

## Difficulties In Studying Education Subjects in English by the Collage of Education Students.

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### Abstract:

This study looks into the difficulties first-year students at the University of Suleiman's College of Education have when learning English-taught courses. Students frequently struggle because of their poor ability, lack of confidence, and insufficient support systems, despite English's growing significance as a teaching language worldwide. A standardized questionnaire spanning student, instructor, and program-related variables was employed in the study, which focused on a sample of 250 students from five departments: chemistry, mathematics, biology, physics, and Psychological guidance. The results show that many students have difficulty with academic texts, classroom communication, and examinations in English, even if some believe that studying in English will help them in their future jobs and improve their learning effectiveness. The language skills and teaching strategies of teachers can have a significant impact on how well or poorly children understand. The report also notes the need for increased access to language development tools and more culturally appropriate teaching materials. The study ends with suggestions for strengthening teacher preparation, improving English language instruction, and modifying curricula to better assist students learning a non-native language.

### CHAPTER- 1

#### ١-١ Introduction

Education is the gift of the American "John Dewey" education is life itself, not preparation for life, because through education A conscious person can be prepared to become a source of knowledge and information for society and development, Therefore the differences between the societies of the world are only due to the differences in the type of education. (١٣٣:٢٠٠٤ زيتون) In order to achieve the goals of modern education, it is necessary to pay attention to the educational programs in different educational centers, in order to build human personality on the basis, because program is a basic principle and is a key factor in the educational and teaching process and it has its own characteristics at each stage of education. (٥:٢٠١٢ عزيز). On the other hand, productive learning is this type of learning in which the learner plays an active role in this learning, especially if it does not make sense to the student's needs and desires. In this regard, education experts believe that it is good to prepare the interests and needs of students based on this identification of information and expertise to determine the target educational programs, as well as knowledge of desire by each individual and It leads to self-understanding and self-confidence on the part of each individual Success in achieving the goals itself, and the teacher's responsibility to identify, help and direct the learning process which will lead to the implementation of the specific goals of education.) 65: . (٢٠٠٢ سلهاج) In this day and age of globalization, studying English is a critical skill that students must master. This is due to the fact that practically all scientific publications and information sources on the internet are written in English. Aside from that, practically all businesses in the world of work require English language abilities when hiring new employees. Higher education, as the final step from the schools. perspective to entering the world of employment, must be able to produce students who, can also communication in English. (Andayani, 2022:372\_379). As a subject that runs through students' learning career, English plays a vital role in students' education. From the initial contact with English in primary school to the further cognition in junior high school, students' English achievement has always been an important indicator to measure their learning achievements. At the university stage, there are great changes in the form and content of English learning, resulting in more difficulties in English teaching and learning. College English teaching will lay a foundation for students' future work or further research study. At the same time, exchange of technology and information and talent flow around the world are increasingly active, which also makes English, the world's common language, more and more important in the new era. Around the world, college students' English proficiency, as an important

tool for cross-border and cross-cultural communication (Z. Zhan et al, 2023 :448-456) .The importance of English is to express and convey our thoughts as English has become not just a library language but a language of opportunities. English is considered as the second largest native language in the world and in 70 countries it is treated as an official language. In more than 100 countries. English is the main foreign language taught in schools and colleges. It completely controls the international business world, politics and cultures more than any other language in the world. (Umm Salma,2022 :1770-1773) .Human language is a signal system in the history of each individual learns to speak before writing English is the same as all the other long usages English is more important than other languages and it's influenced by other global languages Lile a French and Latin. (Barber et al,2012: 2) .

٢-١ The aim of the research:

The aim of the research is to investigate the obstacles that face student in learning the lectures education in English language in ((college of education))

٣-١ The importance of this research :

- ١ finding the problem with the first-year students of the College of Education, which numbered (250) students .
- ٢ trying to solve the problem
- ٣ evaluating students' levels in English language
- ٤ In terms of its findings, it is useful for researchers and contributes to future research, which will ultimately enrich our libraries

٤-١ Scope of research :

First year students of college of Education in all five departments (Chemistry, mathematics, Biology, Physics and Psychological guidance) for the year.(٢٠٢٥-٢٠٢٤)

٥-١ Definition

١-١,٥ Difficulties

A difficulties in language at the university level refers to any barrier that impedes effective communication, comprehension, or academic success due to language related issues (Andrade, 2006:131-154).

It is a description for students in learning English language skills (reading -writing speaking and listening) in which skill they have problem

٢-١,٥ English

English is the language that is considered a continuous chain of information for all learners at all stages (Al-Bayaly,1953: 4).

English is the world's most widely spoken language due to the dominance and expansion of the English culture over the centuries.

(الزهراني واخرون، ٢٠١٥: ٤)

Language is every word used to convey meaning. It is the language of the people through which they recognize each other, communicate, and understand one another and various topics .

١-٢ Unlimited research

| Research Title  | Name Of The Rese archer ,The Country And The Year Of Performants      | Aim of the research   | Sample   | Statistical tools  |
|---|---|---|--|--|
| Difficulties in studying Writing of English- Major sophomores At a university in Vietnam.                             | Wa thai nhu Phuong Vietnam (2021)                                     | This study aimed To find out and Analyze the Students Difficulties in Learning English Skills.  | In this study The participant Were fifty(50) English Majored Sophomores at Tau do University. There Were (3) male And (47) females Participate in the research | the instruments used in the present study were two questionnaires , interview And Percentages (%). |
| Difficulties in learning English remotely in light of the Corona pander from the poin view of primary school students | Sarah Saad Al-Yabis Iman Mohammed Ahmed Alruwaith Saudi arabia (2023) | The study aimed to identify the English distance learn in difficulties in light of Corona pandemic from the perspective of primary school Students in Alquwayiyah province. | The study sample consisted of (367) students from the upper grades (fourth, fifth, sixth) of the elementary school.  | Pearson's Relationship Rate with Electronic Questionnaire  |

|   |  |  |  |  |
|---|--|--|--|--|
| Difficulties in reading and writing in the English language among first-grade intermediate students from their teachers' point of view and ways to Overcome | Fadhil Hammood Shbaki<br>The General Directorate of Education in Basra Governorate (2023)  | The current research aims to identify: Reading and difficulties in English language among first intermediate grade students from the point of view of their teachers.                | the population of the study was consist of all English language teachers(521) With(73)males and (448) Females. Of this number a sample was selected at a rate(%26) which brings the total (135) male and female teachers,(17) male and (118) female. | The Instruments used in the present study were (T_ Test), persons correlation coefficient calculates and (SPSS) program to analyze the data. |
| Difficulties Faced in Learning English Language Skills by University of Sargodha's Students   | Kanwal Shahzada<br>Najma Manzoor,<br>Hafiza Shabana,<br>Madee a Rehman & Resham Zahra<br><br>University of Sargodha,<br>Sargodha,<br>Pakistan (2014) | Aim of research was conducted to explore the Sargodha University student's difficulties in learning English language skills.   | the population of the study was consisted (300) randomly selected students of department of English and many other department.   | percentages (%) with (SPSS).   |
| The Problems of Applying Student Centered Syllabus of English in Vocational High Schools in Kendal Regency  | Abdurrahman Farida (2016)<br>Indonesia   | This study was descriptive qualitative study to aimed investing the problems of applying student centered syllabus in vocational high schools in Kendal regency, Central Java, Indon | the subject of the study were twenty(20) English teacher in vocational high schools in Kendal.   | Inductive Analysis Based On burns and hatch  |

|   |   |  |  |  |
|---|---|--|--|--|
| The level of application of English speaking skill teaching procedures according to the communicative approach                                  | Khawaja bin Omar, a jurist city of Ouargla (2009) | The present study aimed at exploring and investigating the level of procedures application of English speaking teaching on the basis of the Communicative Approach by official teachers of fourth level at middle school | A field study on teachers registered in the fourth year of middle school in the city of Ouargla. The sample size was thirty-five (35), twenty-two (22) of whom graduated from educational technological institutes, and thirteen (13) graduated from university. | For data analysis I used the Independent sample (T-Test), one-way ANOVA, means, percentages. All these are used by (SPSS) program. |
| Difficulties of Learning Writin in English Language Faced b (4-6) Basic Grade Student from th Point of View of the Teachers in th Capital Ammar | Anna Yousef Abu Salah (2017)                      | The purpose of the study was to investigate the degree of difficulties of learning writing in English language faced (4-6) basic grad students from the point of view of their teacher in the capital.                   | the population of the study was consisted (4221) teach from public schools and (3523) from private schools. Of this number a sample was selected at a rate of %8 ,which brings the total (351)male and Teacher,(58)male and(293)female.                          | Preston's Relationship Rate and Cronbach's alpha equation Accounting Tools and Standard Deviations Chef's Experiment               |

|   |   |  |   |   |
|---|---|--|---|---|
| Difficulties of Learning English Language at the Secondary Level: A Case Study of Thakur Aon District | Md. Amir Hossain<br>(Corresponding Author)<br><br>M.Phil. Research Scholar,<br>Department of English<br>Jahangirnagar University,<br>Bangladesh<br>(2018) | The aim of this paper is to examine the complexities of English Language among the SSC level leaders of Lahiri High School under Thakur Aon District, a Northern part of Bangladesh.   | 15 sets of questions were provided among 15 students to find out their fundamental knowledge of language.<br><br>In the field survey, 31 participants were selected for interview, including 15 male & female students, 6 teachers, and 10 guardians. | Questionnaire And interview process.                          |
| Causes Of Problems In Learning English As A Second Language As Perceived By Higher Secondary Students | B. William Dharma Raja K. Selvi<br>(2011)   | to find out whether there was any significant difference in the causes of problems faced by the students on the bases of different attributive variables such as sex, locality, habit of reading English dailies and habit of listening to English news. | The sample comprised 400 students covering 207 boys and 193 girls.  | The collected data were treated using mean, t- test and ANOVA |

## 2-2 Benefits of previous research

The researcher has benefited from previous studies such as:

1. Set goals in college of education.
2. Preparation of research tools.
3. How to find the honesty and stability of the tool.
4. Use of statistical tools.

### CHAPTER-3

#### 3-1 Research Population

Determining the research population is considered one of the important tasks in conducting the research. The population consists of first-semester College of Education at the University of Suleimani, numbering (250) students for the academic year. (2024 -2025).

In this research, the individuals of the research population were used as a sample for the research, which numbered (250) students of both male and female genders for studying educational subjects

The researcher conducted a survey to give the researcher the opportunity to ask questions to learn more about the causes and solutions of complex educational issues in English.

#### 3-2 Research tools:

##### 3.2-1 Validity of the Attitude Scale

To verify the face validity of the instrument in terms of structure and linguistics, it is necessary to determine the face validity. For this purpose, we presented the instrument to a number of experts in various fields of psychology and education specialists, as shown in appendix (2) This was done for them to express their opinions on the clarity of the items and their suitability for respondents, and to enrich the scale items with their suggestions. In this regard, experts believe that this percentage should not be less than 70%, otherwise the item should be modified or removed. No items were removed from the prepared scale.

##### 3.2-2 Reliability

To determine the reliability of the research, it was repeated on the same scores as the first time after two weeks had passed since the first administration, The Collage of primary Education in the department of mathematics meaning it was conducted on date (Thursday) day (4/1/2025) in the first semester. After compiling the responses in the same manner as the first time, the results were as shown in appendix (5). By using the Pearson correlation coefficient equation and SPSS for the samples from both administrations, it was found that the value of this coefficient was (0.95), therefore this scale is suitable for measurement. It indicates that any test with reliability higher than (80%) is considered as a good test.

##### 3.2-3 Implementation of the tool

The scale, with all its items, was administered on date (18/3/2025) day (Tuesday) in the first semester with the help of the department and its professors to (250) students of First year in the College of Education in all five department (Chemistry, Mathematics, Physics, Biology and Psychological guidance).

The response of each individual was calculated generally by giving (1, 2, 3, 4, 5) for the positive items of the scale to the extent of to a great extent, to a moderate extent, to a lesser extent, to a very small extent (not at all).

(It is worth noting that this scoring was reversed for the positive items, and their scores were as shown in appendix (3). **Pearson Equation**

$$r = \frac{n \sum xy - (\sum x)(\sum y)}{\sqrt{[n \sum x^2 - (\sum x)^2][n \sum y^2 - (\sum y)^2]}}$$

r = Pearson coefficient

x = First administration score

y = Second administration score

n = Number of individuals in the preliminary sample

#### Chapter (4)

This section presents the results of the study, which aimed to explore perceptions about the use of English as the language of instruction in educational lessons. The data were divided into student, teacher, and program dimensions, with each student responding to the entire questionnaire. The analysis includes descriptive statistics such as frequency, percentage, mean, and standard deviation to summarize the responses ,a total of 250 students from all five departments of the College of Education participated ,and the result is as follows :

Frequency Table

Student-specific dimension:

##### 1- My training in English will help me become an innovative teacher in the future.

| Frequency | Percent | Valid Percent | Cumulative Percent |
|-----------|---------|---------------|--------------------|
| ٧٨٩       |         |               |                    |

|       |                    |     |       |       |       |
|-------|--------------------|-----|-------|-------|-------|
| Valid | not at all         | 55  | 22.0  | 22.0  | 22.0  |
|       | to a lesser extent | 40  | 16.0  | 16.0  | 38.0  |
|       | to some extent     | 75  | 30.0  | 30.0  | 68.0  |
|       | relatively well    | 20  | 8.0   | 8.0   | 76.0  |
|       | to a large extent  | 60  | 24.0  | 24.0  | 100.0 |
|       | Total              | 250 | 100.0 | 100.0 |       |

Although responses vary, 54% of respondents think it will help somewhat or significantly. This indicates that there is a moderate to high belief in the long-term benefits of learning English

## 2- Study in English It makes concepts and ideas more familiar to students.

|       |                    | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|--------------------|-----------|---------|---------------|--------------------|
| Valid | not at all         | 10        | 4.0     | 4.0           | 4.0                |
|       | to a lesser extent | 40        | 16.0    | 16.0          | 20.0               |
|       | to some extent     | 50        | 20.0    | 20.0          | 40.0               |
|       | relatively well    | 60        | 24.0    | 24.0          | 64.0               |
|       | to a large extent  | 90        | 36.0    | 36.0          | 100.0              |
|       | Total              | 250       | 100.0   | 100.0         |                    |

Eighty percent agree or more, suggesting that teaching English is seen as helpful in clarifying the material

## 3- Studying in English makes it easier for students to do their activities, especially homework.

|       |                    | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|--------------------|-----------|---------|---------------|--------------------|
| Valid | not at all         | 15        | 6.0     | 6.0           | 6.0                |
|       | to a lesser extent | 25        | 10.0    | 10.0          | 16.0               |
|       | to some extent     | 60        | 24.0    | 24.0          | 40.0               |
|       | relatively well    | 90        | 36.0    | 36.0          | 76.0               |
|       | to a large extent  | 60        | 24.0    | 24.0          | 100.0              |
|       | Total              | 250       | 100.0   | 100.0         |                    |

According to 84% of respondents, English learning settings may encourage self-directed learning.

## 4- Articles in English do not encourage students to explore.

|       |                    | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|--------------------|-----------|---------|---------------|--------------------|
| Valid | not at all         | 35        | 14.0    | 14.0          | 14.0               |
|       | to a lesser extent | 20        | 8.0     | 8.0           | 22.0               |
|       | to some extent     | 75        | 30.0    | 30.0          | 52.0               |
|       | relatively well    | 85        | 34.0    | 34.0          | 86.0               |
|       | to a large extent  | 35        | 14.0    | 14.0          | 100.0              |
|       | Total              | 250       | 100.0   | 100.0         |                    |

Though opinions vary, 48% of respondents claim it doesn't deter them, while 48% believe it may. Implies a conflicting impact on students' ambition or mobility.

## 5- I encourage students Using a linguistic dictionary to search for meaning reading with different sources.

|       |                    | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|--------------------|-----------|---------|---------------|--------------------|
| Valid | not at all         | 50        | 20.0    | 20.0          | 20.0               |
|       | to a lesser extent | 60        | 24.0    | 24.0          | 44.0               |
|       | to some extent     | 50        | 20.0    | 20.0          | 64.0               |
|       | relatively well    | 65        | 26.0    | 26.0          | 90.0               |
|       | to a large extent  | 25        | 10.0    | 10.0          | 100.0              |
|       | Total              | 250       | 100.0   | 100.0         |                    |

Just 36% strongly support it. A sizable portion (44%) exhibits poor support. The usage of dictionaries to expand one's vocabulary may be given more attention.

## 6- Students will not be afraid to have express in English.

|       |                    | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|--------------------|-----------|---------|---------------|--------------------|
| Valid | not at all         | 70        | 28.0    | 28.0          | 28.0               |
|       | to a lesser extent | 35        | 14.0    | 14.0          | 42.0               |
|       | to some extent     | 60        | 24.0    | 24.0          | 66.0               |
|       | relatively well    | 35        | 14.0    | 14.0          | 80.0               |
|       | to a large extent  | 50        | 20.0    | 20.0          | 100.0              |
|       | Total              | 250       | 100.0   | 100.0         |                    |

Conflicting emotions: 58% express varied degrees of agreement, while 42% do not firmly agree. Many people are still hampered by their fear of speaking in English.



## 7- Learners resort to Kurdish to explain meanings and ideas.

|       |                    | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|--------------------|-----------|---------|---------------|--------------------|
| Valid | not at all         | 120       | 48.0    | 48.0          | 48.0               |
|       | to a lesser extent | 40        | 16.0    | 16.0          | 64.0               |
|       | to some extent     | 40        | 16.0    | 16.0          | 80.0               |
|       | relatively well    | 30        | 12.0    | 12.0          | 92.0               |
|       | to a large extent  | 20        | 8.0     | 8.0           | 100.0              |
|       | Total              | 250       | 100.0   | 100.0         |                    |

Although 48% of respondents claim not to speak Kurdish, some do. In certain instances, the use of native language is emphasized.

## 8- Lack of students' willingness to develop themselves in practice Lessons in English.

|       |                    | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|--------------------|-----------|---------|---------------|--------------------|
| Valid | not at all         | 85        | 34.0    | 34.0          | 34.0               |
|       | to a lesser extent | 40        | 16.0    | 16.0          | 50.0               |
|       | to some extent     | 55        | 22.0    | 22.0          | 72.0               |
|       | relatively well    | 35        | 14.0    | 14.0          | 86.0               |
|       | to a large extent  | 35        | 14.0    | 14.0          | 100.0              |
|       | Total              | 250       | 100.0   | 100.0         |                    |

While a sizable percentage (50%) agree to varied degrees, 34% disagree. Here, motivating and involving students is crucial.

## 9- In understanding of academic texts in English and encountering learning difficulties?

|       |                    | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|--------------------|-----------|---------|---------------|--------------------|
| Valid | not at all         | 95        | 38.0    | 38.0          | 38.0               |
|       | to a lesser extent | 35        | 14.0    | 14.0          | 52.0               |
|       | to some extent     | 60        | 24.0    | 24.0          | 76.0               |
|       | relatively well    | 40        | 16.0    | 16.0          | 92.0               |
|       | to a large extent  | 20        | 8.0     | 8.0           | 100.0              |
|       | Total              | 250       | 100.0   | 100.0         |                    |

48% experience little to no trouble, compared to 52% who do. Those who have trouble understanding English require assistance.

## 10- Appropriate educational materials provided in English Not for your learning needs?

|       |                    | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|--------------------|-----------|---------|---------------|--------------------|
| Valid | not at all         | 60        | 24.0    | 24.0          | 24.0               |
|       | to a lesser extent | 50        | 20.0    | 20.0          | 44.0               |
|       | to some extent     | 65        | 26.0    | 26.0          | 70.0               |
|       | relatively well    | 50        | 20.0    | 20.0          | 90.0               |
|       | to a large extent  | 25        | 10.0    | 10.0          | 100.0              |
|       | Total              | 250       | 100.0   | 100.0         |                    |

56% disagree, whereas 44% believe that the items are at least somewhat inappropriate. There is a moderate need to better adapt the materials to the demands of the learners.

## 11-DO you find your curriculum relevant and effective for teaching education subjects in English?

|       |                    | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|--------------------|-----------|---------|---------------|--------------------|
| Valid | not at all         | 20        | 8.0     | 8.0           | 8.0                |
|       | to a lesser extent | 35        | 14.0    | 14.0          | 22.0               |
|       | to some extent     | 90        | 36.0    | 36.0          | 58.0               |
|       | relatively well    | 55        | 22.0    | 22.0          | 80.0               |
|       | to a large extent  | 50        | 20.0    | 20.0          | 100.0              |
|       | Total              | 250       | 100.0   | 100.0         |                    |

To varied degrees, the majority (78%) concur. shows that students are finding a connection between the aims of English instruction and their own ambitions.

## 12-Your teachers are teaching methods How effective are they in teaching subjects in English?

|       |            | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|------------|-----------|---------|---------------|--------------------|
| Valid | not at all | 25        | 10.0    | 10.0          | 10.0               |

|                    |     |       |       |       |
|--------------------|-----|-------|-------|-------|
| to a lesser extent | 30  | 12.0  | 12.0  | 22.0  |
| to some extent     | 80  | 32.0  | 32.0  | 54.0  |
| relatively well    | 70  | 28.0  | 28.0  | 82.0  |
| to a large extent  | 45  | 18.0  | 18.0  | 100.0 |
| Total              | 250 | 100.0 | 100.0 |       |

78% of respondents agree or more. Regarding English language instruction, the majority of pupils have a favorable opinion of their teachers.

### 13- Adequate appropriate and training are not provided for students to improve their English skills.

|                    | Frequency | Percent | Valid Percent | Cumulative Percent |
|--------------------|-----------|---------|---------------|--------------------|
| Valid not at all   | 60        | 24.0    | 24.0          | 24.0               |
| to a lesser extent | 50        | 20.0    | 20.0          | 44.0               |
| to some extent     | 55        | 22.0    | 22.0          | 66.0               |
| relatively well    | 60        | 24.0    | 24.0          | 90.0               |
| to a large extent  | 25        | 10.0    | 10.0          | 100.0              |
| Total              | 250       | 100.0   | 100.0         |                    |

56% are more optimistic, whilst 44% believe they don't have enough prospects. A sizable portion of the population is concerned about access to further training.

### 14- The extent of cultural differences is not on understanding of educational concepts taught in English.

|                    | Frequency | Percent | Valid Percent | Cumulative Percent |
|--------------------|-----------|---------|---------------|--------------------|
| Valid not at all   | 30        | 12.0    | 12.0          | 12.0               |
| to a lesser extent | 55        | 22.0    | 22.0          | 34.0               |
| to some extent     | 65        | 26.0    | 26.0          | 60.0               |
| relatively well    | 60        | 24.0    | 24.0          | 84.0               |
| to a large extent  | 40        | 16.0    | 16.0          | 100.0              |
| Total              | 250       | 100.0   | 100.0         |                    |

66% concur that cultural background affects learning to some degree or more. This can necessitate more cultural bridging in the classroom or localized examples.

### 15- How comfortable do you feel communicating with your peers in English during classes?

|                    | Frequency | Percent | Valid Percent | Cumulative Percent |
|--------------------|-----------|---------|---------------|--------------------|
| Valid not at all   | 65        | 26.0    | 26.0          | 26.0               |
| to a lesser extent | 25        | 10.0    | 10.0          | 36.0               |
| to some extent     | 80        | 32.0    | 32.0          | 68.0               |
| relatively well    | 70        | 28.0    | 28.0          | 96.0               |
| to a large extent  | 10        | 4.0     | 4.0           | 100.0              |
| Total              | 250       | 100.0   | 100.0         |                    |

Just 32% report feeling somewhat or completely at ease. A sizable portion (68%) experience discomfort to varied degrees. More assistance and encouragement are needed for peer communication in English.

### Teacher-specific dimension:

#### 1- How much do you benefit from your teachers' use of English in the subject?

|                          | Frequency | Percent | Valid Percent | Cumulative Percent |
|--------------------------|-----------|---------|---------------|--------------------|
| Valid to a lesser extent | 30        | 12.0    | 12.0          | 12.0               |
| to some extent           | 70        | 28.0    | 28.0          | 40.0               |
| relatively well          | 55        | 22.0    | 22.0          | 62.0               |
| to a large extent        | 95        | 38.0    | 38.0          | 100.0              |
| Total                    | 250       | 100.0   | 100.0         |                    |

88% of respondents said they benefited to some degree or more, indicating that most students have a favorable opinion of English training.

#### 2- Do you feel your teachers They have complete information about both the subject and the English language.

|                    | Frequency | Percent | Valid Percent | Cumulative Percent |
|--------------------|-----------|---------|---------------|--------------------|
| Valid not at all   | 70        | 28.0    | 28.0          | 28.0               |
| to a lesser extent | 35        | 14.0    | 14.0          | 42.0               |
| to some extent     | 90        | 36.0    | 36.0          | 78.0               |
| relatively well    | 30        | 12.0    | 12.0          | 90.0               |

|                   |     |       |       |       |
|-------------------|-----|-------|-------|-------|
| to a large extent | 25  | 10.0  | 10.0  | 100.0 |
| Total             | 250 | 100.0 | 100.0 |       |

42% of respondents say they have limited faith in their lecturers, while only 22% think they are completely proficient in both language and topic. This indicates that there is a perceived need for teachers to be more proficient in English.

### 3- Do your teachers not use different teaching methods when teaching educational subjects in English?

|                    | Frequency | Percent | Valid Percent | Cumulative Percent |
|--------------------|-----------|---------|---------------|--------------------|
| Valid not at all   | 15        | 6.0     | 6.0           | 6.0                |
| to a lesser extent | 70        | 28.0    | 28.0          | 34.0               |
| to some extent     | 60        | 24.0    | 24.0          | 58.0               |
| relatively well    | 55        | 22.0    | 22.0          | 80.0               |
| to a large extent  | 50        | 20.0    | 20.0          | 100.0              |
| Total              | 250       | 100.0   | 100.0         |                    |

66% of respondents admit use to some degree or more, indicating a balanced response. Teaching grammatical diversity still needs to be improved.

### 4- Do teachers use collaborative or student-centered teaching methods in English in their courses?

|                    | Frequency | Percent | Valid Percent | Cumulative Percent |
|--------------------|-----------|---------|---------------|--------------------|
| Valid not at all   | 25        | 10.0    | 10.0          | 10.0               |
| to a lesser extent | 40        | 16.0    | 16.0          | 26.0               |
| to some extent     | 90        | 36.0    | 36.0          | 62.0               |
| relatively well    | 65        | 26.0    | 26.0          | 88.0               |
| to a large extent  | 30        | 12.0    | 12.0          | 100.0              |
| Total              | 250       | 100.0   | 100.0         |                    |

74% of students perceive a student-centered approach to some degree. But only 12% think this occurs frequently, suggesting that these tactics might not be used completely

### 5- Will your teachers' English language skills affect your

#### Understanding of the subject?

|                    | Frequency | Percent | Valid Percent | Cumulative Percent |
|--------------------|-----------|---------|---------------|--------------------|
| Valid not at all   | 40        | 16.0    | 16.0          | 16.0               |
| to a lesser extent | 50        | 20.0    | 20.0          | 36.0               |
| to some extent     | 65        | 26.0    | 26.0          | 62.0               |
| relatively well    | 45        | 18.0    | 18.0          | 80.0               |
| to a large extent  | 50        | 20.0    | 20.0          | 100.0              |
| Total              | 250       | 100.0   | 100.0         |                    |

64% of respondents claim that their lecturers are at least moderately fluent in English. However, 36% of respondents think their teachers are not fluent, indicating that further language training for teachers might be required.

### 6- Does the language cause you any problems when communication with your teachers?

|                    | Frequency | Percent | Valid Percent | Cumulative Percent |
|--------------------|-----------|---------|---------------|--------------------|
| Valid not at all   | 75        | 30.0    | 30.0          | 30.0               |
| to a lesser extent | 65        | 26.0    | 26.0          | 56.0               |
| to some extent     | 65        | 26.0    | 26.0          | 82.0               |
| relatively well    | 15        | 6.0     | 6.0           | 88.0               |
| to a large extent  | 30        | 12.0    | 12.0          | 100.0              |
| Total              | 250       | 100.0   | 100.0         |                    |

44% have encountered some communication problems, whilst 56% just minor ones. This suggests that language presents moderate difficulties in teacher-student interaction.

**7- Are your teachers not ready for more assist or clarification on educational concepts taught in English?**

|       |                    | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|--------------------|-----------|---------|---------------|--------------------|
| Valid | not at all         | 35        | 14.0    | 14.0          | 14.0               |
|       | to a lesser extent | 45        | 18.0    | 18.0          | 32.0               |
|       | to some extent     | 85        | 34.0    | 34.0          | 66.0               |
|       | relatively well    | 45        | 18.0    | 18.0          | 84.0               |
|       | to a large extent  | 40        | 16.0    | 16.0          | 100.0              |
|       | Total              | 250       | 100.0   | 100.0         |                    |

32% of students feel that teachers are not available, whilst 66% of students think that they are. This could indicate that different educators receive different levels of support.

**8- Do you feel that your teachers provide enough support to improve your English skills in educational subjects?**

|       |                    | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|--------------------|-----------|---------|---------------|--------------------|
| Valid | not at all         | 20        | 8.0     | 8.0           | 8.0                |
|       | to a lesser extent | 30        | 12.0    | 12.0          | 20.0               |
|       | to some extent     | 85        | 34.0    | 34.0          | 54.0               |
|       | relatively well    | 65        | 26.0    | 26.0          | 80.0               |
|       | to a large extent  | 45        | 18.0    | 18.0          | 98.0               |
|       | 11                 | 5         | 2.0     | 2.0           | 100.0              |
|       | Total              | 250       | 100.0   | 100.0         |                    |

78% of students agree, albeit to differing degrees, indicating that majority think professors assist them improve their English.

**9- Have you felt that your teachers effectively link educational theories to practice and activities?**

|       |                    | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|--------------------|-----------|---------|---------------|--------------------|
| Valid | not at all         | 25        | 10.0    | 10.0          | 10.0               |
|       | to a lesser extent | 35        | 14.0    | 14.0          | 24.0               |
|       | to some extent     | 80        | 32.0    | 32.0          | 56.0               |
|       | relatively well    | 90        | 36.0    | 36.0          | 92.0               |
|       | to a large extent  | 20        | 8.0     | 8.0           | 100.0              |
|       | Total              | 250       | 100.0   | 100.0         |                    |

76% of respondents believe that teachers do a good job of balancing language and topic issues. Although only 8% believe it occurs to a significant degree, this has a good impact on teacher engagement.

**10- Your teachers have different strategies They use it to encourage participation Among the students who Do they have problems with English?**

|       |                    | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|--------------------|-----------|---------|---------------|--------------------|
| Valid | not at all         | 30        | 12.0    | 12.0          | 12.0               |
|       | to a lesser extent | 30        | 12.0    | 12.0          | 24.0               |
|       | to some extent     | 85        | 34.0    | 34.0          | 58.0               |
|       | relatively well    | 80        | 32.0    | 32.0          | 90.0               |
|       | to a large extent  | 25        | 10.0    | 10.0          | 100.0              |
|       | Total              | 250       | 100.0   | 100.0         |                    |

Although 76% of respondents think that teachers try inclusive teaching methods, just 10% think they are completely successful. Adaptive approaches can be improved.

**11- Your teachers communication style does not affect the conveyance of complex educational concepts in English.**

|       |                    | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|--------------------|-----------|---------|---------------|--------------------|
| Valid | not at all         | 45        | 18.0    | 18.0          | 18.0               |
|       | to a lesser extent | 55        | 22.0    | 22.0          | 40.0               |
|       | to some extent     | 60        | 24.0    | 24.0          | 64.0               |
|       | relatively well    | 55        | 22.0    | 22.0          | 86.0               |
|       | to a large extent  | 35        | 14.0    | 14.0          | 100.0              |
|       | Total              | 250       | 100.0   | 100.0         |                    |

Although 40% still have problems, 60% agree or more that communication helps with understanding. It is possible to improve the English clarity of teachers.

## 12- How to contact your teachers Do they not affect the transfer of complex educational concepts in language?

|       |                    | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|--------------------|-----------|---------|---------------|--------------------|
| Valid | not at all         | 30        | 12.0    | 12.0          | 12.0               |
|       | to a lesser extent | 40        | 16.0    | 16.0          | 28.0               |
|       | to some extent     | 75        | 30.0    | 30.0          | 58.0               |
|       | relatively well    | 70        | 28.0    | 28.0          | 86.0               |
|       | to a large extent  | 35        | 14.0    | 14.0          | 100.0              |
|       | Total              | 250       | 100.0   | 100.0         |                    |

In a similar vein, 28% still feel that there is good, while 72% confirm some. Delivering difficult material effectively is still a partial concern. Programs specific dimensions:

### 1- How much do you know about the full use of English as the language of instruction in programs?

|       |                    | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|--------------------|-----------|---------|---------------|--------------------|
| Valid | not at all         | 25        | 10.0    | 10.0          | 10.0               |
|       | to a lesser extent | 30        | 12.0    | 12.0          | 22.0               |
|       | to some extent     | 55        | 22.0    | 22.0          | 44.0               |
|       | relatively well    | 60        | 24.0    | 24.0          | 68.0               |
|       | to a large extent  | 80        | 32.0    | 32.0          | 100.0              |
|       | Total              | 250       | 100.0   | 100.0         |                    |

Most respondents (56%) express a fair amount of confidence in their ability to use English for instruction, indicating a high level of comfort with the language in learning environments

### 2- Educational subjects are generally difficult in English.

|       |                    | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|--------------------|-----------|---------|---------------|--------------------|
| Valid | not at all         | 130       | 52.0    | 52.0          | 52.0               |
|       | to a lesser extent | 40        | 16.0    | 16.0          | 68.0               |
|       | to some extent     | 30        | 12.0    | 12.0          | 80.0               |
|       | relatively well    | 15        | 6.0     | 6.0           | 86.0               |
|       | to a large extent  | 35        | 14.0    | 14.0          | 100.0              |
|       | Total              | 250       | 100.0   | 100.0         |                    |

More than half (52%) said that studying in English is not at all difficult, suggesting that most students may not find language to be a major obstacle.

### 3- there are no gaps in the content of the programs that may prevent you from understanding the concept educators in language English.

|       |                    | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|--------------------|-----------|---------|---------------|--------------------|
| Valid | not at all         | 70        | 28.0    | 28.0          | 28.0               |
|       | to a lesser extent | 30        | 12.0    | 12.0          | 40.0               |
|       | to some extent     | 55        | 22.0    | 22.0          | 62.0               |
|       | relatively well    | 35        | 14.0    | 14.0          | 76.0               |
|       | to a large extent  | 60        | 24.0    | 24.0          | 100.0              |
|       | Total              | 250       | 100.0   | 100.0         |                    |

A significant 28% believe there are gaps, while 24% strongly agreeing there are none. This demonstrates differing opinions regarding the comprehensibility and intelligibility of English-language text.

### 4- In teaching educational subjects in English, you are less confident and uncomfortable?

|       |                    | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|--------------------|-----------|---------|---------------|--------------------|
| Valid | not at all         | 30        | 12.0    | 12.0          | 12.0               |
|       | to a lesser extent | 40        | 16.0    | 16.0          | 28.0               |
|       | to some extent     | 75        | 30.0    | 30.0          | 58.0               |
|       | relatively well    | 70        | 28.0    | 28.0          | 86.0               |
|       | to a large extent  | 35        | 14.0    | 14.0          | 100.0              |
|       | Total              | 250       | 100.0   | 100.0         |                    |

While 30% of students report feeling a little uneasy, the majority do not feel really uncomfortable, suggesting that they have moderate confidence concerns when it comes to teaching in English.

### 5- Creating programs in English and modifying them in an appropriate way.

|       |            | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|------------|-----------|---------|---------------|--------------------|
| Valid | not at all | 20        | 8.0     | 8.0           | 8.0                |

|                    |     |       |       |       |
|--------------------|-----|-------|-------|-------|
| to a lesser extent | 65  | 26.0  | 26.0  | 34.0  |
| to some extent     | 75  | 30.0  | 30.0  | 64.0  |
| relatively well    | 45  | 18.0  | 18.0  | 82.0  |
| to a large extent  | 45  | 18.0  | 18.0  | 100.0 |
| Total              | 250 | 100.0 | 100.0 |       |

The responses are diverse. Just 18% say they are completely confident, and many (30%) say they are only somewhat sure. Perhaps more hands-on training is required.

#### 6- The extent of attracting students' interest and desire for subjects in English language.

|                    | Frequency | Percent | Valid Percent | Cumulative Percent |
|--------------------|-----------|---------|---------------|--------------------|
| Valid not at all   | 20        | 8.0     | 8.0           | 8.0                |
| to a lesser extent | 40        | 16.0    | 16.0          | 24.0               |
| to some extent     | 70        | 28.0    | 28.0          | 52.0               |
| relatively well    | 70        | 28.0    | 28.0          | 80.0               |
| to a large extent  | 50        | 20.0    | 20.0          | 100.0              |
| Total              | 250       | 100.0   | 100.0         |                    |

76% of respondents had at least a passing familiarity with English study topics, suggesting that the language is well-exposed to or integrated into the curriculum.

#### 7- The use of English as the language of instruction in the programs affects the outcome you learn?

|                    | Frequency | Percent | Valid Percent | Cumulative Percent |
|--------------------|-----------|---------|---------------|--------------------|
| Valid not at all   | 65        | 26.0    | 26.0          | 26.0               |
| to a lesser extent | 40        | 16.0    | 16.0          | 42.0               |
| to some extent     | 55        | 22.0    | 22.0          | 64.0               |
| relatively well    | 45        | 18.0    | 18.0          | 82.0               |
| to a large extent  | 45        | 18.0    | 18.0          | 100.0              |
| Total              | 250       | 100.0   | 100.0         |                    |

44% of respondents think that English has an impact on learning outcomes to some degree or more, indicating that language is still crucial to students' success.

#### 8- The programs need detailing There is when presenting the topics.

|                    | Frequency | Percent | Valid Percent | Cumulative Percent |
|--------------------|-----------|---------|---------------|--------------------|
| Valid not at all   | 110       | 44.0    | 44.0          | 44.0               |
| to a lesser extent | 45        | 18.0    | 18.0          | 62.0               |
| to some extent     | 50        | 20.0    | 20.0          | 82.0               |
| relatively well    | 25        | 10.0    | 10.0          | 92.0               |
| to a large extent  | 20        | 8.0     | 8.0           | 100.0              |
| Total              | 250       | 100.0   | 100.0         |                    |

While 44% of respondents say they don't require additional details, 38% disagree, suggesting that the way the content is delivered may be improved.

#### 9- opportunities for language development may not exist?

|                    | Frequency | Percent | Valid Percent | Cumulative Percent |
|--------------------|-----------|---------|---------------|--------------------|
| Valid not at all   | 55        | 22.0    | 22.0          | 22.0               |
| to a lesser extent | 40        | 16.0    | 16.0          | 38.0               |
| to some extent     | 90        | 36.0    | 36.0          | 74.0               |
| relatively well    | 25        | 10.0    | 10.0          | 84.0               |
| to a large extent  | 40        | 16.0    | 16.0          | 100.0              |
| Total              | 250       | 100.0   | 100.0         |                    |

36% concur somewhat, while the remaining respondents are undecided. This can be a reflection of worries about unequal access to resources or English instruction.

#### 10- Programs may be necessary experience Uses practical examples to express concepts in -English learning?

|                    | Frequency | Percent | Valid Percent | Cumulative Percent |
|--------------------|-----------|---------|---------------|--------------------|
| Valid not at all   | 15        | 6.0     | 6.0           | 6.0                |
| to a lesser extent | 50        | 20.0    | 20.0          | 26.0               |
| to some extent     | 95        | 38.0    | 38.0          | 64.0               |
| relatively well    | 65        | 26.0    | 26.0          | 90.0               |
| to a large extent  | 25        | 10.0    | 10.0          | 100.0              |
| Total              | 250       | 100.0   | 100.0         |                    |

The majority (64%) concur to a considerable degree, highlighting the significance of useful, non-English teaching methods in technical domains.

### 11- Do you think the programs are well prepared to teach educational subjects in English in real classroom situations?

|       |                    | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|--------------------|-----------|---------|---------------|--------------------|
| Valid | not at all         | 35        | 14.0    | 14.0          | 14.0               |
|       | to a lesser extent | 55        | 22.0    | 22.0          | 36.0               |
|       | to some extent     | 50        | 20.0    | 20.0          | 56.0               |
|       | relatively well    | 55        | 22.0    | 22.0          | 78.0               |
|       | to a large extent  | 55        | 22.0    | 22.0          | 100.0              |
|       | Total              | 250       | 100.0   | 100.0         |                    |

Views are quite evenly distributed; 36% believe that the programs could be more prepared, while 64% believe that they are at least somewhat ready.

### 12- Do you think there is a particular problem you will face when taking exams or assessments in English?

|       |                    | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|--------------------|-----------|---------|---------------|--------------------|
| Valid | not at all         | 80        | 32.0    | 32.0          | 32.0               |
|       | to a lesser extent | 40        | 16.0    | 16.0          | 48.0               |
|       | to some extent     | 45        | 18.0    | 18.0          | 66.0               |
|       | relatively well    | 55        | 22.0    | 22.0          | 88.0               |
|       | to a large extent  | 30        | 12.0    | 12.0          | 100.0              |
|       | Total              | 250       | 100.0   | 100.0         |                    |

22% anticipate difficulties, while 32% see no issues. A portion of student are still concerned about English assessments.

### 13- You can tell your about language related issues in an appropriate way with teachers ?

|       |                    | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|--------------------|-----------|---------|---------------|--------------------|
| Valid | not at all         | 60        | 24.0    | 24.0          | 24.0               |
|       | to a lesser extent | 60        | 24.0    | 24.0          | 48.0               |
|       | to some extent     | 65        | 26.0    | 26.0          | 74.0               |
|       | relatively well    | 45        | 18.0    | 18.0          | 92.0               |
|       | to a large extent  | 20        | 8.0     | 8.0           | 100.0              |
|       | Total              | 250       | 100.0   | 100.0         |                    |

The remaining respondents feel constrained, while only 26% are extremely confident. It is necessary to promote candid dialogue regarding linguistic difficulties.

### 14-work in a group or project To help you better with educational subjects in English?

|       |                    | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|--------------------|-----------|---------|---------------|--------------------|
| Valid | not at all         | 15        | 6.0     | 6.0           | 6.0                |
|       | to a lesser extent | 60        | 24.0    | 24.0          | 30.0               |
|       | to some extent     | 85        | 34.0    | 34.0          | 64.0               |
|       | relatively well    | 65        | 26.0    | 26.0          | 90.0               |
|       | to a large extent  | 25        | 10.0    | 10.0          | 100.0              |
|       | Total              | 250       | 100.0   | 100.0         |                    |

The majority of respondents (60%) believe they are at least somewhat capable, indicating that English cooperative learning is generally doable.

### 15- Program to enhance your learning experience?

|       |                    | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|--------------------|-----------|---------|---------------|--------------------|
| Valid | not at all         | 50        | 20.0    | 20.0          | 20.0               |
|       | to a lesser extent | 35        | 14.0    | 14.0          | 34.0               |
|       | to some extent     | 75        | 30.0    | 30.0          | 64.0               |
|       | relatively well    | 60        | 24.0    | 24.0          | 88.0               |
|       | to a large extent  | 30        | 12.0    | 12.0          | 100.0              |
|       | Total              | 250       | 100.0   | 100.0         |                    |

42% of respondents say they receive moderate to severe lack of support, indicating the need for better tools or procedures to help them learn English.



## Chapter (5)

### 5-1 interpretation:

- 1-Explaining the importance of English to student
- 2-Using various methods to simplify the subjects.
- 3- Give continuous tasks to facilitate subjects
- 4- Because most of the students were educated in Kurdish, they are not proficient in English, so this will be a difficulty for them.
- 5- Educational subjects are difficult, so they become more difficult in English.

### 5-2 Recommendations of the Research:

- 1-more research should be conducted on the challenges that students face in studying educational subjects in English.
- 2- Students need to participate in English language training courses so that they do not face difficulties when studying educational subjects in English.
- 3-English is one of the global standard languages, and the majority of current research is published in English; therefore, students should give greater importance to learning English.
- 4-Students should be encouraged to learn more English during their school years so that they do not face difficulties in college when studying subjects in English.
- 5-During the teaching of educational subjects in English, teachers should make an effort to explain the topics to students in simple and easy English so that students can fully understand the subject matter.”

### 5-3 Suggestions:

- 1- Conduct a study on the level of this variable at another stage.
- 2- Doing this challenge in another language.

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- عه زيز ، كه ريم ئه حمه د (٢٠١٢) ، پروگرامي په ره ردهي چاپي يه كه م ، سليمان ي ، چاپخانه پهيومند

#### Appendix No (1)

Kurdistan Regional Government  
University of Suleimani  
College of Education  
Subject/Questionnaire Form.....

We (Lava Hamaswr Muhammadamin) and (Mariwan Muhamm Muhammadamin) are conducting research titled Difficulties in Studying Education Subject in English by the College of Education Students. To prepare a comprehensive set of questions regarding the challenges of studying educational subjects in English, we need your assistance. To complete this questionnaire, please answer the questions as honestly as possible and provide your valuable feedback. Your participation is extremely important for the accuracy of our research and for revealing the true learning challenges faced by students. Researchers: (Lava and Mariwan)

With respect.....

#### Questions

An open-ended survey to obtain teachers' views

1- Is it difficult for students to study educational subjects in English?

Yes ☐ NO ☐

2- If yes, what is the reason?

A B

c

3- What is the solution?

A B C **Appendix NO (2) Panel of experts**

| No. | Rank    | Name           | specialization  | Place of work   |
|-----|---------|----------------|-----------------|---|
| 1   | Doctor  | Azhi Hama Qazi | Social Sciences | University of Suleimani<br>College of basic Education |
| 2   | Teacher | Dler Abdulla   | Measurement     | University Of Suleimani<br>College Of Education       |
| 3   | Teacher | Hezha Abdulla  | Social Sciences | University of Suleimani<br>College of basic Education |

|   |         |               |                 |   |
|---|---------|---------------|-----------------|---|
| 4 | doctor  | Zana Aziz     | Teaching method | University Of Suleimani<br>College Of Education |
| 5 | teacher | Shena Ibrahim | Teaching method | University of Suleimani college Of<br>Education |
| 6 | teacher | Brwska Barzan | Teaching method | University of Suleimani college Of<br>Education |

### Appendix NO (3)

The provisions of the teacher's tool and the dimensions of their response:

| No. | Evaluation  | To a certain |        |        |              | Not at all |
|-----|---|--------------|--------|--------|--------------|------------|
|     |   | A lot        | center | little | A little bit |            |
| 1   | How much do you benefit from your teachers' use of English in the subject?  |              |        |        |              |            |
| 2   | Do you feel your teachers They have complete information about both the subject and the English language.                                 |              |        |        |              |            |
| 3   | Do your teachers not use different teaching methods when teaching educational subjects in English?  |              |        |        |              |            |
| 4   | Do teachers use collaborative or student-centered teaching methods in English in their courses?   |              |        |        |              |            |
| 5   | Will your teachers' English language skills affect your understanding of the subject?   |              |        |        |              |            |
| 6   | Does the language cause you any problems when communicating with your teachers?   |              |        |        |              |            |
| 7   | Are your teachers not ready for more assist or clarification on educational concepts taught in English?                                   |              |        |        |              |            |
| 8   | Do you feel that your teachers provide enough support to improve your English skills in educational subjects?                             |              |        |        |              |            |
| 9   | Have you felt that your teachers effectively link educational theories to practice and activities?  |              |        |        |              |            |
| 10  | Your teachers have different strategies They use it to encourage participation Among the students who Do they have problems with English? |              |        |        |              |            |

|    |   |  |  |  |  |  |
|----|---|--|--|--|--|--|
| 11 | Your teachers communication style does not affect the conveyance of complex educational concepts in English |  |  |  |  |  |
| 12 | How to contact your teachers Do they not affect the transfer of complex educational concepts in language?   |  |  |  |  |  |

Program tool items and their response dimension

| No. | Evaluation  | To a certain |        |        |              | Not at all |
|-----|---|--------------|--------|--------|--------------|------------|
|     |   | A lot        | center | little | A little bit |            |
| 1   | How much do you know about the full use of English as the language of instruction in programs?                                  |              |        |        |              |            |
| 2   | Educational subjects are generally difficult in English.  |              |        |        |              |            |
| 3   | there are no gaps in the content of the programs that may prevent you from understanding concept educators in language English. |              |        |        |              |            |
| 4   | In teaching educational subjects in English, you are less confident and uncomfortable ?   |              |        |        |              |            |
| 5   | Creating programs in English and modifying them in an appropriate way.  |              |        |        |              |            |
| 6   | The extent of attracting students' interest and desire for subjects in English language.  |              |        |        |              |            |
| 7   | The use of English as the language of instruction in the programs affects the outcome you learn?                                |              |        |        |              |            |
| 8   | The programs need detailing There is when presenting the topics.  |              |        |        |              |            |
| 9   | opportunities for language development may not exist?   |              |        |        |              |            |
| 10  | Programs may be necessary experience Uses practical examples to express concepts in -English learning?                          |              |        |        |              |            |

|    |  |  |  |  |  |  |
|----|--|--|--|--|--|--|
| 11 | Do you think the programs are well prepared to teach educational subjects in English in real classroom situations? |  |  |  |  |  |
| 12 | Do you think there is a particular problem you will face when taking exams or assessments in English?              |  |  |  |  |  |
| 13 | You can tell your about language related issues in an appropriate way with teachers ?                              |  |  |  |  |  |
| 14 | work in a group or project To help you better with educational subjects in English ?                               |  |  |  |  |  |
| 15 | program to enhance your learning experience?   |  |  |  |  |  |

Items of student-related dimension and response dimension

| No. | Evaluation   | To a certain |        |        |              | Not at all |
|-----|--|--------------|--------|--------|--------------|------------|
|     |  | A lot        | center | little | A little bit |            |
| 1   | My training in English will help me become an innovative teacher in the future.                          |              |        |        |              |            |
| 2   | Study in English It makes concepts and ideas more familiar to students.                                  |              |        |        |              |            |
| 3   | Studying in English makes it easier for students to do their activities, especially homework.            |              |        |        |              |            |
| 4   | Articles in English do not encourage students to explore.  |              |        |        |              |            |
| 5   | I encourage students Using a linguistic dictionary to search for meaning reading with different sources. |              |        |        |              |            |
| 6   | Students will not be afraid to have express in English   |              |        |        |              |            |
| 7   | Learners resort to Kurdish to explain meanings and ideas.  |              |        |        |              |            |
| 8   | Lack of students' willingness to develop themselves in practice Lessons in English                       |              |        |        |              |            |

|    |   |  |  |  |  |  |
|----|---|--|--|--|--|--|
| 9  | In understanding of academic texts in English and encountering learning difficulties?                 |  |  |  |  |  |
| 10 | Appropriate educational materials provided in English Not for your learning needs?                    |  |  |  |  |  |
| 11 | DO you find your curriculum relevant and effective for teaching education subjects in English?        |  |  |  |  |  |
| 12 | Your teachers are teaching methods How effective are they in teaching subjects in English?            |  |  |  |  |  |
| 13 | Adequate appropriate and training are not provided for students to improve their English skills.      |  |  |  |  |  |
| 14 | The extent of cultural differences is not on understanding of educational concepts taught in English. |  |  |  |  |  |
| 15 | How comfortable do you feel communicating with your peers in English during classes?                  |  |  |  |  |  |

#### Appendix (4)

The grades of the students, who were 50 in total, were used to determine the reliability of the instrument.

| Number | First time | Second time |
|--------|------------|-------------|
| 1      | 146        | 147         |
| 2      | 127        | 131         |
| 3      | 148        | 147         |
| 4      | 156        | 157         |
| 5      | 134        | 140         |
| 6      | 121        | 130         |
| 7      | 130        | 130         |
| 8      | 133        | 132         |
| 9      | 114        | 117         |
| 10     | 140        | 147         |
| 11     | 125        | 122         |
| 12     | 145        | 151         |
| 13     | 135        | 139         |
| 14     | 105        | 105         |
| 15     | 144        | 149         |
| 16     | 130        | 132         |
| 17     | 94         | 111         |
| 18     | 117        | 123         |
| 19     | 120        | 125         |
| 20     | 131        | 134         |
| 21     | 148        | 147         |
| 22     | 146        | 148         |
| 23     | 123        | 128         |
| 24     | 109        | 104         |
| 25     | 115        | 117         |

**مجلة الجامعة العراقية المجلد (٧٣) العدد (٩) تموز لسنة ٢٠٢٥**

|    |     |     |
|----|-----|-----|
| 26 | 143 | 143 |
| 27 | 127 | 127 |
| 28 | 129 | 139 |
| 29 | 120 | 121 |
| 30 | 130 | 131 |
| 31 | 121 | 122 |
| 32 | 124 | 127 |
| 33 | 150 | 151 |
| 34 | 147 | 147 |
| 35 | 125 | 128 |
| 36 | 146 | 164 |
| 37 | 124 | 128 |
| 38 | 160 | 162 |
| 39 | 154 | 148 |
| 40 | 120 | 128 |
| 41 | 137 | 137 |
| 42 | 115 | 112 |
| 43 | 140 | 142 |
| 44 | 150 | 151 |
| 45 | 122 | 124 |
| 46 | 136 | 132 |
| 47 | 125 | 128 |
| 48 | 120 | 124 |
| 49 | 140 | 142 |
| 50 | 112 | 118 |