Problems of Teaching English in Iraqi Public Schools in Mosul for the Intermediate Stage from the Teachers' Point of View

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Abstract

This study aimed at investigating the problems of teaching English in Iraqi public schools in Mosul for the intermediate stage from the teachers' point of view. A purposive sample of 50 teachers was chosen to fill out the questionnaire and an open-ended interview. These problems can be divided into two categories; problems related to teachers themselves in terms of experience and attitudes, and problems related to teaching-learning environment and the availability of resources. The unstable situation in Iraq dominated the educational process in general.

Keyword: Problem, teaching English, intermediate level Iraq, Mosul.

1. Introduction

Since English has become an international language, many countries in the world introduced it into its educational system. Teaching English as a Foreign Language (TEFL) has become very popular during the last century, and foundations have been set to this discipline. Teachers face different kinds of problems and obstacles that make the process slow and rather weak. These problems put the teachers in dilemma in dealing with all the hardships of teaching. Teaching English in the Arab countries, especially in Iraq, encounters many problems that prevent teachers from doing their work sufficiently. Although the difficulties faced by Iraqi teachers are shared with other teachers in other Arab and non-Arab countries, some of the challenges faced by Iraqi teachers are unique due to many factors. Though English is introduced as a mandatory subject in the Iraqi educational system from the first to the twelfth grade, there are still some serious problems in teaching English, especially for the intermediate stage. Education in Iraq faces different kinds of obstacles due to the occupation and internal conflict. Communities in Iraq have been negatively affected by the conflicts that have been pervasive over the last two decades. Countless children and youth have become disconnected from formal schooling for reasons such as displacement, degradation of learning facilities, and reductions in household income. Accordingly, these problems affect the students' proficiency in English. This study aims at detecting these problems in order to suggest some remedial steps to help overcome these problems.

2.   Questions of the Study

This study raised the following questions:

1- What are the most effective factors that stand behind the weakness in teaching English for the intermediate stage in Iraqi public schools in Mosul from the point of view of English language teachers?

2- What are the suggested solutions to overcome the weakness in teaching English from the point of view of English language teachers?

3. Definition of Terms

3.1.   Problems of teaching EFL

Theoretically, Roozenburg (1995)defines a problem, as it always has to do with dissatisfaction about a certain situation. However, satisfaction is a relative concept, so problems are also of a relative nature. A big problem for a person may not be a problem at all for someone else. Operationally, problems of teaching EFL are those obstacles faced by teachers during the teaching process. Here in this study, problems are those obstacles faced by teachers in teaching English to the intermediate stage in English in Mosul city in Iraq.

4. Review of Literature

Brown (2014) defines teaching as showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand. Teaching cannot be defined apart from learning, teaching is guided and facilitated learning, enabling a person to learn, and setting the conditions for learning. He mentions that learning can be defined as acquiring knowledge of a subject or a skill via study, experience, or instruction. Yule (1998) asserts that for most people, learning second language is completely different from learning first language, people learn the first language when they are babies, while they learn the second language while they are teenagers or older. The environment where you learn the first and second language is also different, while the baby acquires the first language from the people around him like parents and relatives, the second language is usually learned at schools. The process of teaching English as a Foreign Language (EFL) includes several elements, such as the teaching materials, methods of teaching, teacher's role in teaching FL, teacher's experiences, teaching-learning environment and resources and teaching aids.

4.1. Teaching materials

The concept of educational materials is expected to serve academic goals of the curriculum as developing ideas in depth, encouraging sense making, engaging students, and motivating learning (Toptaş, Çelik&Karaca, 2012).Teaching materials include textbooks, teachers' guides, work books, maps, slides, pictures, CDs, and any other aids used in teaching. These aids reinforce the learning since they stimulate, motivate, and activate learners within instructional process. Learning aids, which include visual aids, audio-visual aids, real objects and many others, are instructional materials and devices through which teaching and learning are conducted in educational settings. The use of concrete materials as learning aids has always been intuitively appealing (Toptaşet al 2012),Courts and Ghai (1974) state that diverse resources such as books and equipment are essential for both teachers and the learners. Without these resources, teaching would be passive and boring, and they must be tailored and ready to be exploited for any meaningful teaching and learning purposes. Zhang (1997) probed the difficulties encountered by secondary school teachers of English as a foreign language (TEFL) in Qinghai Province in China in adopting the communicative approach to teaching process. The study showed that various problems were faced during implementing the communicative approach such as: pressure of external examinations on both teachers and students, the textbook-centered nature of the uniform curriculum, the low status and poor motivation of teachers, teachers' low level of proficiency, poor facilities, and the location of the training sessions was far from the province itself. On the other hand, Abu Riash (2011) found that there were major differences due to teachers' experience, classroom environment and use of teaching aids.

Alkhuli (2010) thinks that teaching aids can offer the greatest help to the teacher and are of various types; firstly, there are aids that are solely visual, e.g. the chalkboard, pictures, charts, and flash cards. Secondly, there are aids that are solely aural, e.g. radio and tapes. Thirdly, there are aids that are simultaneously visual and aural, e.g. motion pictures and television, and other aids such as slides, film strips, opaque projector, overhead projector, and all those aids are useful in the teaching process. Therefore it is important that teachers of English use teaching aids or improvise to make learning easy, enjoyable, and permanent. For example, in every day usage, there are confusing pairs of words in English. Gur- ze'ev, (2005) believes that the confusion can be resolved through the teacher's ingenuity of improvisation,

4.2. Teaching Methods

Teaching language is one of the oldest jobs in history. Through this long history the ways of teaching language developed and new methods have been created. Some examples of these ways are Grammar-translation method, Direct Method, Audio-lingual Method, Communicative Teaching Method, which were used in teaching foreign and second languages (Freeman & Anderson, 2014).

According to Hammadat (2009), teaching English in the Arab communities does not exceed the traditional use of some methods without the direct effect in the teaching process, and it lacks regulatory technique that the contemporary concept of teaching technique asserts.

4.3 Teacher's Role in Teaching FL

The teacher is the most influential factor in the learning process for students in a classroom (Edge,1999). Teachers play an important role in the language teaching process. The role of the teacher is to create the suitable learning environment that help the learners develop their language skills perfectly. The teacher is also an evaluator because he or she evaluates the learner's work in order to see how well they are performing. Furthermore, the teacher is an organizer for all the procedures taking place inside and outside the classroom, he should be a good organizer in teaching the foreign language, and should know exactly what leads to success. He should not give useless information or confusing instructions to the learners in order not to waste a lot of time. The other role that the teacher carries out is being a prompter (Wang, 2010).

Motivating learners is an important task of the teacher in order to encourage the student to overcome all the obstacles they face while learning. Teaching is not a one way process, there should be feedback in order to evaluate the achieved success by the learners. The teacher helps develop the communication skills of the students, and creates friendly atmosphere in order to encourage the students to be more effective learners (Kannan, 2009). Dweik (1986) in his study found that English language teachers in Jordanian secondary schools were not motivated enough which caused many problems to the learners.

4.4 Teaching-Learning Environment

Interactive environment is very important in the learning process where teacher and learners are open to each other to interact. Educative environments can enhance and shape the teaching learning process to achieve the wanted goals (Hussain & Safdar, 2008). The traditional classroom boxes with desks lined up in rows impede teachers' efforts to work in teams, and have students in the flexible and varied groupings necessary (Marks,2001). Stevenson(2007) also favors this approach, suggesting that traditional academic classrooms may disappear, replaced by holistic learning labs and exploratory centers. Abu Sharbain (2009) fond that UNRWA ninth- grade teachers faced several problem in performing their mission in light of the communicative approach in teaching speaking in Gaza Strip, such as general weakness in the level of the teachers' performance, and the unsafe environment. Nneka (2010) recommended that the government should increase the principals' responsibility for educational accountability to enable them administer their schools efficiently and effectively and achieve the predetermined goals.

5. *Method and Procedures*

5.1. Design of the study

The design of the study was quasi-experimental because the sample was not chosen on random procedures according to the security circumstances in Mosul at the current time.

5.2 Population of the Study

The population of the study consisted of all Iraqi teachers of English in intermediate public schools in Mosul/Iraq counting (103) schools and (110) teachers. It also consisted of the English language supervisors in public schools in Mosul/ Iraq.

5.3. Sample of the Study

Due to the large number of the population under investigation, and due to the time limit and accessibility, a convenient sample was chosen from the large population to conduct this study. The researchers chose 50 English teachers and three supervisors purposively chosen.

5.4. Instruments of the Study

Two instruments were utilized to collect data. These instruments were a questionnaire and an interview.

5.4.1. The Questionnaire

A questionnaire consisted of four parts; first, the demographic section that aimed to describe the teaching experience, number of training courses and the educational background of the participants. The next three sections were designed to provide information needed in order to answer the questions of the study.

The second section, titled "problems related to English teachers experience" consisted of fifteen items. The third section was about the problems related to teaching/ learning environment, and the fourth section aimed at exploring the problems related to availability of resources and teaching aids. Participants were asked to respond by choosing from five- point Likert scale weighing as follows: strongly agree=5, agree=4, undecided=3, disagree=2, and strongly disagree=1.

5.4.2. Interviews

The researchers relied on open-ended interviews in order to get information that the structured written responses could not provide. Moreover, this type of interviews gave the researchers the chance to ask further questions to observe the interviewees' expressions and feelings while answering the questions, as they gave instant answers rather than think of what the researcher wants to hear. The interviews were administered informally to a number of English language supervisors in Mosul. They were asked the following questions:

1- What are the problems of teaching English in Iraqi Public Schools in Mosul for the Intermediate Stage from your point of view?
2- What do you suggest to overcome these problems?
3- How do you evaluate the outcomes of TEFL in the intermediate stage?

5.5. Validity and reliability of the Instruments

To attain the validity of the instruments, a group of experts were asked to ensure content validity of the questionnaire and the interview questions, their comments were considered in the final version. The questionnaire's reliability was determined by means of test-retest, a group of 5 teachers from different schools who are not included in the sample of the study were selected to take part. Treating the results with Cronbach alpha showed acceptable reliability of (0.86).

6. *Findings of the Study*

Table (1) illustrates the availability of some problems related to English teachers' experiences shown in their responses to the second part of the questionnaire. Results indicate that 86% of the respondents usually prepare a lesson plan before they go to class. Concerning the need for training courses, the results presented that 80% of them admit that they need more training courses on teaching. Regarding students' motivation, results also show that 76% of the respondents try to motivate their students to elevate their proficiency in English. Regarding the traditional methods of teaching English, results show that 70% of the respondents give more attention to teaching grammar at the expense of other skills, moreover, 54% of the respondents are aware of the individual differences among their students. As for the feedback from the students themselves, results indicate that 52% of the respondents pay attention to it, and 60% evaluate their students regularly. Furthermore, 50% of the respondents have sufficient experience in teaching the four skills(listening, reading, speaking, and writing)whereas 54% of them say they know the best teaching strategies in teaching English, and a small percentage encourage oral communication during their classes. About the schedule of teacher, 40% of the respondents have more classes than they can handle, and 66% of the teachers regard their salary convenient, and most of the teachers like their jobs.

Table (2) shows the percentage of the problems related to teaching-learning environment. Results indicate that a large percentage of respondents which is 74% disagree that the number of students in class is suitable. Concerning sound pollution 80% of the teachers disagree with this fact claiming that the classes are under great amount of sound pollution. A significant proportion which is 60% disagree whether ventilation, lightning and basic components are convenient in classrooms, whereas the largest percentage which is 86% disagree that schools are free from dangers,64% of the respondents disagree with the fact that frequents curfew results in dilemma in the teaching process.

Table (3) illustrates problems related to availability of resources and teaching aids. It shows that a large percentage which is 86% of respondents disagree that rich libraries are available at schools for extended reading,while 74% of them disagree that audio-visual teaching facilities are available. The majority of the respondents which form 76%, disagree whether supporting materials for teaching English are provided,54% of the respondents agree that textbooks are provided in sufficient time and these textbooks are suitable for the levels they are addressed to, while 64% of respondents agree with this item.

Results of the interviews supported the analyzed data out of the questionnaire. The first interviewee summarized the problems into two problems:

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1. Lack of basics of English which should be acquired in the primary level.2. Teachers' weak competence in methods of teaching; that is, we do not have a unified method and strategy in teaching which, in turn, confuses the pupils through their stages of learning. She suggested the following solutions to overcome these problems. As for the first problem, she suggested that the government choose the experienced teachers in teaching the primary schools because it is an important prelude before coming to the intermediate stage. Secondly, English teachers should employ the same teaching methods through all stages of intermediate schools. Training courses should be given to the English teachers before they start teaching. When the interviewee was asked about how she evaluates the outcomes of teaching English at the intermediate stage in Mosul public schools, she showed slight contentment about the students' achievement, but she said that it needs more hard-working from the teachers and the students as well.

The second interviewee indicated that the main problems that stand behind English teaching process to the intermediate stage in Mosul result from using traditional methods in teaching English by teachers in Iraq, and there is a tremendous shortage in the teaching aids. He believes that teachers should update their teaching methods, and try to make English lessons livelier so that pupils would enjoy English language lessons. In addition, they should try teaching differently using visual and aural aids such as charts, pictures, flashcards, television, radio, slides, film strips, opaque projector and any other useful aids for a more effective teaching process. Finally, teachers should divide the lesson in a way that gives enough time for each skill during the week. He evaluates the outcomes of teaching English at the intermediate stage in Mosul as being rather below the average and the set objectives. Teachers should do their best to make the process of teaching better and to make English lessons more appealing. The teacher's input should reflect positively on student's performance and improve their learning.

The third interviewed extended the problem into three, first; the pupils' educational background in their primary schools is insufficient to move up to the intermediate level. Second; the teacher's inability to motivate their students to a sufficient level to the stage they are studying. And third; the political and security issues affect the whole society, especially education. The suggested solutions for these problems from his point of view are first, to make a pre- intermediate exam for upgrading pupils to the intermediate level, where they can be divided into sections according to their achievement. Second, teachers whose students have low passing average in the final exam shall be submitted to more training, and third, to supply the schools with more visual aids for English language teaching.

7. *Discussion*

Results indicated that high percentage of the respondents use Arabic in their English classes although it is not recommended. Using native language leads to the pupils being unable to speak English fluently. This result agrees with Fakhri, and Jdetawy (2011). Results proved that the majority of the respondents feel that they need more training, agreeing with Abu Mraheel (2004) in his results. Most of the respondents agreed that they try to motivate their pupils to elevate their proficiency in English with no effective feedback from the pupils. This result disagrees with Souriyavongsa, Abidin, and Lai Mei,(2000). Regarding the traditional methods of teaching English, results showed that the majority of the respondents pay more attention to teaching grammar at the expense of other skills. Hence, this focus on grammar may be related to the teachers little experience and lack of sufficient knowledge on teaching methods. This result agrees with Abu Sharbain (2009) who states that weakness in English is due to teachers' insufficient knowledge in teaching methods. Regarding the teaching-learning environment, results indicated that the majority of the respondents think that the English classrooms are overcrowded and subject to serious sound pollution, which both negatively affect learning as they cause distraction of the pupils from concentration. Such a result agrees with Souriyavongsa et al,(2000), who illustrate that English can be difficult to learn because the classroom environment is crowded and noisy. Concerning the audio-visual facilities, the results go in agreement with Abu Riash (2011), the majority of the respondents feel that audio-visual teaching facilities are not available.

Other problems noticed were related to economic and living circumstances of Iraqi families such as poverty, where the students find themselves obliged to work in order to feed themselves and their families. This affects negatively the educational level of the students if they decided to stay at school. The unstable security situation in Iraq negatively affects the teaching-learning process in general, parents are always afraid to send their children to school. Another important factors which cannot be ignored, is that electricity and water are cut off more often, and the schools themselves sometimes become shelters for the displaced families because of the civil war in Iraq.

8. *Conclusion*

8.1. The answer to the first question can be concluded as follows;

There are many problems in teaching English in the intermediate public schools in Mosul-Iraq, First, there are the problems related to teachers themselves in terms of experiences, the overuse of the native language Arabic in the classrooms, and the concentration on teaching grammar at the expense of other skills. Second, there are the problems related to teaching-learning environment and the availability of resources in the public schools; the insecure situation in Iraq as a whole, large number of pupils in the classrooms, sound pollution, lack of rich libraries, resources, teaching aids, supporting materials and audio-visual teaching facilities.

Some additional problems emerged related to the students' themselves such as their educational background in the primary level that does not enable them to continue to the intermediate level.

8.2 The answer to the second question can be concluded as follows:

The suggested solutions to overcome the previous problems from the teachers' point of view are:

1- Change the employment system of the primary schools' teachers and follow high standards.
2- Use interactive teaching methods during all school stages to enable student to stay rhymed with the teaching process.
3- In-service and pre-service training courses to English language teachers.
4- Employ up-to-date teaching methods and techniques, and give enough time to each of the four skills.
5- Assign a pre-intermediate exam.

9. *Recommendations*

In the light of the results, the researchers recommend the following:

1. Further research to be carried out on the problems that face teaching English in other cities in Iraq.
2. The Ministry of Education should provide training courses to pre-service teachers, and hold training courses and workshops to all teachers regardless of their experience to keep them up to date with everything new in teaching.
3. Provide all schools in Mosul with teaching aids and rich libraries.
4. Bring peace to Iraq and elsewhere in the world, to make it a better place for children to live and learn.

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Table 1: Problems Related to English Teachers Experience

No.	Item	Strongly Agree 5	Agree 4	Total 4+5	Undecided 3	Disagree 2	Strongly Disagree 1	Total 1+2	Total
1	I usually prepare a lesson plan	12 24%	31 62%	43 86%	3 6%	2 4%	2 4%	4 8%	50 100%
2	I sometimes use of Arabic in English classes	29 58%	11 22%	40 80%	5 10%	5 10%	0 0%	5 10%	50 100%
3	I need more training courses on teaching	13 26%	27 54%	40 80%	2 4%	3 6%	5 10%	8 16%	50 100%
4	I try to motivate students	12 24%	26 52%	38 76%	5 10%	2 4%	5 10%	7 14%	50 100%
5	I concentrate on English grammar	11 22%	24 48%	35 70%	4 8%	7 14%	4 8%	11 22%	50 100%
6	I am aware of individual differences among students	15 30%	12 24%	27 54%	10 20%	8 16%	5 10%	13 26%	50 100%
7	I care about feedback from students	14 28%	12 24%	26 52%	4 8%	8 16%	12 24%	20 40%	50 100%
8	I give remedial classes for weak students	6 12%	14 28%	20 40%	6 12%	9 18%	15 30%	24 48%	50 100%
9	I usually evaluate students skills on regular basis	9 18%	21 42%	30 60%	2 4%	5 10%	13 26%	18 36%	50 100%
10	I have sufficient experience in teaching English skills (Listening, Speaking, reading, writing)	6 12%	19 38%	25 50%	9 18%	10 20%	6 12%	16 32%	50 100%
11	I know the best teaching strategies	21 42%	6 12%	27 54%	7 14%	10 20%	6 12%	16 32%	50 100%
12	I encourage oral communication	9 18%	9 18%	18 36%	8 16%	13 26%	11 22%	24 48%	50 100%
13	I have more classes than I can handle	13 26%	7 14%	20 40%	5 10%	17 34%	8 16%	25 50%	50 100%
14	My salary is convenient	0 0%	33 66%	33 66%	5 10%	10 20%	2 4%	12 24%	50 100%
15	I like my job	13 26%	25 50%	38 76%	2 4%	5 10%	5 10%	10 20%	50 100%

Table 2: Problems Related to Teaching-learning Environment

No.	Item	Strongly Agree 5	Agree 4	Total	Undecided 3	Disagree 2	Strongly Disagree 1	Total	Total
1	Number of students in classes is suitable	8 16%	2 4%	10 20%	3 6%	25 50%	12 24%	37 74%	50 100%
2	Classes are free of sound pollution	0 0%	5 10%	5 10%	5 10%	25 50%	15 30%	40 80%	50 100%
3	Ventilation, lighting, and basic components are convenient in classrooms	4 8%	8 16%	12 24%	8 16%	12 24%	18 36%	30 60%	50 100%
4	Schools are safe from dangers related to political issues	0 0%	5 10%	5 10%	2 4%	14 28%	29 58%	43 86%	50 100%
5	Frequent curfew results in a dilemma in the teaching process	8 16%	5 10%	13 26%	5 10%	12 24%	20 40%	32 64%	50 100%

Table 3: Problems Related to Availability of Resources and Teaching Aids

No.	Item	Strongly Agree 5	Agree 4	Total	Undecided 3	Disagree 2	Strongly Disagree 1	Total	Total
1	Rich libraries are available at schools for extended reading	0 0%	4 8%	4 8%	3 6%	25 50%	18 36%	43 86%	50 100%
2	Audio-visual teaching facilities are available	0 0%	7 14%	7 14%	6 12%	25 50%	12 24%	37 74%	50 100%
3	supporting materials for teaching English are provided	0 0%	10 20%	10 20%	2 4%	25 50%	13 26%	38 76%	50 100%
5	Textbooks are provided in sufficient time	4 8%	23 46%	27 54%	4 8%	13 26%	6 12%	19 38%	50 100%
6	Textbooks are suitable for the levels they are addressed to	4 8%	28 56%	32 64%	2 4%	8 16%	8 16%	16 32%	50 100%