Why Students Fail to Use English After 12 Years of Studying Sunrise Textbook: A Perspective of Teachers and Students in the Kurdistan Governmental Schools

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ABSTRACT

This research explores the reasons why students in Kurdistan's governmental schools do not use English after studying the sunrise textbook for twelve years. For this purpose, a mixed model combining quantitative and qualitative data collection and analysis was carried out. A total of 28 English language teachers and 90 students were included in the study using purposive sampling techniques. The demographic data from the teachers comprised their teaching duration, levels of schooling taught, while the students provided feedback corresponding to their learning of English. Quantitative information was gathered using closed-ended with Likert-scale questions, and qualitative data were obtained using open-ended questions in order to get the views of both groups of participants. Over relying on Kurdish along with traditional methods of teaching inhibits students' English skills. Overcrowded classrooms, strict timing, an outdated curriculum, and a lack of classroom interaction also contribute to the problem. Psychologically, fear of making mistakes in front of peers also plays a part in the mental blocks students face during learning. A lack of practical verbal language interaction opportunities contributes to students lacking the fluency and confidence needed to speak the language. English immersion needs to be increased alongside attention given to all four language skills and teaching and multimedia resources need to be modernized.

Keywords: English proficiency, teaching methods, student engagement, Sunrise textbook, curriculum reform.

1. INTRODUCTION

Most of the students in the Kurdistan government schools are not able to use English, even after 12 years of learning the Sunrise textbook. This raises doubts about the sufficiency of instructional methods and materials in facilitating the students to learn English. Stephen Krashen's (1982) language learning principles provide useful principles to solve this issue.

Krashen's Acquisition vs. Learning Hypothesis explains the process of acquisition and learning languages in two different ways: subconsciously "picking up" a language and consciously focusing on rules and grammar. Acquisition allows people to apply the language spontaneously, but learning tends to restrict them to theory. The Natural Order Hypothesis illustrates that learners learn the structures of language in a predictable order, and this may not necessarily be the same order that textbooks like Sunrise are structured. The Input Hypothesis asserts that learners need comprehensible input that is a bit higher than their present level (which is termed as i+1). Without this, they are not able to develop normally. The Monitor Hypothesis notifies that excessive reliance on rules of grammar can hurt fluency, while the Affective Filter Hypothesis reminds us that low anxiety and confidence are required for learning. Anxiety and fear will hinder language learning.

An additional issue which is more important is the attitude of the teachers towards the English language which they teach. Matsuda (2002) believes that textbooks need to go beyond the boundaries of Britain and America to accommodate the expectation of students who want to know the real use of English.

These comments are particularly appropriate for understanding Kurdistan. The Sunrise textbook and teaching techniques may concentrate too much on the inner-circle's aspects, thus inadequately equipping learners for the actual employment of English as a global lingua franca.

This research focuses on the problem of learners from government schools in Kurdistan not being able to achieve English proficiency after using the Sunrise textbook for twelve years. It explores insufficient exposure to English, poor teaching styles, a fragmented curriculum, certain mental blocks, and other more profound limitations of the educational system. It attempts to analyze through both student and teacher surveys if the textbook helps in real language acquisition and if the learners consider English as a lingua franca. The aim is to analyze the prominent concerns and offer recommendations on aiding English instruction within these schools.

2. LITERATURE REVIEW

Though having educational classes for many years, English language acquisition among learners in the Kurdistan region poses a challenge, which has been investigated extensively. The impact of Kurdish local language, teaching methods, students' motivation, and sociocultural factors have been identified as some of the possible causes for this problem. In this literature review, relevant articles are integrated to analyze why students who have completed twelve years of schooling still find it difficult to use English effectively.

Overall, language policy seems to be an important issue in English learning in Kurdistan. Sadulla (2018) points out that students learn more efficiently in their native language; however, the overemphasis of the Kurdish language in classroom interactions ultimately serves to handicap both teachers and students. He further explains that English language teaching programs with insufficient training of teachers foster this problem, leading to fail grades in English examinations.

Likewise, Nawkohsoh, Nariman and Idris (2009) emphasize language as the most important means of communication, but the excessive use of Kurdish as a medium of instruction has obstructed learners from acquiring adequate English skills.

The impact of internal and external personal distinctions is another important factor in learning the English language. According to Faraj and Hamid (2023), individual traits in the learner, family assistance, and the larger sociocultural context all have an effect on the bilingual individual's development. They perceived that understanding these issues would improve language learning. Hama, Ismael, and Noori (2021) analyze the motivation of Kurdish EFL students and claim that instrumental motivation like getting a job is more predominant than the integrative type of motivation. Yet students' cultural and communicative objectives motivate them to learn English too.

Following years of teaching, a significant percentage of Kurdish learners still face a tough time when it comes to speaking English. Ghafar and Amin (2022) noted personal, language, social, and ecological difficulties that explain this. Some of the negative factors that inhibit communication include low self-esteem, inadequate word bank, communication apprehension, and fear of failure. Moreover, classroom dynamics or culture, limited chances to practice, and poor pedagogy also frustrate speech skills development.

Proficiency in a language stands out as one of the key aspects that impact an individual's social and professional relations. According to Amin (2020), he examines the adaptation of Kurdish immigrants in America with regard to their English skills and found that the greater one's fluency, the higher the chances of getting employment and social acceptance. This is important around the Kurdistan region, since students not being able to speak English proficiently would limit their academic and career growth.

Ghafor, Ahmad, and Mustafa (2022) studied the beliefs of students towards learning and noted that Kurdish EFL learners have some notions regarding language learning, one of which is that it is necessary to perform a lot of rote repetition in order to master the English language. Although these beliefs are sometimes positive, there are misconceptions such as assuming that someone can become fluent in one to two years with little to no effort which can be quite detrimental.

Finally, it is clear that the choice of strategies can have great impact on the student outcomes. Abdullah (2022) assesses high and low achievers in EFL Kurdish environments and observes that the two groups execute the same strategies but with varying frequencies. As metacognitive and social strategies were more frequently employed by the high achievers, compensatory strategies tended to be the option of choice for the low achievers. This means that the students with lower achievement may benefit from the increased use of metacognitive and social learning processes in studying English.

In conclusion, there are many deeply connected reasons that explain why the students in Kurdistan region of her English language is learning face so many and persistent challenges. Kurdish language influences, poor curricula, motivational aspects, sociocultural factors, and inadequate teaching and learning processes have their impact on the level of students' achievement. The solution to these problems is multilevel holistic, which is schematic in nature that one overhaul the curriculum, two improve the training given to teachers, and three shift the emphasis as to how the learners are taught so as to enable them to understand the language, and not just use it superficially.

3. METHODOLOGY

The current study, named "Exploring Factors Why Students Fail to Use English After 12 Years of Studying Sunrise Textbook: A Perspective of Teachers and Students in Kurdistan Governmental Schools. The purpose of this investigation was to understand the reasons behind students not being able to use English after twelve years of studying with the Sunrise textbook. A mixed paradigm approach was utilized, which

involved both qualitative and quantitative methods of data collection and analysis.

3.1 Participants

The researcher enrolled 28 English language teachers and 90 students as the principal participants in the study.

Both teachers and students were recruited using purposive sampling, so that each had adequate experience with the Sunrise textbook.

CATEGORY		TEACHERS	STUDENTS
SAMPLE SIZE		28 teachers	90 students
GENDER		Female: 19 (67.9%) Male: 9 (32.1%)	Female: 89 (98.9%) Male: 1 (1.1%)
AGE GROUPS		Under 25: 4 (14.3%) 25–34: 3 (10.7%) 35–44: 13 (46.4%) 45–54: 8 (28.6%)	15–18 years: 83 (92.2%) Above 18: 7 (7.8%)
EXPERIENCE	/ STUDY LEVEL	0–3 years (Novice): 4 (14.3%) 4–7 years: 2 (7.1%) 8–15 years: 6 (21.4%) 16–25 years: 11 (39.3%) 26+ years: 5 (17.9%)	Preparatory (Grades 9–12): 87 (96.7%) Secondary (Grades 7–9): 3 (3.3%)
TEACHING	/ SCHOOL LEVEL	Primary (Grades 1–6): 8 (28.6%) Secondary (Grades 7–9): 9 (32.1%) Preparatory (Grades 9–12): 11 (39.3%)	—

3.2 Data Gathering

The data was gathered through a semi-structured questionnaire which was administered via Google Forms. The questionnaire was intended to collect quantitative as well as qualitative data from the participants.

3.2.1 Quantitative Data: These questions aimed at gauging many aspects that hinders the learner's ability to utilize English in practice after studying the English language at school for a number of years. The responses were automatically summed up by the charting tools integrated in Google Forms which was then used to produce statistical data.

3.2.2 Qualitative Data: There were also open questions that were provided for the purpose of enabling the teachers and students give their views about the problems they encounter in the use of English language. These responses were grouped in order to determine common themes. The coding process included classifying the responses into meaningful categories, which were then analyzed to understand the factors that were present.

3.3 Analysis of the Data

Two distinct approaches were utilized to draw the analysis from the collected data which are;

3.3.1 Quantitative Analysis: for analyzing data from the structured questionnaire, the numerical data was converted into written analysis and descriptive results. The responses given in Likert scales along with visual data in the form of charts and graphs created by Google Forms were analyzed and converted into a summary describing the most vital components and trends in the data collected.

3.3.2 Qualitative Analysis: Response to open-ended questions was decoded thematically for more qualitative analysis. Important recurring themes were identified from the raw data and were advanced further to understand more of what affected students' use of English. This approach was useful in capturing many important perspectives that were more readily overlooked from pure numerical data.

4. RESULTS

4.1. Quantitative Results: Teachers provided responses to closed-ended questions regarding the use of the Sunrise textbook, teaching practices, and student engagement. Key findings include:

4.1.1. Language of Instruction: Most teachers use a mix of Kurdish and English, with only 17.9% using English exclusively.

1- What is the language of instruction that you use in your classroom? ‏١- زمانی فێرکردن چییه که له پۆلهکهتدا‏
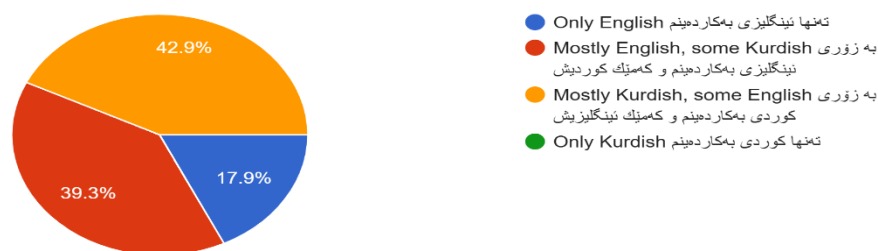‏بهکاری دههێنیت؟‏
28 responses

Figure 1: The Language of Instruction used by Teachers in classroom

4.1.2. Technology Use: 39.2% of teachers lack the ability to make PowerPoint presentations, showing a notable skills gap in tech use.

2- Are you able to create Power Point slides with the projector in your classroom? ‏٢- ئایا توانای‏
‏دروستکردنی سلایدی پاوهر پوینتت ههیه له پۆلهکهتدا؟‏
28 responses
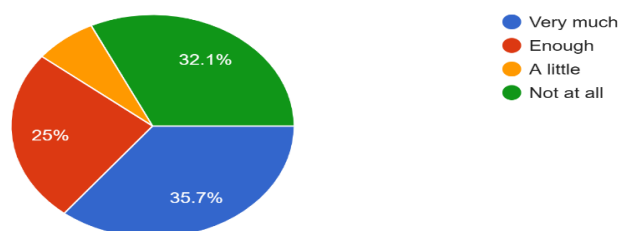
Figure 2: Technology in the Classroom used by the Teachers

4.1.3. Skill Integration and Focus: Teachers perceive the Sunrise textbook as weak in balancing the four language skills. A majority focus more on speaking, with writing receiving the least attention. Despite claiming equal attention to all skills, classroom focus skews toward oral practice.

3- In your opinion, does the Sunrise text-book have an equal proportion of all four skills (speaking, listening, reading and writing)? ‏٣- بهرای ئێوه ئایا کتێبی خو...رامهیی (قسهکردن، گوێگرتن، خوێندنهوه و نووسین)ی لهخۆدهگرێت؟‏
28 responses

Figure 3: Balance of Language Skills in the Sunrise Textbook

4- Which skill do you focus on more in your classroom? 4- له‌ پۆله‌که‌تدا زیاتر گرنگی به‌ کام کاراه‌یی ده‌ده‌یت؟

28 responses

Speaking
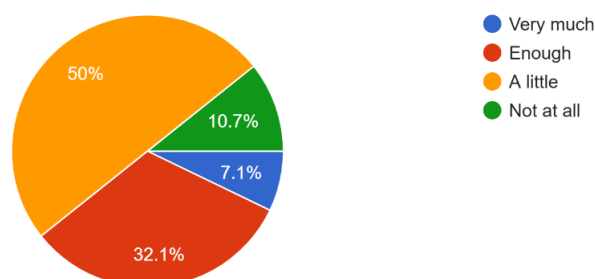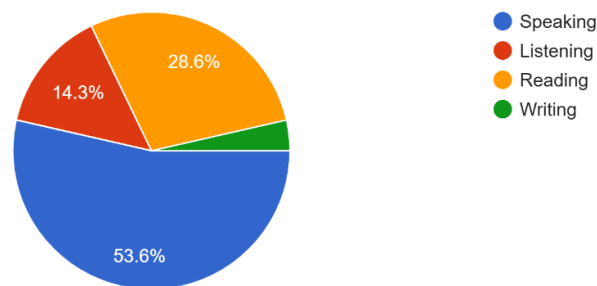Listening
Reading
Writing

53.6%
28.6%
14.3%

Figure 4: Skill Focus in Teaching

4.1.4. Coverage of Activities: Most teachers report often or always covering all activities in the textbook.

5- Do you cover all the activities and skills in the Sunrise textbook as required? 5- ئایا هه‌موو چالاکییه‌کانی

ناو کتێبی سه‌نرایز به‌پێی پێویست شرۆڤه‌ده‌که‌ی بۆ قوتابیان؟

28 responses

Always
Often
Sometimes
Never

42.9%
17.9%
39.3%
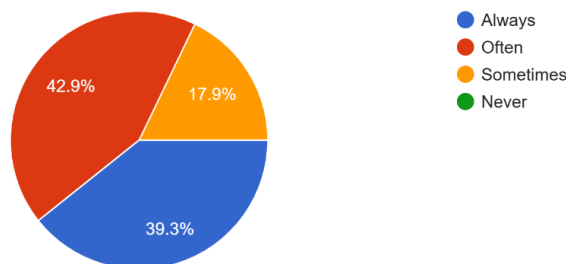
Figure 5: Coverage of Textbook Activities

4.1.5. Relevance of Content: Teachers believe the textbook is only somewhat relevant to students' real-life needs, which may impact motivation and retention.

4.1.6. Student Motivation: Teachers observe mixed enthusiasm among students—while some show interest, a notable portion lacks motivation, affecting performance.

8- How ready and eager do you think students from the current generation (Generation K) are to learn English? 8- تا چه‌ند ئاماده‌ و به‌ تامه‌زرۆی فێربوونی زمانی ئینگلیزین؟ (K نه‌وه‌ی) پێت وایه‌ قوتابیان له‌ نه‌وه‌ی ئێستای

28 responses

Very much
Enough
A little
Not at all

35.7%
21.4%
42.9%

Figure 6: Students' Willingness to Learn English

4.1.7 Parental Support: Nearly half of the teachers report minimal to no parental support in their child's English learning.

9- How much do you think students' parents contribute to the successful completion, retention, and usage of the Sunrise textbook in learning English?" 9- پێت ...ه و بەکارهێنانی کتێبی سه‌نرایز له فێربوونی زمانی ئینگلیزیدا؟

28 responses

Figure 7: Parent Support for English

4.2. Teachers' Qualitative Results:
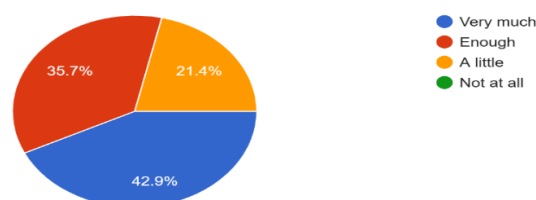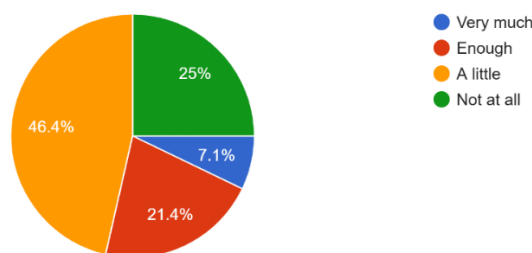Teachers shared open-ended feedback across multiple themes. Key concerns and patterns include:

4.2.1. Instructional Challenges: Time constraints, solid curriculum, overcrowded classrooms, poor facilities, and a lack of teaching materials were frequently cited as barriers.

4.2.2. Repetitive Issues: Themes like "overcrowded classrooms" and "lack of individual attention" appeared across multiple categories and were streamlined into one clear mention above.

4.2.3. Textbook Limitations: The Sunrise textbook was criticized for being outdated, grammar-heavy, and lacking engaging or age-appropriate material. Teachers noted a need for visual aids and practical content.
Impact of Non-Specialized Teachers: Teachers without an English background reduce the quality of instruction, often resulting in poor pronunciation and a focus on accuracy over communication.

4.2.4. Suggested Improvements: Teachers asked for the following suggestions:
- Skill-based workshops
- Curriculum updates
- Better materials and class size reduction
- Longer sessions
- Overseas training opportunities and courses
- Functional, well-equipped classrooms). The results are summarized into two parts below:

4.3. Students' Responses
Students participated in the research through a mix of Likert-scale questions (quantitative) and open-ended questions (qualitative

4.3.1 Quantitative Results
This section reflects student perceptions of classroom English learning through the Sunrise textbook:

4.3.1.1. Language Use in Classrooms: Most students (65.6%) reported that teachers use mostly English with some Kurdish. Only 1.1% said their teacher used English only.

Figure 8: Language Used by Teachers in the Classroom

4.3.1.2. English-Speaking Practices: 48.9% of students feel they can speak "a little" or "not at all," while 43.3% report they speak "enough." **This** suggests low speaking confidence and insufficient practice opportunities.

Figure 9: Students' English-Speaking Practices in Class

4.3.1.3. Listening Skills: A majority (56.7%) say they are "never" exposed to listening activities. Comprehension levels are low, and only a minority "always" respond to listening-based questions effectively.

4.3.1.4. Speaking Abilities & Expression: In both general classroom speaking and opinion sharing, around 40% report "enough" ability, while roughly 27–28% say they speak only "a little."

4.3.1.5. Reading Comprehension: This is one of the students' strongest areas. Over 87% say they can read "well" or "enough." Only a small minority cannot read.

Figure 10: Reading Comprehension in English

4.3.1.6. Writing Ability: 40% say they can write but with difficulty, 24.4% only "a little," and 7.8% cannot write at all. Only 27.8% feel confident in their writing.

8. To what extent can you write a 200-250 word paragraph in English without difficulty or using your
تا چ ڕادیەک دەتوانیت پەرەگرافیکی ۲۰۰-۲۵۰ وشەیی بە زمانی ئینگلیزی بنووسیت بەبێ کێشە یان بەکار هێنانی مۆبایلەکەت؟ .8 phone?
90 responses

- Very much (I can write it fluently and easily) (زۆر (دەتوانم بە ڕەوان و ئاسانی بینووسم
- Enough (I can write it but with some difficulty) (بەسە (دەتوانم بینووسم بەڵام بە هەندێک زەحمەت
- A little (I can write a small part but not fully) (کەمێک (دەتوانم بەشێکی بچووک بنووسم بەڵام بە تەواوی نا
- Not at all (I cannot write it at all) به هیچ شێوەیەک نا (بە هیچ شێوەیەک ناتوانم بینووسم)

24.4% / 7.8% / 40% / 27.8%

Figure 11: Writing Ability (200-250 Word Paragraphs)

4.3.1.7. Overall English Proficiency: While 31.1% feel fluent in all skills, another 26.7% can use only a few, and 2.2% claim to have no fluency. This points to uneven skill development across the four core areas

9. Overall, how much can you use, speak, read, write, and listen in the English language? به گشتی تا 9-
چەند دەتوانیت بە زمانی ئینگلیزی بەکاری بهێنیت و قسە بکەیت و بخوێنیتەوە و بنووسیت و گوێی لێبگریت؟
90 responses

- Very much (I can use all skills fluently and easily) (زۆر (دەتوانم هەموو کارامەییەکان بە شێوەیەکی ڕەوان و ئاسان بەکاربهێنم
- Enough (I can use most skills with some difficulty) (بەسە (دەتوانم زۆربەی کارامەییەکان بە هەندێک سەختی بەکاربهێنم
- A little (I can use a few skills but not fully) (کەمێک (دەتوانم چەند کارامەییەک بەکاربهێنم...
- Not at all (I cannot use any skill fluently) بە هیچ شێوەیەک نا (ناتوانم هیچ کارامەییەک بە شێو...

26.7% / 40% / 31.1%

Figure 12: Overall English Proficiency (Speaking, Reading, Writing, Listening)

4.3.1.8. Effectiveness of the Sunrise Textbook: Students were split—about 66.7% said it helps "enough" or "very much," but a significant 33.4% found it minimally helpful or not helpful at all.

10- To what extent do you think the topics and activities in the Sunrise Textbook help you to learn, master, and use the English language? پێت وایە تا چەند...دەدەن بۆ فێربوون و شارەزابوون و بەکارهێنانی زمانی ئینگلیزی؟ 10-
90 responses

- 1. Very much زۆر یارمەتی دەن
- 2. Enough تا ڕادیەک یارمەتی دەن
- 3. A little کەمێک یارمەتی دەن
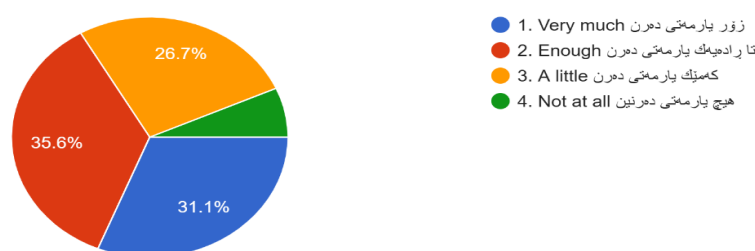- 4. Not at all هیچ یارمەتی دەنین

26.7% / 35.6% / 31.1%

Figure 13: Effectiveness of Sunrise Textbook in Learning English

4.4. Qualitative Results
The open-ended responses revealed shared concerns across several themes:

4.4.1. Psychological Barriers and Low Motivation: Many students are afraid to speak due to fear of

mistakes. This is amplified by a grammar-heavy system and minimal speaking practice.

4.4.2. Lack of Real-World Practice:
Students report that English is treated as a subject, not a language to be used. Class instruction rarely includes communicative or real-life use.

4.4.3. Unfit Teaching Methods and Curriculum:
Students feel teachers rush to finish lessons rather than ensuring understanding. The Sunrise curriculum is also seen as outdated or irrelevant.

4.4.4. Limited English in Class Interaction:
The students have expressed a desire for more English usage in class; however, a complete prohibition on Kurdish, is deemed unproductive by students, is also criticized.

4.4.5. Learning from External Sources:
Without a doubt students are learning the English language using computing devices, learning apps, social networks, the cinema, and even video games. This highlights the importance of using learning technologies and informal social activities within the traditional educational setting.

5. DISCUSSION
This chapter will seek to unpack why, throughout the twelve years of studying English using the Sunrise textbook, students still do not attain the expected level of English proficiency. The analysis is built on the teachers' and students' surveys, which are analyzed and presented in both quantitative and qualitative forms.

5.1. Discussion of Teachers' Quantitative Results
Within the inadequacies of student proficiency, there are numerous pedagogical and system issues that are apparent:
- ❖ Using Kurdish too much in class does not foster English and its acquisition.
- ❖ (Many pages discussing the language used in class has been omitted.)
- ❖ Some teachers do not possess the needed technological skills and thus, do not use multi-media methods which foster learning active participation.
- ❖ Instruction on skills is imbalanced. There is a strong emphasis on speaking, while writing and listening are considered peripheral. This has an impact on the overall language development of the students.

Teachers say that the content of sunrise textbook is often not related to students' lives, which weakens its motivational value and its application in real-world situations.

Student motivation differs widely, and parental support for English learning is low.

These mentioned findings above suggest a need for immersive English teaching, balanced skill progress, teacher training in technology, and using more relatable, engaging content.

5.2. Teachers' Qualitative Results Discussion
Teachers mentioned common triggers to teach effectively which are;

The classrooms are overcrowded with students, time restriction i.e. 40 minutes for a lesson is not enough, and lack of having the necessary materials and teaching aids limit students' ability, learning, and engagement in class.

Some teachers express their frustration and find an issue with the used curriculum which heavily focuses on grammar and the content is not relevant and outdated. These issues affect adversely on students' speaking and listening practices.

Some teachers have noted that when English language teachers are not specialized, especially when they teach lower or beginning levels, it leads to weaker pronunciation and reduced use of communicative methods of teaching.

Reform suggestions involve applying a more practical and interactive content, reducing the number of students to 20 in a class, updating instructional materials, and providing continuous teacher training.

5.3. Students' Quantitative Results Discussion
The data collected from students' quantitative results reveals these challenges;

Most students are exposed to classes which use a mix of both Kurdish and English languages, which hinders full engagement and lessens opportunities to enhance fluency.

Neglected listening skills, more than half of the students said they never participate in listening activities, highlighting an important teaching gap and which means either the teachers do not know how to teach listening skills or simply they think this skill is not important.

Students writing and speaking skills are also underdeveloped, many students face difficulty in expressing themselves confidently and exposing their viewpoints using English language, and they also have difficulty in writing fluently, which resulted from lack of practice inside the class and not receiving enough feedback.

As a result, students' English proficiency differs from a student to another student, but a reasonable portion lacks competence in a number of skills, telling uneven language progress across their learning experience in school.

5.4. Students' Qualitative Results Discussion

Students discovered deeper, affective and contextual challenges:

- ❖ Many students have fear of making mistakes, which resulted from a grammar-centered method that demotivates speaking and gaining experience with the language.
- ❖ English is often seen as a school subject, not as a communicative tool of language, with insufficient chances to use it eloquently outside the classroom.
- ❖ Students disapprove the teaching methods used by the teachers which focused on completing the syllabus rather than comprehending the subjects and interacting accordingly, reducing their motivation to engage or enhance.
- ❖ Motivation levels of students are different: some students declare their disengagement, while some others express willingness to improve. More attractive and personalized learning experiences should benefit both groups.
- ❖ Students have a mixed view of language use. Its true some students want to be exposed to more English, but they also like to listen for the content clarification in Kurdish language, this suggests the need for a smarter way of teaching English language by using diverse teaching aids and other materials like videos, acting, drawing...etc. by the teacher.
- ❖ Many students depend on apps, games, films, and social media to learn English autonomously, suggesting a need to incorporate these tools into their formal learning to boost motivation and self-expression.

6. CONCLUSIONS

In this research, students seem to face several connected problems that hinder them from mastering English in the Kurdistan Region, which is puzzling given that they spend over a decade studying the Sunrise textbook in government schools. A set of explanations for these issues comprise a combination of inadequate engagement with English, poor teaching practices, missing and excess content within the curriculum, mental blocks, and macro educational problems. Effective approaches towards dealing with these issues will entail reform at the pedagogical and curriculum levels simultaneously.

6.1. Teacher Findings:

The absence of English exposure within the classroom is a profound barrier to comprehensible proficiency. The majority of teachers use Kurdish as a medium of instruction, which limits the students' chances to use and practice English. While bilingual instruction can facilitate comprehension, too much reliance on Kurdish restricts students' ability to use the language, and thus, their fluency. The reality is that a great number of teachers focus on finishing the syllabus rather than enabling students to use the language. Teachers focusing on coverage often do not provide the needed interactive communicative teaching which is vital for students to learn a language. Additional obstacles include lack of individual teacher attention in overcrowded classes due to time constraints and the inability to teach to students with different levels of knowledge and learning styles. Also, many educators continue to teach content through memorization and grammar teaching while neglecting the interactional aspect of the language competency. The integration of newer methodologies and inclusive digital engagement tools, in particular, is sadly missing.

The Sunrise textbook is considered by many as outdated and ineffectual in fostering equal development of the four language skills; speaking, listening, reading, and writing. The teachers have problems with how to integrate multimedia and other digital tools, which could greatly benefit the students' authentic language exposure and their skills in the language, into the lessons.

6.2. Student Findings:

From the students' point of view, barriers that prevent the achievement of fluency are also evident. Probably the most important of these is the fear of negative evaluation, which stops a lot of students from actively engaging in speaking activities. This involves students being too concerned with whether they have used grammar correctly or alternatively, it creates mental blocks that stop students using English in class. Students additionally report that not enough effort is made to provide them with English language practice outside of school, which makes them more and more unconfident and non-fluent. A lot of students narrow their understanding of English to an academic subject only, which reduces their willingness to deal with the language beyond the classroom environment.

Imbalanced approached to language skills development is also noticeable in the students' comments. In some cases, speaking is the only skill taught, while listening, writing, and reading, are neglected.

Listening to whole passages has long been the least popular activity among students, as they claim it leads to poor comprehension of spoken English. Others also stated that writing and reading appear to be one of the course components that students receive the least amount of instruction. Some students voiced their preference for learning through the use of social media, apps, and games aimed at practicing English, wishing they could use these tools outside the formal learning environment. It appears that students are willing to learn English in non-conventional manners, but the formal education system seems to have limited resources for these approaches.

In addition, the responses from students pointed out that the rules around speaking "English only" in class go beyond encouraging immersion; they sometimes present additional challenges for learners, especially with more advanced concepts. Students suggest that

their understanding would be better served by a balanced use of Kurdish, which implies that some degree of bilingual teaching should be adopted.

7. Important Suggestions:

1. Promotion of English Language Utilization: Teachers need to lessen their Kurdish dependency and try to speak more in English during classroom sessions.

2. Provide Equal Attention to Listening, Speaking, Reading and Writing.

3. Upgrade Teaching Strategy: Teachers need to move toward instructional methods that are participatory and active.

4. Use of Multimedia and Other Technological Aids: Teachers have to be equipped with the skills to enhance learning through the use of technology.

5. Offer a More Supporting Learning Approach: Students should feel free to practice speaking English, and teachers need to focus on supporting their students in achieving this. Assignments should include group activities, discussions, role playing, and other activities that can be enjoyed to increase participation in the lesson.

6. Foster Self-Initiated Learning as well as Learning Through Other Non-Traditional Approaches: Schools ought to advocate for digital media, apps, and social networks as tools that can assist students in mastering English in a self-directed manner.

7. Resolve the Issues of Crowded Classes and Better Prepare Teachers: If classes were smaller, they would be easier to teach and there would be a better chance that the students could be helped individually. There is a need for more advanced training for teachers in the use of modern technologies and teaching methods.

8. Teachers should upgrade their knowledge continuously by entering courses related to their field of teaching and they should master computer skills which are necessary for teaching, and those courses should be supported and opened by ministry of education on a yearly based in teachers' summer holiday.

8. Final Thoughts:

What is certain is that a system reform is needed in order to thoroughly resolve the students' failure to fully master English after 12 years of study. It is necessary to change from a grammar based, exam centered approach to a communicative, interactive, and technology inclusive model. Students will develop English language confidence and proficiency together with practical skills, which stems from increased immersion in English, balance in skill development, incorporating technologies, modernized teaching approaches, supportive environment, and other factors. With these changes, students will not only enhance their fluency in English, but will also be equipped to succeed in academic, professional, and real-life situations.

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