

# **Examining The Role of Teacher Training in Addressing Challenges of English Language Teaching in Kurdish Schools**

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## **Abstract**

This paper explores the critical role of teacher training in mitigating challenges encountered in English Language Teaching (ELT) within Kurdish schools. Amidst the diverse linguistic landscape of Kurdish regions, English language education faces unique hurdles stemming from cultural, pedagogical, and infrastructural contexts. Drawing upon a synthesis of scholarly literature, educational policies, and empirical studies, this research delves into the multifaceted challenges confronting ELT in Kurdish educational settings. It investigates the effectiveness of teacher training programs as a strategic intervention to enhance instructional quality, linguistic proficiency, and pedagogical approaches tailored to the Kurdish educational context. By analyzing the existing literature, this study elucidates the pivotal components of effective teacher training initiatives, including curriculum design, instructional methodologies, technology integration, and ongoing professional development. Furthermore, it examines the implications of sociocultural factors, language policy, and educational resources on the efficacy of teacher training programs in addressing the diverse needs of English language learners in Kurdish schools. Through a comprehensive examination of theoretical frameworks and empirical evidence, this paper offers insights into best practices and recommendations for policymakers, educators, and stakeholders to optimize teacher training strategies and foster sustainable improvements in English language education within Kurdish schools.

**Keywords:** English Language Teaching, Teacher Training, Kurdish Schools, Language Policy, Pedagogical Approaches, Professional Development, Linguistic Proficiency, Educational Resources, Curriculum Design, Technology Integration