

## **A STUDY OF THE IMPACT OF ENGLISH COURSES ON PRIMARY SCHOOLS TEACHERS CONCERNING THE EDUCATIONAL CURRICULUM CONVERTS FROM KURDISH TO ENGLISH IN K.R.G., CASE STUDY, DUHOK CITY**

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### **ABSTRACT**

This study focuses on the importance of English language in the educational process. The area of the current study is Duhok City, Iraq, Kurdistan Region.

The researcher has conducted a questionnaire in which the sample consists of 161 teachers who have participated in English courses in DRT of teachers in Duhok City in June 2016. These teachers are of different ages and specialties, where participated in English courses.

This study aims to determine the impact and advantages of these English courses on teachers, their needs, and providing the Ministry of Education in KRG with suggestions conclusions, for doing the best for teachers to succeed in this change in the education process which seems very essential to the future of education, in particular higher education.

The researcher has analyzed the data and information that have been obtained during the questionnaire which has been done by using SPSS statistical program to illustrate the teachers' requirements to enable them for giving sciences and mathematics lessons in English language for primary schools pupils.

**KEY WORDS:** Teachers requirements, Impact of English courses on primary schools teachers, Educational curriculum converts from mother tongue to English language.

## **1. INTRODUCTION**

### **1.1 Problem**

The problem of the study implies the duration of English courses (45 days) for teachers of primary schools that enable them giving lessons of science and mathematics in English language for primary schools pupils, is not sufficient. Accordingly, most teachers complain and claim that taking such duration of English course is not adequate for enabling them to explain lessons of science and mathematics in English.

### **1.2 Aim of study**

Preparing recommendations related to teacher's requirements to Ministry of Education of Iraqi Kurdistan region for improving linguistic skills of teachers to explain science and mathematics lessons in English language for primary schools pupils.

### **1.3 Significance of English Language in Education Process.**

Nowadays English language is so important in process of education all over the world. The mother tongue in Iraq Kurdistan region is Kurdish. There are huge numbers of books written in English language, and these books will remain the main references that students will need them through the process of teaching whether in undergraduate or postgraduate stages. Therefore, ignoring English language will affect the education system in Iraqi Kurdistan region. Therefore, it is better if convert educational curriculum from mother tongue to English language instead of translating books from English language to Kurdish language. In this case we have to focus on the subject of preparing teachers to enable them teaching in English language.

Ministry of education of Kurdistan region in Iraq has applied the plan of converting educational curriculum to English language for academic year (2015-2016) starting from kindergartens where the process is continuous. For this purpose, Ministry

of Education opens English courses for teachers in all governorates of Iraqi Kurdistan region. The duration of these English courses is (45) days to improve teachers' linguistic skills in English language.

In Duhok Governorate, there are about 6764 teachers of primary schools and kindergartens with different specialties and ages according to the Duhok General Directorate of Education, 2016. It is a must to provide the necessary teachers' requirements for improving English linguistic skills of teachers for enabling them to give science and mathematics lessons in English language.

English language becomes an international language and used as a second language in the countries which were typically ex-colonies of the United Kingdom or the United States including Iraq, Jordan, and most countries of Arab Gulf, also including Malaysia, India, Philippines and Nigeria (Thirusanku & Melor, 2012).

From the early 1960's, English for Specific Purposes has grown to become one of the most prominent areas of teaching English as a foreign language. Mother tongue is specifically designed to offer practical ideas and become a helpful resource for the foreign language teacher. (Deller & Rinvoluceri, 2002).

#### **1.4 The Importance of Mother Tongue in The Education Process**

If the language of instruction is the same as the child's mother tongue, there is a better chance for the child to 'fit in' and continue with education. (Kosonen, K., 2005).

Parents will feel they can actually make a difference in their child's education if they are freely able to communicate these teachers and be able to help at home. (Benson, C. 2002).

UNESCO in its international conference on Education 46th session confirmed the importance the mother tongue language for instruction at the primary education, they consider this period of age obviously very crucial moment for future learning, (UNESCO (2001a).

When the education environment diversity has diversity in quality of learning, cultural and linguistic then it is the children's rights of using child's own language as a medium of instruction, at least in the early years of formal schooling (UNESCO, 1953, UNESCO, 2003a).

(Abdul Aziz Al Mutawa, 2009), declared in her study, that there is no dispute between the experts in the world of education that teaching in the

mother tongue is better than teaching in foreign language. Teaching foreign language is better to be processed at the end of primary school or early middle school.

As it is most suitable for second language acquisition of any foreign language (English or other) starting from age of 12 years old and over, that is the appropriate period for foreign language teaching is in middle school and secondary.

Malaysia is one of the Asian countries adopting a bilingual system of education. The aim is to establish a balance between national and international needs and challenges manifested through linguistic educational policies (Gill & Kirkpatrick, 2013).

The lack of good vocabulary learning skills is a main obstacle in a foreign language. Brown, (2007).

#### **1.5 Interviews**

Conducting an interview with the dean of The College of Basic Education University of Duhok, Dr. Ismail Ahmed Simo (Assistant Professor) declared that teachers have been admitted in college of basic education to purchase their study since the academic year (2012-2013) where the first group of students' teachers has been graduated in 2015-2016. Furthermore, he states that this college consists of these departments (English, Mathematics, Social, Kurdish, Psychology, and kindergarten). In addition, he claims that the college of basic education has intention to open new departments in coming years including scientific departments such as Physics, Chemistry, and Biology.

According to the information that researcher has collected from General Directorate of Education Duhok and a questionnaire that the researcher distributed on teachers whom participated in English courses in DRT of teachers in Duhok city. There is a shortage in teachers of sciences (Physics, Biology, Chemistry, and Mathematics). Therefore, opening physics, biology, chemistry, and mathematics departments in college of Basic Education will fill this gap and accordingly improve the education process in general.

Conducting another interview with the Manager of Institute of training and educational development in Duhok city, Mr. Ahmed Yasin (M.A. Kurdish Literature) announces that teachers have been admitted in institute of training and educational development to purchase their parallel

study since the academic year 2014 where the first group of students' teachers has been graduated in 2016. Furthermore, he states that this institute consists of nine departments (Kurdish, Arabic, English, Computer, Sport, Fine Arts, Social, Science, and Mathematics). Moreover, he claims that the students' teachers take four courses in the institute whereas the duration of each course is four months. Also he states, in the current academic year (2017), the institute has admitted (160) students' teachers and only (12) students' teachers among (160) have been admitted in science department. In addition, he mentions that the institute intends to get more privileges from the Ministry of Education to encourage teachers for joining the institute.

The researcher observed that the mutual understanding or coordination between the Ministry of Education and the Ministry of Higher Education is not good. So, the existence of College of Basic Education and institute of Training and Educational Development in Duhok city would not serve the Ministry of Education requirements and would not fill the gap of the lack of the teachers of science and mathematics in primary schools of Duhok city.

## 2. METHODOLOGY

To investigate the current study, a questionnaire has been done on (161) teachers who participated in English courses in DRT of teachers in Duhok city in June 2016 (Appendix 1). Later, the Data has been analyzed by SPSS program. Also, some interviews have been done with some academic experts of university of Duhok who have had knowledge in this subject. The teachers who participated in these English courses were of different specialties, ages, and holding different certificates. The aim of this study was to determine as possible as the teachers' requirements to enable them giving sciences and mathematics lessons in English language, also how teachers will be more adequate for doing this change in education process, and to identify the modifications that are necessary to be done on English courses for teachers by Ministry of Education to be more practical and advantageous for teachers.

For this purpose, data has been collected about the number of the existing teachers, specialties, and their certificates from Duhok general directorate of education (Table 1).

**Table (1):** Teachers' numbers, specialties, and certificates in primary and intermediate schools in Duhok city governorate.(Duhok general directorate of education, 2016).

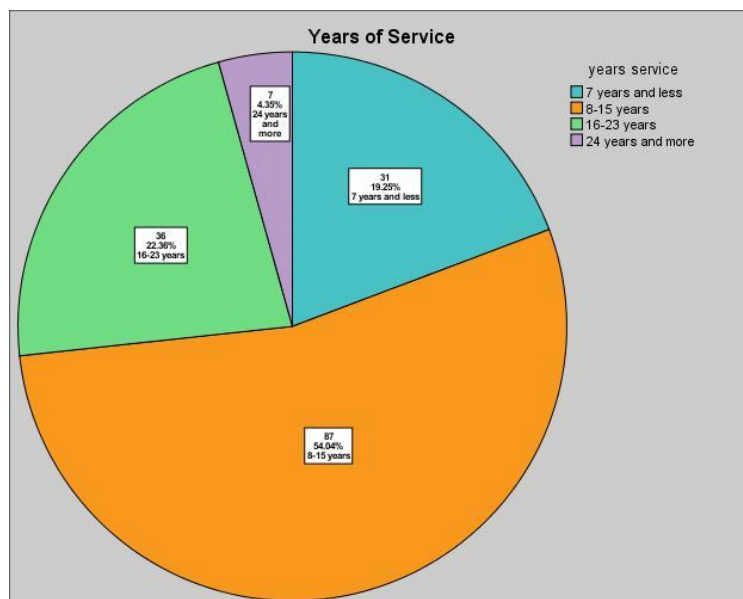
No. of Teachers	Specialization	No. of Teachers	Certificate
1053	English	1222	Teacher institute , دار المعلمات , پیمانگهها ماموستایان
854	Math	3893	Diploma
1382	Kurdish	1544	Bachelor
597	Science	36	Master
2878	Others	69	Others or Preparatory
6764	Total	6764	Total

## 3. DATA ANALYSIS & DISCUSSING RESULTS

1. The first question of the questionnaire list is related to teacher's educational service. The questionnaire has been done on (161) teachers who have participated in English courses in DRT of teachers in Duhok city. It shows that 19% of

teachers have educational service less than (7) years, 54 % of them have educational service between (8-15) years, 22% of them have educational service (16-23) years, and only

4 % have educational service more than (24) years. According to this proportion, there are only (7) teachers, among (161) teachers, have educational service more than (24) years (Fig.1).



**Fig. (1):** shows educational service of teachers who participated in a questionnaire of the study.

This result shows that the number of young teachers is more than the number of old teachers. According to the speech of trainers of English courses who deliver lessons to teachers, most of elder teachers have been complaining all time for the difficulty of explaining lessons in English language instead of mother tongue because they are old and it's difficult for them to learn new language and explaining the lessons in English language but they are obliged to participate in this process.

It's possible not to force the teachers who have educational service of more than (23) years to explain lessons in English language because their numbers are few, therefore their positions could be compensated by young teachers.

2. The seventeenth question of the questionnaire is related to teacher's specialties (Appendix 1). Teachers who participated in English courses in DRT of teachers in Duhok city to enable them explaining the lessons of science and mathematics in English language, have different specialties. (Fig. 2). Proportion of 44% of teachers are specialized in mathematics, only 21% of them have specialties of science, it means that there are only 35 teachers among 161 have specialties of science, and the rest proportion of teachers have other specialties such as Kurdish, Arabic, Art, and others.

As shown from the results, there is a lack in the number of teachers of sciences specialties. Ministry of Education should set in its program of

employing additional numbers of teachers of sciences specialties.

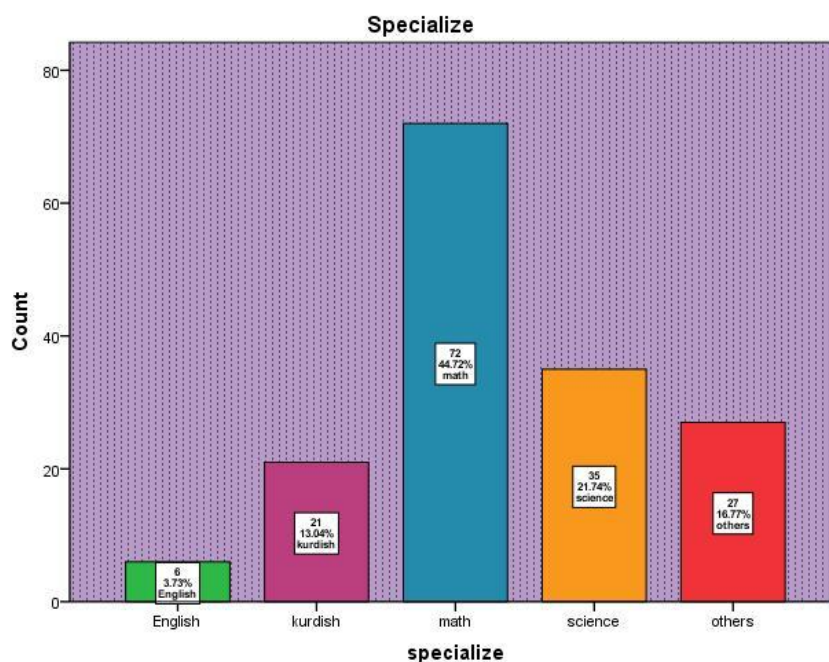


Fig. (2): Shows teachers specialties who participated in English courses in DRT.

3. The eighteenth question of the questionnaire (Appendix 1) is concerned with revealing the certificate degree of teachers. The obtained result has shown that the large number of teachers in primary schools holds the certificate of diploma. Almost 82%

of teachers have diploma degree (132 teachers among 161 teachers), whereas the rest proportion of teachers holds bachelor degree (Fig. 3).

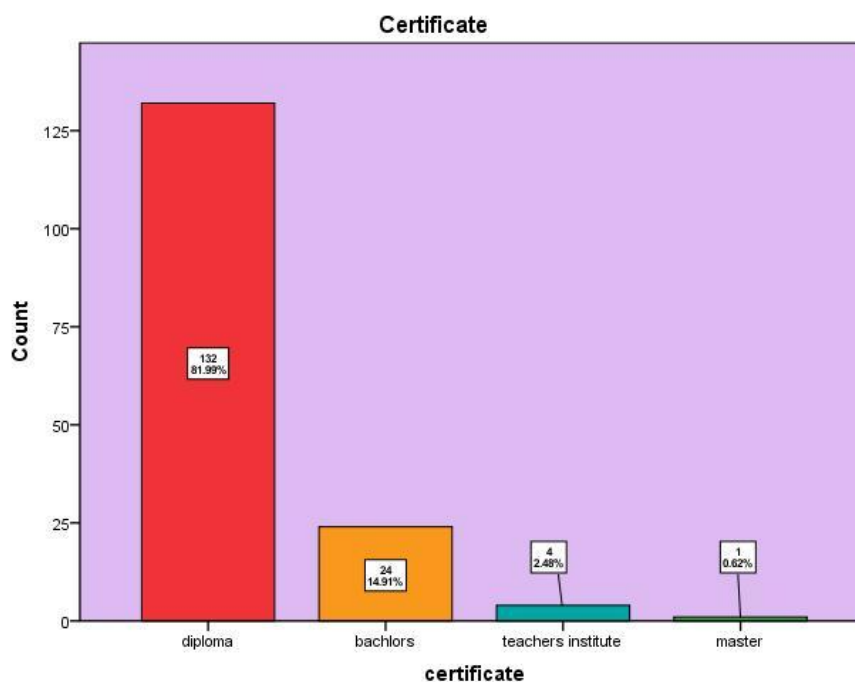


Fig. (3): shows teachers' certificates degree.

4. The duration of English courses that have been opened for teachers in DRT of teachers in Duhok city is 45 days. The second question of the questionnaire is assigned to show whether if this period of 45 days is suitable and enough for teachers to enhance teachers abilities in English language (Appendix 1). The large proportion almost 43% of teachers (69 teachers among 161 teachers) were of the opinion that the period of (45) days is good while only proportion of 27% of teachers were not with this idea, while the rest proportion were neutral. These results show that most teachers are interested in participating in these English courses (Appendix 2). The results show that there is a need for teachers to these English courses which could improve teachers' linguistic skills in English language. The study has revealed, according to most teachers, that one course duration of (45) days are not enough. Therefore, the researcher suggests that teachers should be provided with English courses constantly.

5. The third question of the questionnaire is concerned to appear whether if teachers obtained benefit from English courses of (45) days or not. The proportion of 71% (115 teachers among 161 teachers) replied that they got benefit from English courses, only 6% were disagreed, and the rest proportion was neutral. It means opening English courses for teachers to enable them for teaching in English language would be beneficial. So Ministry of Education should continue its project, opening English courses for teachers and expand English courses to include all teachers (Appendices 1, 2).

6. The fourth question of the questionnaire (Appendix 1) is related to illustrate whether if teachers have enough self-confidence in themselves and their own abilities to explain lessons in English language or not. The proportion of 51% answered positively while the proportion of 28% replied, neutral, and the rest proportion answered negatively (Appendix 2). This proportion shows that teachers, in general, are cooperative with educational ministry and they are with the idea of converting educational curriculum from mother tongue (Kurdish language) into English language. Teachers need to improve their own linguistic abilities. Cooperation of teachers is a strong factor to succeed this change in educational process. Ministry of Education has to guide teachers and help them by opening English

courses and providing opportunities for teachers to increase their own linguistic and scientific abilities in English language.

7. The fifth question of the questionnaire (Appendix 1) is concerned with showing whether teachers are optimistic and ready to adequate themselves with this change in the educational process or not. Percentage of 72% (116 teachers among 161 teachers) answered that their own abilities in teaching lessons in English language would be improved toward the best and only proportion of 8% do not agree, and the rest proportion answered, neutral. These proportions show that teachers in general would support this change in educational process (Appendix 2).

8. The sixth question of the questionnaire (Appendix 1) is concerned with showing whether the current English courses of 45 days are sufficient for teachers to enable them explaining sciences and mathematics lessons in English language accordingly, improving linguistic skills of teachers in English language or not. Ratio of 60% replied, disagree and strongly disagree, 12% replied, neutral, and the rest proportion replied, agree and strongly agree (Appendix 2). These results show that only one English course of 45 days is not sufficient for teachers to enable them explaining lessons in English language. Therefore Ministry of Education has to set in its program opening additional English courses for teachers to develop their linguistic and scientific skills.

9. The seventh, eighth, and ninth question of the questionnaire (Appendix 1) are concerned to show, how many English courses do teachers need in each year, or in each 3 years, and or in each 6 years. Most teachers answered that they prefer opening one English course at least in each year for them for improving their own linguistic and scientific skills. The largest proportion was with the idea of opening one English course at least in each year as shown in the results of the question seventh (Appendix 2). Almost 47% were with of the idea opening one English course in each year, 17% replied, neutral, and rest proportion replied, disagree. These results show that teachers would be needed for opening additional English courses to become able explaining sciences and mathematics lessons in English language.

10. The tenth question of the questionnaire is concerned with showing whether making an

educational C.D. would be useful for teachers to improve their own linguistic and scientific skills or not. 87% answered strongly agree and they were with of the opinion that educational C.D. will be beneficial for them. Therefore, I strongly suggest preparing an educational C.D, contains pronunciation of words and also, it could contain a typical method of explaining the lessons. Accordingly teacher would get advantage from it.

**11.** The eleventh question of the questionnaire (Appendix 1) is concerned with showing whether teachers prefer an educational supervisor to visit them in school for evaluating their works in school or not. The large proportion, almost 60% replied disagree and strongly disagree, 15% replied, neutral, and the rest proportion replied, agree and strongly agree (Appendix 2). Therefore, the researcher recommends, occurring a change in the role of educational supervisors in schools. The role of supervisor must be related to arrange the work of teachers and providing teachers the requirements in schools. Educational supervisors should affect positively on teachers.

**12.** The twelfth and thirteenth questions of the questionnaire (Appendix 1) are concerned with showing whether teachers believe and support the process of educational curriculum from mother tongue (Kurdish language) to English language and would it be successful or not? (Appendix 2). The proportion of 64% answered, agree and strongly agree. They supported the change of educational curriculum from mother tongue to English language and about 20% disagreed this change in

educational curriculum and the rest proportion was neutral (Appendix 2). This result shows that the teachers in general will support this change in educational curriculum. Supporting teachers is considered a strong factor to succeed this process in Kurdistan Region.

**13.** The fourteenth question of the questionnaire is devoted for revealing whether educational curriculum convert from mother tongue (Kurdish language) to English language would be better for students or not (Appendix 1). Proportion of 73% agreed and they thought this change on educational curriculum would be better for students and only 17% of teachers disagreed and the rest proportion was neutral (Appendix 2). This result shows that teachers will prepare themselves and they will support this plan that has been put by Ministry of Education. Therefore, I strongly

recommend that the ministry of education to continue in its plan and it only should provide the teachers' requirements to succeed this process.

**14.** The fifteenth question of the questionnaire is related to show if teachers prefer to explain the science and mathematics lessons in mother tongue (Kurdish language) or English language (Appendix 1). The proportion of 57% agreed and preferred explaining lessons in English language and only 30% disagreed and the rest proportion was neutral (Appendix 2). This result shows that teachers got benefit from English courses and they have abilities to explain lessons in English language but also they need to improve their own linguistic skills. The researcher strongly recommends for providing necessary teachers' requirements to enable them for explaining lessons in English language.

**15.** The sixteenth question of the questionnaire is related to show whether teachers are obliged to explain lessons in English language or not (Appendix 1). The large proportion was concerned with the answer disagree and strongly disagree (Appendix 2). This result shows most teachers who participate in English courses for improving their own linguistic and scientific skills are not obliged and they are so cooperative with educational directorates and DRT of teachers in Duhok city, and this shows teacher's support to the plan of the ministry of education.

#### 4. RECOMMENDATIONS

**1.** The researcher recommends establishing departments of sciences (Physics, Biology, Chemistry, and Mathematics) in College of Basic Education in Duhok.

**2.** The researcher recommends that the Institute of Training and Educational Development - Duhok admits more students in Sciences Departments to fill the mentioned gap in primary schools in Duhok city.

**3.** The researcher recommends that Ministry of Education give more privileges to teachers for encouraging them to join College of Basic Education and Institute of Training and Educational Development-Duhok.

**4.** The researcher strongly recommends enhancing the harmony between the Ministry of Education and the Ministry of Higher Education to provide the requirements of directorate of education in

Duhok city and all Educational Directorates in Kurdistan Region.

**5.** The researcher suggests not to oblige teachers who have educational service more than (23) years to explain science and mathematics lessons in English language.

**6.** Ministry of Education should set in its program employing additional numbers of teachers (specialties of science and mathematics) for nowadays.

**7.** The researcher suggests providing teachers with English courses continuously and expanding English courses to include all teachers.

**8.** The researcher suggests establishing additional English courses for teachers and one English course is not enough to develop linguistic teaching skills.

**9.** The researcher strongly suggests preparing an educational CD, contains pronunciation of words and typical methods for explaining the lessons.

**10.** The researcher recommends making a shift in the role of educational supervisors whom should affect positively on teachers in schools.

**11.** The researcher strongly recommends that the Ministry of Education to continue its plan and it only should provide the teachers' requirements to succeed this process.

**12.** The researcher recommends that the Ministry of Education should notify educational bodies for advising teachers to use mother language in the first three years.

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پوخته

ئهف فهكولینه تهكه زئ لسهر دیاركرنا گرنگیا زمانى ئینگلیزى د پروسیسا فیرکرنیدا، فهكوله رابوویه ب ههلبژارتتا باژیری دهوك كو ئیکه ژ پاریزگههین ههریما کوردستانا عبراقئ وهك بیاقئ فهكولینا وی . فهكوله رابوویه ب نهجامدانا پرس ریزیئ لسهر سامپلکی کو پئک دهیت ژ 161 ماموستایان نهوین پهشدارى کرین د خولین ئینگلیز کرنا بابهتان نهوا هاتیه نهجامدان ل ریشه بهریا مهشق وراهینانی ل پاریزگهها دهوکئ ل ههیقا خزیرانی سالا 2016 . نهو ماموستایین پهشدارى کرین ل قان خولادا ژبییت وان جیاواز بوون وههروهسا بسپوریت وان ژیک جیاواز بوون.

ئهف فهكولینه ههول ددهت ژ بو دهستنیشانکرنا کارتیکن ومغایئ قان خولان لسهر ئاستی ماموستایان وپیئقین وان، و ههروهسا بهرههفکرنا راسپاردن وپیشینارا بو وهزارهتا پهروهردی ل حکومهتا ههریما کوردستانا بمههما شیاندا ماموستایان ژ بو شروقهکرنا وانین زانستئ وپیرکاری ب زمانئ ئینگلیزئ ب باشترین شیوه. و خوگونجانن دگهل وان گهورینیت دهیت نهجامدان د پروسیسا فیرکرنئ دا نهوین زور گرنگ و سهرهکی دئهفی پروسیسئ دا وبتاییهت ل خواندنا بلند.

ههروهسا فهكوله رابوویه ب شروقهکرنا داتا و پیزانینا نهوین هاتینه کومکرن ژ پرس ریزی بریکا بهنامی سهژمیری (SPSS) ژ بو دیارکرنا پینغیت ماموستایان دا کو بشین وانیت زانستئ وپیرکاری شروقه بکن ب زمانئ ئینگلیزى بو قوتابیت قوناغین سهرهکی یت ئیکى..

الخلاصة

تركز الدراسة على بيان أهمية اللغة الانكليزية في عملية التعليم، حيث اختار الباحث مدينة دهوك التي هي احدى محافظات اقليم كوردستان العراق ميدانا لدراسته. وقام الباحث باجراء استبيان على نموذج يتالف من 161 معلما من الذين شاركوا في دورات اللغة الانكليزية التي اقيمت في مديرية الاعداد والتدريب في محافظة دهوك في شهر حزيران سنة 2016 . فالمعلمين الذين شاركوا في تلك الدورات كانوا من فئات عمرية مختلفة وذوى اختصاصات مختلفة.

وتهدف الدراسة لتحديد تأثير وفوائد هذه الدورات على مستوى المعلمين وكذلك احتياجاتهم . وتزويد وزارة التربية في اقليم كوردستان بالمقترحات والتوصيات المناسبة لتمكين المعلمين من شرح دروس العلوم والرياضيات باللغة الانكليزية على وجه افضل. لمواكبة التغيرات الحاصلة على عملية التعليم والتي تعتبر مهمة واساسية في العملية التعليمية وخصوصا في التعليم العالي.

وقام الباحث بتحليل البيانات والمعلومات التي تم الحصول عليها من خلال الاستبيان الذي تم اجرائه الاحصائي لاطهار متطلبات المعلمين، وذلك ليتمكنوا من القاء دروس العلوم spss بواسطة برنامج

## Appendix 1 List of questionnaire

Questionnaire

Date: June 1, 2016

Title of Research

The impact of English courses on primary schools teachers concerning the educational curriculum convert from Kurdish to English.

کارێکرنا خولین ئینگلیزى سهر ماموستایین قوتابیتن بهههت سهر وههگیزانا پروگرامی فیرکرنی ژ زمانى کوردی بو زمانى ئینگلیزى

Center

Duhok City

Enquiry No

1

in the appropriate empty place  Please answer the following questionnaire by placing a CROSS

ههڤی ههلیزارتا ته یه کهم نهفان پرسیارین خاری بهرسف بدهی ب دانانا نیشانا ل جهی ههلیزارتا ته

یه کهم : سالیان خزمهتی , First: years of service

No.	Statement	7 years and less سال و کهمتر	8 – 15 years سال 15 - 8	23 – 16 years سال 23 - 16	24 years and above سال و پتر 24	
1	Your years' service سالیان خزمهتا ته					
Second: English courses خولین ئینگلیزی						
	Statement	Strongly agree	Agree	Neutral	disagree	Strongly disagree
2	Period of English courses دهمی خولین ئینگلیزی					
3	Advantageous from English courses مغفا ز خولین ئینگلیزی					
4	Your ability in teaching science or math. lessons in English شیانیت ته بو گوتنا وانیت زانستی یان بیرکاری ب زمانی ئینگلیزی					
5	In coming years your ability in teaching lessons in English will improve better سالیان بهین شیانیت ته بو گوتنا وانا ب زمانی ئینگلیزی دی باشتر بیت					
6	This English course that you participated in is enough for you نهف خولا نوکه تو تیدا پهشدار بووی بهسه					
7	Opening one English course in a year ههر سال خولیک بهیته فه کرن					
	Statement	Strongly agree	Agree	Neutral	disagree	Strongly disagree
8	Opening an English course in each 3 years ههر 3 سالا خولیک بهیته فه کرن					
9	Opening an English course in each 6 years ههر 6 سالا خولیک بهیته فه کرن					
10	Making a learning cd related to science or math چیکرنا Cd یه کی فیر کرنی بو بابهتین زانستی یان بیرکاری					
11	Visiting an educational supervisor to you in school سه ره دانا سه ره پهرشتیاری بو ته ل قوتانخانی					
12	Educational curriculum convert from Kurdish to English will progress the					

	teaching process in Kurdistan ئینگلیز کرنا باهتین زانستی و بیرکاری پروسینسا خاندنی ل کوردستانی دی پیش ئیختیت					
13	Are you with scientific language to become in English in Kurdistan تو ل گهل هندی کو زمانی زانستی ل کوردستانی بیته زمانی ئینگلیزی					
14	For students, the educational curriculum convert from Kurdish to English will be better بو قوتابیان ئینگلیزیکرنا باهتین زانستی باشره					
15	I prefer to teach students the subjects of science or math in English ئمز پتر حهز دکهم وانیت زانستی یان بیرکاری ب زمانی ئینگلیزی بیژم					
16	I am obliged to give lessons in English and I do not like this ئمز بی نهچارم وانا ب زمانی ئینگلیزی بیژم ومن شیانیت هندی نینن					
	Third: specialize بسهور					
	Statement روش	English ئینگلیزی	Kurdish کردی	math بیرکاری	Science زانست	Others باهیکن دی
17	What is your specialty بسهوریا ته چینه					
	Fourth: certificate باوه نامه					
	Statement روش	Diploma	Bachelors	Teacher institute	Master	
18	Which certificate do you have هه لگری کیش باوه نامی					

Job.....کار , Gender ..... ره گهز  
place of live.....جھی نا کینجیونی, Name: .....

THANKS FOR YOUR COOPERATION

سو یاس بو پهشداربونا ههوین زور بهریز

## Appendix 2 Analyzing data of questionnaire

Factor	Q	Strongly agree		Agree		Total	Neutral		Disagree		Strongly disagree		Total	Mean	S.D	Sum
		NO	%	NO	%		NO	%	NO	%	NO	%				
Period of English Course	Q2	19	11.8	50	31.1	69	48	29.8	25	15.3	19	11.8	44	2.8	1.1	161
	Q3	33	20.3	82	50.9	115	36	22.4	6	3.7	4	2.5	10	2.17	0.88	161
	Q4	13	8.1	69	42.9	82	45	28	18	11.2	16	9.9	34	2.72	1.09	161
	Q5	51	31.7	65	40.4	116	30	18.6	9	5.6	6	3.7	15	2.09	1	161
	Q6	17	10.6	28	17.4	45	19	11.8	39	24.2	58	36	97	3.58	1.4	161
	Q7	36	22.4	39	24.2	75	28	17.4	17	10.6	41	25.5	58	2.93	1.5	161
	Q8	34	21.1	27	16.8	61	44	27.3	25	15.5	31	19.3	56	2.95	1.4	161
	Q9	17	10.6	19	11.8	36	25	15.5	30	18.6	70	43.5	100	3.73	1.4	161
	Q10	109	67.7	32	19.9	141	12	7.5	1	0.6	7	4.3	8	1.54	0.98	161
	Q11	16	9.9	24	14.9	40	24	14.9	27	16.8	70	43.5	97	3.69	1.4	161
	Q12	58	36	45	28	103	25	15.5	14	8.7	19	11.8	33	2.32	1.35	161
	Q13	64	39.8	39	24.2	103	13	8.1	19	11.8	26	16.1	45	2.4	1.5	161
	Q14	68	42.2	50	31.1	118	15	9.3	10	6.2	18	11.2	28	2.1	1.3	161
	Q15	49	30.4	43	26.7	92	20	12.4	20	12.4	29	18	49	2.6	1.4	161
	Q16	20	12.4	31	19.3	51	32	19.9	35	21.7	43	26.7	78	3.3	1.37	161
	<b>Mean</b>		25.00		26.50			17.23		12.45		18.82		0		
<b>Sum</b>		51.50					17.23%		31.27%							