
***Common Methodology Adopted by English Language
Teachers in Counterpart Departments in Mosul
University***

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A. The Theoretical Part:

I. Preliminary:

Language is a means by which human beings communicate with each other (Al_Ni'aimi , 2004:1). As such, people learn a language in order to use it in real situations. This is so because much of the language we use in everyday life is motivated by a desire for self- expression, i.e. exchanging thoughts, feelings, and concepts as opposed to the mere conveying of information or getting things done (Abdul-Fatah, 1997:8).

Of the thousands of languages in the world, English is the most widely spoken as a mother tongue and taught as a foreign language (Al_Dulaimi: 2003,1).

Language teaching is a complex process, where teachers have to follow a methodology, i.e. the application of knowledge to the practical tasks of teaching (Wright:1976,1).

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Common Methodology Adopted by English Language Teachers in Counterpart Departments in Mosul University

Asst. Lect. Rafal Mahmoud Jasim

Modern educational curriculum emphasizes giving the chances of choosing experiences and learning activities to the learner, and trusting in his ability to participate (Mar'i and Al-Heela, 2000: 36). But the curriculum in the university lies in the hands of the instructor because there is no definite book which explains that curriculum accurately and if found it is prepared by a certain instructor, and it is the product of his thoughts mostly (Qawra, 1988: 154).

Because of the learners have to learn language, there are many methodological approaches which are advocated with some or a great deal of variation by teachers and educators (Al-Hamash, 1985: 61). Hence, the new orientation of teaching English should be focused on the use and development of the methods and approaches that are intended to create a successful learner of English language (Al-Mola, 1998: 6), (Al-Dulaimi, 2003: 2).

II. The Importance of the Research:

The importance of the current research is indicated by several points and as follows:

1. To provide local and Arabic libraries with a humble scientific effort.
2. To present various methods of teaching. In other words, it attempts to find out the most suitable methods in teaching English at University level.
3. To use the results of this research as a starting point for further researches in the field of methods of English language teaching.

III. Aims of the Research:

The present research aims to identify the common methodology adopted by English language teachers in counterpart English language departments in Mosul University by finding an answer to the following question: "To what extent do teachers in Counterpart English language departments use the methods stated in the questionnaire?".

IV. Scope of the Research:

The presents research is limited to the English Departments in Education and Basic Education Colleges in Mosul university, during the academic year 2010-2011.

V. Definition of basic terms:

Methodology:

1. Abdul-Razaak (2004)states that methodology is " a group of procedures, practices and scientific activities performed by the teacher in the class in order to teach pupils a specific topic which aims to give them new information and facts".
2. Al-Dulaimi and Al-Wa'aele (2003:21) state that methodology is " a tool or means which bearer science, knowledge and skills. This tool must be suitable to educational situations ,and appropriate for learners age and intelligence in order to achieve useful educational objectives".
3. Al-Obaidi (2007:7) states that methodology is " a group of teaching procedures which comprise the responses of

Common Methodology Adopted by English Language Teachers in Counterpart Departments in Mosul University

Asst. Lect. Rafal Mahmoud Jasim

teachers in counterpart Arabic language Departments in Mosul University to the questionnaire of the research".

4. Good (1979:365) states that methodology is " the theory of the nature, place, and kind of method used in teaching".

• *The operational definition :*

" A group of teaching methods which comprise the responses of English language Teachers in counterpart Departments in Mosul University to the research questionnaire".

• *Counterpart Departments:*

"They are the English Language Departments in Education and Basic Education Colleges in Mosul University".

VI. Previous Studies:

1- Olaimat's (1989) study aimed to discover " Common Methodology adopted by teachers of Al-Yarmuk University and its impact on the realization of University teaching objectives".

The sample of the study consisted of (86) teachers in Al-Yarmuk University. The researcher used a questionnaire as a tool. Data were analyzed by using some statistical means to find out the results which showed that the most methodologies adopted were: lecture, educational reports, researches, educational TV and Video. (Olaimat, 1989: PP.149-167).

2- Al-Omar and Others' (1989) study aimed to define " Common methodology adopted by teachers to explain the subject to pupils in Al-Mustansiriya University".

The sample of the study consisted of (115) teachers in Education, Art, Scientific and Administrative and Economic Colleges.

The researcher used a questionnaire as a tool. By using some statistical means, the researcher found that the lecture method was mostly adopted by the teachers.

3- Ibrahim's (1997) study aimed to discover " The teaching methods used by teachers in seven Departments in the College of Education and Counterpart Departments in Art and Science Colleges in Mosul University".

The sample of the study consisted of (84) teachers. A questionnaire was used as a tool. It included (19) teaching methods. By using some statistical means, the researcher found that the traditional methods supported by reports writing and researchers project performing had been mostly used in teaching (Ibrahim,1997: PP. 47-79).

4- Al-Jobory (2000) study aimed to identify the " Common Methodology of teaching Arabic Grammar used by primary school teachers". The sample of the study consisted of Arabic Language Teachers in Mosul city. A questionnaire was used as a tool of Research. By using some statistical methods, the study concluded that the deductive method was the method mostly used in teaching Arabic Language Grammar. (Al-Jobory, 2004: PP. 70-86).

5- Al-Obaidi (2007) study aimed to investigate " The Common Methodology used by Arabic Language Teachers in Counterpart Departments in Mosul University and its relation with some variables".

Common Methodology Adopted by English Language Teachers in Counterpart Departments in Mosul University

Asst. Lect. Rafal Mahmoud Jasim

The sample consisted of (27) teachers chosen randomly -from Arabic Language Departments in the Colleges of Arts, Education and Basic Education. By using Chi-square and potential mean to analyze data statistically, the results showed that the most methods used were text and lectures followed by the co-operative and educational ones. The results also showed the absence of statistically significant differences in using Methodology according to the variables (gender, title, years of experience and participating in academic training)(Al-Obaidi, 2007:PP.1-24).

VII. The Current study:

The present study aims to shed light on the facets of similarity and difference between the studies already mentioned and the current one and as follows:

1. The present research agrees with the aims of the previous studies. So it aims to identify the Common Methodology adopted by Teachers in different stages.
2. The sample in most of the previous studies include Teaching members in University and primary schools. The sample of the current research study includes English Language Teachers in Counterpart Departments in Mosul University only.

B. The Experimental Design:

VIII. The population:

The population was limited to (43) English language teachers in Counterpart Departments in Mosul University.

IX. The Sample:

The sample of the study was randomly chosen to represent (58%) percentage. It consists of (25) teachers of Asst. lecturer; lecturers, and Asst. profs academic status. On the other hand, the sample was distributed according to the research variables (sex, Specialization, Scientific status, years of experience, the College) see table (1).

Asst. lecturer	lecturer	Asst, Prof.	Prof.	Sex	Year	Specializa tion	College
	11	1		Male	Less than 15 years	Literature	College of Education
				Female			
		1		Male	More than 15 years		
				Female			
1				Male	Less than 15 years	English language	
1		1		Female			
				Male	More than 15 years		
				Female			
11	1	1		Male	Less than 15 years	Applied linguistics	
1	1			Female			
				Male	More than 15 years		
				Female			
				Male	Less than 15 years	Literature	
1				Female			
				Male	More than 15 years		
				Female			
				Male	Less than 15 years	English language	
1	1			Female			
	1	1		Male	More than 15 years		
				Female			
	1			Male	Less than 15 years	Applied linguistics	
1	11			Female			
		11		Male	More than 15 years		
		1		Female			

Table (1) : Sample distribution according to the research variables.

X. Tool of the Research :

The current research used a questionnaire as a tool. Van Dalen (1979) says that "questionnaires are widely used by educators to obtain facts about past, present and anticipated events, conditions and practices" (Van Dalen , 1979: 324).

In order to prepare a questionnaire, the researcher asked (9) teachers of English about the most common methods that they make use of during the responses. The researcher added to them some items from previous studies related to the teaching methods especially that of Al-Obaidi (2007).

The questionnaire, in its preliminary form, consists of (9) items (methods) each of which includes several steps.

XI. Validity and Reliability of the Tool:

In the current research, the validity of the tool had been confirmed through its presentation to a group of qualified experts^(*). The researcher consulted the experts on the

* Experts:

- (1) Prof. Fadhil Khalil Ibrahim . Ph. D.
- (2) Asst. Prof. Hussein Ali Ahmed Ph. D.
- (3) Asst. Prof. Wayees J. Ibrahim Ph. D.
- (4) Asst. Prof. Mohammed Hamza Kana'an, Ph.D..
- (5) Asst. Prof. Ansam Ali Ph. D.
- (6) Asst. Prof. Isaam Ahmed, Ph. D.
- (7) M. Ed. Lamis Muhey Aldin.
- (8) M. Ed. Lubnaa Zuhir.

consideration of some useful changes in the tool of the research. Whereas validity is perhaps the most complex concept in tool evaluation, discount face validity on the ground that appearances may be deceiving. However, if the observer is perceptive and experienced, his judgment that a tool possesses face validity may carry considerable weight as it indicates the degree of such validity (Eble, 1972: 555).

On the other hand, reliability has also been checked by re-administering the same tool after a lapse of time (Heaten, 1988: 162). So, the tool has been applied to a sample of teachers in English Department-College of Arts. This sample consisted of (14) teachers. After (15) days, the researcher applied the tool again on the same sample to find out the rate of reliability which came out to be (0.81). As Brown (1980) mentions, "a reliable tool is that which is consistent and dependable. Sources of unreliability may lie in the tool itself or in the scoring of the tool, known respectively as tool reliability and rate (or scores) reliability. If you give the same tool on two occasions, the tool itself should yield similar results" (Brown, 1981: 211). Accordingly, the tool has been ready to be applied. The final form of the tool consisted of (9) teaching methods that involve (Usually, often, Rarely, Don't use) alternatives. (See Appendix1).

XII. The Statistical Means

Common Methodology Adopted by English Language Teachers in Counterpart Departments in Mosul University

Asst. Lect. Rafal Mahmoud Jasim

1. Pearson's formula of correlation to compute the reliability of the tool, between the first and the second applications of the tool (Best, 1981: 248).
2. Potential mean .
3. Chi-square test to find out Chi-square value (Ferguson, 1981: 201)

XIII. Analysis and Discussion of results:

The present section presents the data obtained according to the research question and its aims, and as follows:

To what extent do the teachers in Counterpart English Language Departments use the teaching methods mentioned in the questionnaire of the research?

Data had been statistically treated by using the Frequency percentage for the responses according to the alternatives (Usually, often, Rarely, Don't use) which grant (4, 3, 2, 1) scores to compute the potential mean and the grade for all methods in the tool of research (see table 2)

Strategy method	Usually		Often		Rarely		Don't use		Potential mean	Grade
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Deductive	6	0.24	14	0.56	5	0.2			2.84	1
Inductive	6	0.24	12	0.48	6	0.24	1	0.04	2.72	2
Cooperative Learning	5	0.2	10	0.4	8	0.32	2	0.08	2.72	3
Sentence analyzing strategy	8	0.32	11	0.44	6	0.24			2.48	4
Texting	9	0.36	8	0.32	6	0.24	2	0.08	2.16	5
Interrogation	11	0.44	12	0.48	2	0.08			2.16	6
Learning	10	0.4	10	0.4	3	0.12	2	0.08	2.12	7

models (Helde- taba) (Merril- tension) (Klose Meyer) (Jeannette)										
Lecture	15	0.6	10	0.4					1.60	8
Discussion	15	0.6	7	0.23	3	0.12			1.48	9

Table (2)Common methodology arranged according to the potential mean and the grade.

Table(2) shows teaching methods used by English Language Teachers in Counterpart Department Mosul University. We notice that the methods mostly used are :

1. Deductive method: with the potential mean (2.84).So this method is in the first rank according to the responses of the sample. This is so because this method is suitable to the nature of English language, especially grammar(Al-Dulaimi:2003,51).
2. Inductive and cooperative learning methods which attained (2.72) as a potential mean. So they came in the second rank. Most of English language teachers depend on these methods. Also teachers make students interact with teacher and with each other.
3. Sentence analyzing strategy came in the third rank followed by texting and interrogation in the fourth rank; in fifth rank learning models, sixth rank lecture and in the seventh rank discussion with (1.48) as a potential mean.

XIV. Conclusions:

Common Methodology Adopted by English Language Teachers in Counterpart Departments in Mosul University

Asst. Lect. Rafal Mahmoud Jasim

In the light of the results obtained, the following conclusions can be drawn:

1. The nine methods mentioned in the current research are useful to use as they enable learners increase their knowledge about language.
2. The teachers have the ability to use different methods when teaching students at all University levels.
3. The Deductive, Inductive and Cooperative Learning Methods can bring about good results when used by teachers in the right way..

XV. Recommendations:

In the light of the results arrived at, the researcher recommends Teachers at Training Institutions so as to provide University Teachers attending Training Courses with varied Teaching Methods. On the other hand, the higher education programs should present lectures about the use of Teaching Methods and the steps followed in adopting each method, in addition to pursuing them after graduation so as to know the extent of the use of such methods.

XVI. Suggestions for Further Research:

The researcher suggests the carrying out of a study that compares the use of the updated methods of teaching with that of the traditional methods of teaching, as far as the teaching of English at the Counterpart Departments is concerned.

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**Common Methodology Adopted by English Language Teachers in
Counterpart Departments in Mosul University**

Asst. Lect. Rafal Mahmoud Jasim

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وزارة التعليم العالي والبحث العلمي

جامعة الموصل

كلية الإدارة والاقتصاد

م/ استبانة

الأستاذ الفاضلالمحترم

تروم الباحثة القيام بدراسة حول

" الطرائق التدريسية المتبعة من قبل تدريسي اللغة الانكليزية في الأقسام المتناظرة

في جامعة الموصل "

" Common Methodology Adopted by English Language Teachers in Counterpart Departments in Mosul University"

ولما كنتم من ذوي الخبرة والاختصاص ولما تتمتعون به من سمعه علمية جيدة ، و لمعرفتكم بواقع طرائق
التدريس الشائعة و مبررات أعتماها من أهمية. لذا ترجو الباحثة التفضل بالاجابة عن الأسئلة المدرجة أدناه
بدقة وموضوعية ، علماً أن الإجابة تستخدم لغرض البحث العلمي فقط .

وتقبلوا منا الشكر والتقدير ..

الباحثة

م.م. رفل محمود جاسم

أولاً: معلومات عامة يرجى وضع علامة (√) في المكان المناسب:

- الجنس: ذكر () أنثى ()
- الاختصاص: ()
- اللقب العلمي: أستاذ () أستاذ مساعد () مدرس () مدرس مساعد ()
- عدد سنوات الخدمة : اقل من ١٥ سنة () أكثر من ١٥ سنة ()
- الكلية : التربية () التربية الأساسية ()

ثانياً: الطرائق التدريسية :

ما مدى استخدامك الطرائق التدريسية المدرجة أدناه لدى تدريسيك المادة
يرجى وضع علامة (√) في المكان المناسب:

**Common Methodology Adopted by English Language Teachers in
Counterpart Departments in Mosul University**

Asst. Lect. Rafal Mahmoud Jasim

No	Strategy	Steps	Usually	Often	Rarely	don't use
1	Lecture	Preparation students minds are prepared for the material and is written on blackboard.				
		The teacher explains the lesson with students participation.				
		He talks and clarifies the subject in details and write important notes on blackboard while explaining the material.				
		He asks students questions about the subject and then he give it a further explanation				
2	Deductive	Introduction students minds are prepared for the new lesson.				
		Presentation: phase of collecting partial facts after the teacher asks the pupils about the examples on backboard				
		Connection and qualifying : arguing the example and analyze them with the students and compare them to know similarities and differences to know the role.				
		Generalization(Concluding a rule): the students extract the rule with the teacher and write it on the blackboard				
		Application: students give new examples and homework of the				

		subject.				
3-	(Inductive) Standard	Introductions: students minds are prepared for the new subject.				
		Present the Rule the teacher write the rule on blackboard.				
		Detailing :asking students to give examples fit with the rules as well as examples that don't fit .				
		Application: Students give new applicative examples about the subject.				
4	Texting	Introduction: Prepare students mind for the new subject.				
		Text writing: the teacher writes text on blackboard.				
		Analysis: teacher explain meaning and morals, analyze text and explain the material to be taught (grammar of the text).				
		Generalization and rule: deduct the rule and the teacher writes on blackboard				
		Application Teacher asks for more new practical example.				
5	Sentence Analyzing Strategy	Introduction: teacher prepare the new subject through examples.				
		Presentation and analysis: teacher give example analyzing them one at a time with connection and equalifirating process with the help of the students to reach the meaning (depending on grasping the				

**Common Methodology Adopted by English Language Teachers in
Counterpart Departments in Mosul University**

Asst. Lect. Rafal Mahmoud Jasim

		meaning).				
		Rule deduction: students deduct the rule after being well-acknowledged with meanings and grammar.				
		Application : teacher asks his students to formulate correct sentences and expressions about the rule.				
6	Cooperative learning	Teacher divides his students in to groups containing (4.6) in coordinates in achievement for each group (high -moderate – low).				
		gives each group some questions to answer.				
		Students begin to work as team.				
		Students give report of their answer about their assignment.				
		teacher gives a mark for the whole team.				
7	Learning models (helde- taba) (Merril- Tenison) (Klose Meyer) (Jannette)	teacher writes an example on blackboard that apply and don't apply on the subject.				
		Asks students about the kinds of sentences written.				
		Motivate students to know the common features of similar sentences to reach the subject of the lesson and then writes it on blackboard.				
		teacher debates with the students in the features of the new subject, deduct the rule,				

		explore it and write it on blackboard				
		Asks students to give new example that both belong and don't belong to the new subject to know that they acquired the new subject.				
8	Discussion	introduction: students minds are set for the new subject.				
		Presentation: after setting students minds for the new lesson, teacher explains the material, gives an introduction about the subject, gives questions to provoke students thinking, to arouse discussion, summarizes the most important ideas about the subject and writes them on blackboard to serve a summary.				
		Evaluation: teacher asks students questions to know the degree of comprehending the subject.				
9	Interroga-tion	Introduction: teacher sets the minds of the students for the new subject.				
		presentation: teacher presents the new subject as lessons , he asks them and call for answer.				
		Evaluation: teacher gives a general summary of the points of the subject, and asks evaluative questions about the subject for the students to know the degree of their comprehension of the subject.				

الطرائق التدريسية المتبعة من تدريسي اللغة الانكليزية في الأقسام

المتناظرة في جامعة الموصل

م.م. رفل محمود جاسم

المستخلص

يتجسد هدف البحث في التعرف على الطرائق التدريسية الشائعة عند مدرسي اللغة الإنكليزية في الأقسام المتناظرة في جامعة الموصل. وقد تكونت العينة من (٢٥) عضواً هيئة تدريس تم اختيارهم بالطريقة العشوائية في أقسام اللغة الإنكليزية من كلية التربية وكلية التربية الأساسية. إذ تم توزيع استبانة مكونة من (٩) طرائق تدريسية على عينة البحث ومن ثم جمعت النتائج التي تم تحليلها بـ(مربع كاي والوسط المرجح) و أظهرت النتائج أن أكثر الطرائق التدريسية استخداماً هي الطريقة الاستقرائية والتي حصلت على المرتبة الأولى في حين حصلت الطريقتان القياسية والتعلم التعاوني على المرتبة الثانية وجاءت طريقة تحليل الجملة في المرتبة الثالثة وتبعتهما في المرتبة الرابعة طريقتي النص والاستجواب ومن ثم جاءت طرائق النماذج التعليمية والمحاضرة والمناقشة في المراتب الأخيرة على التوالي .