A Case Study: The Problem of Students' Weakness on English Language Learning and Teaching at Primary Schools

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Abstract: *The goal of English language teachers is to rise the English competence in the brain of the students, as an element of educational efforts. They spend these efforts to rise the country and to identify now a days challenges; like world wide challenges and changing technology. This can be happened by the rise of students scientific levels because they can communicate easily depending on the English references as well as Arabic references because they have good competence and no longer being as an English language ignorant. This in fact rise the Iraqi universities levels and in turn it will rise the whole country level to be one of the developing countries on the world. The study occurs in Al - Nasryh city. The data we collected by a questionnaire is designed so as be answered by a random sample of some primary schools' teachers. Results shows that we have so many problems that can be solved easily and with some efforts.*

Keywords: case, second,, learner, teacher, difficulties, new, method

1. Introduction

In Iraq there is a considerable problem of English language learning and teaching as well. The problem lies in the fact that the teaching curriculum is designed in a way to create linguist not a language user. Because, they are very qualified in describe the language grammatically syntactically or even semantically with a very good amount of linguistic vocabularies and words. But the learner has weak personality in pragmatic use of language. This is mainly because some factors like, the curriculum, teachers, students, environment, time specified, the teaching methods, etc. that are being used by English language teachers at primary, intermediate, high school and university stages as well. Recently, the curriculum has been changed but the methods that the most of Iraqi teachers use the grammar translation approach at the time they should use the communicative approach. Moreover, the students themselves are affected by the environment at home and school. Also we have the problem of the curriculum itself has a great deal of mistakes and it is presented to the student in a very passive and boring way, and it is being set to a form of handles. The teachers are not adequately qualified and in need to more training. they feel that there is a big psychological block of English language. Moreover, parental ignorance of English language creates new problem of active communication between them and English language teacher. The time specified for the English language lesson is not enough, and lack of suitable class atmosphere for teaching the language etc.

These problems are easy and need to be solved by the Ministry of Education and the Ministry of Higher Education and Scientific Research as well.

We have a considerable problem of English language ignorance which affects mainly the country development in general, the rank of Iraqi universities, the researches lose great amount of English references to be in use, in which they depends mainly on the Arabic references, the consequences for that, the whole level of Iraqi society is affected.

2. Methodology

We have great amount of researches about second language teaching, bellow are some scholars and their points of view about the difficulties and problems facing second language learners. First, Charles Ganapracasam (2019) studied the difficulties faced by second language teachers in classrooms, he focused on studying teacher who carry out lesson of any other subjects than English lesson should not only center their attention on the content spot of this subject. But they should utilize English to improve their students' knowledge on this subject area and improve their confidence and personality in English language use.

Primadina Cahyati (2019) in his research, he identified the benefits and problems, he based on theories and researches. Moreover, he gave several solutions to be a reference for the schools to work with high - quality second language teaching and learning. As a result he gave the following points:
- that English is easy and pleasing for some students those need to be exhibited to practice more developed English lessons,
- and others think that English is difficult and dull need to be motivated more by presentation that English is stimulating and fun.

Alaaddin K. Abdullah (2013) identified some difficulties of random sample of students' learning linguistics at English dep. College of Education, University of Kirkuk according to mother tongue use (Arabic, Kurdish and Turkmen). He fund out that There are difficulties with vocabulary, writing essay, base & affixes, transcription and diphthong vowels, etc. at the end of the study he presented some recommendations to solve these problems.

James B. Wold (2006) analyzed various reasons of the second language learners' problems to be identified were by "environment, attitude and teacher's competence. Environment and family background plays vital role in success of learning process. " B. Wold (2006) in countries like India, in this case study, the researcher made interviews to allow the learner has a good chance to tell his own story. The researcher fund out many challenges facing foreign language learner. The researcher showed that the learner, had never been taught the sound/letter rules system of English, this fact plays an important and fundamental role in classroom students.

3. Study Layout and Data Elicitation

3.1 Introduction

"The importance of English as a second language has been established in order to strengthen the individual capability to communicate in a global way to achieve their desired task. " (Charles Ganapracasam, 2019) also he mentioned in his research that "Second language acquisition plays enormous role in a person holistic development. " Ibid. Moreover, There are so many factors affecting the process of learning a second language, including attitude, self - confidence, motivation, duration of exposure to the language, classroom conditions, environment, family background, and availability of competent teachers (Verghese, 2009).

3.2 Study Layout

A questionnaire has been set to a random sample for primary school teachers in Al - Nasryh city in Iraq we collected 12 samples from random types of schools. The questionnaire had been designed in a way to cover certain important points to find out to what extant the teachers, students, curriculum, environment, class conditions, methods of teaching etc. are met by teachers to fulfill the aim of teaching English as a second language. Moreover, to get an English language competent students, well qualified and confidant to use English language. We collected data to be analyzed in order to find to what extant the teachers met the aim of second language acquisition.

3.3 Data Elicitation

We elicit data from a questionnaire set for English language teachers to find out the effect of some factors on teaching and English language competence. These are: time, curriculum, method, teachers' fluency, teachers' adequacy, students' adequacy, aim of teaching English, slogan of teaching English and the difficulties of teaching and learning English, etc. Finally, we analyze them according to the following factors:

3.3.1 The effect of *time* factor on teaching process and learning competence.

In the questionnaire we set number of questions to find out whether time is worth or no to have a competent student in English language. "are the lessons hours enough?" and we got another question about" Are the weekly hours enough?" on table number (1) and (2) we have explained that:

Table 1: Time factor effect

No.	1	2	3	4	5	6	7	8	9	10	11	12
Years of employment	25	26	15	20	2	10	27	13	14	10	1	5
Are the weekly hours enough?	no	yes	no	yes	no	no	no	yes	no	no	no	no

In this table most of the teachers give the reason behind language weakness which is (time) in which teachers answered the question about whether the weekly lessons enough to master English language adequately.

Table 2: time factor effect

No.	1	2	3	4	5	6	7	8	9	10	11	12
Years of employment	25	26	15	20	2	10	27	13	14	10	1	5
Are the lessons hours enough?	no	no	yes	no	yes	no	no	no	no	no	yes	no

The above table shows that teachers' answers for the above question which is (Are the lessons' hours enough) are nine for (no) this is out of 12. So, we can realize that the English language lessons need more time to be specified, and to have two hours per week are not enough to have good competent student.

Table 3: The time factor

No.	1	2	3	4	5	6	7	8	9	10	11	12
Years of employment	25	26	15	20	2	10	27	13	14	10	1	5
Do you agree to teach at the vacations?	yes	no	yes	no	yes	no	no	yes	no	yes	yes	yes

In this table most of the teachers give us an answer (yes) about the question which is 'Do you agree to teach at the vacations?' to find out a solution for time factor we try to guess teachers' will to teach students extra time. More than half of the teachers agree to give extra time lessons.

3.3.2 *Curriculum* factor

In this factor we set a question whether the curriculum is problematic or not, the following tables shows these difficulties:

Table 4: The curriculum factor

No.	1	2	3	4	5	6	7	8	9	10	11	12
Years of employment	25	26	15	20	2	10	27	13	14	10	1	5
Is the curriculum enough?	yes	yes	no	yes	yes	yes	yes	0	0	yes	yes	yes

Table number three shows the answers of the question "Is the curriculum enough". The results are nine out of 12 and we have two teachers left it empty without any answer, here we have nine (yes) the teachers think that the curriculum is enough to have well qualified second language learner. Therefore, the curriculum is not problematic.

Table 5: The Curriculum Factor

No.	1	2	3	4	5	6	7	8	9	10	11	12
Years of employment	25	26	15	20	2	10	27	13	14	10	1	5
Do you agree with the curriculum?	yes	no	yes	no	yes	yes	yes	yes	no	no	yes	yes

In this table most of the teachers give us the reason behind language weakness is not (curriculum) because nine of teachers answer (yes) the question was about whether they agree with the curriculum specified, to master English language and to have a competent student. So curriculum is not problematic.

3.3.3 *Method* **of teaching factor**

The questions concerning the method that being used inside the classroom are being set in order to find out to what extent teachers knowledge the teaching methods, and do methods of teaching that is being used is beneficial. the results shows that most of the teachers are not well educated by the methods of teaching. This is clearly presented on the following tables

Table 6: Methods of teaching factor

No.	1	2	3	4	5	6	7	8	9	10	11	12
Years of employment	25	26	15	20	2	10	27	13	14	10	1	5
Do you advice an easier way to learn?	0	yes	no	yes	no	no	yes	yes	yes	yes	yes	yes

Table number five shows that nine of the teachers agree about using an easier way to learn English language. That reveals the fact that learners face difficulties on learning English. The rest of the teachers think that it is better to still on the same method, and most of teachers even do not aware what are the teaching methods.

Table 7: Methods of teaching factor

No.	1	2	3	4	5	6	7	8	9	10	11	12
Years of employment	25	26	15	20	2	10	27	13	14	10	1	5
Do you use listening methods?	yes	yes	yes	no	no	no	yes	yes	no	yes	yes	yes

The above table clarifies the fact of using audio methods during the lesson time. The answers of teachers shows that more than half of teachers use the audio lessons. So, why the student is not competent? The clear answer is the content of these videos is not adequate. And, there are a considerable amount of teachers does not use this important type of action.

Table 8: Methods of teaching factor

No.	1	2	3	4	5	6	7	8	9	10	11	12
Years of employment	25	26	15	20	2	10	27	13	14	10	1	5
Do you know what is the method of teaching do you do?	no	no	yes	no	no	no	no	yes	no	yes	no	yes

Do you know what is the method of teaching do you do? Is a question given to the teachers to be answered in order to give an idea about teachers' well educated background on methods of teaching. Only 4 teachers answer (yes) this clarifies that teachers awareness of teaching methods is weak.

Table 9: Method of teaching factor

No.	1	2	3	4	5	6	7	8	9	10	11	12
Years of employment	25	26	15	20	2	10	27	13	14	10	1	5
Do you advice to use scientific tools in teaching English?	yes	yes	yes	no	yes	yes	no	yes	yes	yes	yes	no

In this table teachers give an advice to use the scientific tools to improve the quality of students. Nine of them give us this advice others disagree with it.

3.3.4 *Teachers'* **knowledge factor**

Teachers background knowledge is very important on everything and every factor because he is the one who manages everything like time, method, curriculum, students etc. All these factors are tools on the hand of teachers to be used and the best use of these factors creates a competitive student. The following tables reveals so many fact as below analysis.

Table 10: Teachers' knowledge

No.	1	2	3	4	5	6	7	8	9	10	11	12
Years of employment	25	26	15	20	2	10	27	13	14	10	1	5
Do you speak English language fluently?	no	yes	no	no	yes	no	yes	no	yes	yes	yes	no

Half of the teachers not speak English fluently this is clearly showed by table number (9). This reveals the fact that the student learning in Al Nasryh schools deprived from half of English language learning adequately.

Table 11: Teachers' knowledge factor

No.	1	2	3	4	5	6	7	8	9	10	11	12
Years of employment	25	26	15	20	2	10	27	13	14	10	1	5
Do you speak English with the students?	70	70	50	95	50	90	50	50	50	0	80	70

`Do you speak English with the students? Presented in the above table as a question given to the teacher in the questionnaire set to them in order to give us a clear idea about what is going on during the lesson time. the table presents that more than half of the teachers do not speak English language with the students inside the classroom, and only use the material. This reflects the kind of language competence the students gain.

Table 12: Teachers knowledge factor

No.	1	2	3	4	5	6	7	8	9	10	11	12
Years of employment	25	26	15	20	2	10	27	13	14	10	1	5
What's your goal of teaching	no	yes	yes	no	no	yes	no	no	no	yes	yes	no

The above table shows teachers goal and are they set goals for their teaching process and if there target is for fees only. This tricky question clarifies that more than half of the teachers do not set a goal for themselves behind their teaching English they do it just like that, and even do not have an idea about what is the difference between goal and slogan

Table 13: Teachers' knowledge factor

No.	1	2	3	4	5	6	7	8	9	10	11	12
Years of employment	25	26	15	20	2	10	27	13	14	10	1	5
What is your slogan out of your teaching? English	no	no	no	yes	yes	no	no	yes	no	yes	yes	yes

Here we go on the above item which is clearly presented on the table to find put teachers' slogan behind their teaching process the data shows that half of them does not set a slogan

Table 14: Teachers knowledge factor

No.	1	2	3	4	5	6	7	8	9	10	11	12
Years of employment	25	26	15	20	2	10	27	13	14	10	1	5
Teachers' degree in English	70	80	85	50	75	90	75	70	80	80	85	60

Table about is a question given to the teachers to give themselves a degree on English language, They give us a (75%) degree, this scores are really affecting the scores of students at school.

3.3.5 *Students'* knowledge factor
This factor is represents the results too because the aim of every factor is the students' competence.

Table 15: Students' knowledge factor

No.	1	2	3	4	5	6	7	8	9	10	11	12
Years of employment	25	26	15	20	2	10	27	13	14	10	1	5
Students degree in English?	50	75	75	50	50	25	60	50	50	50	70	50

In the above table we can see that teachers give the students (50) on English language. This is the most shocked score. It is not good grade to have a competent student

3.3.6 Teaching *difficulties* factor
To find out and to gather the difficulties of teaching learning English as a second language, we set the following questions to point to these difficulties and to get a clear idea about what are these challenges.

Table 16: Difficulties factor

No.	1	2	3	4	5	6	7	8	9	10	11	12
Years of employment	25	26	15	20	2	10	27	13	14	10	1	5
What are the difficulties on teaching English?	Parental	Students	No	Method	no	time	method	time	students	time	no	no

The difficulties facing students varies in this table two of the teachers gives a parental causes and method of teaching causes and time reasons the rest declare that there are no difficulties. So, we can say that we have various types of difficulties facing the teaching and learning process

4. Results

We can say that we have various types of difficulties facing the teaching and learning process we depend 6 factors like; parental causes and method of teaching causes and time reasons, level of education for teachers and students, etc.
- We can realize that the English language lessons need more time specialized for this subject and to have two per week are not enough to have good competence in English.
- Curriculum is not problematic
- The fact that learners face difficulties on learning English. The rest of the teachers think that it is better to still on the same method.
- Teachers are not well educated by the methods of teaching. They do not aware what are the teaching methods.
- Teachers not set goals or slogan for their teaching process.
- More than half of the teachers do not speak English language with the students inside the classroom. This reflects the kind of language competence the students gain.

- The students score (50) in English language as teachers' grade. This is the most shocked score. It is not good scores to have a competent students.
- Teachers advice to use the new scientific methods of teaching
- The teachers are not adequately qualified and in need to more training. Students feel that there is a big psychological barrier against English language.
- The content of videos teachers present on the classroom is not adequate and not pleasurable.

5. Recommendations

If we thing about the solution and how can they be non - ignorant in English language? in this situation there should be certain points:
- There should be a new way of English language teaching to start it with the first primary stage and going on. And this way should be held on the hands of specialists or well trained teachers. Also, the method should move with the students as the students move on. But this way need 16 years to test its fruits. Therefore we need the second kind of solutions. Example use the modern ways on English language teaching.
- According to the rest of stages we can find a considerable solution represented by the out door classes to raise their qualification in English language use. Like give them a chance to go abroad to improve their language use.

- Give the teachers extra intensive and extensive training
- Teachers give an advice to use the scientific tools to improve the quality of students.

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