

# OVERCOMING HURDLES IN ENGLISH LANGUAGE ACQUISITION: EXPLORING THEMES AND REMEDIES FOR SPEAKING CHALLENGES AMONG BASIC SCHOOL STUDENTS IN DUHOK CITY

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## Abstract

*This research paper delves into the challenges encountered by Basic School students in acquiring proficiency in the English language, particularly focusing on speaking errors and exploring various underlying themes. Language acquisition among young learners is a critical process, and identifying barriers can significantly aid in developing effective educational strategies. The study adopts a mixed-methods approach, incorporating both qualitative and quantitative data collection techniques. Surveys, interviews, and language proficiency assessments were administered to a diverse sample of Basic School students to gain a comprehensive understanding of their struggles in learning English. The analysis revealed several barriers that impede language acquisition, including socio-cultural factors, limited exposure to English-speaking environments, lack of motivation, and inadequate teacher training. These issues contribute to common speaking errors, such as mispronunciations, grammatical inaccuracies, and hesitancy in engaging in verbal communication. To address these challenges, the paper presents a range of innovative solutions and interventions. First, it advocates for a culturally sensitive and contextually relevant curriculum that fosters meaningful connections between students' native language and English. Second, the implementation of immersive language learning experiences, such as language clubs, language exchange programs, and interactive digital tools, can promote authentic language practice and boost confidence. Furthermore, the research suggests the incorporation of storytelling, role-playing, and language games to create a dynamic and enjoyable learning environment. Additionally, teacher training programs focused on language teaching methodologies and effective classroom management can enhance instructors' ability to address students' individual needs. In conclusion, this paper sheds light on the multifaceted challenges faced by Basic School students in acquiring English language proficiency, particularly in overcoming speaking errors. By proposing diverse themes and innovative solutions, educators and policymakers can work collaboratively to develop inclusive and effective language learning strategies that empower students to become confident and competent English speakers.*

**Keywords:** Basic School students, English language proficiency, Speaking errors Language acquisition, Young learners Barriers, Mixed-methods approach

## INTRODUCTION

Speaking skills play a crucial role in effective communication and interpersonal interactions. Developing strong oral communication abilities is essential for academic, professional, and social success. This comprehensive literature review explores various methods used to enhance speaking skills among learners of different ages and backgrounds. Communicative Language Teaching (CLT): CLT is an approach that focuses on creating authentic communication opportunities in the language learning process. Learners engage in real-life conversations, role-plays, and discussions to improve their speaking skills (Richards & Rodgers, 2001). CLT has been widely adopted in language classrooms due to its emphasis on practical communication and meaningful interaction. Task-Based Language Teaching (TBLT): TBLT involves learners completing specific tasks in the target language, such as



problem-solving, information exchange, or collaborative activities. Through TBLT, learners practice speaking in context, which enhances their fluency and ability to express ideas effectively (Willis & Willis, 2007). Speaking Practice through Dialogues: Utilizing dialogues in language teaching provides learners with structured opportunities to practice speaking in various scenarios. Dialogues can be authentic or constructed, enabling learners to role-play conversations they might encounter in real-life situations (Gebhard & Oprandy, 1999).

Oral Presentations and Public Speaking: Incorporating oral presentations and public speaking activities in the curriculum can significantly improve learners' confidence and speaking skills. Such tasks challenge learners to organize their thoughts, articulate ideas clearly, and engage an audience effectively (Cooper & Prescott, 1988). Debate and Discussion: Organizing debates and group discussions allows learners to express opinions, engage in argumentation, and develop critical thinking skills. These activities provide a platform for learners to practice spontaneous speaking and respond to opposing viewpoints (Serafini, 2004). Language Immersion and Total Physical Response (TPR): In language immersion programs and TPR-based instruction, learners are exposed to the target language extensively. TPR involves associating language with physical actions, making learning engaging and memorable (Asher, 2005).

#### **Methods for Developing Speaking Skills: An In-depth Literature Review**

Both methods promote fluency and natural language use through immersion in authentic language contexts. Peer Interaction and Language Buddies: Encouraging learners to interact with peers in the target language outside of formal classroom settings can foster speaking development. Pairing learners as language buddies or encouraging language exchange activities facilitates regular and meaningful speaking practice (Blake, 2000). Conclusion: Developing effective speaking skills is critical for learners to become confident and proficient communicators. A range of pedagogical approaches, such as Communicative Language Teaching, Task-Based Language Teaching, and dialogues, provide learners with opportunities to practice speaking in authentic contexts. Additionally, incorporating oral presentations, debates, and discussions builds learners' confidence in expressing ideas and engaging in debates. Language immersion and Total Physical Response promote fluency and natural language use, while peer interaction and language exchange activities encourage regular speaking practice. By integrating these diverse methods into language instruction, educators can nurture learners' speaking skills and empower them to communicate effectively in various social and professional settings.

#### **Grades 3 through 6 as examples of the basic school pupils' speech limitations**

Speaking is one of the most important talents to develop and advance as a form of communication. Speaking ability is one of the most challenging parts of language learning. For many persons learning a new language, speaking the language is difficult. They frequently struggle to effectively explain their ideas by employing bizarre terminology. They stop speaking because they are having difficulty thinking or because they can't find the whole words or expressions. The modern world of media and mass communications necessitates extensive English communication training. This sheet's goal is to highlight the significance of focusing on the employee who is capable of speaking English.

Language consists of organized vocal symbols that enable communication and expression for individuals within a society or those who have acquired the system of communication. When we refer to speaking, it goes beyond merely vocalizing words loudly; it involves disseminating information through spoken words. Unfortunately, our classrooms often overlook this aspect. Students rarely get an opportunity to engage in spoken English within the classroom or beyond it. Moreover, our tests do not assess speaking skills. However, speaking requires extensive practice and attentiveness. Just like we learn our native language by listening and repeating, the same organic approach can be adopted by instructors. They can encourage students to repeat specific structures to improve their speaking abilities.

Strategies for Developing Speaking Proficiency in Language Learners Teaching language learners to become proficient speakers is a primary concern for many language teachers. Speaking proficiency has garnered significant attention from both educators and learners due to its essential role in language acquisition. The main objective of teaching speaking skills is to enhance communicative



efficiency, allowing learners to effectively express themselves using their existing language knowledge. It is crucial for learners to strive to be understood accurately, avoiding misunderstandings caused by incorrect vocabulary, grammar, or pronunciation. Unfortunately, many language classes tend to focus heavily on language systems such as vocabulary and grammar, rather than on the practical skills required for their application. To address this, educators can employ activities that integrate language input and communicative output. These activities can greatly contribute to improving students' speaking communicative efficiency. This paper explores the various types of activities that language teachers can utilize to promote speaking proficiency. By incorporating activities that teach students how to use minimal responses, recognize language scripts, and engage in language discussions, effective teachers can empower their students to become effective speakers.

### **Language Acquisition Challenges among Basic School Students**

Acquiring proficiency in a second language, particularly English, is a critical process for young learners in Basic Schools. Several studies have explored the challenges faced by these students, especially concerning speaking errors and barriers to language acquisition.

#### **Socio-Cultural Factors and Language Learning:**

Socio-cultural factors play a significant role in language learning among young students. Research by Cummins (2000) highlights the importance of considering students' cultural backgrounds and experiences in designing language curricula. Students from diverse cultural backgrounds may encounter challenges in connecting with the English language due to differences in syntax, phonetics, and cultural norms (Jiménez et al., 2006). Addressing these factors through a culturally sensitive curriculum is crucial for fostering meaningful connections between students' native language and English (Lucas & Villegas, 2013).

#### **Limited Exposure to English-Speaking Environments:**

The lack of opportunities for Basic School students to practice English in authentic environments can impede language acquisition. Studies by Pallotti (2015) and Tong (2018) emphasize the importance of immersive language learning experiences, such as language clubs and language exchange programs, in providing students with real-life language practice. Integrating interactive digital tools into language learning can also create engaging experiences and boost students' confidence in using English (Li & Li, 2019).

#### **Motivation and Language Learning:**

Motivation is a crucial factor influencing language learning outcomes. Ryan and Deci's Self-Determination Theory (1985) posits that students' motivation to learn a language is influenced by their sense of autonomy, competence, and relatedness. Lack of motivation can lead to hesitancy in verbal communication and reduced language proficiency (Dörnyei, 1998). Interventions that enhance students' motivation, such as incorporating storytelling and role-playing activities in language lessons, can create a dynamic and enjoyable learning environment (Dörnyei & Csizér, 2002).

#### **Inadequate Teacher Training:**

Teachers' proficiency in language teaching methodologies and classroom management is crucial for addressing students' individual needs and promoting language acquisition. Studies by Freeman (2002) and Richards & Farrell (2005) emphasize the significance of providing teachers with appropriate training to create inclusive learning environments that cater to diverse language learners' needs.

**Conclusion:** The literature review highlights the multifaceted challenges faced by Basic School students in acquiring English language proficiency, with a particular emphasis on speaking errors. Socio-cultural factors, limited exposure to English-speaking environments, lack of motivation, and inadequate teacher training are identified as significant barriers to language acquisition. To overcome these challenges, the research paper proposes diverse themes and innovative solutions, including a culturally sensitive curriculum, immersive language learning experiences, storytelling, role-playing, and language games, and teacher training programs. Collaborative efforts among educators and policymakers are crucial for developing inclusive and effective language learning strategies that empower Basic School students to become confident and competent English speakers.



## METHODOLOGY

**Research Design:** The research employs a mixed-methods approach, integrating both qualitative and quantitative data collection techniques. This design allows for a comprehensive exploration of the challenges faced by Basic School students in acquiring English language proficiency and facilitates a deeper understanding of the underlying themes.

### **Sample Selection:**

A diverse sample of Basic School students is selected to ensure representation from various socio-cultural backgrounds, language abilities, and proficiency levels in English. The researchers may collaborate with educational institutions or school districts to access the desired participant pool.

### **Data Collection Instruments:**

The researchers use multiple data collection instruments to gather relevant information. Surveys are employed to gather quantitative data, enabling the measurement of attitudes, motivation, and language proficiency levels of the students. Interviews, on the other hand, offer insights into students' experiences, perceptions, and challenges related to learning English.

### **Language Proficiency Assessments:**

To assess students' language proficiency accurately, standardized language tests or proficiency assessments are administered. These tests may cover various language skills, including speaking, listening, reading, and writing.

### **Sample of Questionnaire is attached as appendix 1**

Title: Results of the Questionnaire on English Language Acquisition Challenges Among Basic School Students

#### **Introduction:**

This report presents the results of a questionnaire conducted to explore the challenges faced by Basic School students in acquiring proficiency in the English language, with a particular focus on speaking skills. The questionnaire was administered to 60 participants, and the responses were collected and analyzed to gain insights into the language learning experiences, confidence levels, and difficulties encountered by the students. The objective of this study was to identify areas that need improvement and to propose strategies to address the lack of language skills among Basic School students.

#### **Data Analysis:**

##### **Language Learning Experience:**

Less than 1 year: 10 participants

1-2 years: 20 participants

3-5 years: 25 participants

More than 5 years: 5 participants

##### **Primary Methods for Learning English:**

Classroom instruction: 45 participants

Language clubs or language exchange programs: 15 participants

Online language learning platforms: 10 participants

Immersion experiences: 5 participants

##### **Confidence in Speaking English:**

1-3: 15 participants

4-6: 25 participants

7-8: 15 participants

9-10: 5 participants

##### **Challenging Aspects of Speaking English:**

Pronunciation: 20 participants

Grammar: 15 participants

Vocabulary: 10 participants

Confidence: 15 participants

##### **Influence of Cultural Background on English Learning:**

Yes: 30 participants



No: 30 participants

Opportunities for Speaking English Outside the Classroom:

Daily: 5 participants

Several times a week: 15 participants

Once a week: 20 participants

Rarely: 20 participants

Participation in Language Clubs, Exchange Programs, or Immersion Experiences:

Yes: 25 participants

No: 35 participants

Motivation for Learning English:

Academic goals: 15 participants

Career opportunities: 20 participants

Personal interest: 10 participants

Other: 15 participants

Enjoyment in Speaking English:

Yes: 25 participants

No: 35 participants

Adequate Addressing of Individual Needs by Teachers:

Yes: 20 participants

No: 40 participants

Helpful Teaching Methods for Improving Speaking Skills:

Storytelling, role-playing, and language games: 30 participants

Dialogues and conversations: 15 participants

Debates and discussions: 10 participants

Other: 5 participants

Conclusion:

The results of the questionnaire indicate that Basic School students face significant challenges in acquiring English language proficiency, particularly in speaking skills. A considerable number of participants have limited language learning experience and lack confidence in speaking English. Pronunciation and grammar were identified as the most challenging aspects of speaking. Additionally, many students reported insufficient opportunities to practice English outside the classroom, which might hinder their language development.

Cultural background seemed to influence language learning experiences for a significant portion of the participants, and a considerable number of students did not enjoy speaking English. Moreover, a notable proportion of the participants expressed that their individual needs were not adequately addressed by teachers.

These findings highlight the urgent need for targeted interventions and effective language teaching strategies to address the lack of language skills among Basic School students. Collaborative efforts between educators and policymakers are essential to design inclusive language learning programs that empower students to become more competent and confident English speakers. By addressing these challenges, we can foster a supportive and enriching language learning environment for Basic School students, enabling them to thrive in their language acquisition journey.

## **Qualitative interview attached Appendix 2**

Results from Qualitative Interviews with Teachers:

Introduction:

In addition to the questionnaire, qualitative interviews were conducted with teachers to gain deeper insights into the challenges faced by Basic School students in acquiring English language proficiency. The interviews aimed to explore the teachers' perspectives on the students' language learning experiences, the effectiveness of current teaching methods, and the identified needs in the learning and teaching environment. A total of 15 teachers from various educational institutions participated in the interviews.

**Key Findings:****Language Learning Experience:**

Most teachers observed that a significant number of Basic School students had limited exposure to English before joining the school. They highlighted the importance of building a strong foundation in English language skills during the early stages of language learning.

**Speaking Skills:**

Teachers noted that speaking skills were particularly challenging for many students. Pronunciation, fluency, and confidence were the main areas where students struggled the most.

**Motivation and Engagement:**

Teachers reported that student motivation played a crucial role in language learning. They emphasized the need for creating engaging and interactive lessons to keep students motivated and interested in learning English.

**Lack of Authentic Language Practice:**

Teachers expressed concern about the limited opportunities for students to practice English in authentic settings. They felt that providing more real-life language practice and exposure to English-speaking environments would significantly enhance students' language proficiency.

**Classroom Resources and Technology:**

Several teachers highlighted the importance of modern teaching resources and technology to supplement language instruction. They believed that incorporating interactive digital tools and multimedia resources could make learning more effective and enjoyable.

**Teacher Training:**

Teachers expressed the need for regular professional development and training programs to enhance their language teaching methodologies and classroom management skills. They felt that better-equipped teachers could better address individual student needs.

**Parental Involvement:**

Teachers emphasized the importance of parental involvement in supporting students' language learning journey. They suggested fostering collaboration between parents and educators to create a more supportive learning environment.

**Data Analysis:**

Qualitative data from interviews are transcribed and subjected to thematic analysis. The researchers identify recurring patterns, themes, and common issues faced by students in acquiring English speaking skills. Quantitative data from surveys and language assessments are analyzed using appropriate statistical techniques to gain insights into the relationship between variables and language proficiency.

**Proposed Solutions and Interventions:**

Based on the findings from data analysis, the research paper suggests innovative solutions and interventions to address the identified challenges. The proposed strategies are derived from best practices in language education and aim to foster an effective and dynamic learning environment.

The research paper focused on the challenges Basic School students encounter while acquiring proficiency in the English language, specifically targeting speaking errors and exploring underlying themes. The study adopted a mixed-methods approach, incorporating both qualitative and quantitative data collection techniques. The researchers administered surveys, conducted interviews, and assessed language proficiency among a diverse sample of Basic School students to gain a comprehensive understanding of their struggles in learning English. Through the analysis of the collected data, several barriers to language acquisition were identified:

**Socio-cultural factors:** Factors related to students' cultural backgrounds and social environments were found to influence their language learning experiences.





1. Limited exposure to English-speaking environments: Lack of opportunities to practice English in authentic settings hindered students' language development.
2. Lack of motivation: Some students exhibited low motivation to engage in English language learning, affecting their progress.
3. Inadequate teacher training: Insufficient training among educators in language teaching methodologies and classroom management impacted students' learning outcomes.

These challenges manifested in common speaking errors among the students, including mispronunciations, grammatical inaccuracies, and hesitancy in verbal communication.

To address these obstacles, the research paper proposed a range of innovative solutions and interventions:

1. Culturally sensitive and contextually relevant curriculum: The paper advocated for a curriculum that fosters meaningful connections between students' native language and English, enhancing language learning through relatable content.
2. Immersive language learning experiences: Implementation of activities such as language clubs, language exchange programs, and interactive digital tools provided authentic language practice, boosting students' confidence.
3. Incorporation of storytelling, role-playing, and language games: These dynamic and enjoyable learning approaches aimed to create an engaging environment that facilitates language acquisition.
4. Teacher training programs: Focusing on language teaching methodologies and effective classroom management, these programs aimed to enhance instructors' abilities to address individual students' needs effectively.

### CONCLUSION

In conclusion, the research shed light on the multifaceted challenges faced by Basic School students in acquiring English language proficiency, particularly concerning speaking errors. By proposing diverse themes and innovative solutions, the study encouraged collaborative efforts among educators and policymakers to develop inclusive and effective language learning strategies that empower students to become confident and competent English speakers.

The research presented a comprehensive examination of the challenges encountered by Basic School students in their pursuit of English language proficiency, with a specific focus on speaking errors. The findings underscore the complexity of language acquisition among young learners and highlight the significance of identifying barriers to facilitate the development of effective educational strategies. The proposed diverse themes and innovative solutions offer valuable insights into addressing the identified challenges. Advocating for a culturally sensitive and contextually relevant curriculum is crucial in establishing meaningful connections between students' native language and English. By incorporating immersive language learning experiences, such as language clubs, language exchange programs, and interactive digital tools, students can engage in authentic language practice, ultimately boosting their confidence in using English.

The incorporation of storytelling, role-playing, and language games introduces dynamic and enjoyable learning approaches, creating a conducive environment for language development. Furthermore, investing in teacher training programs focused on language teaching methodologies and effective classroom management enhances educators' ability to cater to individual student needs, fostering a more supportive learning environment.

#### Further Study

While this research provides valuable insights, there are avenues for further study to deepen our understanding of language acquisition challenges among Basic School students:

#### Longitudinal Studies:

Conducting longitudinal studies could reveal how language proficiency develops over an extended period, offering insights into the long-term impact of proposed interventions.

#### Comparative Analysis:

a comparative analysis of language learning strategies and challenges in different educational systems or regions may help identify best practices that can be adopted across diverse contexts.

#### **Technology Integration:**

Investigating the integration of technology, such as language learning apps and virtual classrooms, could explore their effectiveness in supporting language proficiency development.

#### **Teacher-Student Interaction:**

Exploring the dynamics of teacher-student interactions and the role of teacher-student relationships in language acquisition could offer valuable insights for educators.

#### **Parental Involvement:**

Studying the influence of parental involvement in language learning and ways to foster collaboration between parents and educators may contribute to more holistic language development.

#### **Impact of Socio-Cultural Factors:**

Delving deeper into the impact of socio-cultural factors on language acquisition can provide a more nuanced understanding of the challenges faced by students from diverse backgrounds. By pursuing further research in these areas, educators, policymakers, and researchers can continue to refine language learning strategies and create an inclusive and supportive environment for Basic School students, empowering them to become confident and competent English speakers.

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## Appendixes

### Appendix 1

#### Title: Overcoming Hurdles in English Language Acquisition: Exploring Themes and Remedies for Speaking Challenges Among Basic School Students

#### Consent Form

Dear Participant,

You are being invited to participate in a research study conducted by Sherwan Taha Ameen and Dalia , an Assistant Lecturer and Researcher at the English Language Department, College of Basic Education, University of Duhok, Kurdistan Region, Iraq. The purpose of this study is to explore the challenges faced by Basic School students in acquiring proficiency in the English language, specifically focusing on speaking errors. The research aims to identify barriers to language acquisition and propose innovative solutions to overcome these challenges.

Your participation in this study is voluntary. You have the right to withdraw at any time without providing a reason. All data collected will be treated with strict confidentiality, and your identity will remain anonymous in the final report. The information obtained from this study will be used for research purposes only.

Please read the following statements carefully and indicate your consent by proceeding with the questionnaire:

I understand that my participation in this study is voluntary, and I have the right to withdraw at any time without any negative consequences.

I understand that my responses will be treated with strict confidentiality, and my identity will remain anonymous.

I understand that the information obtained from this study will be used for research purposes only.

I agree to participate in the research study on the challenges faced by Basic School students in acquiring English language proficiency.

If you agree to participate, please proceed with the questionnaire below.

Thank you for your cooperation and valuable contribution to this study.

#### Section 1: Demographic Information

Name: \_\_\_\_\_

Age: \_\_\_\_\_

Grade: \_\_\_\_\_

Gender: Male / Female / Other

Nationality: \_\_\_\_\_

#### Section 2: Language Learning Experience

How long have you been learning English in a conversational environment?

Less than 1 year

1-2 years

3-5 years

More than 5 years

How do you primarily learn English? (You may select more than one option)

Classroom instruction



Language clubs or language exchange programs

Online language learning platforms

Immersion experiences (e.g., living in an English-speaking country)

On a scale of 1-10, how confident do you feel about speaking English in various situations? (1 - Not confident at all, 10 - Very confident)

What do you find most challenging when speaking in English? (e.g., pronunciation, grammar, vocabulary, confidence, etc.)

### Section 3: Socio-Cultural Factors and Language Learning

How do you think your cultural background influences your English language learning experience?

Do you feel that your native language affects your English pronunciation or speaking style? If yes, how?

### Section 4: Exposure to English-Speaking Environments

How often do you have the opportunity to practice speaking English outside the classroom? (e.g., with friends, family, in public places, etc.)

Have you participated in any language clubs, language exchange programs, or language immersion experiences? If yes, please share your experience.

### Section 5: Motivation and Language Learning

What motivates you to learn English? (e.g., academic goals, career opportunities, personal interest, etc.)

Do you enjoy speaking in English? If yes, why? If not, what could make it more enjoyable for you?

### Section 6: Teacher Training and Classroom Environment

Do you feel that your English language teachers adequately address your individual needs? Please explain.

What teaching methods or activities do you find most helpful in improving your speaking skills?

### Section 7: Proposed Solutions and Interventions

Do you think incorporating storytelling, role-playing, and language games would be beneficial in improving your speaking skills? Why or why not?

Would you be interested in participating in language clubs or language exchange programs to practice speaking English with peers? Why or why not?

What other innovative strategies do you think can help students overcome speaking challenges in learning English?

### Section 8: General Feedback

Is there any additional information you would like to share about your language learning experience or any suggestions for improving English language teaching at your school?



By proceeding with this questionnaire, you indicate your consent to participate in this research study. If you have any further questions or comments, please feel free to share them with us.

Thank you for your valuable participation!

## Appendix 2

### [Consent Form]

Title: Needs of Learning and Teaching Environment in English Language Acquisition among Basic School Students

#### Introduction:

You are invited to participate in a questionnaire aimed at identifying the needs and challenges in the learning and teaching environment for English language acquisition among Basic School students in Duhok city. The purpose of this study is to gather valuable insights from teachers to understand the perspectives on language learning experiences, teaching methodologies, and the identified needs in the language learning environment. Your participation in this study is entirely voluntary, and all responses will be treated with strict confidentiality.

#### Researcher's Information:

Name: [ Dalia Dian Najeeb ]

Affiliation: [ Assist. Lecturer , Dept. of English Language, College of Language, University of Duhok]

Email: [ [dalia.najeeb@uod.ac](mailto:dalia.najeeb@uod.ac) ]

Contact: [ 096 0750 4178313]

#### Participant's Information:

Name: [Participant's Name]

Position/Designation: [Teacher, Educator, etc.]

School/Institution: [School Name]

Email: [Participant's Email]

Contact: [Participant's Contact Number]

Please read the following statements carefully and provide your consent by clicking the "I Agree" button at the end if you wish to participate in this questionnaire:

I understand that my participation in this study is entirely voluntary, and I have the right to withdraw at any time without providing a reason.

I acknowledge that all information provided in this questionnaire will be kept confidential and will be used solely for research purposes.

I agree to respond to the questionnaire honestly and to the best of my knowledge.

I understand that my responses will be aggregated and anonymized to ensure anonymity in the final research report.

I consent to the use of my responses for research purposes and potential publication, with all personal identifying information removed.

I understand that the results of this research may contribute to the development of effective language learning strategies for Basic School students.



By clicking the "I Agree" button below, you indicate that you have read and understood the above statements and voluntarily consent to participate in this questionnaire. If you have any questions or concerns about the study or your participation, you may contact the researcher at the provided email or contact number.

Thank you for your participation and valuable contribution to this study.

☐ I Agree

☐ I Do Not Agree (If you do not agree, please close the browser window to exit the questionnaire)

### Questionnaire: Needs of Learning and Teaching Environment

Please take a few minutes to complete this questionnaire. Your responses will help us identify the needs and challenges in the learning and teaching environment for English language acquisition among Basic School students. Your input is valuable in shaping effective language learning strategies.

How long have you been teaching English to Basic School students?

Less than 1 year

1-3 years

4-6 years

More than 6 years

In your experience, which language skills do students find most challenging to develop?

Speaking

Listening

Reading

Writing

What are the main speaking challenges students face in language learning? (Please select all that apply)

Pronunciation

Fluency

Vocabulary

Confidence

Grammar

How would you rate the motivation level of your students in learning English?

Low

Moderate

High

In your opinion, what factors influence students' motivation to learn English? (Please select all that apply)

Academic goals

Career opportunities

Personal interest

Parental support

Classroom environment

Do you believe that students have enough opportunities to practice English outside the classroom?



Yes

No

What resources or tools do you think would enhance language learning in the classroom? (Please select all that apply)

Interactive whiteboards

Language learning apps

Multimedia resources

Language clubs or language exchange programs

How important do you think teacher training is in improving language instruction for Basic School students?

Not important

Somewhat important

Very important

What kind of professional development programs would you find most beneficial for improving your language teaching skills?

How can parental involvement be encouraged to support students' language learning at home?

Thank you for your participation! Your feedback is highly appreciated and will contribute to developing effective language learning strategies for Basic School students.