

Modernizing Teaching English with Reference to Some of The Traditional Methods

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Abstract :

The present paper is about Modern English Language Teaching. It studies four main methods of teaching English they are: GTM, DM, ALM and CLT. The study consists of three sections. The first section of the paper is devoted to the introduction of the study.

The second section of the paper is to a theoretical background, the principal characteristics, psychological and linguistics theories and some of the merits and demerits of these methods.

Section three is devoted to a questionnaire to fulfill the aims of the study. The questionnaire will be made on some of English teachers in Karbala city. Finally, the paper ends with conclusion of the study. It is concluded that CLT is the most wide spread teaching method in Karbala city. In addition, GTM is one of the oldest teaching methods, though some teachers used it in some schools attributing to the low levels of students. In short, we can conclude that there is a harmonical relationship between approach, method and technique.

Keywords: Learning, Method, approach, Grammar Translation method, Direct Method, Audio-Lingual Method, Total Physical Approach, Communicative Language teaching, Community language learning

Introduction :

English is one of the languages which is spoken by millions of people all over the world. It is considered as an international language, therefore, it is used as one of the requirements to attend colleges for many countries and even for getting jobs. This paper is designed to provide a detailed description of approaches and methods that are used in Iraq. It tries to describe approaches and methods according to their theories of language teaching and learning; the syllabus used; the learning objectives and goals; the role of learners, teachers and the materials; classrooms procedures and technique. Richards and Rodgers (1999: II) state that Methods of teaching English must depend on certain criteria. Teachers have to choose an appropriate method of teaching depending on the culture/environment, class size, students' number, technology using and etc... Still, those teachers have the right to choose their own ways to teach and even to create their own

methods. Richards and Renandya (2002:1), say that classrooms are dynamic entities. The inventions of new and more effective methods and approaches are required to control and manage the educational environments inside classrooms. Different approaches insist on the use of technology in classrooms in order to draw harmony between learners, make learning joyful and full of changes without making learners feel bored. The matter of using technology is a cornerstone of any modern classroom because technology now is part and parcel of learners' life. Too many theorists state that learning process cannot be achieved successfully without technology's use. Teachers must look into accounts to those matters and try to use methods that support technology or at least adopting new ones that dealing with such issues. Jim Scrivener (2005:10) States, that there are no absolute approaches that lead learners to acquisition language without obstacles. Hence, those who are specialized in teaching can observe new ways in teaching each lecture. Therefore, approaches could be more beneficial than others could. Teachers may face difficulties in using an appropriate method to teach certain skill or even to teach English, or sometimes they use inappropriate methods. Therefore, this could lead to a critical problem, the first and last is the aggrieved student. As a result, country or nation would be built on incorrect bases.

This study aims at:

1. Shedding light on the most widespread methods of teaching English by studying the techniques and strategies, which are used by those methods, identifying some of their merits and demerits and making a comparison between them at the end of the study.
2. Making a questionnaire at the end of the study
3. Presenting Suggestions and recommendations.

So, after all, It hypothesis at: Teachers face difficulties by using some of the methods due to lack of technologies, which some methods are based on, training and skills, or sometimes they lack experience. Therefore, the study will be limited to some teachers of English language in Karbalacity and specifically in Al- Husseiniya district whom will be tested to know what method they are use. A questionnaire will be given to 20 teachers of English divided into ten of them for the 1st intermediate class and ten for the 4th secondary class. The questionnaire contains nine questions about the best methods to teach the four skills, the effectiveness of these methods, what method do students prefer and suitable for the Iraqi environment and some other related questions. In addition, to the questionnaire the researchers discusses some crucial issues with these interviewed teachers to discover some educational aspects of the Iraqi environment of teaching English, these issues and to some extents

findings are mentioned indirectly and implicitly throughout the paper. Finally, it is hoped that the present paper will be theoretically beneficial to teachers, English learners and those who works in curriculum development specialists

Literature Review

2.1 A Brief Explanations of Basic Terms

Language: is a very complex system of communication so. It can be defined differently according to the field of study (Linguistics, literature, psychology, anthropology and sociology), Richards and Rodgers (2014:22).

Learning: second language learning (L2), (the language that a learner is learning), Richards and Schmidt (2010:583).

Learning has different meaning; some say it is knowing a lot of information and memorizations other say it is acquiring and understanding facts. Churchiletal (2016:82).

Concerning Teaching: Can be defined differently according to different theories (behaviorism, constructivism and cognitive-code learning) etc..., Richards and Rodgers (2014:25).

Approach is a system of philosophies, beliefs and theories about language teaching and learning and the nature of language. A method is a reflection of an approach. Many methods can be created within one approach, so approach is more superior to method, Richards and Rodgers (2014:22). Different examples of approaches (aural –oral approach (audio-lingual method) and commutative approach). Examples of different methods, which are based on a particular approach, are the audio-lingual method and the direct method, etc..., Richards and Schmidt (2010:30).

Method is a way in which a language is being taught. It must depend on systematic principles and procedures i.e. this is related to the views of the language in general especially those theories about how a language is best taught and learned and theories of learning a language, (Richards and Schmidt, 2010:363).

Method "is the embodiment of general principals in pedagogic decision making", McDonough (2002:107). The study of approaches and methods can give:

A. General overview of how the field of the language has been developing.

B. What an expected performance of teachers after they are exposed to a huge horse of training.

C. What are the problems and solutions of a language that are involved in planning and developing language lessons, syllabus and courses.

D. Make a harmony and a connection between the teachers' own understanding towards teaching - learning processes and the educational system, Richards and Rodgers (2014:16)

Technique: Richards and Schmidt (2010:576) states that technique is a specific procedure for performing a teaching activity.

According to Richards and Schmidt (2010:576) syllabus is an account of the components of a course of instructions in the way in which they are must be taught. Language teaching syllabus may be seen as:

The structural, the situational and the notional,

Design: The way in which an approach leads to a method. In design, we should take care to:

A. The objectives of methods.

B. The components of a language within a certain method.

C. The role of teachers, learners and instructional materials, Richards and Rodgers (2014:29)

2.2 Grammar Translation Method (GTM)

GTM was the most widespread method of teaching English during the 1840s to the 1940s. It is also called the classical or the traditional method. Even though, it is used now in some part of the world due to the fact that it gives the teacher sense of authority and it is suitable for large classes. GTM can be defined as a method of no theory, until now there is no obvious literature review about the real theory of GTM whether it is (psychosocial or educational theory). In short, there is a quote said by one of its critics that can summarize the whole GTM " To know everything about something rather than the thing itself ", Richards and Rodgers (2014:6-7)

It was used to teach Greek and Latin (the dead languages), so that to enables the learner to read literature. (Whong 2011: 121 and Freeman 2003:11)

At first, GTM was called Prussian method in USA. It was the offspring of German scholarship. In GTM, there is a great deal of importance is devoted to contrastive analysis because it emphasizes the importance of studying the syntax and parts of speech of L1 and L2, Patel and Jain (2008:73-74)

GTM is a matter of translation because students have to know only a huge number of vocabularies and grammatical rules and then applying this knowledge to a process of translation texts and sentences from and out of L1 and L2 and the reverse, (Cook 2008:238 and Randall 2007:148)

2.2.1 Linguistic and Psychological Theories of GTM

Linguistics theories: formal study of grammar of different language especially Latin, (Latin-based grammar).

Psychological theories: No explicit theory of learning processes, Ibid

2.2.2 The Principal Characteristics of GTM

1- The aim of learning another language is to read its literature and know more about its culture. This happens through a process of memorizing grammar rules and the translation from and out of L1 and L2. Hence, "the first language is maintained as the reference system of acquisition of the second language".

2 – The four-language skill or (elements) are thought as follows:

-Reading and writing are the more two important skills of English, so no attention is paid to listening and speaking.

-Vocabulary is thought solely by reading texts. This could be done through dictionary usage, memorization and bilingual word lists.

- Deductive learning of grammar in a sense of presenting its rules and the translation practice through that rules.

4- A distinctive features of L1 and L2 is significance because it depends on a translation from and out of L1 and L2 .thus, grammar competence of that languages is required.

5- Accuracy is fundamental. Students are trained to gain great importance to accuracy.

6-class environment is achieved by means of instructions through native language usage, Richards and Rodgers (2014:7)

2.2.3 GTM's Theoretical Assumptions

- The target language can be seen as a system of rules to be founded in texts and sentences, as a result, first language can share this assumption this by means of meaning and rules.

- Language learning can be considered as an intellectual activity, Involving rules and facts memorizations of first language in term of translation interaction.

- L1 is a reference system for the acquisition of L2.

- Psychologically speaking, GTM proved and justified itself, however scientifically speaking – like Latin and Greek had been seen as a mental training, Stern (1991:455)

2.2.4 Teaching Techniques of GTM

Composition, memorization, use word in sentences, fill in the blanks, cognates, antonyms and synonyms, Freeman (2003:19-20)

2.2.5 Merits and Demerits of GTM

Merits

- Suitable for large classes and it develops translations art.

- English grammar can be easily obtained in term of comparing with the mother tongue.

-Through translation English words can understood easily.

-Mother tongue's use can save time and effort from the side of the teacher, so instructions can be easily understood.

Demerits

- GTM is not a well-constructed theory (Psychological and linguistic). Language is multi-sensory phenomenon whereas GTM makes it as a part of human information (Memorization).
- No attention is paid to communicative skills (listening and speaking).
- Idioms, phrases and Linguistic items like (a, an, and the) cannot be translated literally into L1, Patel and Jain (2008:75-77)
- Memorization of grammar rules and translation makes it ineffective, Elizabeth (2007:53)

2.3 - The Reform Movement

A lot of experts such as Marcel, Gouin, and Prendergast had made many attempts to find an alternative teaching language approaches. Unfortunately, their ideas had been finally failed. This failure stimulates other linguists to dig deep in this field of study. However, linguists such as Henry Sweet and Paul Passy start to provide educational institutions reformist ideas. Linguists emphasize the importance of sounds rather than the written words, after phonetics, the descriptions of language sounds being established. IPA after being founded in 1886, made many efforts to transcribe language sounds. One of its aims was to improve teaching process of a language by:

- Transcribing words sounds.
- The study of spoken language.
- Teaching grammar inductively.

Such ideas open linguists' appetite on the arena of discussion. The reform movement is not consisting of only one individual but a lot of linguists (reformers) that they all share the same beliefs. They strongly criticized GTM, so this made them on the move to find practical solutions to language teaching, Richards and Rodgers (2014:9-10)

2.3.1 Linguistic and Psychological Theories of the Reform Movement

Linguistic theories, phonetic descriptions (structural linguistics), Psychological theories and behaviorist- associative learning, Randall (2007:148)

2.4. Direct Method (DM)

By the end of the nineteenth century, the direct method, had begun as an alternative to GTM. DM contradicted GTM by means of its use to a language rather than how to analyze language (Being having knowledge about language), Celica – Murcia et al. (2014:5)

DMs' principles were just the opposite of GTMs'; one example of this is that in this method phonetics occupied a great deal of importance, Richter (2006:173)

Chronologically speaking DM originated in Europe in the 19th century, and is still used in many commercial schools around the world, Knapp et al (2009:345).

DM was so influential in private schools because it stimulates speaking skills, thought language have other skill to be dealt with, Shastri (2010:37). It is also called (Naturalistic), because it stimulates the children's natural way of acquisitions L1, Brown (2000:21)

DM's name suggests the fact that the meaning is tied directly to the target language without being involved into translations process into students' native language, Ibid

In DM Language's goal is being able to communicate, so, to achieve this goal the learner is obliged to think in the target language, Sárosdy et al (2006:12). Language proficiency in term of what extent the L2 of a learner is approximate to that of native speaker, Cook (2003: 34)

Teachers who use the Direct Method teaches the students how to communicate in the target language In order to achieve this successfully, students should learn to think in L2. In spite of the teacher directs the class's activities; the student role is less passive than in GTM.

The teacher and the students are more like partners in the teaching–learning process. Evaluation is done by using both oral and written skills, Freeman (2003:28)

2.4.1 Linguistic and Psychological Theories of DM

Linguistic theories, phonetic descriptions (structural linguistics), psychological theories, behaviorist- associative learning, Randall (2007:148)

2.4.2 The Principal Characteristics of DM

- The use of target language as means of instructions and communications in the classroom.
- Avoidance of the use of L1 and translation in term of a technique, Stern (1991:456)
- Learners should practice a lot of listening material.
- Phonetics should occupy much of the syllabus time to be practiced excessively.
- Words should be pronounced perfectly and presented in meaningful situations).
- Grammar taught inductively (in contexts).
- Pictures' demonstrations.
- Everyday vocabularies, sentences and contexts.
- It requires a very skillful teacher, Shastri (2010:37)
- Listening and speaking skills were thought, Richards and Rodgers (2014:12)

- Communication skills were taught in small classes where there is a chance for an oral interaction (i.e. questioning and answering activates for student –student and teacher – student). (Krause 1916:101and Rogova 1993:13)

Theoretical Assumptions of DM

Linguistically, language teaching is depending on phonetics and grammar. The learning of languages is considered as identical to first language acquisition, and the learning processes comprehended by means of an associationist psychology. Hence, the emphasis on sounds and simple sentences, (context language use) for example, the classroom, the home, the garden, and the street, Stern (1991:459)

2.4.3 DM's Techniques

Reading aloud, question and answer exercise, self-correct, conversation practice, fill-in-the-blanks, paragraph writing and dictation and map drawing. (Simpson2011:186 and Freeman 2003:30-32)

2.4.4 Merits and demerits of DM

(I) Merits

- DM is called natural approach because language is taught as the student learns his L1.
- DM help the learner to develop his/her ability to speak and communicate freely and effectively.
- Correct use of grammar and pronunciation is over emphasized.
- DM helps the learner to use the language without being afraid because it is joyful.

(II)Demerits

- It requires visual aids so it is an expensive method of teaching; moreover, it is not suitable for large classes.
- It needs a skillful teacher (native or semi –native teacher); otherwise, the outcomes will be the opposites.
- It does not concentrates on reading and writing skills. (Patel and Jain ,2008:80-81)

2.5. Audio-Lingual Method (ALM)

ALM was very well known teaching method of English language in the middle of 20th s. It depends on the structural presentation of the L2 by means of drills, repetition and oral practice, (at first simple drills and then more complex ones).

ALM considers language as a set of habits that can be developed gradually by repetition. (Mollica1998:189 and Yule 2014:190). It is also called the Army Method because American army used it during Second World War in order to deal with other whether they are enemies or friends especially with Japanese and Chinese due to their languages was different, Richards (2015:63)

ALM is the most popular teaching methods during the time of structural linguistics (theory of teaching) and Skinner's experiments on animals (Behaviorism/theory of learning), Nunan (2015:9). According to teachers who use ALM they present certain rules, conversations and drills, then students have to memorize these rules and dialogues, at last, they will be able to perform (repetition), Krashen (2009:130)

ALM gave language certain considerations as follows:

- Language is a set of habits and languages are different.

- Language is spoken not written.

- Learning the language itself and how to use it (interaction), not information about language, (Nunan, 1991:230-231)

Drill is the cornerstone of ALM's lesson and part and parcel of its syllabus, that is because of the special requirements of its behavioristic theory, (e.g. Such a Drills; repetition, restatement, transformation and rejoinder, (Knapp et al., 2009:346)

ALM's Perspectives to Different Aspects of Language

- The use of target language to communicate (the goal).

- The teacher is a director and a controller of student's language behavior

So, the teacher strives to prevent any errors committed by the students and there will be remedial work in such a case.

- A lot of oral interaction (student- student and teacher-student).

- Evaluation can be accomplished in discrete point tests, Mollica (1998:189-190)

2.5.1 Linguistic and Psychological Theories of the ALM

Linguistic theories

Phonetic descriptions, structural linguistics, error analysis and contrastive analysis, psychological theories, behaviorist- associative learning, Randall (2007:148)

2.5.2 The Principal Characteristics of ALM

- Inductive learning by using repetition and habit formation in term of stimulus –response reinforcements.

- Instrumentalism (from easy to more complex drills, as we mentioned earlier).

- Speech is primary, Johnson (2013: 165-167)

- The use of language aids and labs, Davies and Elder (2004:607-608)

- Little use of L1, (Brown and Lee, 2015:22)

- Good answers are rewarded at once, (Brown, 2000:75)

- The teacher must be very professional, (Celica – Murcia et al., 2014:5)

- Language cannot be separated from culture, (Freeman, 2003:45)

2.5.3 ALM's Theoretical Assumption

Audiolingualism took into consideration the effects of descriptive, structural, and contrastive linguistics the 50th s and 60th s. Its psychological key figure is Skinner and neobehaviorists is Osgood.

ALM depends on stimulus response of language learning and reinforcements with special emphasis on error-free learning. The lack of stable application of its physiological and linguistic theory made it in a position of criticism of writers such as (Chomsky, 1966), (Stern, 1990:465)

ALM's Drills (Technique)

Grammar game, dialogue memorization, backward build-up (expansion) drill, and complete the dialogue, (Freeman, 2003: 47-49)

2.5.4 Merits and Demerits of ALM

Merits

- Emphasis is on oral language as in use of taped dialogues.
- Construct a sort of confidence in the learner.

Demerits

- No creativity because it depends on repetition, (Yule 2014:190)
- It concentrates on error-free production.
- No considerations is given to reading and writing, (Brown and Lee, 2015:37)

2.6. Communicative Language Teaching CLT

CLT can be considered as one of the most popular methods of teaching nowadays.

CLT is originally called Communicative approach. CLT can be described as a family with its members, as a matter of fact, daily life problems are predictable in any family. One problem of CLT is that its unique view towards language itself that is its concentration on communicative skills, Harmer (2007:69)

Linguistic competence (grammar) is necessity, but with a lack to performance linguistics (communication) language would be nothing, so Language goal can be obviously seen as a system of communication, Widdowson (2008:18)

In CLT linguistics performance and competence work together harmonically, hence, no communicative or structuralist aspects are excluded but we concentrate only on communication, Littlewood (2002:91). The origins of Communicative Language Teaching (CLT) go back to the late 1960s and early 1970s, when several linguists, discussed that language learners, though their study of language as a system (grammar) and extensive practice in language structures (through e.g. audio-lingual language teaching), were unable to use language effectively in real-world communicative situations, Hunston and Oakey (2010:53)

Chomsky makes an outstanding effect on linguistics when he rejected the habits formation's behaviorism theory. Since human brain has the creativity in generating new infinite sentences, Shastri (2010:39)

The term communicative competence means expressing ideas and thoughts. This term is being said by Hymes. Hence, English language speaker (native speaker) should have more than grammatical competence to be fluent. Accordingly, ESL is also obliged to know grammatical and performance competence to be fully aware of the language being used.

Communicative competence has many components they are as follows:

Linguistic aspects: phonology and grammatical description, grammar, vocabulary and discourse whereas pragmatics aspects: variations, functions, cultural and interaction skill, Patel and Jain (2008:96).

The communicative approach or CLT includes the following frameworks:

The cooperative learning, content-based, immersion constructions, task-based language teaching and project work. Celica – Murcia et al. (2014:8)

CLT'S Perspectives to Different Aspects of Language

The role of the teacher is to facilitate learning in terms of communication and creating suitable educational environments and techniques while the role of the student is as a communicator.

Teaching and learning processes are to be done by using communicative authentic materials, Mollica (1998:194)

Students' feelings are taken into consideration from the very beginning. Due to CLT's teacher, is a source of motivation and enthusiasm for the student, in another word, that is because CLT's foundation is built upon such learning and teaching basis, Freeman (2003:130). The uniqueness of CLT's classroom discourse is the amount of time that spent to fulfill the needs of interaction (communication), between student-student and teacher – student, Mollica (1998:-194).

As for L1 is used whenever needed in CLT's classroom. CLT tends to be different towards students' error in classroom; this means errors are considered natural outcomes of the learning process. Concerning evaluation a teacher may assess students' accuracy and fluency. Students who have the good structure and vocabulary is not necessarily a communicator, Freeman (2003:132)

When it comes to CLT's analysis to student's needs, it could be done by using informal one to one sessions (i.e. a student facing difficulty in understanding certain subject), or formally by using surveys, Richards and Rodgers (2014:99)

2.6.1 Linguistic and Psychological Theories of CLT

Linguistic theories: Symbolist socio-linguistic & notional/functional descriptions and its Psychological theories are cognitive – nativist acquisition via LAD (i.e." learners are exposed to more

structured material in addition to naturally occurring texts. CLT is used to cover many approaches, which involve any degree of exposure to communicative situations, and the LAD is often used to justify such approaches"), Randall (2007:148)

2.6.2 The Principal Characteristics of CLT

- It focuses on all skills but mainly communicative ones.
- All skill are being taught from the very beginning.
- CLT's classrooms are described as busyclasses by communication all the time, Celica – Murciaetal (2014:8)
- Judicious use of L1 whereas errors are tolerated, Freeman (2003: 125-128)
- CLT is a learner-centered approach, Richards and Rodgers (2014:390)
- Emphasis is on meaning not grammar, Randall (2007:148)

2.6.3 CLT's Theoretical Assumptions

This can be summarized as follows:

- Linguistics performance and competence are engaged together harmonically. hence, no skills are eliminated but the concentration lies on communicative ones, Littlewood (2002:91)
- Chomsky's works in the field of linguistics when he rejected the habits formation's behaviorism theory. Human brain is able to be creative in generating new infinite sentences (communication), Shastri (2010:39)

Techniques of CLT

Language games and picture strip, etc. Freeman (2003:132-134)

2.6.4 Merits and demerit of CLT

Merits

- The learner is active because of communication so, students are motivated to learn.
- Commination is accomplished, Patel and Jain (2008:101)

Demerits

- Grammar has a little importance in comparison with other aspect of language.
- It gives an importance to students needs so that the teacher has to adjust the syllabus to fit students' needs.
- It needs native – like teacher however, it is not applicable in different culture of learning .There is a difference in nature and environment of learning and teaching target and mother tongue.
- Little chance to correct the errors, Richards and Rodgers (2014:103-104)

2.7. A Brief Comparison Between Different Methods and Approaches

Method or approach	Characteristics	Teacher role	Student role	activities
The lexical approach	Depends on lexis and words units	facilitator	Discoverer	Text chunk and corpora
Multiple intelligence	Learners have multiple intelligence	Orchestrates	Designer of his /her Own learning	Multisensory activities
Cooperative language learning	Collaboration Group work	Encouraging of critical thinking	Participant	Problem solving
Total physical approach TPR	Stress free environments	Director	Performer and listener	Imperative drills. Role play
The silent way	Learning is seen as a discovery	Presenter of new language (often nonverbal)	Problem-solving discoverer	Pronunciation and guided exercise
Suggestopedia	Teacher dominate style Use of music Unconsciousness of learning	Skilled in acting Authority	Pseudo – passive receptors	Imitation Role play Music
Community language learning CLL	Focuses on the whole person Friendly environments	Supporter Counselor	Community member Listener	Group work Recordings
The natural approach	L1=L2 by means of acquisition language naturally	Source of comprehensible inputs	Participant	Listing and acquisition activities
Whole Language	Language taught through a whole not discrete parts	Negotiator	Self-directed learner	Collaborative activities
The oral approach\ situational Language teaching	Language is learned through situations Emphasis on Spoken language	Expert Guide	Imitator	Drills Guided repetition
Task based language teaching	Focuses on lexis Use of tasks as a syllabus	Supporter	Language user	Information gaps and jigsaw

Table (1) A comparison between different approaches and methods
Brown and Lee (2015:36-37), Richards and Rodgers (2014:388-398) Freeman (2003:180), Carrasquillo (1994:117-120) and Nunan (2004: 181-186)

3.1 The Results of the Questionnaire

The questionnaire takes place in eight schools of Karbala city on 20 teachers divided into 10 teachers for 1st intermediate class and 10 for 4th secondary class. When we are talking about English, that means we are talking about four main components that English is consisting of. After all, such questions that related - to such skill must be raised by any means to investigate its efficiency and its relationships to other components of English such as curriculum and educational environment. In addition, an investigation about the difficulty and the ease of use of certain method must be done. The following statistical figures show the results in numbers as for the

numbers from (1-9)refer to the questions of the paper. While the random numbers refer to how many teachers have choose certain question or item

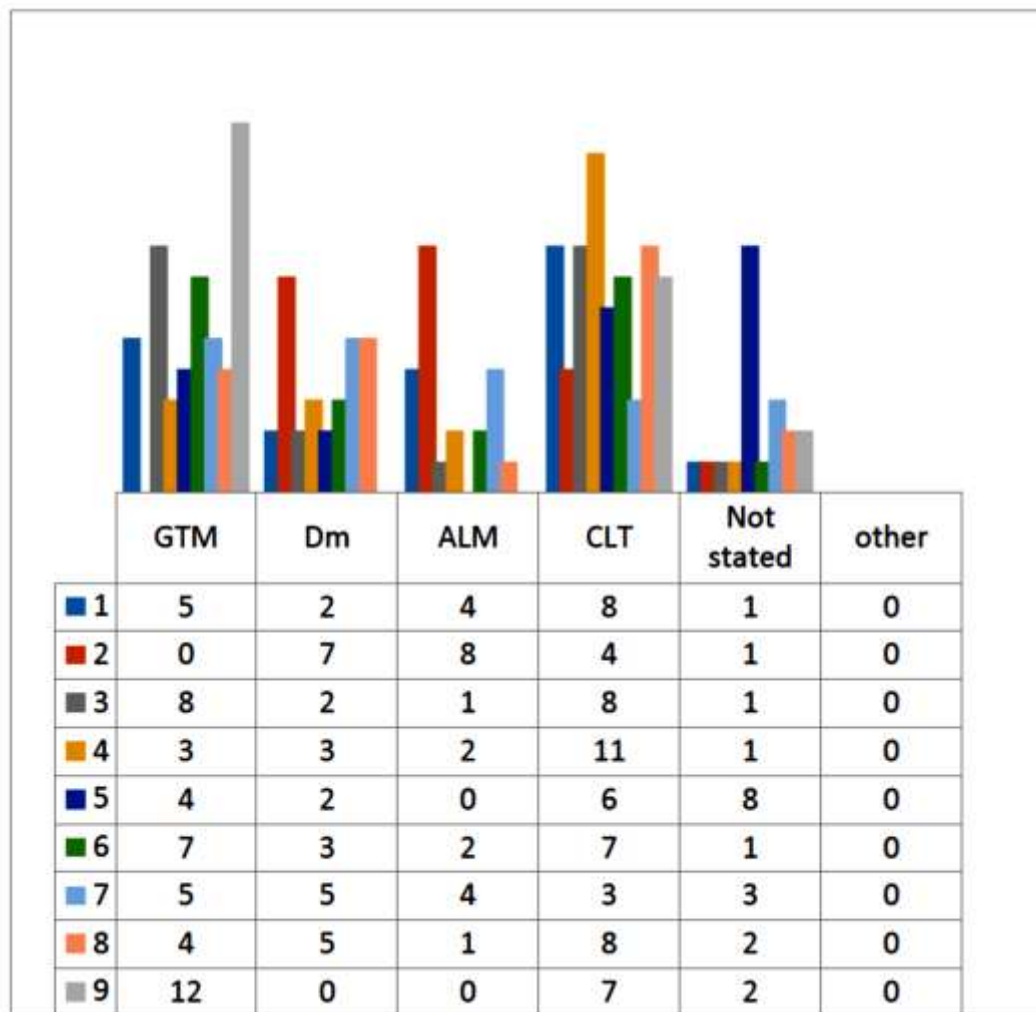


Figure (1) The results of the questionnaire

3.2 Data Analysis

The data can be found statically as in the previous statistical figure and in number as the table which can be found in appendix (1). As it mentioned previously the interviewed teachers are 20. For example, the number 1 in the figure refer to the item number 1 in the questionnaire table which is " What is the best method or approach to teach speaking skill?". So, for instance, the numbers (5,2,4,8,1,0) in the first row refer to how many teacher have choose this item as an answer to the question.

1- According to eight teachers CLT is the best method to teach speaking skill, whereas five teachers have chosen that GTM was the best to teach listening skill (Attributing that to the low levels of the students.). Four teachers to ALM and two teachers to DM in succession.

2- Concerning listening skill DM is the best for seven teachers, eight teachers have chosen DM to teach the same skill, CLT gained four teachers.

3- As for writing skill eight teachers have chosen that GTM(attributing that to the low levels of the students) and CLT is the best.

4- For reading skill theeleventh teacher haschosen that CLT is the best to teach that skill, Whereas three teachers for GTM and DM in succession and two teachers for ALM.

5- Concerning the fifth question of the questionnaire eight teachers had never studiedany teaching methods curriculum in their academic studying attributed that to the fact that they have not had the chance to study teaching methods in college of Arts; this reason and some other different reasons have led Ministry of Education to hold a trainingworkshopsin Lebanon for a large number ofteachers. In this respect six teachers have have not had a chace to study CLT in their studying at collage, so,it is clear that CLT one of the modern methods so they have studied it in their workshops in Lebanon. Four and two teachers for GTM and ALM in succession.

6-The most effective method is GTM (Attributing that to the low levels of the students) and CLT according to seven teachers .Three and four teachers for DM and ALM in succession.

7-The most difficult method is GTM and DM (five scores for each) and for four and three teachers is ALM and CLT in succession.

8-A method that stimulates the Iraqi educationalenvironment isCLT for eight teacher whereas GTM has got four teachers. As for DM and ALM five and four teachers in succession.

9- Twelfth teachers have chosen that GTM is apreferred method by the student (Attributing that to the low levels of the students).In this respect CLT has got 7 teachers only.

3.3 Outcomes of the Questionnaire

- CLT is the most widespread teaching method in Karbala.

- GTM is one of the oldest teaching methods, though some teachers used it in some schools attributing that to the low levels of students.

-CLT cannot be applicable perfectly due to schools lacks to labs.

-Some teachers never had any chance to studythese methods in their academic studying attributing that to the fact that they have not had the chance to study teaching methods in college of Arts.

- Target language can hardlybeapplicable in classrooms dueto the low levels of students.

- Generally speaking, the percentages are as follows: CLT 68 %, GTM 58%, ALM 24%, andDM 32%.

Conclusion

- There is a harmonical relationship between approach, method and technique.
- A good attempt made by The Reform Movement to enhance learner's ability of the spoken language rather than the written one.
- IPA was the cornerstone of turning linguists' attentions from the written language to the spoken language by means of transcribing words.
- DM is a naturalistic teaching method.ItsL2 can be as natural as natural as L1.
- ALM's perspective towards language is making learners able to acquire language in term of drills and repetition.
- Authenticity is considered very important issue in DM, ALM and CLT.
- What makes CLT a unique teaching method is that its special consideration to performance and competence.
- In CLT,linguistics performance and competenceworkstogether but the emphasis is given first to the performance one.
- CLT is based on a strong chomskyan assumptions that is human mind is generative so that man is able to communicatewith unlimited sentences in contrast with ALM's theory of repetition (limited sentences).
- By using one of these methods (DM, ALM or CLT) speaking and listening skills can be enhanced rapidly.

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Appendix (1)

No	Question	GTM	DM	AL M	CLT	Not stated	Othe r
1	What is the best method or approach to teach speaking skill?	5	2	4	8	1	0
2	What is the best method or approach to teach listening skill?	0	7	8	4	1	0
3	What is the best method or approach to teach writing skill?	8	2	1	8	1	0
4	What is the best method or approach to teach reading skill?	3	3	2	11	1	0
5	Have you ever studied one of these methods or approaches?	4	2	0	6	8	0
6	What is the most effective method or approach for Iraqi educational environment?	7	3	2	7	1	0
7	What is the most difficult method or approach for the Iraqi educational environment?	5	5	4	3	3	0
8	What is the best method or approach to stimulate the Iraqi educational syllabus?	4	5	1	8	2	0
9	What method or approach do your students prefer?	12	0	0	7	1	0
	Percentages	58%	32%	24 %	68%	21%	0%

Appendix (2)
List of Acronyms

GTM	(Grammar Translation method)
DM	(Direct Method)
ALM	(Audio-Lingual Method)
TPR	(Total Physical Approach)
CLT	(Communicative Language teaching)
CLL	(Community language learning)
L1	First language
L2	Second language
ESL	English as a second language
EFL	English as a second or foreign language
ELT	English Language Teaching
ESP	English for Specific Purposes
LAD	Language Acquisition Device
IPA	International Phonetic Alphabet

عصره تدريس اللغة الانكليزية في محافظة كربلاء المقدسة مع الإشارة إلى بعض طرائق
التدريس الكلاسيكية

المدرس المساعد : مصطفى طالب الجبوري . وزارة التربية.

الباحث : محمد عباس السعيد

طيات هذا البحث مكرسة لدراسة بعض من احدث طرائق تدريس اللغة الانكليزية المعاصرة والكلاسيكية. فقد تناول البحث الحالي مجموعة منها ك (طريق الترجمة النحوية (GTM)، الطريقة المباشرة (DM)، الطريقة اللسانية المصوتة (ALM) ، الطريقة التواصلية (CLT)) مع الإشارة إلى مجموعة من الطرائق الأخرى ذات الصلة بالموضوع الحالي . متن هذا البحث مقسم لثلاث فصول . الفصل الأول من البحث مكرس لتناول مقدمات متعلقة بمنهجية البحث.

إما الفصل الثاني فهو يتناول بنوع من التفصيل الجانب النظري المتعلق بطيات هذا البحث ، الخصائص الرئيسية المميزة لكن طريقة تم دراستها ضمن حدود منهجية البحث ، النظريات النفسية واللغوية التي بنيت هذه الطرائق عليها بالإضافة إلى بعض من مزايا عيوب هذه الطرائق المذكورة سلفاً.

فيما يتعلق بالجزء الثالث والأخير من البحث فهو مكرس لدراسة ميدانية لمجموعة محاضرات لـ ٢٠ مدرس ومدرسة لمدارس متوسطة وإعدادية في ناحية الحسينية التابعة لمحافظة كربلاء المقدسة لمعرفة النسبة المئوية لاستخدامهم لهذه الطرائق التدريسية.

الدراسة انتهت بمجموعة من الاستنتاجات ، النتائج والمقترحات .واحد من تلكم الاستنتاجات التي بينها البحث هو إن طريقة النحو والترجمة (GTM) والتي تعتبر من كلاسيكيات طرائق تدريس اللغة الانكليزية مستخدمة لحد الآن في أروقة صفوف مدارسنا وحصلت على نسبة مقارنة جدا لأحدث طرائق التدريس وهي الطريقة التواصلية (CLT). أوعز الكثير من المدرسين لارتفاع نسبة استخدام هذه الطرائق القديمة لضعف مستوى الطلاب التحصيلي في مادة اللغة الانكليزية. من الجدير بالذكر إن البحث انتهى باستنتاج آخر وهو هناك علاقة توافقية بين كل من الطريقة ،المنهاج والأسلوب التربوي، التعليمي أو التدريسي.