



Addressing Pedagogical Challenges Faced by English Lecturers at Halabja University, Kurdistan: A Qualitative Study

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Abstract

This study addresses the challenges faced by English lecturers at the College of Basic Education at Halabja University, Kurdistan, aiming to contribute insights that can inform improved regulations and enhance English Language Teaching (ELT) at the university. The data collected via semi-structured interviews was subjected to thematic analysis, and five English lecturers participated. The results of this study focus on the obstacles encountered by English instructors, exploring themes such as student motivation, language competence, class size, time constraints, and inadequate facilities. The study underscores the need for targeted interventions to address these challenges and improve the overall quality of ELT. Based on the findings, specific recommendations include implementing motivational strategies in the classroom, providing additional language support resources for students, reducing class sizes where possible, allowing more preparation time for lecturers, and upgrading classroom facilities and teaching materials. The findings highlight English lecturers' intricate issues, emphasize the necessity for institutional and governmental support to facilitate a more conducive teaching and learning environment, and reveal significant challenges, including students' lack of motivation, linguistic proficiency issues, difficulties managing large classes, time constraints, and insufficient teaching resources.

Keywords: English Language Teaching (ELT), challenges in teaching English, Halabja University, academic interventions, education support

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Introduction

Teaching English as a foreign language, particularly in developing nations like ours, poses challenges. (Akbari, 2015), emphasizes the increasing importance of “teaching and learning, but the emphasis on English in our educational system, although present, is different from that of other developing countries.” Despite having a well-designed curriculum, qualified teachers, textbooks, and effective methods, the teaching and learning process may sometimes need to be improved for skill development. English as a Foreign Language (EFL) teachers encounter various challenges like educators in other fields. (A. Prayogo, 2022), mentioned that teaching English involves focusing on students' linguistic abilities in reading, writing, listening, and speaking. This complexity requires dedicated attention. (Anyiendah, 2017), notes that a teacher's qualifications and creative capacity are vital but not the sole requirements for effective learning. Other contextual factors contribute to challenges, making the learning environment less conducive for EFL instructors. Many EFL teachers face difficulties recognizing that language instruction goes beyond mere knowledge. Acknowledging the struggles faced by academics at Kurdistan University, a necessary study was undertaken. The study aimed to uncover obstacles faced by English teachers at the College of Basic Education at Halabja University. Like any other profession, EFL instructors have a range of problems independent of the specific language competence they are teaching. According to (Sang, 2023), teaching English as a foreign language is a demanding endeavor that necessitates instructors to focus on the linguistic proficiencies of pupils, including reading, writing, listening, and speaking.

However, (Darling-Hammond et al., 2020), although teacher training and inventive skills are important, they alone are not enough to ensure successful learning. There are also existing situations that provide obstacles to teachers and hinder the learning process. Hence, EFL instructors encounter several obstacles, particularly in cases when the classroom setting is unsupportive and lacks essential resources for the teaching process. Hence, it is justifiable to assert that the majority of EFL instructors face obstacles since the instruction of a language requires more than just fluency, and these issues are widely regarded as hindering instructional effectiveness for many of them. While prior research has explored EFL teaching challenges broadly, few studies have focused specifically on the context of Kurdistan's higher education. This study addresses a gap in understanding the precise issues and barriers impacting English lecturers at Halabja University. The purpose of this study is to identify the key challenges faced by English lecturers during classroom lessons and throughout the 2022-2023 academic year. The results can inform regulations to enhance English language teaching and address the needs of instructors at Halabja University. The study's outcomes hold the potential to inform better regulations, ultimately enhancing English Language Teaching (ELT) at Halabja University and benefiting English teachers, educational institutions, and university management. Additionally, there is a research gap regarding the most current advancements in university English curricula as well as creative, successful teaching techniques. This study aims to lead to more effective rules that would improve ELT at Halabja University and have a positive obstacles impact on English instructors, educational institutions, and university administration. This study tries to cover the following questions:

- What challenges do English Lecturers face during classroom lessons at Halabja University?
- What do lecturers confront throughout the academic year 2022-2023?

Literature Review

Numerous studies worldwide have delved into the challenges of teaching English as a foreign language (EFL), focusing on instructors' experiences in different academic settings. This research aims to assess the specific challenges Kurdish EFL instructors face in public colleges within the Kurdistan Region of Iraq. The literature review explores common difficulties encountered by educators in the realm of teaching English. (Copland et al., 2014), identify three prevalent challenges confronted by English instructors: a) teacher competency, b) classroom management, and c) adherence to educational standards and governmental policies. The primary obstacle, teacher competency, underscores the essential need for high proficiency, especially among English teachers. Regrettably, many instructors lack confidence and exhibit poor competency levels. The second challenge pertains to English instruction, particularly in extensive courses with over 30 pupils. This situation hampers the careful supervision of students' language usage and behavioral issues. Additionally, instructors must adhere to government-established curricula and policies, which, as noted, can be inappropriate.

(Carmel, 2022), further contributing to the discourse, and highlighting additional difficulties in studying and teaching English. Firstly, the limited hours allocated to teaching English have been criticized, with lecturers often needing help to cover all material within the designated time frame. Secondly, there is a pervasive lack of enthusiasm among pupils to study English, leading to disinterest and forgetfulness. The third challenge is the inability of some students to focus, hindering their ability to learn the content. Another complication arises from students with varying proficiency levels, where more advanced individuals may feel underserved. Additionally, students who receive English lessons outside school introduce an additional challenge for English teachers. A common struggle is observed among many high school instructors who, lacking oral proficiency in English, resort to oral teaching methods. Finally, students' infrequent practice and lack of repetition contribute to weariness and disinterest in mastering the language.

Teaching English in a classroom setting presents specific challenges that instructors must navigate. (Ying et al., 2021), highlights three primary obstacles to teaching and learning English in such an environment. Firstly, a prevalent issue is the lack of motivation among pupils to learn the English language. Students often struggle to engage in conversations and grasp the language quickly due to the fear of making mistakes in examinations and class interactions. Teachers are crucial in actively encouraging students to use English in the classroom. Given that English is a foreign language; its acquisition differs significantly from that of a mother tongue or first language, requiring additional time, resources, and tools. Establishing a conducive classroom environment that supports the teaching-learning process in acquiring English as a foreign language demands considerable time and sufficient resources.

The second challenge involves the issue of overflowing classes, where the number of pupils may range from fifteen to twenty in a traditional setting and escalate to thirty-five, forty, or even fifty or more in certain scenarios, resembling an environment for private one-on-one tutoring. Such large class sizes give rise to various problems, including discomfort, reduced attention spans, assessment challenges, administrative issues, and difficulties in preserving learning efficacy (Nowell et al., 2017). Addressing these issues is imperative for creating an optimal learning environment. Teaching English as a Foreign Language (EFL) instructors face challenges in mixed-level classrooms, where students have diverse skills, backgrounds, and competence levels (Saripah Banseng, 2021). This adds to the difficulties posed by large class sizes, particularly in tertiary institutions, where factors such as student ability, background, age, and experience vary widely. Practical issues for students and teachers increase and change as class sizes grow, making it challenging for instructors to address everyone's needs simultaneously.

In such settings, maintaining a balance becomes complex. Teachers may prefer teaching to the level of the upper-middle section, but this approach can leave more advanced students feeling unchallenged. In contrast, students with lower proficiency levels may struggle to comprehend the material. This imbalance is significantly pronounced when teaching listening and speaking skills, requiring instructors to continuously adapt to tasks that meet the varied needs of students at every level. Furthermore, technology plays a crucial role in EFL instruction, particularly in teaching listening and speaking. The absence of technological amenities in classrooms presents an additional difficulty for instructors. Technology enriches knowledge and engages students in critical thinking and problem-solving, boosting motivation to learn English (Almulla, 2023). Integrating technology effectively can enhance students' comprehension of materials and contribute to a more dynamic learning environment.

On the other hand, technological advancements assist teachers in giving students a sense of reality (Haleem et al., 2022). Students may hear a native speaker's voice, for instance, during the listening portion of class when the instructor employs specific computer applications. As a result of their curiosity about real-world situations, pupils will be drawn to them. The psychological hurdle is often one of the biggest challenges for students learning any skill. Low-English-proficiency students who lack confidence in their language abilities tend to assume that they cannot comprehend and participate in the lesson, which leads to a negative mindset toward the language that serves as a barrier to their learning (Islam & Stapa, 2021). This unfavorable attitude results from learners' inadequate language proficiency, which prevents them from actively engaging in class activities. In light of this, advise EFL instructors to try to pique students' enthusiasm for learning English using games, songs, tales, and real-world encounters, which may also lead to higher student success and satisfaction in studying English.

Methodology

A qualitative method was used, which was conducting a semi-structured interview and observation. 5 English lecturers were selected randomly to get accurate data. According to (Priya, 2021), a case study is a qualitative method that thoroughly examines a particular subject through one or more instances over time. These steps include becoming familiar with the entire body of data, establishing codes, searching for themes, reviewing, identifying, naming themes, and reporting the findings. A method that involves identifying and reporting patterns within the collected data, providing a structured approach to draw in-depth and meaningful insights from the information gathered during interviews and observations.

Results

The outcomes of this study shed light on the issues that English lecturers at one of the universities in Kurdistan are attempting to teach students the English language. The information used in this investigation comes from completing an evaluation form and interviews conducted with English lecturers. The Kurdish language was used for an extensive interview since they were more straightforward to comprehend locally. Conducted in the Kurdish language to enhance local comprehension, interviews involved the first and second lecturers (L1, L2) and third and fourth lecturers (L3, L4), with participant identities kept confidential. All the information was gathered via participant interviews and observation for this research. Following an analysis of the data obtained from the observation and interview sessions, we concluded that English language teachers face various challenges whenever they attempt to train students in English. The identified issues are detailed in Table 1, derived from a comprehensive data analysis acquired through participant interviews and observational sessions.

Table 1. English lecturers confront several problems while teaching English students

Topics	Pattern
Lecturers were confronted with boosting the level of motivation among students.	- Regarding speaking tasks, most pupils seemed less engaged and lacked confidence in expressing English. The lecturers were confronted with motivating the students to increase their participation, self-assurance, and engagement in spoken English. - Due to the lack of a bilingual classroom and the subpar quality of the offered audio equipment, some students seemed less engaged in learning during listening exercises. Lecturers were pushed to increase the undergraduates' interest in listening activities. - In reading exercises, most students were shy and feared mispronouncing words. Teachers were asked to inspire pupils to become more self-assured and passionate.
Lecturers were challenged to enhance the level of language competence among students	- Teachers had difficulty boosting pupils' vocabulary knowledge to enhance their speaking abilities since most students lacked vocabulary and pronunciation. - In their writing process, most students lacked original ideas and made grammatical mistakes, making it difficult for professors to help them develop their original ideas and correct their language. - Teachers had a hurdle in improving their pupils' comprehension since most readers struggled to grasp the text's substance. Most children seated in the rear lacked the listening skills to comprehend the audio recording. The task for the instructor was to make the listening comprehension exercises simpler for the pupils to grasp.
Lecturers faced issues with coping with large numbers of students in one class.	- It was difficult for lecturers to get all the students to pay close attention during speaking exercises since some learners were distracted by their classmates. - Some students did not have the chance to read the material during reading exercises, making

The lecturer faced challenges with making the most of the limited time available	it difficult for lecturers to manage the students' reading opportunities. c. Many students in the back constantly asked for the tape to be replayed during listening activities, even if they only got a tiny amount. Teachers were pushed to be more mindful and aggressive with the students since the majority of the students engaged in boisterous behavior and collaborated with peers to complete the assignment when participating in writing activities.
	a. Teachers are confronted with controlling student speaking time within the given timeline during speaking sessions. b. Most writing class pupils could not complete their essays. As a result, the lecturers had difficulty managing time and tailoring the course to the student's writing abilities. They could only complete 1-2 paragraphs out of 3. c. Most students in the reading class could not complete their assignments in time because they needed additional time to comprehend the book. Teachers faced a time management dilemma by allocating the material based on the pupils' reading level. Due to the length of the voice recording and the excessive number of repeats, practice time during listening sessions was limited. The duration of the listening exercise in each class has to be managed by the instructors.
Lecturers were put in a difficult position since there were insufficient enabling facilities.	a. Teachers faced challenges using various school-provided materials during speaking exercises, including handouts, photographs, videos, and others. b. This college does not have the resources to facilitate listening lessons, including a speaker and lab. Teachers were encouraged to bring and utilize their speakers to teach listening. c. Reading assignments were always in teachers' manuals at this particular institution. Because there were not enough student guides, teachers were obliged to depend on other resources such as novels, pamphlets, and collections of fairy tales.

Theme 1: Lecturers were confronted with boosting motivation among students

One of the difficulties experienced by English instructors in the classroom was the students' lack of willingness to study English, based on the information gathered from the interview and observation. In this instance, pupils who lacked motivation lacked attention and showed little

interest in studying English. From the data collected from the interviews, we identified a difficulty the instructor had when the pupils' attention to or focus on learning English was lacking. Therefore, an issue with learning English might arise from pupils who lack drive. For instance, Lecturer 1 (L1) claimed that *teaching English was a challenge for me since if students do not have a strong desire to learn, they may quickly get distracted or lose concentration while the class is in session*. In addition, lecturer 2 (L2) presents their case, *"Of course, that is my response. This was a challenge for me. When I asked a student why they left class to chat with a fellow student while studying, they could not know why they left class in the first place."*

Most pupils were timid and cautious throughout reading tasks from a textbook. According to observational data, most students exhibited shyness and confusion when the instructor requested them to read texts, provide their thoughts, and respond to questions. Additionally, several pupils in the back row slept off, showing less activity and attention while the instructor lectured. Teachers were tasked with increasing their pupils' enthusiasm to study English so they would be more enthusiastic and self-assured about doing so. According to the observation results, because there was no language laboratory or audio equipment available, some students exhibited less desire to learn listening during listening exercises. Additionally, since no resources were available to facilitate teaching listening exercises, the children did not learn to listen, and the instructor missed this activity. The instructor was tasked with increasing pupils' motivation for attending practices by offering engaging listening lessons.

Theme 2: Lecturers were challenged to enhance linguistic capability among students

The information from the interview revealed that teaching English to students who were less proficient in the language presented challenges for the instructor. Less competent pupils might be found in various tasks, such as speaking, reading, and writing, which present difficulties for instructors while instructing. The instructors were given the task of raising the kids' linguistic proficiency. For instance, Lecturer 3 (L3) said that *"the students' skill in English here was bad. It is due to their not being motivated to learn English. Therefore, English competency here is still inadequate."*

On the other hand, (Lecturer 4) expressed a similar viewpoint. The difficulties with linguistic proficiency are described below. The observation and interview outcome revealed that instructors were confronted with enhancing their pupils' speaking abilities. Our observations revealed that most kids lacked the vocabulary and mispronounced English terms. When asked to speak in English during the speaking exercise, most kids had trouble pronouncing the words. When the English instructor was instructing speaking in class, this problem often arose. For instance, lecturer 4 (L4) said there was a *"lack of pupils' competence in English pronunciation."* The pupils' low vocabulary made it difficult for English professors to deliver the content. Most pupils could not understand the meaning of the phrases used in the curriculum during speaking exercises. The instructor may find it challenging to educate a class of kids with little vocabulary. For instance, Lecturer 1 (L1) asserts, *"Students' inadequate language competence hampers teaching. They were perplexed if I requested them to talk in English; some refused to respond since they did not understand what I was asking or had a strong vocabulary"*. The final issue with pupils' language proficiency was their inability to comprehend the audio recording. According to what was seen during the listening exercise, most students seated in the rear had trouble hearing the voice recordings well. Because the kids could not respond to listening comprehension questions, they constantly requested to record and repeat. The instructor struggled to improve the pupils' listening comprehension, so they produced straightforward content.

Theme 3: Lecturers faced issues coping with large numbers of students in one class

We discovered that managing the overcrowded classes was the most significant issue encountered by English instructors while trying to teach English, based on the information gathered via observation and interviews. When teaching English to a big group of students, the issue of managing a packed class ascended often. A similar viewpoint is expressed by Lecturer 2 (L2), who states, *"Yes, of definitely, the number of pupils becomes challenging for me if there are many students."* The observation during the speaking exercise revealed that if there were more than 30 students, most pupils paid little attention. Most pupils in the class ignored the activity in which the instructor spoke in front of the course and instead discussed the issue with their peers. The instructor could not monitor each individually because there were so many pupils in the class.

The problem for speaking instructors was getting pupils to pay attention to what they were saying. Some of the pupils did not have the chance to read the material during the reading exercises. It has been observed that teaching English in a big class may be challenging for instructors since they need to efficiently manage their time to teach reading to the students in the class so that they can read the text one student at a time. Reading in front of a big class presented the instructors with the problem of adequately managing all that was happening. Teaching English to students in a classroom via listening activities in a big class, and mainly teaching listening, lecturers faced obstacles in a class with plenty of students, and the learning atmosphere was not conducive to the pupils' achievement. The observations showed that despite having a short time window for such exercises, the pupils continually asked for more repetitions. The voice tape on the recording was only available to the students three times throughout the lesson, yet most of them could not understand the story being told on the video. As a direct result, the pupils requested that their professors play the tape again. When teaching English to a big class, mainly writing, the instructor had difficulty being awarded and aggressive to the pupils. Writing exercises presented these issues. According to what was seen, most students made much noise during the report, and some cheated while working on the assignment.

Theme 4: Lecturers faced challenges with making the most of the limited time available

Observational and interview data revealed that instructors' most prominent issue in instructing was time management. English was only taught at this college's one weekly meeting. During a session, just ninety minutes were devoted to English instruction. As a result, students only spend a little time learning English. Therefore, it was difficult for English instructors to provide the lessons in a short time with effectiveness and efficiency. According to the interview data, the college's time allotment was insufficient. The instructor was required to manage the time properly and efficiently. For instance, Lecturer 1 (L1) said, *"I believe that the amount of time to study English at this institution is insufficient since We will need extra time to become proficient in English since it is a foreign language and not our mother tongue"* *"I constantly need extra time to teach the topic, and if there is not enough time, the pupils will not be able to learn English effectively. Because English is more fundamental than Kurdish, we only study it for about three-quarters of an hour every week here"*. (L3). The reading activity presented the following time management difficulty. The reading instruction material was challenging. The instructor instructed the pupils to practice topics from the Handbook while being observed. Most pupils were perplexed and found it hard to complete the reading comprehension exercises that the instructor assigned. The instructor had a problem managing the time allotted for the reading activity in line with the reading level and the posted reading material. The last difficulty with time management is in listening activities. There was less time to exercise listening comprehension. The pupils sat behind each other and were ordered to record repetitions, but since time was restricted, most did not complete their assignments. It was difficult for the instructor to run the listening comprehension portion of each lesson effectively.

Theme 5: Lecturers were put in a difficult position since there were insufficient enabling facilities

Using data gathered through interviews and observation, we discovered that the facilities in this college presented problems and difficulties for the English instructor. Most resources that aid in teaching and learning, including books for students and instructors, a language lab, a projector, audio equipment, and other tools, were not accessible. The interviews revealed that the instructors experienced issues utilizing the facilities for instruction. Lecture 2 (L2), for instance, said, *"Facilities in this pesantren were quite limited; thus it is becoming the obstacle for me as a teacher, virtually every class does not have adequate facilities such multimedia digital or other media."* The educators had difficulties teaching listening, which was consistent with the interview results. The college did not have any resources to teach English while teaching listening. There was no audio equipment to be utilized, nor was there a listening lab. Since the listening procedure was being conducted by applying defective audio equipment, it was observed that the pupils were not eager to learn. The instructors were given the option of using the subpar speakers supplied or bringing their speakers and using them to teach listening due to the lack of facilities. The college did not use various media as learning resources for teaching speaking. The only learning resources offered by the school were handbooks for teachers and pupils.

In the speaking session, I saw the instructor leading speaking by having the students create a conversation that they then presented to the class. Briefly stated, the instructors were challenged to utilize a variety of non-school-provided material, including handouts, photographs, videos, and others. Reading education was the last problem with poor infrastructure. The book was the only tool the lecturers used to teach the lesson. The book also includes complex material. As a result, the students found it challenging to comprehend the material. The outcome of the observation revealed that the instructor just utilized the manual to teach reading without employing any different media since the school's facilities were insufficient. The lecturers found it challenging to use the shoddy equipment; this institution provided or brought in and employed other resources that it lacked.

Discussion

In this study, we discovered that English lecturers encountered various difficulties after analyzing the data. The lack of motivation among the kids was one of the difficulties. According to (Ceceli & Tricomi, 2018), stimulation controls human behavior and guides achieving goals. He lists motivating elements that may be divided into three categories. Demotivation is a diminished motivating factor for thinking and emotion, and doing that makes someone inactive. Students who lacked motivation were seen as a difficulty that English instructors should consider increasing students' drive. The lecturers challenged with motivating the children to participate more actively in talking, writing, and listening lessons. To address the motivational challenges, English lecturers could explore innovative teaching methods and incorporate interactive and engaging activities into their lessons. Strategies such as incorporating real-world applications of English, integrating multimedia resources, and fostering a supportive learning environment can contribute to heightened student motivation. Additionally, targeted professional development programs for lecturers in motivational techniques could further enhance their ability to inspire and engage students.

Additionally, we learned that lecturers had difficulties while trying to teach English to pupils who lacked linguistic proficiency. As a result, the lecturer had to clarify the terminology when the instructor communicated a concept, but the pupils did not understand the word. This outcome was consistent with findings that pupils' limited vocabulary competence presents difficulties for English teachers in the classroom. It made it more complicated for the kids to comprehend the material. Some students may not be proficient in their vocabulary, which prevents

them from participating fully in class. Accordingly, the difficulty English instructors encountered was the pupils' poor command of the language's pronunciation. Some of the children struggled to enunciate English words while speaking accurately. The findings aligned with a study that discovered that most pupils make pronunciation mistakes. Most students struggled to develop concepts for writing assignments and correctly arrange their paragraphs in essays. When teaching and studying English, dictionaries, grammar manuals, and the internet should always be the go-to resources.

Improving students' linguistic proficiency requires a multifaceted approach. English instructors may consider implementing tailored language development programs, providing additional resources for vocabulary building, and integrating language enhancement activities into the curriculum. Moreover, collaborative efforts with language specialists and workshops on effective language instruction could offer valuable insights and strategies to address these challenges. The lecturer also had difficulty teaching English because of the packed classroom. The process of teaching and learning became ineffective as a result. The findings align with a study (pitriyani et al., 2022) that discovered that the issue with Indonesian English language instruction was the size of the classes. The outcome of English teaching and learning, regardless of the teaching methodology, will not be sufficient. (Al-Amarat, 2011) discovered that "large classes with pupils" were the next issue. It can reference overpopulation in the classroom, which might make it challenging to use classroom management techniques. The instructor then experienced difficulties teaching English due to the limited time selected. To cope with large class sizes, lecturers might explore interactive teaching methods to encourage student participation.

Utilizing technology, if available, for interactive group activities or peer-assisted learning can help manage and engage more students effectively. Training programs focused on classroom management in the context of larger classes could equip instructors with valuable skills to navigate these challenges (Getie, 2020), noting that the issues with learning and teaching English as a foreign language, which takes much time, include inadequate time allotment, resources, and materials. English lecturers were required to teach English quickly with little repetition after having done so at each meeting for the previous week. The teacher's problem controlling the time for knowledge transmission came from teaching English in a forum for just 90 minutes, which presented a time management issue. This problem is comparable to the study (Habibi et al., 2018), which found that time is a crucial issue to consider. Every meeting has a hard time staying on schedule. Students struggle to comprehend the information in a short amount of time, mainly when English is assessed on a standardized test. We sometimes neglect specific trivial tasks.

Given the constraints of limited instructional time, there is a need for a more strategic allocation of time. Curriculum redesign that prioritizes essential language skills, efficient use of teaching aids, and streamlined lesson plans could optimize the 90-minute sessions. Additionally, exploring the possibility of increasing the frequency of English classes or extending the duration of each session could contribute to more effective learning outcomes. Additionally, (Mumary Songbatumis, 2017) discovered that the time allotted was insufficient for teachers to put instructional strategies into practice to enhance their professional growth while teaching in the classroom. Even though these participants feel that 90 minutes for each meeting is the ideal time for teaching English, there were only two hours per meeting, or precisely 90 minutes for each gathering, set out for this purpose. The absence of facilities presented another difficulty for English instructors. As a result of the research described above, we have concluded that the teaching profession is fraught with challenges, making it challenging to work in the field. Teachers face challenges, including those that arise inside the classroom and the institution. In addition, we were aware that the participation of the government in the provision of the required infrastructure is an essential component of improving both teaching and learning in the educational setting.

In addressing infrastructure deficiencies, institutional support is crucial. Advocating for increased investment in language labs, audio-visual equipment, and multimedia resources can significantly enhance the quality of ELT. Collaboration with relevant stakeholders to secure funding and resources for these improvements is essential. Additionally, exploring partnerships with external organizations or seeking grants for educational infrastructure development could be viable avenues. A broader perspective involves advocating for policy changes at both institutional and governmental levels. Engaging in dialogues with education policymakers to communicate the importance of adequate resources, smaller class sizes, and increased instructional time for English language learning is crucial. Collaboration between educators, administrators, and policymakers can lead to developing policies that better support effective ELT. Addressing these challenges requires a comprehensive approach involving institutional and governmental support. Strategies to enhance student motivation, improve linguistic proficiency, manage large classes effectively, allocate more time for instruction, and provide essential facilities should be prioritized. The study underscores the importance of investing in teacher training, infrastructure development, and curriculum redesign to create a more conducive and effective English language learning environment at Halabja University.

Conclusion

This research, employing a case study methodology, enriches our understanding of the challenges encountered by English lecturers in the Evening Department of English at Halabja University. The study identified key obstacles in English language instruction, including the need to boost student motivation, enhance language competence, navigate large class sizes, manage limited time effectively, and address insufficient facilities. These challenges not only impact the effectiveness of English Language Teaching but also pose significant hurdles for both instructors and students. Addressing these issues requires a multifaceted approach, including implementing innovative teaching methods, enhancing linguistic proficiency programs, exploring interactive teaching strategies for large classes, strategic time management, and advocating for increased institutional and governmental support. The findings of this study provide valuable insights that can inform the development of targeted regulations and interventions, ultimately contributing to a more conducive and impactful ELT environment at Halabja University. While the insights contribute significantly to our knowledge, it is crucial to recognize certain limitations, such as the study's specific focus on one university in the Kurdistan Region, potentially limiting broader applicability. Future research could benefit from a more expansive scope, encompassing multiple universities and diverse educational settings. Additionally, exploring the perspectives of students and administrators and integrating quantitative methods could provide a more comprehensive understanding of the challenges and potential solutions in English language education. Addressing these issues is paramount for enhancing the overall efficacy of ELT, and the institution, with potential government support, must consider providing necessary resources and extending dedicated time for English language instruction.

Conflict of Interest

No conflict of interest

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