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Investigating the Four Acquisition Skills in Fifth-Primary-Iraqi-Kurdistan-School Pupils in Reading from Teachers' Viewpoints

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Abstract

The study is an attempt to investigate the four acquisition skills in fifth-primary pupils of Iraqi Kurdistan in reading from the teachers' viewpoints. The sample of the study selected were (12) primary schools in Sulaimaniyah province in Iraq and its suburbs as parts of Sulaimaniyah Education Directorate in terms of (6) schools for male and (6) schools for female. Then, a questionnaire of (20) items was designed. The study aims at determining the four acquisition language skills (listening, speaking, reading, writing) of Iraqi Kurdistan students for the fifth-primary-school pupils in reading subject from the teachers' viewpoint and, then, arranging the skill according to its importance. The findings of the study proves that there is an influential factor that is the Glorious Quran, as they have sort of acquaintance on the Arabic language through reading and listening to the Glorious Quran.

Keywords: four skills, acquisition, Kurdistan schools.

1. Introduction

Huras (2017) claims that day after day, interest in education and languages is increasingly shown to be over all priorities. Top educators and administrators are interested in holding various educational seminars and research for the purpose of finding appropriate solutions to the phenomenon of learners' weakness in Arabic language branches such as reading, dictation, texts, grammar and other branches of the language taking into consideration that the language is one of the components of society, especially if there are several languages and local dialects in the same society. Each of these societies must learn the other languages in a society (Bashar, 2016:22; Habók and Magyar, 2018:81). Thus, learning Arabic is not undertaken by Arabs only, so, it was targeted to learn since the seventh century A.D. for reasons like scholarships and the desire to know the heritage of the Arabic language. Besides, it is the language of the religion (Bashar, 2016: 22). And among the matters that distorted the features of the classical Arabic language and the art of its linguistic connotations from the structure of the word to the aesthetics of the sentence is the global dialect (Huras, 2017:44). So, it became very necessary to pay attention to set the best educational procedures for teaching pupils and enhancing them to integrate the four basic skills of listening, speaking, reading and writing besides working on the ability of putting ideas into effect towards acquired skills (Lihong et al., 2017:33). Hence, Griffiths, (2007:81) maintains that it is the heritage of a language that enable it to move hand in hand with other corresponding languages. Here, the sense of responsibility towards preserving the language and mastering its pronunciation according to the curriculum and the adoption of modern methods to contribute to facilitating the teaching of languages to non-native speakers. So, the problem of the current study is to find the best ways to use the skills in reading subject for fifth-primary school pupils from the teachers' viewpoint.

Undoubtedly, without language, education can't attain its goals, as it is a factor in the advancement of nations and societies. Moreover, highest authorities came to put language as their major interest on beside other fields (Tung-hsien, 2019:69). Therefore, in language, reading is considered a cornerstone in achieving the goals of education and it is an effective means that opens the doors of knowledge to learners (Shoshar, DT: 11). Furthermore, it promotes the quality of pronouncing words and sentences which totally help pupils remember the rules of how to write words (Senior, 2011:27). On the other hand, Barbuzza et al. (2008:53) state that it is one of the means of communication and understanding so the world today is reading to learn. Accordingly, through language, pupils can enhance and increase their ability to experience and promote knowledge (McMullen, 2009:62).



On the light of the above mentioned, the importance of the current study reveals itself through the issue that reading is the key to science in addition to the idea of uncovering the obstacles that lead to non-native learners' weaknesses in reading in terms of comprehension, accuracy and pronunciation.

1.1. Objectives of the Study

1. Determining the four acquisition language skills (listening, speaking, reading, writing) of Iraqi Kurdistan students for the fifth-primary-school pupils in reading subject from the teachers' viewpoint.
2. Arranging the skill and the item according to its importance from the teachers' viewpoint.

2. Methodology

2.1. The Sample

The sample of the study consists of (12) primary schools in Iraqi Kurdistan; (6) schools are for male and the other (6) are for female pupils. The teachers included in the sample are those who have experience, knowledge and professional mastery in teaching reading material in Arabic language.

2.2. Procedures

For the purpose of obtaining data regarding investigating the four language skills of the fifth-primary-school pupils in Iraqi Kurdistan in reading in Arabic language for non-native speakers, so, the following procedures are taken:

2.2.1. Pilot study

A sample of teachers of Arabic language were selected for the primary school reading course for the academic year 2018/2019, in terms of (4) teachers; two are male teachers and two are female teachers. See table

No.	School Name	Gender	Male	Female	Location
1	Bahasht	Male	2		Sulaimaniyah/Toymalik
2	Bahar	Female		2	Sulaimaniyah/ Electricity District

Table (1) Number of teachers in the pilot sample

Additionally, the general objectives of the Ministry of Education and the aims of teaching reading in Arabic language were put into consideration.

2.2.2. The Sample of the Study

The study randomly selected the sample (male and female teachers) from the primary schools in Sulaimaniyah . There were (12) schools for boys and girls, (6) schools for boys, and (6) schools for girls. The sample number reached (12) Male and female teachers who teach Arabic language. See table 2.

School Name	Gender	No. of Teachers	No.
Dilan	Male	1	1
Harooz	Female	1	2
Diaco	Male	1	3
Shaheed Ghafoor	Female	1	4
Botat	Male	1	5
Serchnar	Female	1	6
Media	Male	1	7
Saqar	Female	1	8

Nawruz	Male	1	9
Asooda	Female	1	10
Qadam Kher	Male	1	11
Ruz	Female	1	12
Total			12

Table (2) Primary schools teachers of Arabic language

2.2.3. The Instrument

The study built a questionnaire in the light of the jury respondents to the pilot study. The final version of the questionnaire includes (20) items; (5) items for each skill. The validity of the instrument was taken through exposing the questionnaire on a number of jury. The reliability of the questionnaire was ensured through the use of re-test.

2.3. Data Analysis and Discussion

After the application of the study instrument, the findings can be summarized in terms of skills as follows:

2.3.1. Reading Skill

Item (3) which reveals "understanding the text while reading" came to be the highest and on top of the items and skills. Its rate of intensity was % 3.8 and its percentage was (% 95).

Item (4) which reads "reading of some newspapers and magazines in the Arabic language" came second, with a rate of intensity (% 3.6), and with a percentage (90%).

Item (1): which reads "error-free reading of the text", came in the third place, and the rate of intensity was (3.45%) of the sample with a percentage (85%).

Item (2): which focuses on "the distinction of the letters (ط, ظ) and (س, ص) in Arabic language ranked fourth, and the rate of intensity was (3.05%) of the sample with a percentage (75%).

2.3.2. Speaking Skill

Items (1 and 2): which focuses on "current events and answering the questions", ranked first in a row, as the sample members see that it is important, so the rate of its intensity was (3.65%) of the sample with a percentage (90%).

Item (3): which reads "the daily activities performed by the students and expressing themselves in a simplified manner", came in the second place, and the rate of intensity was (3%) of the sample with a percentage (75%).

2.3.3. Listening Skill

Items (1, 4, and 5) came in sequence to determine "the general understanding and question comprehension" in the first three ranks with a rate of intensity (85%).

2.3.4. Writing Skill

Item (2) determines "the arrangement of the scattered words and placing them in meaningful complete sentences". It came first, and the rate of intensity was (3.05%), with a percentage (75%).

Intensity	Disagree		Neutral		Agree		Item	Skill
	%	Frq	%	Frq	%	Frq		
3.8	0	0	5	1	95	19	3	Reading

3.65	5	1	10	2	90	18	4	
3.45	0	0	15	3	85	17	1	
3.05	5	1	20	4	75	15	2	
1.8	20	4	40	8	40	8	5	
3.65	5	1	5	1	90	18	1	Speaking
3.65	5	1	5	1	90	18	2	
3	0	0	25	5	75	15	3	
2.25	25	5	25	5	50	10	5	
1.6	40	8	30	6	30	6	4	Listening
3.45	0	0	30	6	85	17	4	
3.45	0	0	30	6	85	17	5	
3.45	5	1	10	2	85	17	1	
2.2	20	4	30	6	50	10	2	
1.8	20	4	40	8	40	8	2	
3.05	5	1	20	4	75	15	2	Writing
2.25	25	5	25	5	50	10	4	
2.25	25	5	25	5	50	10	5	
1.8	20	40	40	8	40	8	3	
1.7	30	6	35	7	35	7	1	

Table (3) the sample respondents to the questionnaire

2.4. Data Analysis

After investigating the four acquisition skills, it is evident that reading skill overtops and predominates through the responses obtained by the Kurd students over the rest of the other language skills from the teachers' viewpoints. This can be ascribed to the following:

1. There is an influential factor that is the Glorious Quran , as they have sort of acquaintance on the Arabic language through reading and listening to the Glorious Quran.
2. The similarity and convergence among the letters, sounds, and their transcription with their mother tongue (Kurdish language).
3. The issue of teaching Arabic language in Iraqi Kurdistan schools in primary stage to secondary school made reading to dominate over other skills.
4. Reading lesson depends heavily on reading the texts included in the syllabus.
5. The issue of Kurd pupils in Kurdistan mix with Arab pupils in the Sulaimaniyah region significantly helped them to be well-acquainted with better knowledge of the Arabic language.

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