



Language Teaching Methods and their Impact on Language Acquisition according to EFL Teachers at Kurdistan Universities

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Abstract

The aim of this study is to investigate the effect of language teaching methods on the acquisition of English as a foreign language in Kurdish universities. A questionnaire was distributed online to a sample of (300) faculty members in English language departments at Kurdistan universities to achieve the study's objectives. The collected responses were analyzed using SPSS 23, and the results revealed that EFL students in Kurdistan face a variety of challenges when learning English, including student-related challenges. The findings also emphasized the importance of using diverse and modern methods in teaching English as a foreign language. Finally, the study concluded that language teaching methods have a statistically significant positive impact on EFL acquisition at a significant level of (0.05). The study suggested that EFL teachers diversify their teaching methods to accommodate different learning styles and learning strategies.

Keywords: Teaching Strategies, English as a Foreign Language, Language Acquisition, Universities.

1. Introduction:

Foreign language acquisition is a broad concept that refers to the process of learning a second language after mastering the first or native language (Alhaysony, 2017). Nowadays the world is evolving in many areas, particularly in practical and educational areas. Therefore, it became vital to establish a single method of communication as the world became more exposed to one another and the English language is the only way to do so (Sadiq, 2017).

Although English language learning standards have been in use for thousands of years, they were not formally identified until recently. What factors contribute to a learner's success in learning a new language, and why some people learn more effectively than others, are all scientifically interesting topics. Teaching students how to use these standards, according to research, can help them become more successful language learners (Alrabai, 2016).

English now serves a variety of functions in Kurdistan and has a high standing in a variety of fields at all levels. It is assumed that English was first taught as a foreign language in the Kurdistan educational system in 1928 (Al-Seghayer, 2014).

1.1 Research Aim

The purpose of this research is to look into the development and implementation of innovative English teaching methods to avoid the shortcomings of EFL students. It accomplishes this by investigating teachers' beliefs about language teaching methods used in Kurdistan universities, as well as the impact these methods have on language acquisition.

1.2 Research Problem

English has a strong and visible presence in the Kurdistan educational system due to a variety of factors. For example, it is the only foreign language taught in Kurdistan's schools. English is also taught in a variety of industrial, governmental, and private schools and universities (Alqahtani, 2020).



Most Kurdistan s believe that English is critical to the country's future growth and that it is essential in a variety of fields. Despite these exerted efforts and beliefs, Kurdistan English system education continues to struggle in all aspects, with the result of being unsatisfactory. In particular, the competency level of English as a second language (EFL) for both students and learners remains below expectations (Alrabai, 2016).

1.3 Research Questions

Hence, this study aims to answer the following main question:

How do the teaching methods used in Kurdistan universities aid in the acquisition of English as a foreign language?" There are also the following sub-questions:

- 1-From the perspective of the teachers, what are the challenges that university students in Kurdistan encounter in learning English as a foreign language?
- 2-Are the English language courses taught in Kurdistan universities appropriate, relevant, and matching the students' need to obtain the needed skills in the English language?
- 3-What are the teaching approaches and instructional tools used in Kurdistan colleges to teach English as a foreign language?



2. Theoretical Background:

2.1 Importance of learning the English language

The English language is one of the most widely spoken languages in the world, and there are four skills in this language including listening, speaking, writing, and reading. The English language like all other languages began as a protected language spoken by a small percentage of the population in Britain until it became the first global language in this century, where almost a million people around the world now speak it (Alfarhan, 2018).

The English language is one of the languages that has managed to develop itself in the modern era. It also has become a global language since the first decade of the twenty-first century as a talking tool in international conferences, meetings and seminars (Ashreef, 2018).

The English language has succeeded to become a global language for the current century, almost dominating most written and audio resources and documents, as well as controlling most websites on the World Wide Web, which in return increases the demand for students, staff, and teachers to keep up with the current developments (Al-Seghayer, 2021).

2.2 Challenges and difficulties facing the process of learning English as a foreign language

Learning English in Arab countries presents a unique set of problems and difficulties, particularly because Arab society is primarily Arabic speaking, which originates one of the challenges facing the English language. Difficulties in learning the English language can be divided into four groups, which are as follows:

1) Psychological Difficulties:

These difficulties are due to human nature, which includes the preconceived viewpoint of individuals towards the foreign language and the importance of learning it, which differs from one individual to another (Bakhsh, 2020).

2) Administrative Difficulties:

Those obstacles are represented in the lack of funding to support the process of mainstreaming the English language, as well as the incompetence of managers, supervisors, and teachers (Ashraf, 2018).



1) Technical Difficulties:

It is concerned with the disparities between the English language and the mother tongue in the nations where it is taught, as well as the curricula and methods designed to teach the English language (Albeshar, 2018).

2) Education System Difficulties:

These barriers include a lack of clarity in the learners' or teachers' aims for learning the English language, as well as the presence of some academic loads or activities that limit the teacher's ability to meet the language learning objectives. It also manifests itself in teachers' adoption of traditional teaching methods that do not fit the generalization notion (Ashraf, 2018).

2.3 Teaching methods used in Teaching the English language

Teaching methods vary to suit learners with different capabilities, hence there are several teaching methods which the teacher might use to communicate and facilitate information to his students.

2.3.1 Storytelling and Suspense Method

This method delivers information and facts in a narrative form, and it aids in attracting attention and acquiring a large amount of information and data engagingly and appealingly. This method is considered one of the teaching strategies that help to catch students' attention and develop their listening skills, particularly when utilized in the teaching of the English language, while also supplying them with a lot of information entertainingly and appealingly (Alatwi, 2017).

2.3.2 Listening Interaction Method:

In this method, the teacher transfers the learner from the old to the new sound environment, and the student recognizes and distinguishes the sounds. The student does not need to know the meanings of the words because the purpose at this stage is to identify the sounds of the new language.

The learner then perceives the general meaning of a speech by being presented with a set of simple words or phrases that the learner can fluently utter. Then the student provides some of the methods employed in daily life and related to the culture of the acquired language such as command, question and answer, greeting, and others (Al-khaza'leh, 2019).

2.3.3 Discussion and Dialogue Method:

The method of discussion is one of the oldest generalization methods where students discuss shared issues. The discussion technique distinguishes itself by encouraging students to participate and enjoy the conversation while also developing the students' intellectual talents and allowing the teacher to assess his students' abilities (Alatwi, 2017).

This approach does have certain disadvantages, such as students dispersing during their peers' discussions, or some students conducting the dialogue without the participation of their peers, either due to their inability to speak and discuss, or because the teacher uses some ambiguous terms that cause ambiguity among the students. In all cases, the method of discussion and dialogue relies on interaction and cooperation (Al-khaza'leh, 2019).

3. Research Methodology:

3.1 Research Design and Tool

The descriptive quantitative approach based on a survey was used in this study to investigate language teaching methodologies and their impact on language acquisition in Kurdistan universities. The quantitative approach is regarded as the most appropriate method for delving deeper into the research problem. This method offers numerous benefits that are not available through any other method (Apuke, 2017). Rather than providing a subjective overview,



quantitative research, for example, identifies structured cause-and-effect relationships (Rawbone, 2015). The main benefit of using quantitative data is its objectivity, which aids in the removal of biases from research and the production of more accurate results. Another advantage is that large sample sizes are frequently easier to obtain and thus generalize the results (Savela, 2018).

Primary data was collected through a cross-sectional survey, which involved creating an electronic questionnaire and distributing it via online Google forms to collect the information needed to answer the research questions. The questionnaire was targeting a random sample of faculty members in the English language departments in Kurdistan universities of various academic ranks.

The questionnaire was designed to answer the study questions by extrapolating from a group of previous studies related to the study's subject, such as (Alatwi, 2017). (Alfarhan, 2018). The questionnaire was divided into five sections, the first of which included demographic information such as the sample's gender, educational qualification, academic rank, and years of experience. The second section deals with the challenges that university students in Kurdistan encounter in learning English as a foreign language. While the third section reveals whether the English language courses taught in Kurdistan universities are sufficient for students to obtain the needed skills in the English language. The fourth section, it inquiring about the teaching approaches and instructional tools used in Kurdistan universities to teach EFL. The final fifth section aimed to explore the extent to which students acquire English in Kurdistan universities for teaching EFL. The fifth Likert Scale was utilized to gather the responses of the study sample as follows: (5= strongly agree, 4= agree, 3= neutral, 2= disagree, 1= strongly disagree).

Furthermore, the dependability and validity of the study tool were confirmed. The validity of the questionnaire was achieved because its statements were drawn from peer-reviewed and reliable previous studies and papers, (Alatwi, 2017; Alfarhan, 2018; Al-Khaza'leh, 2019). However, A pilot study on a sample of (30) faculty members in English language departments at Kurdistan universities confirmed the questionnaire's reliability. Before distributing the tool to the original study sample members and conducting the actual study, the tool and its components were tested for reliability using SPSS' Alpha Cronbach test. Table 1 displays the Cronbach alpha values for the overall questionnaire and its various parts.

Table 1: The results of Cronbach's alpha reliability test

Variables	Number of Items	Cronbach's alpha value
1. Challenges encountered in learning EFL	6	0.792
2. The sufficiency, adequacy and relevance of EFL courses	6	0.803
3. EFL teaching approaches and instructional tools	9	0.895
4. The acquisition of EFL	7	0.851
Overall Tool's Items	28	0.868

Cronbach's alpha was calculated to be (0.792) for first scale elements, (0.803) for second scale elements, (0.895) for third scale elements, and (0.851) for fourth scale elements, as shown in Table 1. Furthermore, for the overall instrument elements, it was (0.868), indicating that the tool's reliability is acceptable and that the results obtained from this questionnaire will be valid and consistent if the questionnaire is redistributed to another random sample, as long as Cronbach's Alpha is greater than 0. (0.7) (Bolarinwa, 2015).



3.2 Research Population and Sampling

The current study's study population included all faculty members from English language departments at Kurdistan universities of various academic ranks. This population was chosen because they have extensive experience teaching English as a foreign language and are most closely related to evaluating the effect of language teaching methods on the acquisition of English as a foreign language in Kurdistan universities.

A simple random representative sample of (300) faculty members in English language departments at Kurdistan universities was chosen due to the impossibility of covering the entire study population in terms of cost and time. Table 2 shows the socio-demographic profile of the study sample (gender, educational qualification, academic rank, and years of experience):

Table 2: The socio-demographic characteristics of the study sample

Variable	Categories	Frequency	Percentages
Gender	Male	175	58.3%
	Female	125	41.7%
Educational Qualification	Master's Degree	141	47.0%
	Doctoral Degree	159	53.0%
Academic Rank	Assistant Professor	117	39.0%
	Associate Professor	98	32.7%
	Professor	85	28.3%
Years of Experience	Less than 5 years	20	6.7%
	5-10 years	139	46.3%
	10-15 years	42	14.0%
	More than 15 years	99	33.0%
Overall		300	100%

The descriptive statistics of the study sample's socio-demographic data in Table 2 show that the sample consists of both genders (males and females) and was divided almost evenly between males (58.3%) and females (41.7%), ensuring that opinions are representative of the community and not gender-biased at all, i.e. the results take into account both genders' points of view. All members of the study sample were well educated, with at least a Master's degree (47%) or doctoral degree with a ratio of (53%). Also, all the faculty members participating in the study are of high academic ranks, starting from an assistant professor with the highest percentage of (39%), through to associate professor (32.7%) and professor with a percentage of (28.3%). Table 2 demonstrates that faculty members with less than 5 years of experience are in short supply, accounting for only (6.7%) of the sample. The vast majority of the study sample, however, has more than 5 years of experience, with a percentage of (93.3%), including (46.3%) with 5-10 years of experience, (14% with 10-15 years of experience), and (33% with more than 15 years. This demonstrates that the study sample consists of highly qualified teachers with expertise in the field of study, demonstrating their ability to answer the research questions with credibility and efficiency.



3.3. Statistical Analysis Methods

Before presenting the findings and conclusions of this study, the researcher analyzed the primary data collected from the questionnaires using the SPSS (23) software program. First, the reliability of the questionnaire was determined using the Cronbach's alpha test in SPSS. The variables of interest were then summarized and arranged using various statistical descriptive tests such as frequencies, percentages, means, and standard deviations. Furthermore, the simple linear regression and Pearson correlation tests were used at a significance level of 5% to investigate the impact of language teaching methods on language acquisition according to EFL teachers in Kurdistan.

4. Results and Discussion:

The data from questionnaires distributed to a sample of faculty members in English language departments at Kurdistan universities were analyzed in this section, with means and standard deviations used to determine the level and rank of the study's items, as well as the Pearson correlation and simple linear regression test to predict the impact of language teaching methods on the acquisition of English as a foreign language in Kurdistan universities.

4.1 Results related to Challenges Encountered in Learning EFL

To answer the first question in this study about the difficulties that university students in Kurdistan face when learning English as a foreign language, SPSS was used to calculate the descriptive statistics (means and standard deviation) of the responses and their ranks, which were elicited using a five-point Likert scale, where means ranging from (1-1.80) were considered very low, means ranging from (1.81 to 2.60) were considered low, and means ranging from (2.61-3.40) were considered high. Table 3 is a descriptive summary of the questionnaire responses used to assess the difficulties in learning English.

Table 3: Summary of participants' responses to items measuring the challenges encountered in learning EFL (N=300)

Statement	Mean	Std. Deviation	Rank	Level
1. Challenges related to the student, such as fear of failure or misunderstanding when practicing English.	4.11	0.85	1	High
2. Student-related challenges, such as lack of motivation and support to learn English properly and to practice it in their daily lives.	3.98	0.95	4	High
3. Social and cultural challenges, such as the impact of Arabic as the state's official language (mother tongue) and the primary means of communication among Kurdistan.	3.95	1.00	5	High



4. Problems related to teacher training, preparation and development of English language teaching practices and experiences.	3.93	0.98	6	High
5. Challenges related to teaching methods, such as not following modern methods of teaching and adhering to the use of the traditional teaching method of grammar and translation.	4.01	0.92	3	High
6. Other factors related to educational system problems, such as overcrowded classes, a lack of technological use, and so on.	4.05	0.88	2	High
Overall	4.00	0.91	High	

The arithmetic means that measure the challenges encountered in learning EFL from the perspective of EFL teachers in Kurdistan universities were high, as shown in Table 3. (3.93-4.11). It is worth noting that item (1), which stated: "challenges related to the student, such as fear of failure or misunderstanding when practising English," has the highest agreed-to mean statement (4.11), and is followed by item (6), which stated: "other factors related to educational system problems, such as overcrowded classes, lack of technology use, and so on." with a mean (4.05), followed by item (5), which stated: "challenges related to teaching methods, such as not using modern methods of teaching and sticking to the use of traditional teaching methods of grammar and translation" with a mean (4.01), and finally, with the lowest mean value, item (4), which stated: "problems related to teacher training, preparation, and development of English language teaching practices and experiences" with a high mean value (3.93).

Furthermore, the overall mean for this section was high, with a value of (4.00), indicating that the majority of the study sample members largely agree that university EFL students in Kurdistan face a variety of challenges when learning English, such as student-related challenges, such as fear of failing or misunderstanding when practising English, and cultural-related challenges, such as fear of misunderstanding when practising English, social and cultural challenges, such as the impact of the dominance of Arabic as an official language (mother tongue) in the country problems related to teacher training and development of English language teaching practices and experiences, as well as challenges related to teaching methods, and other factors related to the problems of the educational system such as overcrowded classrooms, lack of technology use, etc.



This finding is consistent with the findings of (Alrabai, 2016; Alqahtani, 2020; Albeshar, 2018; Alatwi, 2017), who discovered that Kurdish learners' English language proficiency is multidimensional and complex, with a variety of interrelated factors and challenges ranging from learner-related variables (such as gender, motivation, and anxiety) to socio-cultural variables (for example, the influence of language, society, culture and religion). In addition to the variables of methods of teaching English as a foreign language (i.e. the teacher's behavior and practices, the curriculum and teaching strategies), and other factors related to educational system problems in the Kingdom of Kurdistan.

4.2 Results related to the Sufficiency, Adequacy and Relevance of EFL Courses

A series of questions were asked, and a five-point Likert scale was used to organize the respondents' responses, to answer the second question in this study, about the sufficiency, adequacy, and relevance of EFL courses taught in Kurdistan universities for students to obtain the necessary English language skills. As shown in Table 4, the descriptive analysis produced the following results:

Table 4: Summary of participants' responses to items measuring the sufficiency, adequacy and relevance of EFL courses (N=300)

Statement	Mean	Std. Deviation	Rank	Level
1.The content of each course used in teaching English as a foreign language is logically organized from easiest to most difficult.	4.03	0.96	2	High
1. Students' differences are taken into account in the content of the English language courses.	3.97	0.95	4	High
2. The English language courses include vocabulary and terminology appropriate to the level of the average student.	4.07	0.83	1	High
3. The course content is comprehensive and rich with exercises and activities that improve writing, speaking, reading and listening skills.	3.98	0.95	3	High
4. The course texts are relevant to the students' daily lives and reinforce their	3.95	1.00	5	High



use of English as a communication and field application language.				
5. Current English as a foreign language courses keeps up with worldwide contemporary advancements and changes.	3.93	0.98	6	High
Overall	3.99	0.93	High	

The arithmetic means that the sufficiency, adequacy, and relevance of EFL courses taught in Kurdistan universities for students to obtain the necessary English language skills were high, as shown in Table 4 above (3.93- 4.07). It is worth noting that item (3), which stated: "The English language courses include vocabulary and terminology appropriate to the average student's level," has the highest agreed-upon mean statement (4.07), and is followed by item (1), which stated: "Content of every course used in teaching English as a foreign language is logically categorized from the easiest to the most challenging," with a mean (4.03), was followed by item (4), which stated: "The course content is comprehensive and rich with exercises and activities that improve writing, speaking, reading, and listening skills," with a mean (3.98), and finally, with (3.93).

Furthermore, the overall mean for this section was (3.99), indicating that the majority of the study sample members agree on the sufficiency of the EFL courses taught in Kurdistan universities for students to acquire the necessary English language skills. It was discovered that the design of the content of educational courses used in teaching English as a foreign language is logical in terms of gradation from easy to difficult, that it takes into account individual differences of students, and that it is comprehensive and rich in exercises and activities that improve writing, speaking, reading, and listening skills, and that it keeps pace with developments and contemporary changes around the world.

These results are consistent with (Alrabai, 2016; Sadiq, 2017; Al-Seghayer, 2021) studies which showed that there is an interest from Kurdistan universities and various educational institutions in developing English language curricula and courses in a way that contributes to a qualitative leap in education through a qualitative and comprehensive development in the courses so that it can adequately and efficiently keep pace with the rapid pace of local developments and by providing content that helps all students practice English in life by activating the four basic skills: reading, writing, listening, speaking, and sub-language skills, such as grammar and spelling, and enhancing their use of English as a language of communication and in field applications.

4.3 Results related to EFL Teaching Approaches and Instructional Tools

A series of questions were asked and the respondents' answers were organized using the same Likert scale of five points to answer the third question in this study about the teaching approaches and instructional tools used in Kurdistan universities to teach EFL. As shown in Table 5, the descriptive analysis produced the following results:

Table 5: Summary of participants' responses to items measuring EFL teaching approaches and instructional tools (N=300)



Statement	Mean	Std. Deviation	Rank	Level
1. The storytelling and suspense method is used by providing information and facts in a narrative form that attracts students' attention.	4.06	0.89	4	High
2. The listening interaction method is used, where the teacher transfers the learner from the old vocal environment to the new environment and develops his listening skill.	4.00	0.93	7	High
3. The method of discussion and dialogue is used, where students discuss common issues in the English language in a way that encourages them to enjoy conversation and develops their intellectual talents.	4.05	0.83	5	High
4. The memory method is used by helping the student to form mental connections to collect, relate, place and acquire new English words.	4.07	0.88	3	High
5. The cognitive method is used in teaching where deductive thinking and analysis of expressions are used in translation and conversion from Arabic to English	3.96	0.93	9	High
6. Language clues and overcoming limitations in speaking and writing in English rather than	4.04	0.87	6	High



the mother tongue are used as compensation.				
7. The metacognitive method is employed by concentrating on learning and associating with previously known material, paying attention, and delaying speech production in order to concentrate on listening.	4.10	0.86	1	High
8. An effective method is used that helps reduce students' anxiety and encourages them to practice English and stay away from indecision.	4.09	0.86	2	High
9. The social method is used by having students cooperate and practice English with competent users.	3.99	0.92	8	High
Overall	4.04	0.87		High

The arithmetic means that the measure of EFL teaching approaches and instructional tools used in Kurdistan universities from the perspective of English teachers was high, as shown in Table 5. (3.96- 4.10). The metacognitive method comes first with a mean (4.10), followed by the effective method (4.09), memory method (4.07), storytelling and suspense method (4.06), discussion and dialogue method (4.05), compensation method (4.04), listening interaction method (4.00), social method (3.99), and cognitive method (4.10).

Furthermore, the overall mean for this section was (4.04), indicating that the vast majority of the study sample strongly agrees on the importance of using diverse and modern methods in teaching English as a foreign language, and that these methods are widely used in Kurdistan universities. This result is consistent with the findings of the study (Alatwi, 2017; Guapacha Chamorro et al., 2017; Suwanarak, 2019; Al-khaza'leh, 2019) which showed that modern teaching strategies and methods are important and necessary for EFL teaching. The metacognitive method for instance is important in teaching students to plan, organize, monitor and evaluate and in helping learners to control their emotions and motives related to language learning through self-monitoring. The method of storytelling and suspense is important in attracting students' attention and effectively receiving information, as well as the method of memory that helps the student to form mental connections to collect, connect, place and acquire new English words, and the method of compensation by using linguistic clues and overcoming limitations in speaking and writing in English, as well as the social method that makes the students cooperate and practice English with competent users.



4.4 Results related to the Impact of Language Teaching Methods on the Acquisition of EFL

A series of questions were posed, and respondents' responses were organized using a five-point Likert scale, to achieve the main goal of this study, which is to investigate the impact of language teaching methods on the acquisition of English as a foreign language in Kurdistan universities. As shown in Table 6, the descriptive analysis produced the following results:

Table 6: Summary of participants' responses to items measuring the impact of language teaching methods on the acquisition of EFL (N=300)

Statement	Mean	Std. Deviation	Rank	Level
1. Increase students' fluency and proper pronunciation of words and reduce pauses and gaps in students' speech.	4.01	0.92	5	High
2. Contribute to enhancing student participation and confidently communicating their ideas, whether in speaking or writing.	4.05	0.88	3	High
3. Contribute to improving vocabulary understanding and production of complex words, which enhances speaking, reading and writing skills.	4.03	0.96	4	High
4. Contribute to the improvement of the four skills (listening, reading, speaking, and writing) in terms of selecting appropriate grammatical structures and vocabulary.	4.07	0.86	2	High
4. Ease of learning and application and acceleration of skills acquisition.	3.98	0.99	7	High



5. Avoid boredom and depression, and help store items for a longer period	4.10	0.87	1	High
6. Promote learners' independence and self-reliance	4.00	0.93	6	High
Overall	4.03	0.90	High	

The arithmetic means that measure the extent to which students acquire EFL in Kurdistan universities was high, as shown in Table 6. (3.98- 4.10). It can be seen that item (6), which stated: "Avoid boredom and depression, and help store items for a longer period," has the highest agreed-upon mean statement (4.10), followed by item (4), which stated: "Contribute to improving the accuracy of the four skills (listening, reading, speaking, and writing) in terms of selecting correct grammatical structures and vocabulary" with a mean (4.07), and finally by item (2), which stated: "Contribute to enhancing student participation and confidently communicating their ideas, whether in speaking or writing," with a mean (4.05). (4.05). (3.98). The overall mean for this section was (4.03), indicating that the majority of the study sample agrees on the positive impact of using different and modern language teaching methods on the acquisition of English as a foreign language in Kurdistan universities.

Furthermore, SPSS was used to statistically estimate the relationship between language teaching methods and EFL acquisition among students at Kurdistan universities using Pearson correlation and simple linear regression analyses. The following outcomes are shown in Table (7)

Table 7: Linear regression’s model summary for the impact of language teaching methods on the acquisition of EFL (N=300)

(R)	(R ²)	F	DF		A	β	T	Sig
0.996	0.992	35848.734	Regression	1	0.000	1.025	189.338	0.000
			Residual	298				
			Total	299				

Language teaching methods have a statistically significant positive impact on EFL acquisition, according to the model summary and overall fit statistics in Table 7, with the coefficient of Pearson correlation R (0.996) at 0. (0.05). R² was (0.992), indicating that language teaching methods are responsible for (99.2%) of the improvement in EFL acquisition. Furthermore, the degree of influence (β) for the impact of language teaching methods on EFL acquisition is (1.025). This means that improving English language teaching methods and employing modern methods will help to improve English language acquisition by one step (1.025). The significance of this effect is represented by the calculated (F) value of (35848.734), which is significant at the level of (α= 0.000 ≤ 0.05).

These findings can be explained by referring to the study of (Alatwi, 2017; Guapacha Chamorro et al., 2017; Suwanarak, 2019; Al-khaza'leh, 2019), which demonstrated that the use of various and modern language teaching methods has an impact on the acquisition of English as a foreign language because it contributes to increasing students' fluency and



correct pronunciation of words, as well as increasing students' participation and confidently conveying their ideas whether in speaking or writing, which enhances the four skills (listening, reading, speaking and writing), helps them to store information for a longer period, and contributes to the strengthening of learners' independence and self-reliance.

5. Conclusion & Recommendation

5.1 Conclusion

Nowadays the world is developing in many areas, especially in practical and educational fields. Therefore, it became necessary to create a single mode of communication as the world became more exposed to each other, which highlighted the importance of foreign language acquisition. Foreign language acquisition is a very broad concept that focuses on the process of learning another language once the first or mother tongue is acquired. Many applications and practices allow this process to occur, and EFL teachers implement these practices in several ways.

As a result, the goal of this study was to look into the impact of language teaching methods on the acquisition of English as a foreign language in universities in Kurdistan. The study discovered that university EFL students in Kurdistan face a variety of challenges when learning English, including student-related challenges, such as fear of failing or misunderstanding when practicing English, as well as social and cultural challenges, such as the impact of Arabic dominance as the country's official language (mother tongue), problems related to teacher training and development of English language teaching practices and experiences, challenges related to teaching methods, and other factors related to educational system problems such as overcrowded classrooms, lack of technology use, and so on.

The study also showed that the teachers agree on the adequacy of the EFL courses taught in Kurdistan universities for students to obtain the necessary English language skills. It was found that the design of the content of educational courses that are used in teaching EFL is logical in terms of its gradation from ease to difficulty that it takes into account the individual differences of students, and is comprehensive and rich in exercises and activities that improve writing, speaking, reading and listening skills. The results also stressed the importance of using diverse and modern methods in teaching English as a foreign language, where the metacognitive method comes first in its effectiveness in teaching EFL followed by the affective method secondly, the memory method, storytelling and suspense method, discussion and dialogue method, compensation method, listening interaction method, social method and finally cognitive method.

Finally, the study concluded that language teaching methods have a statistically significant positive impact on EFL acquisition at a significant level of (0.05). The study explained this impact by stating that the use of various and modern language teaching methods has an impact on the acquisition of English as a foreign language because it contributes to increasing students' fluency and correct pronunciation of words, as well as improving students' participation and confidently conveying their ideas whether in speaking or writing, improving vocabulary understanding, and producing complex words, all of which improve the four skills (listening, reading, speaking and writing), helps them to store information for a longer period, and contributes to the strengthening of learners' independence and self-reliance.

5.2 Recommendations

- Based on the researcher's findings, the following are the study's key recommendations:
- EFL teachers should diversify their teaching methods to accommodate different learning styles and learning strategies.
- To improve the effectiveness and quality of EFL learning, teachers should leverage technology and invest in providing learners with the best learning opportunities.



- The researcher recommends providing workshops for teachers to clarify the most prominent and effective methods of teaching English as a foreign language in the Kingdom of Kurdistan.
- Strategic training should be incorporated into the English language curriculum, and learning plans and materials should include a variety of tasks and activities targeting strategies that are essential to success in learning EFL.
- The participants in this study are Kurdistan faculty members who specialize in English as a foreign language. Therefore, it is necessary to expand the study sample to include university students, to obtain a comprehensive and unbiased viewpoint and results.
- Future research should take a mixed approach, with questionnaires supplemented by other research methods such as think-aloud protocols in conjunction with a specific learning task, written diaries, stimulus recall interviews, and other techniques to provide richer and more comprehensive data on the impact of teaching methods on English learning as a foreign language.
- More research on the factors that influence the choice of teaching method and the factors that influence EFL proficiency, such as beliefs, socio-cultural background, motivation, attitude, and personality, would be beneficial.

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Questionnaire about Language teaching methods and their impact on language acquisition according to EFL teachers in Kurdistan Universities

This questionnaire aims to gather different types of information about the formulation and deployment of innovative English teaching methods to examine their impact on language acquisition according to EFL teachers in Kurdistan universities.

I kindly wish that you read the questionnaire and respond to all of its sections by choosing the best-fitting answer. You must answer all the questions with the highest integrity, keeping in mind that responses will only be used for scientific research purposes, and your answers will be kept confidential.

First Section:

General Information

Put a sign next to the appropriate answer:

- **Gender:**
 - Male
 - Female
- **Educational level**
 - Master's Degree
 - Doctoral Degree
- **Academic rank**
 - Assistant Professor
 - Associate Professor
 - Professor Dr.
 - Other
- **Approximate years of experience:**
 - Less than 5 years
 - 5 – 10 years
 - 10 – 15 years
 - More than 15 years

Second Section:

The following statements are to express your perspective as a faculty member in the English language departments regarding the challenges universities students face in learning EFL.

Kindly provide your honest answer to each statement by choosing the best-fitting point scale.

The challenges that university students in Kurdistan encounter in learning English as a foreign language						
#	Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	Challenges related to the student, such as fear of failure or misunderstanding when practising English.					
2	Student-related challenges, such as lack of motivation and support to learn					



	English properly and to practice it in their daily lives.					
3	Social and cultural challenges, such as the impact of Arabic as the state's official language (mother tongue) and the primary means of communication among Kurdistan.					
4	Problems related to teacher training, preparation and development of English language teaching practices and experiences.					
5	Challenges related to teaching methods, such as not following modern methods of teaching and adhering to the use of the traditional teaching method of grammar and translation.					
6	Other factors related to educational system problems, such as overcrowded classes, a lack of technological use, and so on.					

Third Section:

The following statements are to reveal whether the English language courses taught in Kurdistan universities are appropriate, relevant, and sufficient for students to obtain the needed skills in the English language.

Kindly provide your honest answer to each statement by choosing the best-fitting point scale.

Sufficient English language courses taught in Kurdistan universities for students to obtain the needed skills in the English language						
#	Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	The content of each course used in teaching English as a foreign language is logically organized from easiest to most					



	difficult.					
2	Students' differences are taken into account in the content of the English language courses.					
3	The English language courses include vocabulary and terminology appropriate to the level of the average student.					
4	The course content is comprehensive and rich with exercises and activities that improve writing, speaking, reading and listening skills.					
5	The course texts are relevant to the students' daily lives and reinforce their use of English as a communication and field application language.					
6	Current English as a foreign language courses keeps up with worldwide contemporary advancements and changes.					

Fourth Section:

The following statements are to explore the teaching approaches and instructional tools used in Kurdistan universities to teach EFL.

Kindly provide your honest answer to each statement by choosing the best-fitting point scale.

Teaching approaches and instructional tools used in Kurdistan universities to teach EFL						
#	Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree



1	The storytelling and suspense method is used by providing information and facts in a narrative form that attracts students' attention.					
2	The listening interaction method is used, where the teacher transfers the learner from the old vocal environment to the new environment and develops his listening skill.					
3	The method of discussion and dialogue is used, where students discuss common issues in the English language in a way that encourages them to enjoy conversation and develops their intellectual talents.					
4	The memory method is used by helping the student to form mental connections to collect, relate, place and acquire new English words.					
5	The cognitive method is used in teaching where deductive thinking and analysis of expressions are used in translation and conversion from Arabic to English					
6	Language clues and .6 overcoming limitations in speaking and writing in English rather than the mother tongue are used as compensation.					
7	The metacognitive method is employed by concentrating on learning and associating with					



	previously known material, paying attention, and delaying speech production in order to concentrate on listening.					
8	An effective method is used that helps reduce students' anxiety and encourages them to practice English and stay away from indecision.					
9	The social method is used by having students cooperate and practice English with competent users.					

Fifth Section:

The following statements aim to explore the extent to which students acquire English as a foreign language in Kurdistan universities.

Kindly provide your honest answer to each statement by choosing the best-fitting point scale.

The acquisition of English as a foreign language in Kurdistan universities						
#	Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	Increase students' fluency and proper pronunciation of words and reduce pauses and gaps in students' speech.					
2	Contribute to enhancing student participation and confidently communicating their ideas, whether in speaking or writing.					
3	Contribute to improving vocabulary understanding and production of					



	complex words, which enhances speaking, reading and writing skills.					
4	Contribute to the improvement of the four skills (listening, reading, speaking, and writing) in terms of selecting appropriate grammatical structures and vocabulary.					
5	Ease of learning and application and acceleration of skills acquisition.					
6	Avoid boredom and depression, and help store items for a longer period					
7	Promote learners' independence and self-reliance					

"Thank you for your cooperation"

رېڭاكانی فېرکردنی زمان و کاریگه ریبیان له سهه دهسته وتنی زمان به پیتی وتهی مامۆستایانی ئی ئیف ئیل له زانکۆکانی کوردستان**ئاریف مرزا ئستیفو**

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ئهم توژی نه وه به ههول ده دا لیکۆلینه وه بکا له کاریگه ری شیوازه کانی فېرکردنی زمان له سهه به دهسته پینانی زمانی ئینگلیزی وه ک زمانیکی بیانی له زانکۆ کوردی په کاندایا. بۆ ئهم مه به سه ته، پارسی په ک بۆ (300) به ژداربوو له به شه کانی زمانی ئینگلیزی له زانکۆکانی کوردستان نه نجامدرا. وه لاهه کۆکراوه کان به به کاره پینانی SPSS 23 شیکرانه وه و نه نجامه کانیسه ده ریانه خست که خو پیندکارانی EFL له کوردستان پووه پووی چه ندین ئالنگاری ده بنه وه له کاتی فېر بوونی زمانی ئینگلیزیدا. ئهم توژی نه وه به ده ریخستوه که دیزاینی ناوه رۆکی کۆرسه پهروه رده یی په کان که له فېرکردنی EFL به کاردین لۆژیکین له پووی نمره دانانه وه. دۆزیه وه کان جه ختبان له سهه گرنگی به کاره پینانی شیوازی فېرکردنی جۆراوجۆر و مۆدیرن کرده وه. له کۆتاییدا، توژی نه وه که پیتی وایه که شیوازی فېرکردنی زمان کاریگه ری ئه رتی گه وه ره هیه له سهه دهسته وتنی EFL له ئاستیکی به رچا له (0.05). ههروه ها پيشنیا ری کرد که مامۆستایانی EFL پشت به شیوازی فېرکردنی هه مه جۆر به ستن.

وشه سه ره کیه کان: ستراتیژی فېرکردن، ئینگلیزی وه ک زمانیکی بیانی، دهسته وتنی زمان، زانکۆکان**طرق تدریس اللغة وتأثيرها على اكتساب اللغة وفقا لمعلمي EFL في جامعات كردستان****اريف مرزا اسطيفو**

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تحاول هذه الدراسة التحقيق في تأثير أساليب تدريس اللغة على اكتساب اللغة الإنجليزية كلغة أجنبية في الجامعات الكردية. لهذا تم توزيع استبيان على (300) مشارك في أقسام اللغة الإنجليزية في جامعات كردستان. تم تحليل الردود المجمعة باستخدام SPSS 23، وكشفت النتائج أن طلاب EFL في كردستان يواجهون مجموعة متنوعة من التحديات عند تعلم اللغة الإنجليزية. كما أظهرت الدراسة أن تصميم محتوى الدورات التعليمية التي تستخدم في تدريس التعليم EFL هو منطقي. كما أكدت النتائج على أهمية استخدام أساليب متنوعة وحديثة في تدريس اللغة الإنجليزية كلغة أجنبية. أخيراً، خلصت الدراسة إلى أن أساليب تعليم اللغة لديها تأثير إيجابي كبير إحصائياً على اكتساب EFL على مستوى كبير من (0.05). اقترحت الدراسة أن مدرسي EFL ينوعون طرقهم التعليمية لاستيعاب أساليب التعلم المختلفة واستراتيجيات التعلم.

الكلمات الرئيسية: استراتيجيات التدريس، اللغة الإنجليزية كلغة أجنبية، اكتساب اللغة، الجامعات.