45	60
Percentage	%25	%75	100%

Q8/ Do you think that you are faced difficulties in motivation of your students ?

In this question, only (fourteen) teachers answered (yes) while the majority of teachers (forty) answered (No). There are only (Six) teachers who rejected this question as shown in table No. 4.3.4.

Table No 4.3.4 The results of the difficulties faced by the English teacher in motivating students to learn

Items	Yes	No	Skipping	Total
Q8	14	40	6	60
percentage	23.33	66.66	10	100 %

Q9/ Do you have a specific method of teaching English language as a F.L in the classroom?

In this question (21) teachers answered(yes) and there were (38) other teachers answered (No). There is only (one) teacher who skipped to answer as shown in table No. 6.3.5.

Table 4.3.5 Results of specific way of teaching English as an F.L in classroom

Items	Yes	No	Skipping	Total
Q9	21	38	1	60
percentage	35	63.33	1.67	100 %

Q10/ Is the period of the lesson adequate for teaching F.L. in the classroom?

The majority (forty two) teachers answered (yes) and there were also (fifteen) teachers answered (No), while there were only (three) teachers who skipped to answer the question.

Table 4.3.6 Results of sufficient periods to teach F.L in the classroom

Items	Yes	No	Skipping	Total
Q10	42	15	3	60
percentage	70	25	5	100 %

4.4. Section No.4: Questions related to the four skills (speaking, listening, reading and writing).

Q11/ Which type of the following speaking exercises do you use for teaching English as a Foreign language in the classroom?

The majority of teachers (Thirty five) answered (All of them) and (Ten) teachers responded (Conversation) and other answers were (one) teachers (Story tell) , (fourteen) teachers (Practicing) as indicted in the table No (4.4.1).

Table No .4.4.1 Results of Types Speaking Exercises

Type of the question	Type of speaking exercises	No. of Participants	Percentage %
Q11	Conversation	10	16.66
	Storytelling	1	1.66
	Practicing	14	23.33
	All of them	35	58.33
Total		60	100%

12/ From your point of view do you think that these exercises adequate for developing student's speaking skill?

The majority of the participants (thirty five) answered “ Yes” believed that these exercises are adequate for developing students speaking skill whereas (twenty two)teachers answered “No” that these exercises are not adequate, and only three teachers skipped this question.

Q13/ Do you face any difficulty when you use these exercises in speaking skill?

Only (Eleven) teachers answered “Yes” that they face difficulties in using these exercises speaking skill while the majority of the teachers (forty nine) answered “No” as shown in table No.43.4.2.

Q14/ Is the language of speaking activities familiar to student or not?

The majority of teachers (thirty eight) answered “ yes “whereas (twenty one)who replied with “No” and only one teacher skipped to answer the question as indicated in table No. 4.4.2 .

Table No.6.4.2 Results of Activities in Speaking

Questions	Using the means						Total	
	Answer 'Yes'		Answer 'No'		Skipping		No.	Percentage
	No.	Percentage	No.	Percentage	No.	Percentage		
Q. 12	35	58.33	22	36.66	3	% 5	60	% 100
Q13	11	18.33	49	81.66	0	0	60	% 100
Q 14	38	63.33	21	35	1	1.66	60	100

Q15/ Can you translate from Arabic to English and vice versa very well? The majority of teachers (thirty three) (well), (twenty one) very well, (Two) Average and only (four) Skipping this question as indicated in table No. 4.4.2 .**Table No.4.4.2 Results of Activities in Speaking**

Question	Average	Well	Very well	Skipping	Total
Q15	2	33	21	4	60
Percentage	3.33	55	35	6.66	100 %

Q16/ Do you speak English fluently and accuracy ?

The majority of teachers (forty seven) answered “ yes “whereas (nine) who replied with “No” and only four teacher skipped to answer the question as indicated in table No. 4.4.2 .

Table No.4.4.2 Results of Activities in Speaking

Questions	Yes	No	Skipping	Total
Q16	47	9	4	60
Percentage	78.33	15	6.66	100 %

Q17/ In your English lessons, how often do you emphasis on listening skill?

The majority of the teachers (fifty) answered (Much) while other answers were between one to five ,(five) teachers answered (Average) ,(No one) teachers answered (Little),(four) teachers answered (So much) ,(one) teacher answered (None) as shown in Table No. 4.4.3. .

Table No .4.4.3Results of Emphasis on Listening Skill

Question	Scale	No. of Participants	Percentage %
Q17.	Little	0	0
	Average	5	8.33
	Much	50	83.33
	So much	4	6.66
	None	1	1.66
	Total	60	100%

Q18/ Do you use the following listening exercises (movies, talks, reports) ?

The large number of participants (forty one) which they answered (never) using the above exercises of listening, while others (six) teachers answered (Always), (two) teachers answered (Often), (two) teachers answered

(Seldom), (eight) teachers answered (sometimes) and finally only (one) teachers skipped answer the question as indicated in table No. 4.4.4. below :

Table No.4.4.4 Results of Materials Aids using in Listening Exercises

Question	Scale	No. of Participants	Percentage %
Q18	Always	6	10
	Sometimes	8	13.33
	Often	2	3.33
	Seldom	2	3.33
	Never	41	68.33
	Skipping	1	1.66
	Total	60	100%

Q19/ Are these listening exercises a available in your Islamic secondary school or not ?

The majority of the teachers (Fifty) answered “No” whereas only (ten) teachers have answered “Yes” as shown in table No 3.4.5..

Table No. 4.4.5 Results of available listening exercises

Questions	Using the means					
	Answer ‘Yes’		Answer ‘No’		No.	Percentage
Q. 19	No.	Percentage	No.	Percentage		
		10	16.66	50	83.33	60

Q20/ Do you have an activities with the ss., or\ and how often do you ask your student to read a loud ?

The majority of teachers (forty eight) answered (once a week),(no one) teachers answered (Never) , no one teachers answered (once a month), and(twelve) teachers answered (Every day) as shown in table No. 4.4.6. .

Table No. 4.4.6 Results of times of asking ss. to read a loud ?

Question	Scale	No. of Participants	Percentage %
Q.20	Every day	12	20
	Once a week	48	80
	Once a month	0	0
	Never	0	0
	Total	60	100%

Q21/ After students have read something, how often do you ask them to answer reading comprehension questions orally about what they have read?

Through the findings that we have obtained from the questionnaire, we have found that the teachers (eighteen) answered (Every day), while the majority (forty one) answered (Once week) ,(no one) teachers answered (Once a month) and only (one) teachers answered (Never) as observed in table No. 4.4.7. .

Q22/ Do you have any activities with/ for the students, or/and how often do you ask your students to read a loud?

Through the findings that we have obtained from the questionnaire, we have found that the majority of the teachers (forty nine) answered (Every day), while (eight) answered (Once week) ,(two) teachers answered (Once a month) and (one) teachers answered (Never) as observed in table No. 4.4.7.

Table No.3.4.7(A) Results of Activities on Reading Comprehension

Questions	Every day		Once a week		Once a month		Never		Total	
	No.	Percentage	No.	Percentage	No.	Percentage	No.	Percentage	No.	Percentage
Q. 21	18	33.33	41	68.33	0	0	1	1.66	60	%100
	49	81.66	8	13.33	2	3.33	1	1.66	60	100

Q23/Do you think that there are other reasons affecting the performance of the teacher?

The majority of teachers (fifty two) answered (Yes) and only (8) teachers answered (No) as shown in table 4.4.7.

Table No. 4.4.7 Results of Activities on Reading Comprehension

Questions	Yes	No	Total
Q 23	52	8	60
Percentage	86.66	13.33	100 %

Q24 How do you consider yourself as a competent teacher , in regard to :

The majority teachers (forty nine) answered (Good communication) Then followed by (two) teachers answered (content mastery) , (two) teachers answered (Clarify of ideas) , seven teachers answered (Reaching to the level of student) . as indicated in table No. 4.4.8.

Table No 4.4.8 Results of Consideration as a Competent Teacher

Question	Scale	No. of Participants	Percentage %
Q24\	Good communication	49	81.66
	Content mastery	2	3.33
	Clarify of ideas	2	3.33
	Reaching to the level of students	7	11.66
	Total	60	100%

Q25/ How far are you satisfied with English proficiency your students have achieved so far through your English lesson?

Through the finding that we have got from the questionnaire, the majority of the teachers (fifty two) answered (Fairly satisfied) and other answers fluctuating between one to three and only(one) teachers skipped to answer the question as shown in table No. 4.4. 9..

Table No 4.4.9 Results about Ranging of Satisfaction

Question	Scale	No. of Participants	Percentage %
Q.25	Quite satisfied	3	5
	Fairly satisfied	52	86.66
	Not very satisfied	2	3.33
	Not satisfied at all	2	3.33
	skipping	1	1.66
	Total	60	100%

DISCUSSIONS

On the basis of the results achieved through the questionnaire and to achieve first question of the objective in which ‘ to identify the difficulties and issues that face Iraqi’s English teachers in teaching English in Islamic secondary schools as a foreign language ‘, the researcher has found that most of Iraqi English language teachers in Islamic schools seem to face different difficulties and challenges in teaching English as a foreign language.

The first difficulty which have got the highest percentage is in item no.2 which reads ‘Have you trained in teaching English programme? the majority of participants answer ‘No ‘ 32 (53.33 %) while only 28 (46.66 %) answer with ‘ yes ‘ this difficulty means most of teachers have less experiences and did not have qualification in teaching English because training is most important for teaching English .

The second difficulty that the researcher has found in item no. 3 which is reads ‘ Have you been got any training or session outside of the country ? all participants answer with ‘ No ‘ 60 (100%) this result has the same causes that we have mentioned in difficulty no. 1.

The third difficulty in No. 4 which reads ‘which is more commonly used for teaching English language in the classroom , is mother tongue or target language ?

The result was most of teachers use native language (34) (56.66 %) more than target language 25 (41.66%) . This is related to the ‘ grammar translation method ‘ and this method is old in use in teaching and did not meet the aspiration or desire of learning English language in educational process and here the instructor is very weak because he did not have more information about the foreign language .

The fourth difficulty in No. 6 which reads “Have you joined any of the methodologies training sessions” If yes which of these types of teaching techniques do you follow? (G.T.M., D.M. Bilingual Method, Other, All of them , No one of them). The majority of the teachers answered “No one of them” (27) (45, %). This is the highest percentage. This difficulty is related to first difficulty and second in which the instructor did not have an experience in methodology and did not have a specific method , he teaches randomly and in this case he will face a difficult in teaching English in the classroom .

The five difficulty is in No. 9 which reads ‘Do you have an a specific method in teaching English language as a foreign language in the classroom ? the highest percentage was 38 (63.33 %) answered ‘ No ‘ whereas only 21 (35%) answered ‘ Yes ‘ also this result related to above difficulties related to the methodology and experience in teaching English .

The sixth difficulty in No. 18 which reads ‘ Do you use the following listening exercises (movies , talks , reports , scene , lab , data show , etc ...) , the majority of participants answer (Never) 41 (68.33 %) and other responses fluctuating between one to eight . authentic materials is very important in teaching English language and the best means to enable students learn the target language , these exercises may not be

existence in the school or may be existence but misuse by the teachers . from point of view of the researcher these authentic materials is very important to help the instructor in educational process .

The seventh difficulty in No. 21 which reads ‘ after students have read something , how often do you ask them to answer reading comprehension questions orally about what they have read ? the highest percentage was (once a week) 41 (68.33 %) and other percentage fluctuating between one to eighteen . Reading comprehension is very important in teaching and learning English language . once a week is not adequate to learn language , students need more time at least three to four time in a week to enhance their readings and comprehend the language very well .

The eighth and last difficulty in No. 23 which reads ‘ Do you think that there are other reasons affecting the performance of the teachers during teaching English language at the period of the lesson as environment causes , family , psychology , economical , security , etc ‘ most of the teachers answer with (Yes) 52 (86.66 %) while only 8 (13.33 %) answer with No . circumstances whether the living conditions or families or psychologies , etc, are very important and play a vital role in educational process and these very influence in teaching especially teaching foreign language .

Other items in this questionnaire have positive answers.

Chapter Five

CONCLUSION, REMEDIES AND SUGGESTION

CONCLUSION

Through the findings that we have obtained from this study, it can be summarized some of these difficulties as the following :

Most of the teachers lack in the use of appropriate teaching methods and also lack in their experience in the field of training on the latest methods used in world and failing to communicate with other in the exchange of experiences as well as the non-participation of a lot of teachers in training courses on teaching methods during service in the field of education.

The findings that the Researcher has got said that reading comprehension has been frequently used. The majority of the teachers have used reading skills and follow the traditional methods and give more time and more importance to reading more than other skills, and these in turn are considered as reasons for difficulties faced by teachers. The Bilingual Method promotes both fluency and accuracy and emphasis on speech and pattern practice so students miss on good teaching & teachers study unaware of new techniques & education is affected.

Most of the teachers lack in some authentic materials like (Tap Recorder, Language Laboratory, Video Machine, the Overhead Projector etc) in the classroom and the reasons besides that either was not available in the schools or lack and difficulty in using materials by the teachers also this is back to lack in training & a validity of equipment teaching aids and lack in experience knowledge of how to use them.

Finally, through the experience in the field of education, the Researcher has found most of the students do not have the motivation in learning English as a second language and that was because of either religious reasons or lack in using the language in daily life. Lack in interaction with others in the school, in the house, & on the street which has made most of the teachers do not have motivation in teaching English and developing their skill and desiring to teach English in honestly.

REMEDIES AND SUGGESTIONS

Recommendation: In order to achieve the objective item No.2 of this study which reads “To find out the remedies for these difficulties or challenges facing the teachers ” solution for

The researcher recommended and put some remedies as in the following:

1. To encourage the teachers to constitute and communicate with other teachers in order to exchange the ideas and opinions.
2. Performing educational training courses in how to deal with syllables and texts.
3. Educational institutions should provide teachers more courses and training in this field to gain experience and also demanded in engaging sessions and learn modern methods used in the present global.
4. Demands that educational institutions should provide schools with the best means and enhance using authentic materials like (tape recorder, language laboratory, video machines the overhead projector etc.) to enable teachers interaction with the students in the classroom also teachers are demanded to use these materials without any difficulties.
5. Teachers should emphasis on the speaking and writing skills and give more time for practicing in the classroom more than reading comprehension or other readings.

6. Encouraging and boosting the students to write what they learnt from the teacher and discussing the committed errors with their teachers.

SUGGESTIONS:

In order to achieve the third objective for the present study, the researcher suggests the following:

1. The researcher suggests carrying out researches on comparative studies between different methods that is in use now a days.
2. Carrying out researches about improving four skills and emphasizing on them.
3. Adopting a research on the functions and aims of speaking and listening skills
4. In the present study only sixty teachers of secondary schools from different regions in the middle & north of Iraq were taken as a sample. For more enhance reliability and validity, the size of the sample can be increased.
5. In this study, only questionnaire is used for collected data. The interview and observation method can also be applied.

References

- Al-Ahaydib, M. E. A. (1986).** Teaching English as a foreign language in the intermediate and the secondary schools of Saudi Arabia. Kansas: University of Kansas. **PhD.**
- Al-Saadat, A. E. r. (1985).** Assessing the Intensive Training Needs of Teachers of English as a Foreign Language in Saudi Arabia. Pennsylvania State University. **PhD.**
- Curtain, H. and Pesola, C. (1994).** *Language and Children: Making the Match.* White Plains, NY: Longman.
- De Segovia, L. and Hardison, M. (2008).** Implementing education reform: EFL teachers' perspectives. *ELT Journal*, 63 (2), 154-162.
- Freeman, D. and Johnson, K. (1998).** Reconceptualising the knowledge base of language teacher education. *TESOL Quarterly*, 32 (1), 397-417.
- Harmer, J. (1991).** *The Practice of English language teaching.* London: Longman.
- Lambon, J. (2009).** The Changing Face of Teaching and Learning EFL. Available at: http://www.tesol.org/s_tesol
- Jan, M. S. A. (1984).** An Investigation of the Problems of Teaching English Program in the Intermediate Boys Schools of Saudi Arabia. Michigan, Michigan State University.
- McAllister, Q. (2009).** A Challenge Facing Language Teachers To-day. Retrieved on 7/30/2009 from <http://www.jstor.org/pss/380697>
- Nimmannit, S. (2009).** Report progress and practice: initiative, challenges and lessons learned. Available at http://www.tesol.org/s_tesol/article.asp.
- Peyton, K. (1997).** Professional Development of Foreign Language Teachers. A report prepared with funding from the Office of Educational Research and Improvement, U.S. Dept. of Education.
- Salim, S. (2001).** Facing the challenges of teaching and learning EFL reading: beyond the language of critique. *Reading in a Foreign Language*, 13 (2), 615-629.
- Schulman, L. (1987).** The challenges of foreign language teacher preparation. *Harvard Educational Review*, 57 (1), 1-22.
- Sifakis, N. (2009).** Challenges in teaching ELF in the periphery: the Greek context. Retrieved on November 10 2008 from *ELT Journal*, doi:10.1093/elt/ccn057.
- Sheshsha, J. A. (1982).** The qualifications of a competent teacher of English in Saudi Arabia. *Unpublished doctoral disserta*