

Teaching methods prevailing among male and female English language teachers in Thi-Qar governorate\Iraq

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ABSTRACT

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Educational institutions are important in the progress of peoples and nations and organizing the educational situation requires teaching methods and methods that lead to the development of the learning ability of learners to develop their mental and cognitive abilities. There is one teaching method that is better suitable for all educational situations. The research aims to identify the prevailing teaching methods of English language teachers in Thi- Qar Governorate for the academic year 2022/2023. The questionnaire was applied to a sample of 200 teachers and schools and statistical methods were used to analyze the responses of the research sample. The results were multiple. Teaching methods used in teaching English by male and female teachers. The lecture method ranked first and most commonly in English language teaching, followed by the discussion method, then problem solving, and finally the exploration method

1. Introduction

The world is witnessing a remarkable and wide development in all areas of life and in all sciences and knowledge, and this civilization and technological development has a great impact on prompting societies to introduce radical and tangible changes in all aspects of life from the economic, political and social aspects Educational institutions are important in the progress of peoples and nations, and organizing the educational situation requires teaching methods and methods that lead to the development of the learners' ability to learn to develop their mental and cognitive abilities.

There is only one teaching method that is better suited to all educational situations. The quality of the teaching method, its criterion, and its success criterion is determined by its compatibility with the desired educational goals. It was stated (Deci and Ryan 1995) that providing an educational environment that allows students to learn from choosing their preferred methods has a positive impact on students' motivation, behavior and psychological safety. Hence, it was necessary to use a variety of more effective methods and methods in teaching in terms of their ability to arouse motivation and develop attitudes among students and work to develop and develop their cognitive and scientific abilities and know the degree of students' mastery. More effort for learning so that they can practice different types of teaching and learning so that in the future they can become individuals who are able to coexist with the requirements of the times.

The problem of the study

The teacher is the main pillar and main axis in the learning process and all the processes, activities, means and educational situations that he approaches in the classroom that take into account the learners' level and abilities in order to provide them with knowledge and skills and achieve the goals to be achieved at the end of the lesson. The teacher may not be limited to using one teaching method, but He can integrate more than one method that will help his students in their learning." So, the method is an essential cornerstone of the educational process and through which the material is delivered to the students' minds, and since society today is changing rapidly, so we find that teaching methods must be developed and made to invest the activity of the learner within the group to which he belongs so that It aims to modify his behavior in line with his demands and the demands of the society in which he lives" (Rushdi Labib. and others 1957:32).

Hence the problem of the research in identifying the prevailing teaching methods and methods of English language teachers and reaching realistic results that contribute to improving the English language lesson

Study questions

The researcher was able to formulate the study questions as follows

1. What are the teaching methods used by male and female English language teachers in Thi Qar Governorate
2. What are the prevailing teaching methods for English language teachers in Thi Qar Governorate for the academic year 2022/2023

The aim of the study

The research aims to identify the prevailing teaching methods of English language teachers in Thi Qar Governorate for the academic year 2022/2023

The limits of the study

1. English language teachers in Thi Qar governorate for the academic year 2022/2023
2. Four teaching methods (discussion method, exploration method, problem solving method, lecture method)

Define terms Define terms

Teaching method: "a set of procedures, practices, and scientific activities that the teacher undertakes in the classroom to teach a specific lesson with the aim of communicating information, facts and concepts to students "Mohammed Salman Al-Khaza'le and others(2011:169)

Theoretical framework

In the educational aspect, the method means the method or method that the teacher chooses to help students achieve behavioral goals (Mohammed Salman Fayyad Al-Khaza'leh 2011: 169)

It also means that it is a set of steps that the teacher follows to achieve certain goals (Nasir Mahmoud Salim 2019: 3)

The method is the important and clear part of the educational curriculum elements in practical application, whether this is in the school, the institute or the university. Therefore, the process of its selection must be based on certain principles and a solid scientific basis in terms of its connection with the subject to be taught, and the goal to be reached so that it leads to stimulate students' motives towards learning, encourage them to carry out various educational activities, as well as familiarize them with how to judge results. (Fawzi Taha and Rajab Ahmed 2000: 162)

Therefore, specialists identified a set of factors that must be taken into account when choosing a method of teaching, which are:

1. The school stage: the school stage is one of the important factors in the teacher's choice of the method of teaching, because the method that suits primary school students may not be appropriate for teaching students at the intermediate stage, and so on
2. Lesson objectives: Each goal or set of goals has a special way to achieve them. The goals to be achieved in the lesson may be mental, emotional, or motor goals.
3. Number of students: The number of students in the classroom also affects the teacher in choosing the appropriate teaching method, The method that suits the large number of students may not be suitable with the small number of students. (Hadi Mishaan, 2009: 110)
4. Nature of the subject: The chosen method of teaching must be compatible with the content of the subject, the difficulty and ease of this subject, and the type of operations that require understanding this content.
5. The nature of the learner: The method chosen by the teacher must be appropriate to the students' level, abilities, mental abilities, inclinations and interests, in the sense that it takes into account the individual differences that exist among the students.
6. The nature of the teacher: the teacher's performance of the method of teaching varies according to his efficiency and skill (and his method of teaching. (Abdul Rahman Abdul Salam Jamil 2000: 119)

The teaching methods adopted by the researcher in her research are as follows:

First : the discussion method

The discussion method is one of the oldest methods of teaching, which is still common today. It is based on dialogue between the teacher and the learner in the form of questions or discussion. It is called the dialogue method or the method of discussion. There were many definitions that dealt with this method and opinions differed regarding it, as follows:

It was defined as: it is a teaching method that depends on the oral dialogue between the teacher and the learner, or between the learners themselves, in the light of which the lesson is presented.

The method of discussion has been defined as an oral dialogue between the teacher and the students, in which the clear positive role of the students appears. It takes place in a natural and non-invented manner under the supervision and organization of the teacher with the aim of achieving specific goals and objectives that can only be achieved with the participation of students (Hadi Mishaan Rabie 2009: 116).

The method of discussion depends on group discussion and serious interaction between the teacher and students among themselves in order to reach the required facts and goals by encouraging students to study, read, summarize, participate, cooperate, listen and meaningful dialogue. (Rafida Hariri 2011:329)

This method is based on dialogue and discussion in presenting and exchanging ideas freely and in order between the teacher and his students who have the courage to discuss, as the role of the teacher is organized, facilitating and stimulating their participation and organizing the discussion process. (Socrates) and later (John Dewey) supported him in that this method provokes the teacher through his students and encourages them to invest their intelligence and mental abilities in (acquiring knowledge, skills and experiences. (Awwad Jassim Muhammad 2010:45)

Second: The method of the lecture

The lecture method is the traditional method common in most public and university education schools in our Arab societies. It is one of the ancient methods that go back to the most ancient times, and it is said to the time of the Greeks during the Middle Ages, as it arose with education by making the teacher the person who possesses knowledge, experience and information and that the listeners look at him when he delivers what he has of information with the aim of to benefit them.(Awwad Jassim Muhammad, Al-Tamimi 2010:38)

This method is centered around the teacher, after which the main axis is involved. The method of the teacher in this method is called (throwing) that is, he gives information related to the subject continuously and without interruption for more than 5 minutes.

As for the lecture, it means that the teacher delivers information and knowledge to the learners out loud, that is, it is called the news method. This method requires the teacher to be highly skilled in planning the lesson and implementing the lesson using verbal fluency and supporting it with non-verbal signals, facial expressions, eye looks and harmony of tone of voice with topics as well as the use of images Explanations and examples to draw the students' attention to the lesson. (Rafida Al-Hariri 2011: 321))

There are a number of postulates upon which the lecture method relies in its traditional form, including: the learner is like an empty vessel, the teacher is a storehouse of knowledge, and the education process is the process of filling this vessel and stuffing it with knowledge Prepares him for life by providing him with knowledge, information and experiences that will help him in his future. And that the teacher is the positive sender who is keen to deliver his message to the future (the learner), and the lecture is a method that the teacher uses in his mission. (Ali Ahmed Madkour 2001: 328)

As for the images in which the lecture method can be, they are as follows:

1. The lecture: it is suitable for adults, as there are no discussions and no questions are raised except at the end of the lecture
2. Explanation: It is a clarification and interpretation of what the students were unable to understand, and this includes good language and expressions, moving from easy to difficult, from the known to the unknown, and from the whole to the part
3. Description: It is one of the most important means of verbal explanation and clarification
4. Stories: It is one of the forms of the lecture method used in teaching to draw students' attention and suspense them during the transfer of information and experiences to them. (Abdul Rahman Abdul Salam Jamil 127:2009)
5. Simulation: It is the teacher performing some actions or activities and the learners repeat them after him or imitate what he does(Tawfiq Ahmed and Mohamed Mahmoud 2009:43))

Third: How to solve problems

It is one of the modern methods in which the learner is the center of the educational process. As for the teacher, his role is limited to observation and direction directed towards achieving the desired educational goal. John Dewey called for the need to put students in front of realistic and real problems so that these problems are compatible with their abilities, tendencies, and level of thinking and help him discover The information required to solve this problem is provided by the teacher by guiding them to free reading and access to various sources of knowledge. The teacher also performs the process of continuous evaluation to determine the extent to which the goals have been achieved and the extent to which students acquire information, skills, attitudes and values (Rafida Al-Hariri 2011: 339)

It is defined in its general sense: it is a state of doubt, confusion and hesitation that requires doing something to get rid of it and reach a feeling of satisfaction.

As for its definition from the point of view of learning, it is a situation in which students feel that they are in front of a situation that may be a question that they are ignorant of the answer to or that they are not sure of the answer to and that requires thinking and examination to reach the correct answer. Because it works to provoke students' thinking and make them worry about the existence of a problem that they cannot easily solve except by doing research to discover: the facts that lead to solving the problem (Abdul Salam Abd al-Rahman 2000:136)

The ability to solve problems is a necessary requirement in the life of the individual because many of the situations that we face in our daily lives are mainly situations that require solving problems. The individual uses his previous information and acquired skills to meet the unusual situations he faces, and thus reorganizes what he previously learned and applies it to the new

situations he faces through analysis and synthesis of the elements of the situation and logical thinking of the situation. (Hadi Mashaan and Tariq Abd Ahmed 2009: 125)

The problem-solving method has a set of steps that work towards solving the problem, which are as follows

1. feeling the problem
2. Defining the problem
3. Data collection
4. making hypotheses
5. selection of hypotheses
6. Choose a candidate hypothesis for solution.
7. Hypothesis accepted.
8. come up with a solution
9. Generalization for later cases. (Awad Jassim Muhammad 2010: 67)

The interest in using this method emerged as a result of the interest in the development of higher mental processes and abilities, such as observation, awareness of relationships, the use of statistical matters, the language of numbers, classification, conclusion and analysis. (Mohammed Salman Fayyad and others 2011:215)

Fourth: Exploration method

It is one of the modern methods that emphasize the need to make the learner positive during the learning and teaching process, and he is the one who searches for knowledge and discovers it himself. The role of the teacher is to encourage, direct, guide and design appropriate situations (Abdul Rahman Abd al-Salam 2000: 121)

Through this method, students feel energetic and rely on themselves in discovering ideas and solutions, and this in turn generates a feeling of satisfaction and a desire to continue science and learning and discover new ideas on their own.

This method of modern education is (Jean-Jacques Rousseau), who believed that the best method of education is to let the learner discover things in nature by himself, so that he makes the learner follow the behavior of a young scientist in his research, contemplation and reaching the results, and thus he uses his mind and trains him to think, and thus His overall mental capacity increases and he is able to criticize and treat the life problems he faces. (Hadi Mishaan 2009: 112)

This method has been called several names (exploration method, discovery method, exploratory method, scouting method, exploratory method) and the most common term is exploration. Thus, the method of exploration was defined by Fbel (Brunner) as the student's organization of his previous information and transforming it appropriately in a way that enables him to see and foresee new relationships, that is, discovering them. (Awwad Jassim Muhammad 2010: 72)

2. Methodology

The researcher had to choose the descriptive approach using the survey method, due to its suitability to the nature of the study problem and its solution

The descriptive approach depends on "studying the reality or the phenomenon as it exists in reality and is concerned with, as an accurate description, the qualitative expression that describes the phenomenon and explains its characteristics, or the quantitative expression that gives a numerical description that shows the amount and size of the phenomenon" (Mohammed Khalil Abbas and others 2011)

The sample of the study

The research community was determined, male and female English language teachers in the Directorate of Education of thi- Qar Governorate for the academic year (2022-2023 AD), which numbered (1597) teachers, distributed among (645) males and (952) females. Determining the teaching methods used by English language teachers and it consisted of (100) male and female teachers, which constituted 6,261% of the research community, and by (40) teachers and (60) schools

1-The main experiment sample consisted of (200) teachers and schools, which formed a percentage of (12,523%) of the research community to determine through which the prevailing methods of teaching, and by 80 teachers and (120) schools

Study procedures

1-For the purpose of identifying the teaching methods adopted and used by English language teachers in thi- Qar Governorate, a questionnaire was prepared Annex (1) consisting of nine teaching methods through the use of sources, studies and previous research in the specialization of English language teaching methods and it was presented to (100) teachers And an English language school, through which to identify the most commonly used methods in teaching English, and after analyzing the responses of the sample members, the methods were accepted, which obtained a percentage of 86.66%, and they are as follows

(Discussion method, lecturer method, problem solving method, exploration method as in Table 1

arithmetic mean and percentage of the teaching methods used1 Table

sequenc e	method	the sample	Users	percentage	non-users	percentage
1	Method of discussion	100	95	95%	5	5%
2	Lecture method	100	100	100%	0%	0%
3	How to solve problems	100	88	88%	12	12%
4	Brainstorming method	100	3	3%	97	97%
5	Inductive Method	100	0	0%	100	100%
6	Effective Teaching Method	100	20	20%	80	80%
7	The traditional method	100	4	4%	96	96%
8	Exploration Method	100	33	33%	77	77%
9	Exploration Method	100	86	86%	14	14%

2-After determining the teaching methods used in teaching English in thi- Qar Governorate, the researcher prepared a questionnaire after reviewing some

It was adopted in the basis of formulating the paragraphs of the scale consisting of 24 paragraphs distributed over four teaching methods, each method 6 paragraphs Supplement (2)

Choosing a rating scale

After reviewing a set of standards, the researcher determined the triple scale for the common teaching methods skills scale because it gives multiple choices and reduces the degree of guesswork. I directed an appendix question (2) to the experts asking for their opinion on the triple scale that the researcher assumed (always, sometimes, rarely) and the experts' answers were in favor. This type of the proposed scale is due to obtaining a 100% agreement from the experts' opinion, which makes the proposed scale valid for the scale, and the weights were given according to the direction of the paragraph as shown in Table (3)

Shows grades on the scale2 Table

Common Teaching Methods			
Paragraph direction	always	sometimes	Rarely
Positive	3	2	1

The Validity of the test

The initial version of the scale was presented to a panel of arbitrators with expertise and competence in the field of psychology and teaching methods, numbering (5) experts*, in order to ensure the validity of the paragraphs of the scale and their relevance to the field in which they were placed and judged as being suitable or not. The experts expressed their answers and observations on the scale items

As Ali Abd Jassim and others (2009) mention that the apparent honesty "is that the scale measures what is intended to be measured or that achieves the purpose for which it was prepared. Achieving the validity of the scale.

1-Prof.Dr Mohsen Ali Al-Saadawi - Sports Psychology - College of Physical Education Thi Qar University

2-Prof. Dr. Jalal Shanta Jabr - Teaching Methods - College of Education - Thi Qar University

3-Prof. Dr. Awatef Abu Al Shaar - English Language - Al al-Bayt University - Jordan

4-Assistant Professor Dr. Hassan Kazem Hassan - Methods of Teaching English - College of Education - University of Thi Qar

5-Assistant Professor Dr. Haider Hussein Kateh - English Language - College of Education - University of Thi Qar

Constancy

It was defined by Ahmed Odeh and Fathi Malkawi (1993) "the accuracy in estimating the true mark of the individual on the item he measures, or the extent of consistency in the individual's relationship if the same scale is taken several times in the same circumstances." For the purpose of calculating the stability of the questionnaire, the researcher applied the scale to 10 male and female teachers for two times. The time between the first and second application is two weeks. The researcher used the Pearson correlation coefficient, and after analyzing the results, the correlation coefficient was 0.883, which is a high correlation coefficient

Main experience

After completing the requirements for preparing a questionnaire about the common teaching methods of English language teachers and ensuring validity and reliability, the scale was applied in its final form to a sample of teachers consisting of (200) male and female teachers

Statistical means

- 1-Arithmetic mean
- 2-Percentage
- 3-standard deviation
- 4-Weighted mean
- 5-standard error
- 6-sprain

3. Results and Discussion

Explains statistical methods and the arrangement of common teaching methods3 Table

Ranking	skew modulus	standard error	weighted mean	standard deviation	Arithmetic mean	method	S
Second	1,39	0,41	13,87	4,02	13	Discussion	1
First	0,99	1,33	14,21	3.54	13,7	Lecture	2
Third	0,75	0,49	12,65	2,98	12,64	Problem	3
Fourth	0,81	1,02	12,47	3,99	10,17	Expiration	4

It is clear from the above table that the lecture method got the first order, and it is the most common method of teaching English from the point of view of teachers. 33) which is a small value that indicates the internal stability of the results of the sample. As for the skew coefficient, it was (0.99), which indicates the moderation of the sample distribution on the curve of the normal distribution that occurred between (3,-3). The skew coefficient between (+3,-3) the sample was homogeneous.

While the discussion method ranked second, it was the arithmetic mean (14), standard deviation (4.02), weighted mean (14.87), standard error (0.41) and the skew coefficient was (1.39).

As for the problem-solving method, it came in third place, with the arithmetic mean (12.64), standard deviation (2.98), weighted mean (12.65), standard error (0.49), and the skew coefficient was (0.75).

Finally, the exploration method ranked fourth, and the arithmetic mean was (10.17), standard deviation (3.99), weighted mean (12.47), standard error (1.02), and the skew coefficient was (0.81

After determining the teaching methods used by male and female English language teachers in Dhi Qar Governorate and for the research requirements to determine the most common methods, it was found that the lecture method ranked first through the sample responses. Encouraging the continuous and orderly presentation of the material and assisting the students in understanding the subject by the teacher and clarifying it for the vocabulary of the syllabus in a sequential manner and excite their desire to learn and acquire the largest amount of knowledge, information and experiences. Students must maintain calm and commitment, good listening skills and allow learners to ask their questions and stop from time to time to break boredom and stay away from unnecessary details that can cause distraction and move away from the topic and give an opportunity for the teacher to express his ideas and thus the understanding of students is achieved and intellectual and cognitive communication between The teacher and the student to achieve the learning objectives. This study agrees with the study of (Nasser Muhammad Salim 2019 and the study of Hatem Jassem and Maryam Khaled 2012 and the study of Aziza Abdel Aziz 2005)

The discussion method took the second place due to the desire of some teachers to implement the lesson material in the form of questions and answers. It is the way in which the teacher assigns to his students a topic of homework and asks them to prepare it and then asks them a number of questions to ensure their answers and their participation in the study material and open communication between them and with the teacher. It enables to diagnose the level of learners and determine their characteristics and contribute to the development of students' knowledge by listening to the opinions of their colleagues and what they have seen. It increases the development of social relations between students and respect and appreciation for the opinions of others, even if they are contrary to their ideas. It helps to spread the spirit of cooperation and teamwork among students and enhances students' confidence. Self-discipline and eliminate fear and shyness.

While the problem-solving method came in third place, because it is one of the teaching methods in which the learner takes an active and effective role, where he is faced with a confusing situation or new questions that challenge his thinking and require a solution, so he thinks and uses methods of observation, imposing hypotheses, experimentation ... etc. in order to reach acceptable explanations and solutions that support them. Evidence and facts regarding this problem, under the supervision and guidance of the teacher, and contribute to consulting the student's thinking about the existence of a problem worth thinking and searching for the most possible solutions according to steps

students can acquire a set of theoretical knowledge, practical skills, and desirable trends. It helps students to use different ways of thinking, integrate the use of information, arouse mental curiosity towards discovery, interpret data in a correct logical way, develop their ability to overcome difficulties and develop self-confidence and scientific direction in facing the situations they are exposed to.

Also, this method leads to the student getting into many problems and the student not reaching a solution to his problem himself, as well as a small amount of information and scientific material. This method needs time and effort to find a solution to the problems, so it is possible to train students on the scientific method to solve problems, which made them occupies the third place

While the exploration method ranked last, due to the unwillingness of teachers to use this method, because there are ideas that question the effectiveness of the exploration method in teaching English compared to other methods. Among the criticisms directed at this educational method, we find anxiety tainting the learning process with some errors, misunderstanding, confusion or frustration when We leave the students to discover the topics themselves and using this method alone is undesirable because this pattern is sometimes unrealistic, as the student's experiences and abilities may not be enough to reach learning with the almost non-existent guidance of the teacher in addition to the students' salt freedom may create great difficulties in controlling the lesson Which confuses the achievement of the required goals and may not be suitable for all students, as well as learning by exploration is less effective as it cannot be used at all levels of study and an educational strategy for beginners

4. Conclusion

- 1-The multiplicity of teaching methods used in teaching English by male and female teachers
- 2-The lecture method ranked first in teaching English
- 3-The discussion method came in second place, followed by the problem-solving method and finally the exploration method

Recommendations

- 1-Adopting a variety of teaching methods in teaching the English language, according to the appropriateness of the educational situation
- 2-Opening development courses using teaching methods and their suitability to the educational curriculum
- 3-Conducting similar studies according to the educational stage or gender

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