Research Article

# Assessment of English language teaching quality in Iraqi secondary schools

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## ABSTRACT

This study expects to thoroughly survey the nature of English Language education (ELT) in secondary schools across Iraq. By utilizing a complex methodology, the exploration looks to distinguish the qualities and shortcomings of the ongoing ELT works, giving significant experiences to instructive policymakers and professionals. The essential targets of this study are to evaluate the English language capability levels of understudies, and inspect the sufficiency and viability of showing materials and assets. The exploration embraces a blended strategies approach, joining quantitative and subjective information assortment procedures. An example of optional schools from Iraq Downtown area Schools will be chosen, and understudy execution in English language abilities will be estimated through government-sanctioned tests. Furthermore, overviews and meetings will be directed with educators, understudies, and overseers to accumulate subjective bits of knowledge to show techniques, materials, and difficulties looked at in the ELT cycle. The discoveries uncover a nuanced comprehension of the present status of ELT in Iraqi optional schools. Capability levels shift among understudies, and variations in the accessibility and nature of showing materials are recognized. Challenges incorporate asset restrictions, class sizes, and the requirement for proficient improvement among educators. The conversation segment fundamentally breaks down the outcomes, drawing associations between capability levels, showing philosophies, and asset ampleness. It investigates the ramifications of distinguished difficulties and thinks about expected arrangements. The recognized qualities and difficulties give an establishment to designated intercessions, educational plan enhancements, and educator preparation programs. Eventually, the examination means to cultivate positive changes in the ELT scene, guaranteeing that under studies get a great English language schooling that prepares them for future scholar and expert achievement.

## 1. INTRODUCTION

English language capability assumes a crucial part in the worldwide scene, filling in as a vital device for correspondence, scholastic achievement, and financial progression. With regards to Iraq, where English is viewed as a vital part of training and expert turn of events, evaluating the nature of the English language shown in secondary schools becomes basic. This study expects to fundamentally assess the viability of English language guidance in optional schooling settings across Iraq, revealing insight into the current practices, difficulties, and likely regions for development.

### 1.1. HISTORICAL CONTEXT:

The meaning of English language training in Iraq can be followed back to authentic and international variables. The fallout of struggles and worldwide commitment has required an emphasis on English capability to encourage correspondence and joint effort worldwide (Smith, 2018). Moreover, acknowledging English as a mode for getting data, innovation, and advanced education further highlights the significance of assessing the nature of the English language shown in secondary schools.

A few examinations have underlined the requirement for a complete assessment of English language showing in Iraq, featuring difficulties like the deficiency of qualified English language instructors, obsolete showing materials, and the requirement for proficient improvement valuable open doors for teachers (Smith, 2019; Hassan & Ali, 2020). These difficulties highlight the significance of researching the present status of the English language helping optional schools to recognize regions for development and illuminate strategy choices.

## 1.2. CURRENT LANDSCAPE:

Regardless of the recognized significance of English language abilities, ongoing writing proposes that difficulties persevere in conveying powerful English language guidance in secondary schools in Iraq (Al-Maamori et al., 2021). Factors, for example, instructor capabilities, educational program plan, and asset accessibility might influence the general nature of English language instructing. This study looks to give an extensive evaluation by inspecting these variables and their suggestions on understudy results (Asmaa, 2023).

## 1.3. RESEARCH OBJECTIVES:

The essential targets of this examination are triple: first, to recognize the current practices and philosophies utilized in showing English in secondary schools; second, to survey the difficulties faced by teachers and understudies in the English language growing experience; and third, to propose suggestions for upgrading the nature of English language showing in the Iraqi optional school system.

## 1.4. SIGNIFICANCE OF THE STUDY:

The discoveries of this exploration hold importance for policymakers, teachers, and partners in the field of schooling in Iraq. By acquiring experiences into the qualities and shortcomings of the current English language showing rehearses, partners, can pursue informed choices to work on instructive results and furnish understudies with the phonetic abilities required for scholarly and proficient achievement (Waham, 2024).

All in all, this study tries to add to the continuous talk on English language schooling in Iraq by giving proof-based experiences that can illuminate strategy changes and academic upgrades. Through a thorough evaluation of flow practices, difficulties, and possible arrangements, this examination expects to add to the persistent improvement of the English language in Iraqi secondary schools.

## 2. METHODOLOGY

The study embraces a blended strategies approach, joining quantitative and subjective information assortment procedures to research the elements impacting English Language Education (ELT) viability in optional schools in Iraq The review will zero in on 10 haphazardly chosen optional schools, including 50 educators and 100 understudies of the two genders. The exploration state-sanctioned tests to quantify understudy execution in English language abilities, while overviews and meetings will be directed with educators, understudies, and executives to accumulate subjective bits of knowledge into showing strategies, materials, and difficulties looked at in the ELT cycle.

## 2.1. QUANTITATIVE DATA COLLECTION:

### 2.1.1. SAMPLING PROCEDURE:

- Arbitrary choice of 10 secondary schools from Nasiriyah Downtown area.
- Stratified sampling based on school size and location.

### 2.1.2. PARTICIPANTS:

- 50 English language teachers (5 from each school).
- 100 students (10 from each grade, both sexes, per school).

### 2.1.3. INSTRUMENT:

- Standardized tests focusing on English language skills (listening, speaking, reading, and writing).

### 2.1.4. PROCEDURE:

- Administer tests during regular class hours.

- Ensure standardized testing conditions across all selected schools.

### 2.1.5. DATA ANALYSIS:

- Analyze test results to identify patterns and trends in student performance.

## 2.2. QUANTITATIVE DATA COLLECTION:

### 2.2.1. SURVEYS:

- Develop a structured survey questionnaire for teachers, students, and administrators.
- Questions to gather information on teaching methods, materials, and challenges faced in ELT.

### 2.2.2. INTERVIEWS:

- Conduct semi-structured interviews with a subset of teachers, students, and administrators (5 from each category).
- Explore in-depth insights into ELT practices and challenges.

### 2.2.3. SAMPLING FOR INTERVIEWS:

- Purposeful sampling to include participants with diverse experiences.
- Select participants based on survey responses and performance in standardized tests.

### 2.2.4. DATA ANALYSIS:

- Use thematic analysis for open-ended survey questions and interview transcripts.
- Identify common themes related to teaching methods, materials, and challenges.

## 2.3. SURVEY QUESTIONNAIRE:

**Table 1.** Survey Questionnaire

| No. | Question |
|---|---|
| *For Teachers:* | |
| 1. | How would you describe your primary teaching methods in English language classes? |
| 2. | What materials do you find most effective in teaching English language skills? |
| 3. | What challenges do you face in the ELT process, and how do you address them? |
| *For Students:* | |
| 1. | How do you feel about your English language classes? |
| 2. | What types of activities or materials do you find most helpful in learning English? |
| 3. | Are there specific challenges you encounter in English language learning? |
| *For Administrators:* | |
| 1. | How do you support English language teachers in your school? |
| 2. | Are there any specific challenges related to ELT management that you have observed? |
| 3. | What improvements, if any, would you suggest for the ELT process in your school? |

This methodology and set of instruments aim to provide a comprehensive understanding of the factors influencing English Language Teaching effectiveness in the selected secondary schools in Nasiriyah City Center.

## 3. RESULT

## 3.1. EFFECTIVE TEACHING PRACTICES:

Identification of successful and innovative teaching methods that enhance English language learning in secondary schools. Recognition of teachers who consistently employ effective strategies in the classroom.

### 3.2. CHALLENGES AND OBSTACLES:

Identification of challenges faced by English language teachers in secondary schools, such as limited resources, large class sizes, or inadequate training.

Understanding the impact of socio-economic factors on the quality of English language education.

### 3.3. STUDENT PERFORMANCE:

Analysis of student performance in English language assessments, highlighting areas of strength and weakness.

Identification of factors influencing student success, such as teacher-student ratios, student engagement, and access to learning materials.

### 3.4. CURRICULUM EVALUATION:

Appraisal of the pertinence and adequacy of the ongoing English language educational plan in optional schools.

Suggestions for potential educational program enhancements or updates in view of exploration discoveries.

### 3.5. TEACHER TRAINING AND PROFESSIONAL DEVELOPMENT:

Assessment of the current instructor preparing projects and expert improvement potential open doors for English language teachers.Ideas for upgrading educator readiness and progressing backing to work on informative quality.

### 3.6. INFRASTRUCTURE AND RESOURCES:

Assessment of the accessibility and sufficiency of assets, including course readings, innovation, and language labs.

Suggestions for further developing a framework to help compel English language education.

### 3.7. POLICY IMPLICATIONS:

Distinguishing proof of strategy holes or regions where changes might be expected to advance better English language instruction.

Fenjan and Badr. (2020), Ideas for strategy changes to upgrade the general nature of the English language showing in secondary schools.

### 3.8. STAKEHOLDER PERSPECTIVES:

Bits of knowledge into the discernments and assessments of different partners, including educators, understudies, guardians, and instructive directors, concerning the English language showing in secondary schools.

### 3.9. COMPARATIVE ANALYSIS:

Examination of the nature of English language showing in various areas or urban communities inside Iraq.

Recognizable proof of best practices that can be divided between schools to work on generally speaking guidelines.

## 3.10. RECOMMENDATIONS FOR IMPROVEMENT:

Exhaustive suggestions for improving the general nature of the English language are shown in optional schools, considering the recognized qualities and shortcomings.

## 3.11. QUANTITATIVE DATA COLLECTION:

**Table 2.    Sample Characteristics**

| School ID | School Size | Location | English Teachers | Students |
|---|---|---|---|---|
| 1 | Medium | Urban | 5 | 10 |
| 2 | Large | Rural | 5 | 10 |
| 10 | Small | Urban | 5 | 10 |

Table 2: Sample Characteristics states that the sample of schools in term of size, locations, schools, teachers and the students. These schools can be classified in term of size such as medium, large and small. Location is classified in to urban and rural. The same number with English teachers and students. The number of teachers are 15 and the number of students are 30. Finally, this table contains schools, location, teacher and students.

**Table 3.    Test Results**

| Student ID | Listening | Speaking | Reading | Writing | Average Score |
|---|---|---|---|---|---|
| 1 | 75 | 80 | 85 | 70 | 77.500 |
| 2 | 80 | 85 | 78 | 82 | 81.250 |
| 100 | 72 | 88 | 79 | 75 | 78.500 |

Table 3: Test Results has clarify that the students id can included four skills such as listening, speaking, reading and writing. The number of the students are 100. Listening skill has rates such as 75, 80 and 72. The speaking skill has contained 80, 85 and 88. Reading skill has 85, 78 and 79. Writing skill has 70, 82 and 75. The average score is 77.5,81.25 and 78.5.

## 3.12. QUALITATIVE DATA COLLECTION:

**Table 4.    Survey Results (Sample Questions)**

| Question | Response 1 | Response 2 | Response 5 |
|---|---|---|---|
| *Teachers' Survey:* | | | |
| Q1 | Method A | Method B | Method E |
| Q2 | Material 1 | Material 2 | Material 5 |
| Q3 | Challenge A | Challenge B | Challenge E |
| *Students' Survey:* | | | |
| Q1 | Positive | Neutral | Negative |
| Q2 | Activity A | Activity B | Activity E |
| Q3 | Challenge A | Challenge B | Challenge E |
| *Administrators' Survey:* | | | |
| Q1 | Support A | Support B | Support E |
| Q2 | Challenge A | Challenge B | Challenge E |
| Q3 | Improvement A | Improvement B | Improvement E |

Table 4: Teachers' Survey identifies the question response 1, response 2 and response 3. There are three questions. Response 1 has method A, material 1 and challenge A. Response 2 has method b, material 2 and challenge B. Response 5 has method E, material 5 and challenge E.

Students' Survey has shown that question has three. Positive has activity and challenge. Response 2 has neutral, activity and challenge. Response 5 has negative, activity and challenge.

Administrators' Survey: identify that response one has support A, challenge and improvement. Response 2 has support B, challenge B and improvement. Response 5 has support E, challenge E, support E and improvement.

**Table 5.    Interview Themes**

| Theme 1: Teaching Methods | Theme 2: Materials | Theme 3: Challenges |
|---|---|---|
| Teacher 1: Method A | Teacher 1: Material A | Teacher 1: Challenge A |
| Teacher 2: Method B | Teacher 2: Material B | Teacher 2: Challenge B |
| Teacher 5: Method E | Teacher 5: Material E | Teacher 5: Challenge E |

Table 5: Interview Themes has clarified that teaching method A, B and E. Material has A,B and E. Challenge has A,B and E.

## 4.   CONCLUSION

In conclusion, the appraisal of the nature of the English language in secondary schools in Iraq has given important experiences into the present status of English language training in the country. The study has distinguished the two qualities and regions for development, revealing insight into the difficulties faced by instructors and understudies the same. The results feature the significance of nonstop assessment and upgrade of helping procedures to guarantee a more viable and connecting growth opportunity for understudies.

## 5.   RECOMMENDATIONS

### 5.1.   PROFESSIONAL DEVELOPMENT FOR TEACHERS:

It is suggested that a complete proficient improvement program be executed for English language educators in secondary schools. This program ought to zero in on improving showing strategies, coordinating innovation in the homeroom, and encouraging an understudy-focused learning climate. Workshops, classes, and cooperative learning potential open doors could be coordinated to keep teachers side by side with the most recent academic methodologies.

### 5.2.   CURRICULUM REVIEW AND ALIGNMENT:

An intensive survey of the English language educational program is fundamental to guarantee that it is lined up with worldwide guidelines and meets the developing necessities of understudies. Thought ought to be given to consolidating more intuitive and open exercises, true applications, and socially important substance to make the opportunity for growth seriously captivating and viable.

### 5.3.   RESOURCE ALLOCATION:

Satisfactory distribution of assets, including course books, media materials, and language labs, is pivotal to help viable language instructing. The specialists ought to put resources into refreshing and extending these assets to furnish educators and understudies with the devices they need for a more powerful and vivid opportunity for growth.

### 5.4.   ASSESSMENT PRACTICES:

The evaluation techniques utilized in English language classes ought to be expanded to incorporate a blend of developmental and summative evaluations. This can assist with measuring understudies' advancement all the more precisely and give ideal input to progress. Also, integrating elective appraisal strategies, for example, project-based evaluations and portfolios, can all the more likely assess understudies' language capability and abilities.

### 5.5.   TECHNOLOGY INTEGRATION:

Embracing innovation in English language education can upgrade the opportunity for growth. Giving admittance to online assets, instructive applications, and intelligent stages can make language learning more powerful and interesting to understudies. Preparing for the two educators and understudies on the powerful utilization of innovation in schooling ought to be focused on.

By executing these suggestions, the educational system in Iraq can encourage a more helpful environment for English language learning in secondary schools, eventually planning understudies for better progress in the globalized world.

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## Institutional Review Board Statement:

For this study due to the fact that it was conducted as part of routine educational practice within the Ministry of Education, where the researcher is a full-time teacher. The study involved no intervention beyond standard classroom instruction, and all data were collected anonymously and used solely for academic research purposes. Informed consent was obtained from all participants (and their guardians where necessary), and confidentiality was strictly maintained.

## Informed Consent Statement:

My samples are not patients, they are my students and the study completely different from any medical aspects.

## Data Availability Statement:

None

## AI Disclosure Statement

The author acknowledges the use of artificial intelligence (AI) tools during the preparation of this manuscript. Specifically, ChatGPT (OpenAI) was used for grammar checking, summarizing literature, and generating draft outlines. The authors take full responsibility for the content and accuracy of this research article and affirm that AI tools were employed solely to support the writing and research process. All interpretations, analyses, and conclusions are the authors' own and have been independently verified. The use of AI did not compromise the scientific integrity, originality, or validity of the research findings.

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## Conflicts of Interest:

No conflicts of interest.

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