Examining the Difficulties Encountered by Iraqi EFL Learners in Oral Skill Performance

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Abstract

The goal of the present study is to discover the problems and difficulties meeting Iraqi students in the high school classes. Six learners in a state high school situated in Misan city take part in this tentative study. The study searches the difficulties the learners encounter in the education process; mainly in the attainment of speaking skill. Nonetheless, oral proficiency, as applied by the educator, rarely purposes as a way for learners to obtain information and have new thoughts. This study tries to recognize the difficulties that Iraqi learners face in speaking ability.

Research methodology followed in this investigative study comprises of learners' interviews and class observations. After gathering information and taking notes from the learners' speaking skill. Statistics composed reveals that the learning of the learners' speaking skill ability is connected with some difficulties that constrain their search to cooperate and show themselves in everyday circumstances. All in all, the study reveals that when gaining speaking skill, numerous difficulties inhibit the learners' oral proficiency for example inadequately qualified teacher, regime procedure, evaluation structures, and a reduced amount of application of audio-visual aids etc.

Keywords: difficulties of learning oral skill, speaking skill, performance, interview, class observations

1. Introduction

It can be said that language is an instrument for transferring meaning. Individuals talk with each other, to convey their views and emotional state. Communication occurs, where speech is one essential component. Without this part of communication, communication with others becomes somehow impossible to handle. The significance of oral performance ability, hereafter is colossal for the learners. In case there is no speech, a language is abridged to a just a written script. Speaking skill position takes a special interest in language teaching and learning. Consequently, greater attention should be given to this part of language communication; i.e., oral proficiency ability.

Communicative approach has been presented in Iraq during 2003s. However the effect of this approach to evolving procedures of oral performance ability to upgrade learners' level can scarcely be overrated, there is an established principle among investigators and practitioners to comment for its insufficient gratitude of the intricacy of oral proficiency as a psycholinguistic procedure and of assigning much stress on information gap benchmark as leading to artificial or

impractical tasksBax (2003). Teaching oral proficiency is not an easy task. It requires a lot of effort on the part of the teacher and the student as Leloup et al. (2021) report that oral performance mastery is one common difficulty in language teaching and learning.

At present, notwithstanding the unavoidable critical analysis of prevailing methods, oral proficiency skill is mainly supposed as the most important skill to attain. Canale and Swain (1980)argue that oral performance has been preserved as the crucial goal of language teaching and its suitable progress has developed the emphasis of consideration of both teachers and learners. Green and Oxford (1995) certifies that today oral proficiency is commonly noticed being the greatest main skill to learn and gain.

Nevertheless, it is similarly a frequently recognized statement that attaining oral performance in FL is not a simple assignment. It can be even seen that average learners habitually complete a language learning course with the credence that they are not adequately ready for practicing speaking outside classroom. The knowledge of low ability in speaking skill can be correlated to some difficulties in Iraqi high schools. Speaking skill needs to be highlighted over the language skills. Abrar, Mukminin, Habibi, Asyrafi, and Marzulina (2018) notes that "Of all the four skills, speaking seems intuitively the most important: people who know a language are referred to as "speakers" of that language, as if speaking included all other kinds of knowing; and many if not most foreign language learners are primarily interested in learning to speak"

2. The Aims of the study

There are two main targets of the contemporary study:
1 - To inspect the leading difficulties that effect on the speaking skill in the Iraqi high Schools in Misan city.
2 - To acclaim convinced responses that may mend the superiority of teaching and learning of speaking skill these schools settings.

3. The Research Question:

Is there any relationship between oral proficiency and the challenges students face in learning process?

4. The Research hypothesis

There is no relationship between oral proficiency and the challenges students face in the learning \ teaching process.

5. Difficulties and Problems of Teaching Oral Acts Ability

The succeeding problems can inhibit learners from attaining oral performance:

Problem 1: Time Interval Element
The time assigned for oral acts in class is not relatively abundant because mostly all learners have to take part their views to have output in their learners. As Ellis (1992)comments that communication in the target language requires much more time than that allocated to the schoolroom. Gregoriou (2004)also tells that one of the foremost impediments the learners

agonize from is the amount of assigned timing itemized for learners in teaching oral proficiency activities in English.

Problem 2: Getting Updated with Teaching Methodology

Teachers generally are disappointingly applying the grammar-translation method of teaching and the audio-lingual method; though methodologically speaking, novel methods have been replaced those grammar-based methods. The communicative language teaching is not predominant or common to our teachers. Twyman (2021) state that holding updated with the hasty variation in English methodology warrants faultless teaching in the learners' disposal.

Problem 3: Evaluation Procedures

The procedures of taking exams and tests in Iraq is somehow untrustworthy and flawed. One of these flaws is that this evaluation process lacks measuring the spoken part of language. Partington (2011) comment that examining the oral proficiency aptitude is not a stress-free undertaking to perform on the large classes, hereafter evaluation procedures do not embrace it.

A main aspect that may constitute the letdown of the EFL courses is the sanctioned assessment strategies implemented by Iraqi ministry of education. Universal high school examinations, for instance, have a "stationary design" or "pattern" on which learners can be qualified within a little stage of time and succeed effortlessly. Additionally, the speaking skill is not measured in these stages of middle and high schools, and that may explicate the underprivileged value of the learners' speaking skill. The center is primarily on linguistic structures, reading comprehension texts, writing compositions, spelling rules, and punctuations marks with diminutive consideration on lexical competence or vocabulary repertoire.

Problem 4: Less Practice of Audio-Visual Utilities

In our schools, audio-visual aids and realia (real objects) are hardly used. Due to lack of funds, expensive aids that cannot be purchased. Nock, Iyengar, and Neti confirm that such audio-visual aids are very useful in presenting new ideas and knowledge in the development of oral proficiency.

Problem 5: Privation of Pronunciation Lab

Language is primarily oral; henceforward learners have to utter words and sentences properly by the practice of laboratory. But then again our schools do not usually cover such laboratories as the schools are not provided by the state. Spisak (2008) states that the use of textbook without any complementary resources does not typically meets the students' needs or interests.

Problem 6: Lack of Effective and Well-Trained Teacher

Teachers are not trained properly and scientifically at the BA stage, most of the time the focus is given to the prescribed textbooks or the compulsory books and handouts than to the method of teaching currently used in Iraqi secondary schools; i.e., communicative language teaching. It can be assumed that teacher preparation courses are not able to equip the Iraqi teachers with adequate knowledge, skills, and abilities that qualify him/her to teach English effectively. In general, teachers do not know totally the prominent aim of the material he teaches inside the classroom. He divides the lesson into many fragments such as reading, writing, grammar, translation, dictation and composition.

The most commonly reported obstacles are English language teachers' lack of knowledge in English and the teaching method they adopt in teaching English (Li, 1998).

Problem 7: Over-Crowded Classes

In Iraqi secondary schools, the classes are so crowded that it is hardly impossible to make all students share or participate to express their feelings or needs. Large classes affect the implementation of the prescribed English curriculum. Küçükler and Kodal (2019) asserts that crowded classes "are a very serious problem."

Problem 8: Lack of Student's Motivation

Student's impetus plays an essential role in learning oral proficiency. Many studies have dealt with this aspect. Whitmore (1986)confirms that "the lack of motivation is considered as one of the basic problems that English learners encounter while communicating." Actually, there is no real learning of oral proficiency without the existence of student's stimulus; through motivation, students are capable of understanding what teacher wants them to do. Suo and Hou (2017)reports that motivation acts as a progressive reinforcer that increases the learners' self-confidence in them. Therefore, teachers in communicative classes are required to praise their students to make them participate with each other to be fluent speaker of English.

Problem 9: Teacher-Centred rather than Student-Centred Tasks

Previously, class focus was mainly around teacher's authority. Teacher's control of class activities prevent students' participation and students remain inactive or passive. Consequently, students' non-participation in class activities inhibit them to acquire oral proficiency. Thus, Elen, Clarebout, Léonard, and Lowyck (2007) declares that teacher-centred pedagogy reflects a colonial and oppressive mindset and should be replaced with student-centred model.

The swing of the pendulum, or the improvement of student-centred style in language teaching, suggested a reorientation of teacher roles to share the power with students and to provide them with the opportunities to produce better control over their learning Murris (2014). In order for students' oral proficiency to be acquired in the educational process, it has to value each student's needs, interests and desires.

Problem 10: Compartmentalisation versus Whole Language Approach

EFL teachers in Iraqi schools, due to their insufficient educational groundwork, as many studies confirm this point, be certain of that language can be better educated as a total of separate rather than incorporated skills or holistic approach. For example, grammar can be learned unconventionally. Schwarzer and Luke (2001)asserts that this compartmentalisation diminishes the oral proficiency of students.

Problem 11: Absence of Stress on Developing skills Rather Weight is on Rote Learning

For the most part, lots of secondary school students outperform when examinations emphasize mostly on memorization and rote learning. Conversely, they do not prepare well when exam questions involve students' developing skills; i.e., creativity, critical thinking, or problem solving like reading comprehension passages and meaning based questions etc. They always criticize and, inappropriately. Plunkett and Marchman (1993)recognizes that the procedures of developing oral proficiency includes three steps:

1. Consciousness: Educators give thoughts that students are completely conscious of the structures of the usage of target language that is used by means of a network of interaction, discussion and pledge of something.
2. Appropriation: The structures of target language confirm appropriation and incorporation into the language the students practice for daily conversation.
3. Independence: In sequence, learners receive self-government and ability to practice those structures of language in tangible situations such as peer talk, social communication and schoolroom atmosphere.

Problem 12: Textbook and Teaching Resources

Based on the data collected about the textbooks, the overall evaluation of Iraqi English secondary schools textbooks could be:

1. Teaching materials are culturally incompatible with Iraqi students' culture and this can isolate students and initiate them to cultivate adverse approaches on the way to learning of English.
2. The performance of schooling subjects is advanced than that of learners; a subject which depress many learners and slow or decreases their enthusiasm.
3. Schoolbooks are produced mostly by native speakers who have no reasonable and sound contextual settings about the learners and their desires or their language experience.
4. Unconnected themes that may make the learners to lose their curiosity in learning English. Diversity of presenting cultures may cause deficiencies and shortcomings in learning language oral proficiency.
5. Lack of several activities that are not intended for students' oral proficiency. Such activities may not be stimulated by the educational policy of the country, no requirements of such oral activities such as CDs or Audiotapes, nor are they favourably implemented by teachers. This generates a state of negative distance among both students and teachers.
6. The book is habitually bulky it is probably possible to be covered in a course of study or a year. This may distract and disrupt teachers and discomfit them with their school headmasters and learners' parents.

Problem 13: Miniature Coverage of English

Roughly speaking, Iraqi secondary school classrooms suffer from excessive use of Arabic language. Coverage of English is rather marginal. This may be credited to the detrimental teaching rehearses and to the unsuitably equipped teachers. Arabic is regularly used in lessons most of the class time. The time exploited by teacher takes bigger area of timing limits than that of learners; teacher centered. The session size is typically enormous; the issue that make it problematic for teachers to encompass learners in discussions or oral interaction in speaking skill activities. Andrianou (2007)notes that "One persistent problem for language teaching is to provide students with sufficient opportunities to interact in the target language with their peers." That means much more time should be given to the language being taught through providing in-class activities and tasks. In addition, group-work and pair-work should be supplied to allow the students interact in English to enhance and improve students' speaking proficiency.

Educational systems in teaching English in Iraq are classical and traditional. They center very much on memorization and rote learning. Though some mention that their objective at augmenting learners' inspiration and imagination. They very often do not put these goals into outcome. This is obvious in the general examinations that ministry of education prepare for

students at the end of the year (third and sixth classes). Rich exposure is necessary to be done otherwise learning English can be poorly supported concerning achieving the communicative aim of learning language.

Problem 14: Collaborating with Learners' Parents

Another problem that teachers notice is the lack of communication with students' parents. Parents hardly visit their sons in the Iraqi secondary schools. According to the observations, the teacher perceived that he was not able to communicate effectively and efficiently with parents in order to support the students and appreciate their home problems.

Philip (2013) provides a useful checklist for parents to facilitate active home-school communications. Schools could share the checklists with parents as one way of demonstrating they are open to parents' involvement.

Problem 15: Students' Unease and Absence of Self-confidence

Learners' worry and tension disturb their progress in speaking skill. Miller (1995) agrees with Ryska (2002)that anxiety plays an essential role in student's current level where it has a destructive effect on the achievement of the student's speaking the target language. Gregersen and Horwitz (2002)adds that the problems of students' anxiety has two stages. Frist, there is students' fear about the testing system. Second, there is their worry about the fact that feel fear. Alternatively, self-confidence occupies a great place in cultivating learners' speaking skill. Usually, learners who are self-self-assured can become better since they have faith in in their capacities. (Abrar et al., 2018; Andrianou, 2007)

Challenge 16: Supervision and Evaluation

Teacher's abilities and skills need to be enhanced and improved continually by holding educational sessions, symposiums and instructional courses and also to develop their teaching principles and procedures by the English supervisors.

Any teaching method to be applied effectively should be strictly supervised and evaluated for it to reach its intended aims. A difficulty therefore arises because there is little supervision currently in Iraqi secondary schools. This is because the large numbers of teachers need guidance on how to teach English and particularly oral proficiency.

Yet there are few supervisors to provide guidance because they visit the teachers of English twice a year. This low rate of observation and evaluation by the supervisors has many delimits for teachers. Teachers may ignore many things they do not know in the curriculum including the updates or the new versions. Supervisors usually seek to shape compact system of support for English language students services, evidently, calls for professional progress and cooperation time for teachers to empower them to plan for responsive education. Peacock (2001)argue that "It is important to enhance teachers' skills for teaching."

6. Methodology

6.1 Settings and Participants

The study took place in a public secondary school located in Misan province. In qualitative method, the researcher is resolute in choosing participants and settings. He pick out

specific subjects to arrange for profound vision and methodical understanding to study details. In this study, five students, from sixteen to eighteen, were selected. The learners characterized diverse levels.

6.2 Data Collection Procedures

The present study stick to a qualitative research method consequently the assortment of the data can be acquired from various procedures. With the aim of realizing the goals of the existing study, the principal methods adopted were face-to-face interviews and classroom observations. The present study lasted eight weeks and took place during school hours. To ensure trustworthiness, data was collected using several different sources. The use of different data collection sources allowed the researcher to get a perfect representation of the subject under investigation. In order to gather the exact information on the current study and analyse such information based on scientific ways to know precisely what challenges hinder the students' development in oral proficiency in Iraqi secondary school classrooms. The researcher uses three methods of collecting data, namely, interview with five students, observation and parent survey. The following is a detailed description of each data source that was used in this study

6.2.1 Students' Interview

For the sake of the present study, the researcher conducted individual interview with five students. The students were practically and rationally made and reviewed on the basis of the research purposes. The interviews were recorded via mobile phone, in order to decrease the chance of data loss by the side of taking notes. The interviews with the learners were done in Arabic as a consequence of their low English proficiency. The interview took place in different sites including the building library and the counselor's workplace.

The chairs were selected for their suitability for the participants and the study as well. The interviews were documented then accurately recorded built on the precise words and views of the learners. In semi-structured interviews, the applicants have additional information and complete accounts of their approaches, ideas, experiences etc. In this manner, the interviewer can obtain all-encompassing facts. For the period of the interviews, verbal and non-verbal communications were observed systematically. This embraces the learners' facial expressions, gestures, voice level, hand movements etc. Subsequently after the interview, the investigator jotted down the notes about the location, period of time and how the meetings went on. These notes aid very considerably in writing rich sum-ups of the present educational circumstances.

6.2.2 Classroom Observations (Field Notes)

In relation to the interviews presented above with the five students, classroom observations were also used to permit the researcher gain a complete description of the classroom atmosphere including the association between the teacher and the students. In spite of the position of video-recording especially in classroom observations, the researcher was not able to record video the observations because he was not granted the permission to do. Nevertheless, the checklists which the researcher used and their detailed notes provide him with a vivid picture of the whereabouts which take place in the classroom. Five classes were observed from secondary classes. The checklist the researcher adopted included oral proficiency or speaking skill activities. In order to make the observation checklist harmonise with the objectives of the current study, the researcher included various crucial points related to the strategies of teaching oral proficiency and the ways of managing speaking tasks.

In addition, the checklist comprised of the usage of the educational assets in teaching oral proficiency, as a result of their important part in creating the lesson tranquil to present. Additionally, notes were created about the teacher's procedures of teaching oral proficiency, his contact with the learners along with the classroom activities and the teacher's capacity in English oral performance.

6.3 Data Analysis

Kenny, Kashy, and Bolger (1998) notes that data analysis is an ongoing process that includes reflection, organisation and coding in order to make an appropriate interpretation and have greater understanding of the data.

6.3.1 Students' Interview

For analysing the interviews, the students' interviews were converted into English, and then recorded. The translations were edited and the English transcriptions were recited numerous times to get the meticulous meaning of what the contributors said. After reading the members' answers, the researchers entirely observed all details on students' information to benefit from the data all together. They reduced the collected data to improve the encryptions that precisely designated the participants' answers. During coding, the researchers examined questions, prepared comparisons, inspected words, phrases etc. Finally, the research used their background knowledge, experiences and opinions to interpret and represent the findings of the study. Almost all the four students were novice and only one appear to be intermediate; while advanced and superior levels were extremely hidden in their oral performance.

6.3.2 Classroom Observations

Students' interviews have been analysed completely according to the students' replies. In the analysis of students' observations, the researcher arranged the notes and the checklists and recite them several times to have a comprehensive understanding of the facts composed. After he reduced the number of categories they extracted from the data collected, he advanced the final essential subjects. Approximating interview analysis, the researcher did not track chronological steps. Moderately, he transmuted between the phases. This prolonged the researchers' information and improved his appreciation of the data gathered. After matching the coding, the researcher did the final conclusion on the chief subjects. The observational data were correspondingly matched and analogized with the interview data to have a sustenance in the results attained. It is notable, that the examination of the data composed trailed the procedure of inductive coding which aided the researcher produces the most central subjects. For that reason, the data composed were reduced into definite pieces of information to make preliminary subjects and discover the most significant codes. During the coding process, the researcher requested questions, prepared comparisons and inspected repetitive expressions. According to the items of the checklist suggested by the researcher, both of the teacher's oral language was poorly introduced; hardly ever he speaks the target language. The students' oral activities were also not enough to share and complete oral tasks.

7. The Students' Extracts of Oral Proficiency Challenges

The following are the students' extracts after being translated by the researcher:

One student comment that: "The teacher insists that we must speak English after the class ends. After the class time ends, we utter Arabic language because it is stress-free. Also, when I communicate with my peers in English, he switches off to Arabic so I have to speak Arabic."

Another student notes that: "Most of the class time, the teacher keeps focusing on teaching grammar, so we think that English is merely a language of grammar in principle. The teacher should vary in the topics or skills to break the boredom". He adds: "our best students get full marks in English examinations; but if you ask them to utter one complete and meaningful sentence, they fail."

"The third student mentions that: "the listening is rare. The recorded-voice students listen or hear in the classroom is different from what they hear in our real-life situations. The recordings often use a standard language and identify some grammar or words since the main aim of listening exercises is to help students solve an exercise or do some tasks. Such listening exercises familiarise the student with real and spontaneous dialogues.".

One reason for the relative failure of teaching oral proficiency in our curricula, as it comes on the tongue of one student-participant in this exploratory study, is that it is not included within the items of assessment system, "To make oral proficiency successful in our secondary schools, the ministry of education must include the speaking skill in the assessment sections through oral interviews and it must be allotted high points to provide motivation on the part of both the students and the teacher."

One student-participant firmly stated that:

"One reason behind the students' novice low level in oral proficiency is the evaluation system used. We explain the four skills in the high school classes, but we on no occasion, test the communicative skills or listening and speaking, so no marks for listening and speaking. The regulations and obligations made by the Ministry of Education controls the evaluation procedures, and you are incapable to set grades for speaking you merely have written quizzes, and final term examinations. Accordingly lacking speaking, students can attain the full marks 100."

This was also confirmed by the second student-participant. The student said: that:

"The problematic issue is that the textbook judges the teacher. In other words, the teacher has to obey the textbook. For instance, the textbook consists of very inadequate listening and speaking rehearses which are not operative enough to increase the students' oral capability."

One more student mentioned that "We are typically examined in reading, grammar, writing and vocabulary but no exams for listening and speaking. Learners simply take part and speak when the teacher converses the lesson; role play or discussion activates."

Either for textbooks used, Ali comments that: "Textbooks aren't supplied with the supplementary teaching materials such as audios, posters, flashcards etc. and this makes teaching speaking activities a difficult task. There are no listening lessons here simply because there is no listening material."

Another one adds that "If we see Qatar and Emirates, students have the ability to communicate effectively in real-life situations though their ages are young."

Concerning language laboratory, the third student argues with a small extract:" Actually we don't have an English lab, so how could we speak without listening and correct pronunciation"

8. Proposed Solutions to the Iraqi Students' Oral Proficiency Challenges

The researcher usually suggests some useful, practical and possible solutions through which both students and teacher may develop the teaching and learning process. If they are implemented thoroughly and methodically, a great success is going to be in the learning/teaching process in general and students' oral proficiency in particular. They will be discussed in details as follows:

8.1 A proposed solution to the Challenges on the Part of the Teacher

Built on the learners' interviews and field-notes (observations), teachers are highly advised to improve the students' oral proficiency. To improve teaching, Iraqi EFL teachers have the ability to sort their classes as student-centred by supplying the students with more oral techniques in that they study in group work to accomplish the aims of the speaking activities. Not like individual tasks, group work that was explained may make the most of the students' opportunities to perform a specific communication function such as requesting permission, explaining a process, giving an opinion and offering a suggestion.

During the activities, the teacher's role is to encourage the students to practice English and provide them with positive feedback. Iraqi students here are really shy, so teacher has to handle this problem by making the students share information among them through group-work or brainstorming technique. Ma (2008) lists a group of communicative activities and games, e.g. brainstorming and role play, which augment the learners' facility to communicate in English. The schoolroom speaking activities can be engaged and adjusted from diverse foundations for example newspapers, magazines, textbooks and websites. Furthermore, teachers need to inspire the learners while partaking and performing the activities to cultivate their self-esteem and learners' self-efficacy. The study displayed that the greatest number of students' views to speaking English was constructive and optimistic. Inopportunely, this virtuous view regularly deteriorated because the speaking skill teaching was perfectly abandoned. The researcher suggested that the teacher should increase the students' responsiveness of the importance of the speaking skill in their upcoming future. For instance, completely all the high school learners who like to join worldwide universities are asked mandatorily to get high proficiency of English (TOEFL or IELTS tests). At the present time, an international candidate has to achieve the English language proficiency necessities for admission, lacking such requirements would be negative for his/her acceptance. Along these lines, the students' incentive place prodigious exertion to accomplish a great score in such tests to get an acceptance in a planned university. Finally, great effort should be focused by supervisors to ensure the teachers' full knowledge of teaching English skills.

8.2 A proposed solution to the Challenges on the Part of the Student

As the teacher has a vital role in raising the students' oral proficiency, the students also has a greater role. In order to speak well, the students should improve their linguistic knowledge

of grammar and vocabulary first. They should memorise new phrases and expressions in order to help them in the class debate and their daily life as well. In the classroom, the students should inspire and motivate their classmates by saying encouraging words and phrases. Here comes the role of the teacher to increase the students' awareness of the negative effects of mocking and making fun of others. The teacher can pick some first-rate students to stimulate and energise the weak ones. The teachers' assistance, advice and inspirational heart-to-heart talk can increasingly change the contemporary classroom environment to a favourable one. Exposure to spoken English requires that a student uses the sentences he knows in his daily conversations with others' in and outside school. This greatly influences learning a language and accelerates learners' progress. The students are similarly advised to follow online channels and programmes which are particularly intended to improve listening and oral proficiency such as VOA Special English, BBC World Service and English For You Videos and abundant other websites

9. Recommendations

Based on the results and the conclusions shown above, the researcher intentionally recommends the following:

1. Only competent and proficient teachers should have the accessibility to teach. Otherwise the results are going to be tragic and catastrophic.
2. The students-centrality should be emphasized over the teacher-one.
3. Creating the entertaining environment to students to break the boredom and express their feelings and needs and bring the creativity that leads to students' improvement in his/her speaking performance.
4. Teaching oral proficiency should be based on the integrative approach not on the discrete one.
5. Authoring the textbook and forming the syllabuses should be familiarize with the students' needs, interests and levels.
6. Assessment should be concentrated on spoken English in forming the items of the testing system, not only on the writing and reading skills items.
7. Exploiting the students' exposure to English in class by increasing the student talking time and adopting interactive communicative teaching activities.
8. Stimulating creative and independent thinking skills.
9. Constructing realistic purposes for teaching English oral proficiency.

Conclusion

Based on the study results, sixteen challenges are highlighted. For example, time factor, teacher's knowledge, textbook, etc. Lack of time can be a challenging task for students when teaching speaking, especially if teacher speaks quickly so they cannot keep in touch with him or if they do not have the support. Henceforth, teacher-student interaction should be strengthening by using the negotiation of the activities so that students have appropriate time and also students can get teacher's feedback accordingly.

Most Iraqi teachers teach depending on the discrete approach; they teach each skill (listening, speaking, reading or writing) and language aspect (grammar, pronunciation and vocabulary) separately. In such case, the students' ability to express himself in communicative tasks or authentic situations will not be hands-on or tangible. Real communication needs lots of

opportunities and free-opening tasks through which students can find themselves free and independent to express feelings and needs in whatsoever way they like to be.

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