



UNDERGRADUATE RESEARCH PROJECT

**The Importance of Language Skills for English Language Teachers**

At Salahaddin University - College of Education-

English Department

**Prepared by**:

**Srwa Ubed Khithir**

**Lezan Qasim Rasul**

# Supervised by:

# Lecturer: Asmaa Khoshmir Aziz

2022/2023

# CERTIFICATE BY THE SUPERVISOR

“I hereby declare that I have read this project and in my

Opinion this project is sufficient in terms of scope and quality for the

Award of the bachelor degree in English education”

Signature: .........................................................

Name of Supervisor: ……Mrs. Asmaa Kh. Azeez……

Date: …………, 2023…………

**Students Declaration**

“I declare that this project entitled (**The importance of language skills for English language teachers**) is the result of our own research except as cited in the references. The project has not been accepted for any degree and is not concurrently submitted in candidature of any other degree”

Signature: .........................................................

Name of Students: …

…

Date: …………, 2023…………

#

#

# Acknowledgments

We would like to express the deepest appreciation to our supervisor Lecturer Asmaa Khushmir Aziz who continuously guided us through the process of conducting this research. Without his supervision and constant help this research would not have been possible. We are also grateful to our friends who helped us during (collecting the data). In addition, we thank College of Education- English Department to conduct this study and we also want to thank our families for their support.

**Abstract**

This research is about using skills by the teachers in the classroom and we clarify how teachers use English language skills in the classroom and is it important about them or not, do they prefer English language skills in the classroom or not, and we want to reach that point if they prefer English language skills how they prefer it and how they use it because we want to understand that what is the relation between teacher and English language skills, and the importance of English language skills about the teachers, And how they support the students to learn English language skills in the classroom and to use English language skills, and discuss about teachers can make English language skills fun about the students because it is related to teachers character to make something fun or not and we will discuss about it all.

# Table of Contents

# Certifications

# Acknowledgement

# Abstract

# Section One :Introduction

# 1:1 title of the study

# 1:2 problem of the study

# 1:3 the aim of the study

# 1:4 the procedure of the study

# 1:5 significant of the study

# Section two: Methodology

# 2:1 introduction

# 2:2 literature review

# 2:3 methodology

# 2:4 Population and context

# 2:5 instrument and data collection

# Section Three : Result and Discussion

# Section four: finding and conclusion

# References

#

**Section One**

**Introduction**

1.1 Title of the Study

The title of the study is “The Importance of Language Skills for English Language Teachers”. The teachers’ ability to speak English fluently and writing in perfect way makes the teaching process easier and clearer. Knowledge and understanding of all tools and phrases in all areas of language makes it easier for students to understand faster.

**1.2 Problem of the Study**

In this research we will clarify the problems of using skills by the teachers, some of the teachers use only one of the skills we will discuss all skills should linked together in the class we should focus on all of them not only one of them, or some of the teachers totally refuse one of them which is another problem for students language improvement

 1.3 The Aims of the Study

We have to change those techniques which related to ignorance about skills and motivate teachers to use teaching language skills in the class and show language skills importance for the reader and push teachers to english language skills in the classroom.

1.4 The Procedure of the Study

This research is qualitative research, questionnaire is used as a tool for the study, there are ten questions within this questionnaire for conducting this research and fifteen students including students who already graduated and those who are still in different stages of the English department.

1.5 The Scope of the Study

We took 5 teachers in 5 different schools to identify and clarify using language skills in the classrooms and discuss about their different abilities and different ideas about using language skills in the classroom

1.6 The Significance of the Study

The research is significant for those students who will become an English language teacher in the future, and also for teachers who are currently teaching English language.

**Section Two**

**Methodology**

**2.1Introduction**

English is an international language. A language that unites the world. In this modern age, everything has become very demanding. See the world with just one touch on your smartphone. Smartphones have become popular and almost everyone can use them. From children to adults, it is so easy to use that most people can master smartphones. With this smartphone, students can learn English on the side. how is that? Listen to English music, watch foreign movies, play games, and more with this smart phone. Over time, they get used to English and start changing their English vocabulary. The more we want to know, seek, and be interested in, the more we need to learn English so that our knowledge is not limited to Indonesia. However, you can also continue your studies abroad. Earlier, I introduced how you can easily learn English on your smartphone. From listening to music to playing games, our English vocabulary can actually increase. Here we explain why learning English is important for students. By learning English, of course, I hope to gain a good knowledge of the language. So what do students get when they are proficient in English? Then more is explained

**2:2 literature review:**

Students struggle to master English as a second language. This is a multi-faceted problem that requires orchestrated multi-faceted solutions. They also face challenges related to acquiring the skills necessary for reading comprehension, including: B. Rapid word recognition and rich language vocabulary. They need a kind of education that directly solves their deficit and improves their language level (Nuruzzaman, Islamic & Shuchi, 2018).

The problem of students' poor English proficiency is one of the challenges researchers commonly face in teaching and learning English. The improvement in students' English proficiency indicates that the educational process is moving in the right direction. Additionally, teachers develop positive motivation for the teaching profession and help students achieve better grades. On the one hand, we find that many students' performance in English poses a complex problem. Because I feel that English is not the right subject for me and that no matter what I do, I will not succeed. Therefore, it is necessary to examine the reasons why negative trends are forming against studying subjects taught in English. The most important of which is low achievement (Turki, 2019).

The general atmosphere of elementary school does not help or facilitate learning English. Students speak Arabic with school administrators and teachers and learn Arabic in all subjects. The rest of your English study time is limited to 1/45 lesson, most of which is covered in Arabic. The time allotted for learning English is very limited compared to other majors, and of course it is not enough to practice and master the language. should take advantage of all opportunities available to As for the teaching method, I found that it falls short of the target for many reasons, such as the teachers not speaking English, the focus on providing information and teaching with or without the subject. teach english. Additionally, teachers focus on the written content of the curriculum and neglect the linguistic aspects of the language.

**2.3 Methodology**

This section provides information about the methodology of this study. This includes populations and samples, study instruments, and means validity and reliability. We ask teachers in different schools and we got different ideas about using language skills in the classroom and we distribute the ideas and opinions

**Questionnaire:**

**Reading should apply in the classroom by the teachers?**

|  |  |  |
| --- | --- | --- |
| **Teacher1** | **Agree %74** | **Disagree %26** |
| **Teacher2** | **Agree %56** | **Disagree %44** |
| **Teacher 3****Teacher 4** | **Agree %87****Agree %78** | **Disagree %13****Disagree %22** |
| **Teacher 5** | **Agree %60** | **Disagree %40** |

we took maximum and minimum to distinguish the results we asked teacher n.3 who choose the maximum and he said we have to motivate students reading and focusing on their pronunciation to learn better and speak better and improve their confidence

also teacher n.2 said it is not necessary to apply reading in the class because we don’t have to much time to read it is better focus on something else

**2) Do they (teachers) agree with writing in the class?**

|  |  |  |
| --- | --- | --- |
| **Teacher1** | **Agree %40** | **Disagree %60** |
| **Teacher2** | **Agree %78** | **Disagree %22** |
| **Teacher3** | **Agree %45** | **Disagree %55** |
| **Teacher 4** | **Agree %90** | **Disagree %10** |
| **Teacher 5** | **Agree %20** | **Disagree %80** |

The teacher who chose maximum said writing skills help students mental improvement to think quickly and write it what is on their mind can be imagined on the paper

And another one said we shouldn’t focus on students writing skills because it is just kind of hurry and students can’t learn everything in a period time.

**3) Do teachers speak in english in the class?**

|  |  |  |
| --- | --- | --- |
| **Teacher1** | **%10 yes** | **%90 No** |
| **Teacher 2** | **%5 yes** | **%95 no** |
| **Teacher 3** | **%25 yes** | **%75no** |
| **Teacher 4** | **%10 yes** | **%90 No** |
| **Teacher 5** | **%40 yes** | **%60 no** |

Most of them said no because in public schools use kurdish language instead english because students native language is kurdish and to be more understandable about the students, teacher use kurdish language mostly.

**4) do they use audio to improve their listening skill?**

|  |  |  |
| --- | --- | --- |
| **Teacher 1** | **Yes %75** | **no %25** |
| **Teacher 2** | **Yes %60** | **no %40** |
| **Teacher 3** | **Yes %45** | **no %55** |
| **Teacher4** | **Yes %30** | **no %70** |
| **Teacher 5** | **Yes %77** | **no %23** |

Most of them focus on the time because they don’t have to much time they only can focus on their material than this skills but they said that this skill is more enjoyable about the students because it is full of songs and nice positive sounds about them

**2:4Population and context**

Teachers in schools can fit with our research especially using skills we choose 5 different teachers in different schools to clarify their ideas and discuss about their ideas and distinguish their opinion about using language skills in the classroom and how much they apply this method in the class, and we choose public schools because most of the students in the college came from public schools and we we’re studied in public schools too that’s why we choose teachers in public schools, and distribute the nearness of their ideas and opinions

 **2:5Instrument and data collection**

 We ask them four different questions about the skills which is listening writing reading and speaking and how much the importance and how much they linked together and how they can use it in the class and how is it important about them to use in the class and do the students interest with using skills in the class or not do the skills can improve their language or not do is it enjoyable for them or no these are all the questions that we asked about skills and using in the class by the teachers, The first question was about reading do the reading is important for the students most of them said yes reading is important because when they read they speak in the same time so it can improve two skills together but no some of them said no because they don’t have too much time to read there’s money all the important things to do but fortunately most of them apply reading in the class which is really important every four skills apply in the class to improve their English language skills

 We asked them about writing and some of them said yes some of them said no those who said yes they really agree with writing because they believe that students eye connect with the words and connect with the new words and they can learn new words while writing and then when they write they feel confidence and personal improvement while writing, and those who said it’s not necessary because they don’t have too much time to write and they gave them homework to write in the home but students can’t do homework at home alone especially writing because they have no guide to check there mistakes while writing.

 We asked them another question with which is speaking and do they apply speaking or not most of them said no because the in the public schools students can’t understand language or different languages, but un private schools teachers use english language while speaking .

And we ask about listening and they use audio to speaking and it is enjoyable about the students because it is like a cartoon to speak with them and had a good connection with them.

**Section Three**

**Results and Discussion**

 In the result we reach that point most of the teachers use language skills but in The lack way it means they use it in a unintentionally because they didn’t link all skills together to reach that point they use English language skills in the classroom perfectly, especially in public schools most of the teachers use Kurdish language instead of English language and they don’t care about the students mental improvement and language improvement and English skills improvement, and we discussed about each skill of the skills reading writing speaking and listening and we discuss about each skill and it’s importance about language improvement because all the skills related together are unconnected together we have to use them perfectly and we have to use them together to get a really good point and to get that point that we want which is using skills by the teachers in the classroom to improve the students mental, but the results are not that good what we wanted because most of them prefer skills together and use the skills together but most of them not, some of them just focus on only one skill in the skills would really confused and hard to understand teachers should focus on the all skills together because they all related together, But some of them ignore One of them and focus on the others or ignore all of them and focus on the one of these skills which is really wrong and boring about the lecture and make the lecture to lost its own joy and heard about the students,

**Section Four**

**Findings and Conclusions**

In the area of ​​listening comprehension, the results showed that students were really bad at listening, especially at connecting sentences while listening. Researchers attribute this to teachers' lack of focus on that particular skill versus others, in addition to the lack of a curriculum in which teachers teach that skill. The ability to listen is highly dependent on the teacher, and teachers can be challenged to develop this ability.

As for the speaking area, the results show that the average scores in this area are all at a high level. Researchers believe that the reason for this is that students are really weak in their conversational skills because teachers are not focused on speaking in English in the classroom. In addition, fear of students making mistakes or being shy when speaking in front of peers is another reason. This shows that the student's speaking skills are still affected by many problems. Students have great difficulty speaking English because they do not have enough experience to develop this skill.

Upon reading, the results showed that all average scores in this range were at a high level. This clearly shows that teachers are aware that their students are weak in reading comprehension. This also shows that students' reading comprehension skills, especially the basics of letter training, are weak. Students find it very difficult to distinguish between letters, especially written and unspoken.

 Regarding the write area, the results showed the following:

All averages in this area were high. This clearly shows that writing students face a real weakness. Researchers attribute this to the fact that teachers don't focus on this skill in class, but on other skills. Furthermore, there are not enough opportunities for students to demonstrate their writing and presentation skills.

**References**

1-https://www.linkedin.com/pulse/importance-teaching-language-skills-esl-classroom-gabriel-ejitokun

2-https://teachingexcellence.leeds.ac.uk/the-importance-of-language-skills-for-teachers/

3https://books.google.iq/books?id=ZeFcxe6UPZ8C&printsec=frontcover&dq=language+skills+for+english+teachers&hl=en&sa=X&ved=2ahUKEwj-17Tq2tH8AhX-YqQEHTavAgkQ6AF6BAgIEAM