An Investigation into the Challenges Encountered by MA and PhD Holders in Teaching English in Garmian High Schools.

Othman Mohamed
Hemn Adil
othmanmuhamad1979@gmail.com)
(hemn.adil@garmian.edu.krd)

Abstract

Despite the increase in master's and doctoral degrees in education, especially in EFL teaching at the high school level in Kurdistan-Iraq, the process is still flawed. This has created a research gap that must be filled. The problem addressed in this study is simply the kind of problem that shows that there may be a debate on the nature, level of ability and acceptance of Kurdish EFL students in high schools. Another type of uncertainty that may exist relates to the type and nature of strategies for dealing with problems faced by students.

The aim of the study is to find out all the obstacles faced by teachers in the teaching and learning process in secondary schools. Also find all the useful strategies to deal with problems and obstacles.

The study assumes that Kurdish high school EFL students have positive responses regarding the variables made available to them. The results of the study show that EFL high school students have a positive level of positive about many of the variables asked and the most negative answers were about being satisfied with the time and duration of their stay in school.**Key words:** English language Curriculum, Methodology, Curriculum Reform, Iraq

1- **Introduction**The study of English has received a lot of attention due to the language's significance in the worldwide society, particularly as English is arguably now the universal language of communication. Therefore, it should come as no surprise that English is taught as a foreign language in many nations. It is now a required topic in many international school systems, particularly private ones. Through the use of English, educators try to keep pupils abreast of scientific and technological advancements around the globe. The Kurdistan Region of Iraq (KRI) has given English a significant place in both public and private schools due to the significance of the language. This study focuses on English instruction in Iraq's Kurdistan Region (Saeed, 2020).In addition, this phase welcomes pupils who have completed basic school, i.e., those who have completed grade 9 of basic school. At this period, education lasts three years, and students are typically between the ages of 15 and 17. High schools are generally divided into two departments (literary and scientific). Students choose which department to attend based on their level of understanding and thinking Mi high school, which used to be the fourth grade of high school, literature, and science at this stage, the goal of education is to educate and prepare pupils for university study. High schools are classified into two types: traditional high schools and vocational high schools(Mohammed, 2022).According to our findings, there are 17 high schools in Kalar, 15 of which are mixed schools and two of which are for females. Two of them are evening schools, one of which is mixed and the other is for girls.(7210) students, (793) professors, and (309) classrooms are present. In terms of student enrollment, Ibrahim Ahmad institution in the Goran neighborhood ranks first with 733 pupils, accounting for 10.2% of the total enrollment at this institution. This is because the Goran neighborhood is one of its busiest. Kalar city has a big population, and while there are other high schools throughout the city's communities, this is the only one in this neighborhood Furthermore, Sherwana school in municipality neighborhood 2 has the fewest students, instructors, and classes at this stage, with (190) students, (18) teachers, and (12) classrooms, for a total of (206%) and (203%). (40.0%) All students, teachers, and classes combined (Mohammed, 2022).

2- In terms of teacher numbers, Shahid Aram School in the Shorsh neighborhood leads the way with 70 teachers, accounting for 80.8% of the total number of teachers at this stage. in terms of teacher numbers, Shahid

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٣- High School (Rawshti Girls) in the Farmanbaran neighborhood is first in terms of classrooms, with (27) classrooms of this stage accounting for 80.7 percent of the classrooms.

4- In terms of distribution, the schools in this phase number (17) and are divided into (12) city neighborhoods. Anfal, Old Kalari) referring to the same other stages of education are not evenly distributed among the city's neighborhoods, so that each neighborhood (martyrs) and (employees) (5) schools of this stage, which is due to compensation reasons. Because of the size and location of these two neighborhoods in the city center, as well as a lack of proper planning when dividing the schools into neighborhoods, another source of this disparity is the city's education officials (Mohammed, 2022).In addition, all high school graduates must take a leave exam, which is also the University Entrance Examination (Wezari), which is held yearly by the collaboration of the Ministry of Higher Education and the Ministry of Education. Admission to higher education is based on a combination of Wezari and high school grade point average composite scores. After the wezari results are announced, students have one month to choose their university programs based on their exam results. In addition to academic preparatory schools, there are vocational secondary schools for industrial, commercial, arts, and agriculture that last three years(Celik, 2019). Furthermore, Nowadays, finding funding resources for education is a major issue in the Kurdistan Region, but the bigger issue is distributing and allocating these limited resources to overcome a lack of schools, overcrowded classrooms, a lack of teachers, low teacher salaries, and inefficient educational technologies. Other prominent issues in education include the prevalence of violence and harassment against students and teachers. Corporal punishment, rote memorization of textbook content, and an unreflective and disengaging curriculum are all major issues in education that must be addressed. Teachers and students are the ones who suffer the most as a result of these obstacles and a lack of economic resources. These negative influences, of course, have an impact on students' career decisions during their high school years. Students consider their innate genetics, special abilities, and environmental conditions when deciding on a career that will provide them with secure and high-status job positions(Celik, 2019). Likewise, In the 2008-09 school year, the Ministry of Education implemented a number of major K-12 education reforms. Education was previously compulsory until grade 6, but is now compulsory until grade 9. Across the grades, a new, more rigorous curriculum has been implemented. The previous three levels of primary (grades 1–6), intermediate (grades 7–9), and secondary (grades 10–12) have been restructured into two levels: basic (grades 1–9) and preparatory (grades 10–12). At high school, students can choose between vocational and preparatory education, with the latter being the most popular(Vernez et al., 2016). Furthermore, Asian countries in general, as well as the Middle East, have responded more quickly to the growing demand for communication movements. Students in secondary and high schools in Iraq's Kurdistan Region continue to face significant challenges when using English for communicative purposes(Ghafar and Mohamedamin, 2023).

2- **Literature Review Overview of English Education in KRI** After the Kurdistan Region gained autonomy in 1991, the same Iraqi English syllabi were used until 2007 when the Ministry of Education in the KRI created a new curriculum called Sunrise in collaboration with regional and international experts. However, as Sofi-Karim (2015) noted in his study, this new curriculum had a number of issues that individual students encountered(Saeed, 2020). Furthermore, Costantino (1999, as cited in Ivan, 2015. p. 20) states that a complex interaction of individual and group learners characteristics and motivations is necessary for successful second language acquisition (Murad, 2015). In addition, English is the most widely spoken language on the planet. Because of the importance of English, speakers of other languages must learn the language. According to current estimates, one in every four people on the planet can speak or understand English. Due to English is the language of science, aviation, computers, diplomacy, and tourism, mastery of the language ensures academic and global market success. It also provides personal fulfillment by allowing one to enjoy books, songs, movies, and television shows. For these reasons, Kurdish learners in Iraq's Kurdistan Region (KRI) must embrace English in order to continue their global development journey. However, there are some limitations to KRI's English language program (Sofi-Karim, 2015). Furthermore, learning as a framework for expanding knowledge has received a lot of attention, but theoretical perspectives on learning-particularly those related to learning English as a second language in the Kurdistan Region of Iraq (KRI)-have received less attention. Due to ignorance, the value of education has long been disregarded in Kurdish academic settings. This suggests that educators might not be sufficiently knowledgeable about theories of English language

learning. Many educators, psychologists, and linguists have been interested in fully exploring the concept of learning and have worked hard to comprehend its process. Diverse theories exist regarding learning. From a linguistic perspective, learning a language involves concentrating on syntactic structures and grammar forms. It also describes a word or phrase as well as the relationship between the sentences(Omer and Jukil, 2019). In addition, In Kurdistan Regional Government school contexts, a discrepancy has been observed between the application of pertinent theories of second language learning and actual learning outcomes. The true problem is that some students have studied English for years and are still unable to communicate meaningfully and effectively(Omer and Jukil, 2019). Additionally, it's commonly thought that Kurdish pupils can only learn by being spoon-fed. Studies on the impact of learner characteristics on the process of acquiring a second language have been carried out. Nevertheless, no research has been conducted to examine these factors with Kurdish English language learners. Thus, the primary goal of this research is to determine how the characteristics of Kurdish language learners influence the process of learning English as a second language. The environment, age, and personality of the learners are the three main issues at play here (Murad, 2015).

a. Historical Background (English Curriculum in the past)

The English language syllabuses used in Iraq can be divided into two historical periods:

First: Using imported textbooks from 1873 to 1970.

Second: Syllabi created locally and used since the 1970s until the present

1. Using imported textbooks from 1873 to 1970 Even though the outdated curricula have become outdated, it would be beneficial to take a moment to reflect on the nature of the English curriculum in Iraq. English was first taught as a second language in Iraq in 1873. After World War I, when the British Empire mandated Iraq, English was taught in the first year of elementary school. This decision was only in effect for a year. It was later decided that English should begin in the fifth year of elementary school. Since then, English has progressed from a second language to a foreign language. The textbooks were then imported from Egypt, and they were based on the Grammar Translation Method, also known as the Classical ENGLISH LANGUAGE IN KURDISTAN 10 Method(Sofi-Karim, 2015). Furthermore, this was done to help students read and appreciate foreign language literature. At the time, the perception was shaped by the Traditional Method's fundamental principle of learning the English language in order to read its literature. The method also focused on assisting students in translating from one language into another without much regard for the target language's culture; target culture was limited to its literature and fine arts. Listening and speaking abilities (including pronunciation) received little or no attention. Deductive explicit grammar rules made students aware of the target language's grammatical rules(Sofi-Karim, 2015). In addition, Students would become more familiar with their native language by studying the grammar of the target language, which would help them speak and write in their native language(Sofi-Karim, 2015).additionally, At first sight, this paper displays a focus on written form. According to Rivers (1980: 17), the child is frequently schooled in artificial forms of language, the vocabulary is comprehensive and sometimes esoteric, communication skills are neglected, and little emphasis is placed on good pronunciation. Undoubtedly, the students were given ready-made compositions, a letter pattern (s), instances of employing particular words in helpful phrases, and were required to memorize them for examinations, i.e., the teacher's task was to cram his students for examinations. It is also evident that reading and writing were the major abilities to be developed. There was little emphasis on speaking and listening, and almost none on pronunciation. These are the primary characteristics of the GrammarTranslation Method(Abdul–Kareem, 2019). Likewise, The first two series of courses were used until the middle of the 1950s, while the third series was used until the early 1970s. The earliest ELT course was followed by three series of courses that had been composed in Britain: the first series was named "The Oxford English Course" by Oliphant; the second series was named "The Oxford English Course for the Middle East" by Faucett; and the third series was named "The Oxford English Course for Iraq" by Hornby, Miller, and an Iraqi expert Selim Hakim (El-Bettar : 1965 : 2) (Abdul–Kareem, 2019).moreover, The content presented in all three of the aforementioned programs is nearly identical. As stated by El-Bettar (1965: 2). They have a strong preference for the Direct Method, which teaches English through reading, and are vocabulary-focused. There were "reading texts" separated among the volumes. This indicates that the main activity in those books was reading. Al-Hamash & Younis (1985: 119), (Al-Hamash : 1980a: 6). The titles mentioned above make it clear that the first two series are inappropriate for Iraqi students. They are intended for all students who choose to study English as a second language or as a foreign language. Language instruction should always take place in a social setting.   Regarding the third series, it does not comprise the fundamental linguistic patterns of the

language, but rather ready-made elements that have been gathered and abstracted from books and magazines(Abdul–Kareem, 2019). Furthermore, The main features of English learning – teaching process in Iraq during this era were the little material in English beside the prescribed books … tapes and records, were rarely used and they were limited to certain schools in large urban centres. (Al-Hamash : 1980 : 6).   It is worth mentioning here that most textbooks before the sixties and seventies depend on the teachers" experience. They have enough of What to teach, but most of them take it for granted that the teacher knows the How. This means that a "Teacher"s Guide" was not existent or available (Al-Hamash & Hammo : 1990: 7). This means that those curricula failed to meet the needs and interests of the students while also failing to take into account the political, religious, and sociological aspects of Iraqi society. Richmond (1971: 6) emphasizes that "a curriculum ought to be built around the great issues, principles, and values that society deems worthy of the continual concern of its members."(Abdul–Kareem, 2019).

2. Syllabi created locally and used since the 1970s until the present

 The Oxford English Course for Iraq was used until the early 1970s, when book -1- of the New English Course for Iraq (NECI, for short) was introduced to be taught to Primary Fifth Grade students, and each year a new book of the NECI series began to replace its counterpart of the old series on a regular basis. In fact, a new era in the history of the Iraqi educational sector in authorship has begun, which can be referred to as the Era of Nationalizing English Syllabuses in Iraq, because all of the authors of this series and the advisory board are Iraqis. The Ministry of Education formed a committee in May 1970 to develop the goals of a new English program in Iraq. The committee defined the program's objectives and main features. It was emphasized that textbook items should be graded in terms of value and difficulty: value should come first, and difficulty should be determined in terms of the possibility of interference from the Native language, as well as the degree of deviation from the established patterns of English. During that year, an additional committee was established to reassess the circumstances, and it presented its suggestions regarding the revised curriculum to the Education Board, which approved them prior to 1972(Abdul–Kareem, 2009). Likewise, the eight books in this new series are titled "The New English Course for Iraq." It is based on the structural approach, and it is advised to teach this program using the novel "Audiolingual Method"(Abdul–Kareem, 2009). Furthermore, in all primary schools, teaching of this syllabus begins in the fifth year. All schools should implement an experimental curriculum, which will be refined after it has been put into practice. Consequently, the NECI was implemented after it was shown to be more effective than the outdated textbooks. The books were first introduced to schools in 1973, with one book being introduced annually. At the start of the academic year 1980–1981, the final book, book 8, is supposed to be in the hands of the instructors and students. There are a total of twenty-two books in this series, written for both teachers and students Eight student language textbooks; eight teacher guides; three handwriting manuals for the first intermediate and fifth primary grades; and three literary readers for each of the three preparatory stage grades.

The authors of this series and the advisory board are Iraqi. They are:

1. Khalil I. Al-Hamash, Ph. D   College of Arts
 2. Abdul-Kader Al-Better, Ed. D
3. Latif Hassan Ali, Ph. D
 4. Adnan J. Radhi, M. A
 5. Ra"ad Ahmed, M. A
6. Aziz Yousif, M. A
7. Samir Abdul-Rahim, M. Ed
 8. Khudheyer S. Ali, Dip.   Ministry of Education
 9. Badeel Hammo, B. A   (Abdul–Kareem, 2009)Textbooks written locally have a very nice quality. Being the property of the Ministry of Education in Iraq, the curriculum authorities have the liberty and right to make revisions and modifications to the books whenever they deem it suitable (Abdul–Kareem, 2009).In late 1970, the Ministry of Education founded "The Institute for the Development of English Language Learning in Iraq" (abbreviated IDELTI). Helping to improve the English textbooks in Iraq was one of the main responsibilities. The IDELTI Journal was published by this institute in 1973 as well. Published quarterly, this journal examined the teaching of English in Iraq. All members of the editorial board, with the exception of Mr. R. E. Underwood, were Iraqis. In the initial months of 1980, the Directorate of Curricula and Textbooks initiated more extensive discussions regarding school curricula in all subjects, including English (Abdul–Kareem, 2009).In the first half of 1980, the Directorate of Curricula and Textbooks initiated more extensive conversations regarding school

textbooks across all disciplines, including English. As a result, more than fifty academics received a questionnaire and a critical analysis of English textbooks. Pros and cons of the NECI textbooks and suggested substitutes were discussed in detail(Abdul–Kareem, 2009).Late in March 1990, Khudhair S. Al-Khazraji and Dr. Abdullatif Al-Jumaily chaired a conference in Kuwait where the decision was made to adopt the syllabus and begin the process. Al-Jumaily was also named General Consultant for the course by the conference. (Al-Jumaily: Letter from the Author). However, because of the military and political climate in the area brought on by the Iraqi-Kuwaiti conflict, this endeavor was in vain(Abdul–Kareem, 2009).All primary and secondary schools in Iraq still use the New English Curriculum as their medium of instruction, despite some attempts to modify it.

b. **Current state (Sunrise Curriculum)**The fundamental objective of Sunrise is to raise the level of accuracy and fluency of Kurdish students communication skills by teaching English as a foreign language (EFL) in public schools run by the Regional Government of Kurdistan. This is to guarantee the students' success in their future academic endeavors, as well as their growth in a variety of fields of international interest and employment. English is seen as a necessary topic in Kurdistan and Iraq's educational systems(Saeed, 2020). Moreover, another initiative that falls short of meeting the needs of Kurdish students learning English is the KRI's Sunrise program. Students of the English language arrive at their first English lesson with prior linguistic knowledge known to the English instructor. The majority of science and technology courses are taught in Kurdish, and many lecturers and nearly all students are illiterate in English. These lectures, which are frequently taken directly from such sources or translated from foreign curricula, provide distilled and summarized knowledge. Larsen-Freeman and Long (1991) coined the term "Scaffolding" to describe this technique. According to Flowerdew (1994), more research is needed before making conclusions about second language lectures that have a significant pedagogical impact(Ghafar and Mohamedamin, 2023). Additionally, as a result, the Kurdistan Regional Government (KRG) decided to implement the "Sunrise" English curriculum in secondary and high schools in 2007. The study focuses on the four fundamental skills of reading, writing, listening, and speaking. Since 2007, the KRG has made significant educational improvements. English was taught from an early age, and creative thinking was encouraged in the classroom. Iraq's Kurdistan region has been autonomous since 1991, and the KRI used Iraq's English syllables until 2007. Even though the KRI has exercised its independence since 1991, those syllabi had several issues that needed to be addressed because they were created using procedures and strategies that did not improve The political and economic turmoil in Iraq posed challenges to the development of valuable English curricula(Ghafar and Mohamedamin, 2023). Likewise, another initiative that falls short of meeting the needs of Kurdish students learning English is the KRI's Sunrise program. Students of the English language arrive at their first English lesson with prior linguistic knowledge known to the English instructor. The majority of science and technology courses are taught in Kurdish, and many lecturers and nearly all students are illiterate in English. These lectures, which are frequently taken directly from such sources or translated from foreign curricula, provide distilled and summarized knowledge. Larsen-Freeman and Long (1991) coined the term "Scaffolding" to describe this technique. According to Flowerdew (1994), more research is needed before making conclusions about second language lectures that have a significant pedagogical impact(Ghafar and Mohamedamin, 2023). Moreover, In response to these concerns, the KRG Ministry of Education (MOE) took significant steps to reform the educational system in 2005, introducing a new curriculum, "Sunrise," for English language instruction in grades 1 through 12. Macmillan Company designed and published "Sunrise" in collaboration with the KRG MOE, and it is based on the communicative approach and constructive learning theory [36]. The curriculum consists of a student's book, an activity book, and a teacher's book, and it is designed to prepare students for effective communication by utilizing the four integrated language skills of speaking, listening, reading, and writing(Omer and Jukil, 2019). In addition, The Sunrise program was created to help students improve their communicative skills and force them to use the target language in social situations. If the principle of social theory is not applied correctly, effective communication may be hampered. Sofi-Kaim contends that "the Sunrise program does not promote communicative competence. It may help students improve their linguistic skills. Kurdish students, on the other hand, must understand when and how to use the language functions, as well as which register to use. These abilities are developed through communicative activities. Due to a lack of communicative activities in the Sunrise curriculum, Kurdish English learners are ill-equipped to learn when and how to use speech appropriately (Omer and Jukil, 2019). Additionally, Vygotsky (1987) highlights the idea that classroom tasks ought to emphasize the social nature of interaction and collaboration in order to

facilitate language skill development. Obviously, the Sunrise program necessitates the CLT approach, which was developed under the Constructive Learning Theory(Omer and Jukil, 2019). In addition, However, the Sunrise coursebooks are not well suited for use in KRI English teaching. SofiKarim (2015) stated in his more general study of English language teaching in Kurdistan that the coursebooks were redeveloped based on communicative approaches, but that this did not develop students' communicative skills. Also relevant in this regard are Iraq's broader economic and political problems, which make developing an effective language learning plan difficult(Omer and Jukil, 2019). Currently, millions of people use English as a universal language for communication everywhere in the world. Asia as a whole, and the Middle East in particular, have reacted more quickly to the growing need for communicative movements in English as a foreign language. Thus, at secondary and high schools, students in the Kurdistan Region of Iraq continue to face significant challenges when it comes to communicating in English. Additionally, research indicates that students in the Kurdistan Region benefit greatly from learning English, particularly in speaking, as speaking is necessary for interaction, communication, and the exchange of information. In light of this, the Kurdistan Regional Government (KRG) decided in 2007 to create a new English language curriculum for secondary and high schools called Sunrise, with an emphasis on the four fundamental skills of writing, reading, speaking, and listening (Amin, 2017).

The Kurdistan Regional Government (KRG) has made major advancements in raising educational standards since 2007. As a result, early school classes now include English language instruction, and curricula in schools now include lessons that encourage students to think creatively. The new curriculum is described as a comprehensive English course designed specifically for primary and secondary school students on the official Sunrise for Kurdistan website. The course takes a communicative approach, incorporating speaking, writing, listening, and reading with a distinct grammar structure emphasis. It accomplishes the development of English through an engaging method of instruction that makes use of stimulating topic-based units, adventure stories that present new vocabulary, and a range of exercises like role plays and guided writing assignments(Amin, 2017).- **MA and PhD Holders Role in ELT**زۆر گەڕام لەسەر نەم بابەتە هیچم دەستنەکەوت

a. Qualifications and expectations

Teaching is a great deal more than just a job; it is heavily influenced by a person's motivation, expectations, attitudes, interest, values, and presumptions about education, learning, and society, as well as by sociocultural context, customs, and the status of the profession. As a result, the competencies needed to teach are a complex combination(Gross, 2020). In addition, this also holds true for teacher preparation programs; implementing curriculum modifications in a top-down manner may obscure the reality that each learning process is shaped by the interests and expectations of the individual student, which is important information for aspiring teachers as they form their identities. If changes to support innovative teaching and learning are to be successfully implemented, then consideration should be given to the interests and expectations of individuals, as future teachers' competency development-for example, in relation to student motivation will be guided by their unique characteristics (Gross, 2020). Moreover, based on findings from a global comparative study, note that while formal credentials are in greater demand, professional knowledge's influence and impact appear to have diminished(Gross, 2020).

c. Contributions to English language education

Because of its cross-disciplinary and multidisciplinary nature, semiotics—the study of signs-has drawn interest from academics in a variety of fields. The semiotic approach to any field of study is also garnering more and more attention. Educational semiotics is a new field of study that has emerged as a result of the application of semiotic theories to education, which has gained significant attention recently. This article's specific goal is to bridge semiotics to FLT in order to present and discuss its insights (with a focus on educational semiotics)(Olcay, 2006). **Furthermore,** Kinesics, the methodical investigation of the communicative elements of body motion, provides insights that educational semiotics also employs. Prior to discussing kinesics' contributions to educational semiotics and English language teaching (ELT), it would be appropriate to outline some kinesics' guiding principles: Every expressional body movement has meaning depending on the context in which it occurs. Systematic analysis is applied to facial expressions, body posture, and movement. Visible body activity has an investigable communication function; Members of a community are thought to move their bodies in a systematic manner as a function of the social system to which the group belongs(Olcay, 2006). In addition, Thus, simply preserving or expressing an identity that is not totally mainstream (at least in the United States, for example) is a fundamental contribution. This should work in tandem with a broader duty in democratic nations to cultivate "moral and democratic citizens," as readers of MLJ were urged to do through

language instruction in the 1940s. Furthermore, language instructors are now perceived as actively supporting the preservation of endangered cultures and languages as well as enacting (or opposing) language policies(Kubanyiova and Crookes, 2016).

c. Challenges Faced by English teachers Globally and Locally (i.e., relevance to KRI) The KRI educational system's English program faces several obstacles to raising the caliber of its instruction. These include teachers lack of preparation for the new curriculum, their lack of English specialization degree, their lack of teacher training, the high percentage of teachers with degrees below a bachelor's, their lack of knowledge of the content of the new curriculum, and their insufficient instructional time to cover the curriculum that was introduced in 2007. These elements, which include a high retention rate, a high failure rate on yearly school assessments, and subpar results on KRI's national standardized tests, all affect student achievement (Sofi-Karim, 2015). **besides**, High achievers are not chosen by the current KRI system that assigns students to teaching positions. The academic programs that high school graduates who are pursuing post-secondary education choose are not their own. High school graduates who apply to universities or other institutions in a particular field of study are assigned based on their overall score on the national high school exit exam by the Ministry of Higher Education. According to Vernez et al. (2014), those enrolled in teacher colleges and university education programs with the intention of becoming teachers tend to score lower on the national high school exit exam. It is unlikely that the high standards and intense motivation found in the teaching profession will be improved by the current student recruitment strategy (Sofi-Karim, 2015). **In addition**, regardless of the skill they teach, EFL teachers face a variety of challenges, just like those in any other profession. According to Endriyati (2019), teaching English to speakers of other languages is a difficult undertaking that calls for teachers to focus on their students' language proficiency in speaking, listening, writing, and reading(Ahmed, 2021). **Likewise**, but according to Anyiendah (2017), while a teacher's training and creative abilities are essential, they are not a sufficient condition for effective learning because there are other external factors that present difficulties for the teacher and obstruct learning. As a result, EFL teachers encounter a variety of difficulties, particularly when the classroom is devoid of the resources needed to support the teaching process. Consequently, it is reasonable to state that the majority of EFL teachers face challenges because teaching a language involves more than just speaking it, and for many of them, these difficulties are thought to reduce teaching(Ahmed, 2021). besides, the problem of large class sizes is one of the issues that EFL teachers who teach speaking and listening skills most frequently discuss. Class size is a significant environmental factor that affects teachers and students in a variety of ways, according to Blatchford et al. (2002). The definition of a large class can change depending on the context (Ahmed, 2021). Moreover, one more difficulty that EFL teachers may encounter, which is related to the preceding one, is teaching mixed-level classes, in which the students' proficiency, background knowledge, and abilities vary. Biggs (1999, cited in Aoumeur, 2017) asserts that practical issues that teachers and students encounter become more numerous and vary in type as class sizes rise, particularly in postsecondary educational institutions where a more diverse student body and teaching staff must manage a range of variables, including student aptitude, background, age, and experience(Ahmed, 2021).

1-2 Statement of the Problem

The learning process is a wonderful and unique process of life, but this process, like any other process of life, is not without shortcomings and weaknesses. Here, teachers with master's and doctoral degrees in secondary schools often face various problems. Of course, this has become a research gap and we need to identify these problems and find scientific and academic solutions. This research is an attempt to find the problems that these teachers face They encounter them daily in the teaching process.

1-3 Research Questions

1. What are the obstacles teachers face in teaching English in high school?
2. What are the teacher's strategies in dealing with obstacles?

1-4 Purpose of the Research

III. Methodology

- Research Design (Qualitative, quantitative, or mixed-methods approach)
- **Participants** Participants were 68 male and 35 females. The respondents of the study were 103 holders of master's and doctoral degrees in Kurdistan universities who spoke EFL English in the English department, college Education. The female student was in a way that makes (34%) while the number of male students is (66%). The selection of respondents for the study was based on participation in both IELTS and TOEFL tests.

-Instrument: To fulfill the objective of the study, a modified questionnaire administered to the study participants. The research consisted of four main topics: reading, writing, speaking and listening. About obtaining international test certificates such as IELTS and TOEFL.**Analysis of student's qualities**

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Gender	132	1	2	1.61	0.489
2. Please choose your age range.	132	1	4	2.45	0.814
1- My student's knowledge is very good.	132	1	6	3.55	1.280
2. My student's learning technique is very good."	132	1	6	3.67	1.334
1. My student's performance is very good."	132	1	6	3.59	1.348
4. My students are always ready to learn.	132	1	6	3.63	1.427

The first statement, "My student's knowledge is very good" up was agreement by the respondents, evidenced for this is indicated by a mean of 3.55 and a standard deviation of 1.280 on a 1–6 Likert scale (1 strongly disagree to 6 strongly agree).

The second statement, "My student's learning technique is very good" was agreed by the respondents, thereby the respondents perceived the item positively as indicated by a mean of 3.67 and a standard deviation of 1.334 on a 1-6 Likert scale (1 strongly disagree to 6 strongly agree).

The third statement, "My student's performance is very good" was agreed by the respondents, i.e. the respondents perceived the item positively as indicated by a mean of 3.59 and a standard deviation of 1.348 on a 1-6 Likert scale (1 strongly disagree to 6 strongly agree).

The fourth statement, "My students are always ready to learn" was agreed by the respondents, as evident from a mean of 3.64 indicating positivity and a standard deviation of 1.427 on a 1–6 Likert scale indicated (1 strongly disagree to 6 strongly agree).

Analysis of study program

1. The textbook is in line with students existing knowledge."	132	1	6	3.77	1.317
2. The textbook is very interesting."	132	1	6	3.80	1.300
3. The existing English hours are enough in a week."	132	1	6	3.33	1.585
4. I don't need additional hours for English sessions in a week."	132	1	6	3.39	1.665

The respondents agreed with the second statement, " The existing English hours are enough in a week " as seen by the positive mean of 3.33 and the standard deviation of 1.585 on the Likert scale that ranges from 1 strongly disagree to 6 strongly agree.The respondents agreed with the second statement," The textbook is very interesting" as seen by the positive mean of 3.80 and the standard deviation of 1.300 on the Likert scale that ranges from 1 strongly disagree to 6 strongly agree.The respondents agreed with the third statement, " The existing English hours are enough in a week " as seen by the positive mean of 3.33 and the standard deviation of 1.585 on the Likert scale that ranges from 1 strongly disagree to 6 strongly agree.The respondents agreed with the fourth statement, " I don't need additional hours for English sessions in a week " as seen by the positive mean of 3.39 and the standard deviation of 1.665 on the Likert scale that ranges from 1 strongly disagree to 6 strongly agree.

Analysis of Learning and teaching materials

1. Using textbook all the time is the best way to teach."	132	1	6	3.61	1.439

2. Playing audio records for students to listen to is necessary."	132	1	6	4.32	1.421
3. English sources are available in school library."	132	1	6	3.56	1.494

According to the positive mean of 3.61 and the standard deviation of 1.439 on the Likert scale, which goes from 1 strongly disagree to 6 strongly agree, the respondents agreed with the first statement: " Using textbook all the time is the best way to teach.According to the positive mean of 4.32 and the standard deviation of 1.421 on the Likert scale, which goes from 1 strongly disagree to 6 strongly agree, the respondents agreed with the second statement: " Playing audio records for students to listen to is necessary.According to the positive mean of 3.56 and the standard deviation of 1.494 on the Likert scale, which goes from 1 strongly disagree to 6 strongly agree, the respondents agreed with the second statement: " English sources are available in school library**Analysis of classroom activities**

1. Individual work is applicable.	132	1	6	3.89	1.407
2. Whole class work is applicable.	132	1	6	3.80	1.445
3. Pair work is applicable.	132	1	6	3.74	1.346
4. Group work is applicable.	132	1	6	3.57	1.539

With a positive mean of 3.89 and a standard deviation of 1.407, the Likert scale which ranges from 1 strongly disagree to 6 strongly agree indicates that the respondents agreed with the third statement: " Individual work is applicable"With a positive mean of 3.80 and a standard deviation of 1.445, the Likert scale which ranges from 1 strongly disagree to 6 strongly agree indicates that the respondents agreed with the third statement: " Whole class work is applicableWith a positive mean of 3.74 and a standard deviation of 1.346, the Likert scale which ranges from 1 strongly disagree to 6 strongly agree indicates that the respondents agreed with the third statement: " Pair work is applicable.With a positive mean of 3.57 and a standard deviation of 1.539, the Likert scale which ranges from 1 strongly disagree to 6 strongly agree indicates that the respondents agreed with the third statement: " Group work is applicable.**Analysis of class size**

1. A class with too many students is very good.	132	1	6	3.03	1.694
2. A class with too many students does not affect teaching process.	132	1	6	3.27	1.726
3. A class with a lot of students makes me happy.	132	1	6	3.02	1.608

Analysis of school environment

1. School buildings and environments are not suitable.	132	1	6	3.90	1.518
2. Emotional and psychological support from the school principal is not enough.	132	1	6	3.89	1.564
3. Classes are crowded.	132	1	6	4.02	1.606
4. School facilities are suitable.	132	1	6	3.64	1.549
5. The classroom is always clean.	132	1	6	3.59	1.528
6. English language teachers' opinions/suggestions are taken seriously.	132	1	6	3.67	1.363
7. Supervisors are knowledgeable and helpful.	132	1	6	3.70	1.497

deviation of 1.518, the respondents agreed with the first statement: " School buildings and environments are not suitable." The Likert scale ranges from 1 strongly disagree to 6 strongly agree.Based on the Likert scale, which has a positive mean of 3.89 and a standard deviation of 1.564, the respondents agreed with the second statement: " Emotional and psychological support from the school principal is not enough." The Likert scale ranges from 1 strongly disagree to 6 strongly agree.Based on the Likert scale, which has a positive mean of 4.02.89 and a

standard deviation of 1.606, the respondents agreed with the third statement: " Classes are crowded." The Likert scale ranges from 1 strongly disagree to 6 strongly agree.Based on the Likert scale, which has a positive mean of 3.64 and a standard deviation of 1.549, the respondents agreed with the fourth statement: " School facilities are suitable." The Likert scale ranges from 1 strongly disagree to 6 strongly agree.Based on the Likert scale, which has a positive mean of 3.59 and a standard deviation of 1. 528, the respondents agreed with the fifth statement: " The classroom is always clean." The Likert scale ranges from 1 strongly disagree to 6 strongly agree. Based on the Likert scale, which has a positive mean of 3.67 and a standard deviation of 1. 363, the respondents agreed with the sixth statement: " English language teachers' opinions/suggestions are taken seriously." The Likert scale ranges from 1 strongly disagree to 6 strongly agree.Based on the Likert scale, which has a positive mean of 3.70 and a standard deviation of 1. 497, the respondents agreed with the seventh statement: " Supervisors are knowledgeable and helpful." The Likert scale ranges from 1 strongly disagree to 6 strongly agree.

Analysis of students

1. Students are interested in learning English.	132	1	6	3.84	1.402
2. Students understand what is being taught.	132	1	6	3.46	1.304

On the Likert scale, which has a positive mean of 3.84 and a standard deviation of 1. 402, the respondents agreed with the first statement, " Students are interested in learning English." 1 indicates strong disagreement and 6 indicates strong agreement on the Likert scale.On the Likert scale, which has a negative mean of 3.46 and a standard deviation of 1. 304, the respondents do not agree with the second statement, " Students understand what is being taught."1 indicates strong disagreement and 6 indicates strong agreement on the Likert scale

Analysis of community and parents

1. Parents show positive attitudes towards English language teachers.	132	1	6	3.92	1.337
2. Parents are unaware of the importance of English language.	132	1	6	3.62	1.460
3. Parents cooperate with English language teachers.	132	1	6	3.73	1.382
4. English language teachers are respected by the community.	132	1	6	4.06	1.502

The respondents agreed with the first statement, " Parents show positive attitudes towards English language teachers." based on the Likert scale, which had a positive mean of 3.92 and a standard deviation of 1. 337. Likert scale: 1 for strongly disagreeing and 6 for strongly agreeing.The respondents agreed with the second statement, " Parents are unaware of the importance of English language." based on the Likert scale, which had a positive mean of 3.62 and a standard deviation of 1. 460. Likert scale: 1 for strongly disagreeing and 6 for strongly agreeing.The respondents agreed with the third statement, "Parents cooperate with English language teachers." based on the Likert scale, which had a positive mean of 3.73 and a standard deviation of 1. 382. Likert scale: 1 for strongly disagreeing and 6 for strongly agreeing.The respondents agreed with the fourth statement, "English language teachers are respected by the community " based on the Likert scale, which had a positive mean of 4.06 and a standard deviation of 1. 502. Likert scale: 1 for strongly disagreeing and 6 for strongly agreeing.

Analysis of teacher's skills

1. There are no conferences related to English language teaching and learning whereby teachers get practical tips.	132	1	6	3.79	1.425
2. Teachers need to hold workshops on using specific aids for teaching English language.	132	1	6	4.11	1.401
3. Teachers need many training programs.	132	1	6	4.34	1.643

4. English language teachers collaborate with each other.	132	1	6	3.48	1.531
5. English language teachers have team spirit.	132	1	6	3.39	1.517

The respondents agreed with the first statement on the Likert scale, " There are no conferences related to English language teaching and learning whereby teachers get practical tips. with a positive mean of 3.79 and a standard deviation of 1.425. According to the Likert scale, a 1 represents strong disagreement and a 6 represents strong agreement.The respondents agreed with the second statement on the Likert scale, Teachers need to hold workshops on using specific aids for teaching English language. with a positive mean of 4.11 and a standard deviation of 1.401. According to the Likert scale, a 1 represents strong disagreement and a 6 represents strong agreement The respondents agreed with the second statement on the Likert scale, Teachers need many training programs. with a positive mean of 4.34 and a standard deviation of 1.643. According to the Likert scale, a 1 represents strong disagreement and a 6 represents strong agreement.The respondents agreed with the second statement on the Likert scale, English language teachers collaborate with each other. with a positive mean of 3.48 and a standard deviation of 1. 531. According to the Likert scale, a 1 represents strong disagreement and a 6 represents strong agreement. The respondents agreed with the second statement on the Likert scale, English language teachers have team spirit. with a positive mean of 3.39 and a standard deviation of 1. 517. According to the Likert scale, a 1 represents strong disagreement and a 6 represents strong agreement.

Analysis of curriculum

1. Pressure from curriculum demands inhibits creative and innovative language teaching.	132	1	6	3.90	1.353

The first statement on the Likert scale, "Pressure from curriculum demands inhibits creative and innovative language teaching." was agreed upon by the respondents. with a 3.90 positive mean and a 1. 353 standard deviation. A 1 on the Likert scale denotes strong disagreement, while a 6 indicates strong agreement. **Table ( ): Cronbach's Alpha's Result:**According to Cronbach alpha's result the reliability statistics show that it is 0.791 Which shows reliability.

Reliability Statistics	
Cronbach's Alpha	N of Items
0.791	38

Discussion of Findings

The findings of the study are discussed here in the form of answers to the research questions raised in chapter one. To answer the first question which states (What are the obstacles teachers face in teaching English in high school?), in general, regarding student attitudes towards" student's qualities", according to the results obtained in this section, we see positive answers in all of them. Because all answers have a mean that is greater than 3.5. Also, regarding the " study program", two of the answers were positive while two of the answers are below 3.5, so we can say that all the participants are not considered the study program positive, which is clearly shown in mean. in addition to the "Learning and teaching materials", the process was also positive because none of the responses were below 3.5, so we can say that all participants were satisfied with the Learning and teaching materials. this is show in mean. Although, regarding the responses we received from the "classroom activities", all respondents have positive responses because none of the mean results scored below 3.5. likewise, all respondents gave negative answers when asked about "class size", as indicated by the fact that none of the mean results were higher than 3.5, indicating that most respondents are unhappy with their class size. Furthermore, Regarding the responses we received from the "classroom environment", all respondents had positive responses about the school environment because all the mean results are more than 3.5, which means that the respondents are satisfied with the "classroom environment". Also, Of the two responses that are specific to students, one had a positive response and the other was negative because one of the mean results is less than. Additionally, Regarding the responses we received from the "community and parents", all respondents had positive responses to this issue because all the mean results are more than 3.5, which means that the respondents are satisfied. In addition, four respondents provided good answers to the five questions we asked about" teacher skills", and only one provided a negative response. This is because four of the mean scores were greater than

3.5, and only one response was below 3.5. The majority of outsiders expressed satisfaction with the teacher's abilities. Furthermore, we only asked one question concerning the "curriculum", and the responses were favorable because the mean score was higher than 3.5, indicating that the participants had a favorable impression of the subject.To answer the second research question which states (What are the common challenges faced by MA and PhD holders in taking international academic English tests?), As for the answer to the second research question. There are many strategies that teachers use to deal with obstacles. For example, in the student's qualities the initial strategy would be for teachers to modify their lessons to accommodate pupils' varying degrees of English language competency. Promote a positive outlook on learning English by providing pertinent and culturally aware information. Use a range of teaching strategies to accommodate students' diverse learning preferences and skill level. Furthermore, coordinating the study plan with global requirements while taking the demands of the students and the local environment into account. incorporating extra materials to improve the study schedule, such as guest lectures, workshops, and online courses. use formative evaluations to track student progress and modify the study plan as necessary. besides, changing instructional materials to accurately represent the background and culture of the area while preserving the integrity of English language instruction is another tactic. adding digital resources and tools to traditional educational materials. Make certain that every student has access to the resources they need, perhaps via digital platforms. As well as, using interactive and communicative activities that promote active learning and student engagement as a challenging and effective strategy. Encourage collaborative projects that allow students to practice English in real-life scenarios. Fulfilling tasks that are relevant to students' lives and future career goals. Additionally, develop strategies for effectively managing large classes, such as using group work or peer teaching. Provide individual support through office hours, extra sessions, or online platforms to address student needs in large classes. Instead of maximizing teaching time by organizing classroom routines and focusing on basic content, ensuring appropriately sized classrooms is the key to improving learning and teaching performance strategies. Furthermore, to improve English proficiency in the classroom, adapt lessons by creating tiered activities, providing support structures, linking lessons to students' interests, and implementing reward systems. Culturally responsive teaching involves integrating students' backgrounds, building strong teacher-student relationships, offering makeup classes, online resources, and flexible deadlines. Utilize interactive teaching methods for active participation. Likewise, another excellent strategy is to create a supportive and encouraging environment where students feel comfortable talking and making mistakes. Ensure the classroom is equipped with resources that enhance learning, such as posters, glossaries and technology. Being aware of students' cultural backgrounds and incorporating culturally relevant examples. Additionally, Strategies to encourage parents to participate in their children's education by holding regular meetings, providing information and updates on progress and engaging with the community through outreach programs and cultural exchange activities that promote English language learning. In addition, educate the community about the importance of learning English and how they can support students. In addition, another strategy to improve teaching and learning is to improve teacher skills by participating in workshops, seminars and courses to learn about the latest methods of teaching and linguistic research. Regularly reflecting on teaching practices to identify areas for improvement are the cornerstone of the work. as well as experimenting with new teaching techniques and technologies to improve learning outcomes. Additionally, ensuring that the curriculum covers material that can be applied to students' daily lives and future careers. A program with a strong emphasis on developing communication, critical thinking, and problem-solving skills.

Conclusion

Based on the study findings, the following conclusions can be drawn:

1.MA and PhD Holders in Teaching English in High Schools have a positive level of student's qualities. This verifies the first hypothesis adopted in the study.

2.Curriculum, such as books, all participants responded positively, but the number of hours of study was responded negatively by the participants, thus indicating that the participants are not satisfied with the hours of study in high schools, which has a great impact on their performance in both scientific and cognitive level, so they have responded negatively.

3. learning and teaching materials like textbooks, audio record and English sources affect respondents' levels of positivity.

4.Students' achievement in the classroom activities is correlated with their level of positivity. This verifies the second hypothesis adopted in the study.

5.community and parents are highly correlated with students' respondents. All of the respondents were positive but many more positive than others.

6.teachers skills factor has affects EFL participants to the answers positively except one of them response negatively.

7.We have only one question about the curriculum, which is a positive factor, but we can say that it is not very positive

8.students are a positive attitude about learning English and understand what is being taught.

9.school environment has a great effect on increasing and promoting students respondents to this process. Students who participate actively in the school environment. In addition to improving their image in the school environment, students who have high positive answer to the process.

10.   class size is less influencing than the above, because all the answers of the participants were negative. This means that participants are dissatisfied with class sizes because their mean is below 3.5.

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