



## PROBLEMS OF TEACHING ENGLISH LISTENING SKILLS IN KIRKUK PRIMARY SCHOOLS FROM THE TEACHERS' POINT OF VIEW

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Article history:		Abstract:
<b>Received:</b>	January 11 <sup>th</sup> 2024	This study aims to identify the problems of teaching listening skills in Kirkuk primary schools from the teachers' point of view. The study participants (10) English teachers in the primary schools in Kirkuk province will be chosen randomly. The data of the study will be analyzed and gathered from the subject. The findings of the study showed A high level of the Teachers' experience, where the mean is 3.860 and S.D 0.640. The low level of the Teaching listening environment where the mean is 2.460 and S.D 1.255. The study recommended that It is necessary to pay attention to providing the capabilities and needs that contribute to increasing the ability of teachers to perform their tasks in teaching the English language efficiently and effectively. Working to provide an appropriate work environment that improves the performance levels of English language teachers in primary schools.
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### Section One:

#### Introduction

Listening teaching in the classes of English, there are several students who sometimes face problems in listening to strange people although they are studying well in the classroom of English. Many students grumble to English teachers that, even though they know what ALTs (Assistant Language Teachers) are thinking because they talk slowly, they are not able to know what domestic English speakers are talking about in actual life. Why does this trouble occur? What is the matter with the listening teaching in Japanese schools? (Nihei, 2002)

At the beginning and possibly the greatest trouble is, even though the significance of listening skills is closely recognized in Japanese schools, sufficient education and items to improve them are not available. In an exemplary lesson of listening, students either pay attention to the recorded writing of a reading textbook or pay attention to some items, replying to multiple choice questions depending on the meaning of the listening items. In this type of lesson, correct answers are affirmed, but the process of attention substantial to decipher the datum is neglected, and the types of skills and planning for active attention are not exercised. The students are examined on their own capable of replying truly and do not know how to listen to English.(ibid).

Nunan,.(n.d) points that listening simulates bigger significance in foreign language classrooms. There are many reasons for this increase in publicity. By affirming the part of understandable input, the second language acquisition study has given a main raise to listen. As Rost (1994:141-142) points out, listening is indispensable in the classroom of language, which is why it supplies input for the student. Without knowing input at the right standard, any educating purely cannot start. He supplies three other significant causes for affirming listening, which demonstrate the significance of listening to the improvement of spoken language efficiently.

1.Spoken language supplies a means of reaction for the student. Because students must react to perform knowing, arrival to language speakers is fundamental. In addition to, learners' defeat to know the language they listen is a motive, not a hurdle, to reaction and learning.

2. Actual spoken language currents a defy for the student to try to know language as local speakers reality employ it.

3. Listening practices supply teachers with the means for pattering students' awareness to new shapes (grammar, vocabulary, new reaction styles) in the language. (ibid).

Ji Choubey .( n.d ) points that comprehension of the listening includes both bottom-up and top-down operating that are proposed to occur at many standards of intellectual organization: grammatical, lexical, phonological and propositional. In the bottom-up operating, students present to data in the input speech symbols whereas, in top-down operating the listeners use before understanding and anticipations to make conceptions.

Altun, (2023). points that comprehension of listening is a fundamental section of connection and it "happen in the brain of the student, and the case of translation is the intellectual climate of the student" (Buck, 2001, p.29). According to Hamouda (2013) comprehension of listening is a reactive operation between listener and speaker and listener attempts to build meaning from the oral input the speaker in which. With this brain, it is noticeable to refer that comprehension of listening helps students to raise linguistic understanding for the control of the language. It includes students to decipher input and set meaning from spoken utterances as students hear, they attempt to derive conception by calling on their before understanding and proposing uncommon utterances to make conception.

### **1-0 Problems of the Study**

It was noticed the problems of teaching listening skill in Kirkuk primary schools which led to retreat primary students' level in English listening skill.

### **1-1 Questions of the Study**

This study raises the following questions:

1-What are the most efficient factors that behind the problems in teaching English listening skill in Kirkuk primary schools from the teachers' point of view according to teachers' experience in teaching listening skill and environment of teaching listening skill?

2-What are proposed solutions to ride problems in teaching English listening skill from the teachers' point of view?

### **1-2 Design of The Study**

The sample of the study will be chosen randomly from Kirkuk primary schools.

### **1-3 Population of the Study**

The population of the study consists of (10) English teacher in Kirkuk primary schools.

### **1-4 Instruments of the Study**

One instrument utilizes to collect data. This instrument will be questionnaire.

### **1-5 Questionnaire of The Study**

A questionnaire consists of two parts:

- 1- The first section aims to describe the experience of teaching English listening, many of training courses and educational knowledge of the participants and environment of teaching listening skill.
- 2- The second section consists of proposed solutions for these problems . Participants will be demanded to reply by selectingg from five – point Likert scale weighing as fellow: strongly agree=5, agree=4, undecided =3, disagree=2 and strongly disagree=1.

## **Section Two: Literature Review**

### **2-0 The Strategies of Listening Skill**

Big study potentials have been done in order to know attention planning so the above troubles faced by second language students are be able to settle. The Define of listening planning isn't a simple mission either as different experts explained it unlike from changing vision. Due to Bao (2017), learning planning is strategies, techniques, methods and studied works utilized in order to simple knowing. It is also explained as aware attitudes of language students to ease the conquest, retention, storage and employ of data.( Abdul Aziz, A et al. 2013)

#### **2-0-1 Bottom-Up Processing**

O'Malley et al. (1989) points listening students who translate conception depended on linguistic features of the versions as those employ bottom-up processing. They do utilize of their projects in long-term memory which depends on syntactic or grammatical structures. Listeners start translating the conception of the audio versions firstly setting the conception of only vocabulary and later total almost in order to bigger parts of conception. Bottom-up processing exercises listening students to mix vocabulary-for-vocabulary interpretation, setting to the speech average, oral version duplication and concentrating on more prosodic characteristic of the version (Abdalhamid et al., 2012). The listening of intension is fundamental for language educating and it utilizes planning for knowing voices and forming conception from the letter (Mejila et al., 2014). In the context of educating English as a second language, this planning may stand up to intervention from the first language as voices, divisions and linguistic signs of the two languages mayn't similar and discompose the students.(ibid).

#### **2-0-2 Top-Down Processing**

Conversely, listeners who often produce efficient employ of projects knowing in testing and giving conception to the versions are effecting top-down processing (O'Malley et al. 1989). They are planning upon data in memory or upon tests of version conception for understanding. Graham (2003) points by using top-down processing, the students utilize actual world project knowing to improve anticipation of the text meaning. It involves inference, predicting, visualization and elaborating. A research by Abdalhamid (2012) points the advanced listeners used more top-down planning compared to the intermediate listeners.(ibid).

#### **2-0-3 The Processing of Interaction**

The reactive operation occurs when listening students use both top-down and bottom up operating. Graham (2017) points that more excellent listeners employ a wide domain of planning with elasticity and they are more probably to

employ both top-down and bottom-up operating planning. The common method of the more active students was to employ top-down operating and to depend on bottom-up operating only as necessary. Chabot (2004) highlights inactive listeners became firm in setting the conceptions of an only vocabulary while active listeners made employ both top-down and bottom-up operating.(ibid)

### 2-1 The Environment of Teaching-Learning

Active climate is too significant in the educating operation where learner and teacher are turn on each other to react. The environments of Learning can improve and form the teaching learning operation in order to perform the demanded aims (Hussain & Safdar, 2008). The classical schoolroom boxes with chairs arranged in lines hinder teachers' potential in order to do in groups, and have learners in the resilient and different teams substantially (Marks,2001). Stevenson (2007) prefers this method, proposing that conventional universal schoolrooms can vanish, changed by holistic educating laboratories and discovery centers. Abu Sharbain (2009) found that UNRWA 12- grade teachers found many troubles in achieving their task according to the communicative methods in teaching speaking in palestine, like public impairment in the standard of the teachers' execution, and the dangerous environment. Nneka (2010) said that the state could excess the standard' duty for pedagogical responsibility in order to become them manage their schools effectively and perform the previously aims.( Saeed, et al 2016).

### 2-2 What do teachers must know?

If researcher's definition of listening points to principles as translation, conception, or understanding, the researcher has made to catch its difficult kind. When persons hear, they translate the inputting voices and pick up significant vocabularies from the inflow of message in order to form the conception. The researchers produce predictions about what they are working to listen next and see the modern data in opposite of their foresees and learning at all. Listeners employ methods to overcome with problems of listening in actually time. They attempt to memorize at least portion of what they listened and get a suitable reply in the case of facing interviews. These operations are connected; they occur in the same time in the listener's mind and are interrelated together. This is the reason of listening is explained as an efficient skill: even though their works are invisible, listeners have to study too hard to do the sense of the acoustic income.( Nemtchinova, 2013).

### 2-2 Listening Comprehension Difficulties

In knowing that an English or native speaker tells, a student has to operate the difficult actions in the mind to receive the mission. It points to connect with the presenting understanding until they know. However, several students know more troubles in listening than in writing and reading. Furthermore, Oral skills are included as a packet of oral language. Students should be assessed with any workable listening track. Fineness material for a listening mission should further lead the learners to communicate effectively in the target language.(Latupono, et al 2022). Some external factors and internal ones cause troubles in listening. The external factors arise from the material of reading. It is such a part of information served in the recording and then illustrating apply by the native speaker both in the real-life and recording. Internal factors grow from inside the learners who include attentiveness, interest, motivation and knowledge of the listening topic.(ibid).

### 2-3 The Five Factors Determining The Difficulty of Listening Tasks.

- 1-The organization of information
2. The topic familiarity
3. The information explicitness and sufficiency
4. The kind of referring idioms used
5. Whether the text explains a static or dynamic relation.( Nunan, n.d).

## SECTION THREE:

### 3-0 Methodology

This study has used questionnaire to detect the problems that stand behind listening skill problems in Kirkuk primary schools from the teachers' point of view. The researcher has focused on two directions to detect the problems in listening skill. First, problems that relate to teachers' experience in teaching listening skill, second, problems that relate to teach listening skill environment.

### 3-1 Validate The Study Tool

Table (1) Correlation Phrase Questionnaire

Phrases	Correlation coefficient	P-value	Phrases	Correlation coefficient	P-value
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Teachers' experience			Teaching environment listening		
1	0.439**	0.000	1	0.948**	0.000
2	0.676**	0.000	2	0.965**	0.000
3	0.592**	0.000	3	0.948**	0.000
4	0.956**	0.000	4	0.931**	0.000
5	0.936**	0.000	5	0.943**	0.000

It turns out that all correlation coefficients are statistically significant, which indicates the high level of validity of the study tool

**3-2 Reliability Study Tools**

**Table (2) Reliability Questionnaire**

	Alpha Cronbach	Number of Elements
Teachers' Experience	0.724	5
Teaching Listening Environment	0.968	5
Total Questionnaire	0.946	10

It is evident that the Reliability of the study axes is high, as the Cronbach value was greater than 0.07

**3-3 The Variables of Study**

**3-3-1 The Teachers' Experience Axes:**

**Table (3) Phrases of The Teachers' Experience**

N.	Phrase	Mean	S.D	Degree	Arrangement
1	I usually prepare a lesson plan before the lesson	5.000	0.000	Very High	1
2	I know the best teaching listening strategy in class	4.000	0.471	High	3
3	I need more training courses on teaching listening	4.100	0.316	High	2
4	I have more classes than I can handle	3.500	1.354	High	4
5	Listening skill is not important in ministerial examinations	2.700	1.059	Medium	5

1-Expressions in teachers' experience were very high, 2,3,4-Expressions in teachers' experience were high and 5-expressions in teachers' experience were medium they show the high level of the Teachers' experience where mean is 3.860 and S.D 0.640

**3-3-2-The Teaching Listening Environment Axes:**

**Table (4) Phrases of The Teaching Listening Environment**

N.	Phrase	Mean	S. D	Degree	Arrangement
1	Number of students in classes is suitable	2.200	1.033	Low	3
2	Classes are free of sound pollution	3.000	1.414	Medium	1
3	Rich libraries are available at schools for extend listening	2.100	1.197	Low	5
4	Audio visual teaching facilities are available	2.800	1.317	Medium	2
5	Supporting materials for teaching listening are available	2.200	1.317	Low	4

1-3-5 Expressions in teaching listening environment were low and 2- 4 expressions in Teaching listening environment were medium., they show the low level of the Teaching listening environment where mean is 2.460 and S.D 1.255

**3-4 Conclusion**

- The high level of the Teachers' experience where mean is 3.860 and S.D 0.640
- The low level of the Teaching listening environment where mean is 2.460 and S.D 1.255

**3-5 Recommendations and Future Research**

- It is necessary to pay attention to providing the capabilities and needs that contribute to increasing the ability of teachers to perform their tasks in teaching the English language efficiently and effectively.
- Working to provide an appropriate work environment that contributes to improving the performance levels of English language teachers
- Encouraging researchers to conduct more studies related to the problems facing teachers in teaching the English language.

**3-6 The solutions**

- 1- Educational and specialization supervision should follow English language teachers' preparing listening lessons before do them
- 2- Using good strategy for listening lessons.
- 3- More training courses for English teachers to improve their performance in teaching listening skill well.
- 4- Reducing number of students in each class and taking care of individual differences among students.
- 5- Ministry of Education and General Directorate of Kirkuk should solve the huge number of students in each class such as building new schools
- 6- Ministry of Education and General Directorate of Kirkuk should avail all necessary materials, equipment and listening laboratories for teaching listening skill in secondary school.

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**Table 1: problems that relate to English teachers' experience**

No	Item	Strongly agree	agree	Undecided	disagree	Strongly disagree
1	I usually prepare a lesson plan before the lesson	10				
2	I know the best teaching listening strategy in class	1	8	1		
3	I need more training courses on teaching listening	1	9			

4	I have more classes than I can handle	3	3		4	
5	Listening skill is not important in ministerial examinations		3	2	4	1

**Table 2: problems that relate to teach listening skill environment**

No	Item	Strongly agree	agree	Undecided	disagree	Strongly disagree
1	Number of students in classes is suitable		1	3	3	3
2	Classes are free of sound pollution	1	4	1	2	2
3	Rich libraries are available at schools for extend listening		2	1	3	4
4	Audio visual teaching facilities are available		5		3	2
5	Supporting materials for teaching listening are available		3		3	4