

Strategies Implemented in Teaching English as a Foreign Language and its Effect on Iraqi University Students

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Abstract

English is increasingly viewed as essential for academic and professional success, understanding the efficacy of different teaching methodologies is crucial. This research investigates the strategies implemented in teaching English as a Foreign Language and their effects on Iraqi university students. It examines a range of pedagogical approaches, including communicative language teaching, task-based learning, and the integration of technology in the classroom. Data were collected through surveys, classroom observations, and assessments of student performance to determine the effectiveness of these strategies. The findings suggest that while traditional methods still hold value, incorporating interactive and student-centered techniques significantly improves language proficiency and engagement. Moreover, the use of digital tools was found to facilitate learning, particularly in enhancing vocabulary and listening skills. This research provides insights into the most effective strategies for teaching English as a Foreign Language instruction in Iraqi universities and offers recommendations for educators seeking to improve English language teaching outcomes in similar contexts.

Keywords: Teaching Strategies, English as a Foreign Language, Iraqi EFL Learners

Introduction

Learning English language is so important for students and requires more efforts and methods. This research reviews the most important methods used in teaching English as a second language in order to develop the student's ability to learn this language in a simplified manner. Acquiring language skills is a multifaceted undertaking that requires more time than anticipated. Language acquisition occurs over time. linguistic learning can be defined as the process by which a person acquires linguistic proficiency. in order to

help teachers accomplish the learning objectives, teaching strategies are essential to the teaching and learning process

(Pungki & Suwartono, 2019). The techniques that teachers employ to promote learning and assist students in meeting their learning goals are known as teaching strategies

(Espmaker & Tedenby, 2020). Language learning strategies are particular ideas and methods to optimize the process of learning and understanding new input and knowledge. Because different learners approach learning in quite different ways, researchers have studied these differences, and those differences have led to the concept of "learning styles" (Cohen, 2010). A wide range of instructional techniques can be applied to promote learning and assist students in reaching their objectives (Kiftiah, 2019). A deep comprehension of both the subject matter and the students themselves should be the foundation of effective teaching strategies. In addition to the lesson's aims and objectives, teachers should take into account the age, aptitude, and learning preferences of their students. This research expresses the number of methods followed in teaching English language as a foreign language with enhancing and developing to study this language extensively. Teachers can design a more engaging and productive learning environment by using creativity in their approach selection, keeping in mind the needs and skills of their students.

Literature Review

Variety of Techniques

Prior to the 1800s The Romans' study of Greek as a second language may have contributed to the origins of foreign language teaching. Greek teachers or having Greek-speaking domestic workers helped Roman learn the language. At last, people in Europe started to consider language education strategies and pick up another foreign language. Teaching Latin was the first area of interest for language-teaching methods in Europe. The Roman Empire's expansion marked the beginning of Latin instruction. People started learning Latin as the empire grew, and eventually the Western World adopted it as its official language that was used at the time as the language of church and state. Beginning in the early 1800s, language learners were taught foreign languages using texts consisting of basic sentences that incorporated the majority of the target language's grammatical structures. The method for learning a foreign language at the time was to use the native tongue (Setiyadi, 2020,2).

Karl Plotz (1819–81) was the academic who made this argument. Rules and paradigms and phrases for translation into and out of the Language Teaching second language comprised the first half of his methodology. The Grammar Translation Method may have its introduction here. Following the 1800s, a new approach was launched to replace the grammar-and translation-focused language education that had been widely criticized. Vietor suggested a novel method of teaching languages. In his methodical approach, fresh teaching aids included visuals, gestures, and the usage of previously learned phrases. By starting with spoken language and offering descriptive phonetics, Additionally, grammar was taught, although it was done so inductively through text analysis. The Phonetic Method or Reform Method were other names for his methodology. The Direct Method may have originated from the techniques put forth by Gouin and Vietor.

The latter part of the 20th century brought about innovative approaches to language instruction. Among the novel techniques that are well recognized and applied globally is Audio-Lingual Method. This method appears to be the sole one that has been developed to a very high degree. The development project was supported by the US government. the process. Numerous individuals working on the project. Not just instructors of languages however the initiative also involved psychologists and linguistics. Eventually, the approach became popular in the 1960s while teaching foreign languages in colleges and institutions across North America. Its concepts served as the basis for popular series like the *Lado English Series and English 900*, and it supplied the methodological underpinnings for materials for the teaching of foreign languages at the college and university level in the USA and Canada (Richards and Rodgers, 1986: 48). Even now, these materials are still in use. Some other ways have emerged shortly after the development of the Audio-lingual Method. The theories of language and language teaching and learning have served as the foundation for the development of the new techniques. The new approaches include, but are not limited to, Gattegno's Silent Way, Curran's Community Language Learning, Asher's Total Physical Response, Lozanov's Suggestopedia, and Communicative Language Teaching. one of the methods listed, was created in East European nations, and Communicative Language Teaching, another, in England. The new approaches appear to differ from one another and from the conventional approaches at first glance. The methods share numerous similarities with other methods when comparing their basic principles.

Alternatively, it's possible that the new techniques evolved from the conventional ones. For instance, two of the new techniques, the Silent Way and the Total Physical Response, appear to be based on the idea that having tangible objects around aids in learning.

Furthermore, it is difficult to separate the Gouin method's physical activities from the Total Physical Response's, which presented language materials through physical activities. It is impossible to differentiate Community Language Learning from the Unit method, which based its syllabus on a vote by language learners. The former has its language syllabus derived from the students. In the lengthy history of teaching languages, many teaching techniques have been introduced. In language instruction, the phrases approach, method, and technique are sometimes used interchangeably. Individuals frequently refer to one while mentioning the other. In fact, the word "method" is frequently used to refer to all three. Some people believe they are talking about the same thing, which is the process of teaching a language. Are the three terms synonymous or distinct? Anthony made an effort to explain this distinction (quoted in Richards and Rodgers, 2001: 19). Anthony claims that the three are arranged hierarchically. The level of theories is called an approach, the strategy for teaching languages that is in line with the theories is called a method, and the techniques are used to carry out a method. Put otherwise, the three are arranged as follows: technique is implementation, method is procedural, and approach is axiomatic. A collection of related presumptions about the nature of language, language learning, and language education constitutes an approach. The degree of presumptions and views regarding language, language learning, and language education is known as the approach. Diverse individuals may hold varying opinions and presumptions about the nature of language, education, and learning. It's possible to take beliefs or assumptions for granted. It is not necessary for people to agree on the assumptions.

Language Education

various presumptions regarding language and language teaching exist in language education. According to Richards and Rodgers (2001: 20–21), there are three distinct perspectives about the nature of language, which are the structural view, the functional view (also known as the notional view), and the interactional view. According to the structural approach, language is a system of structurally connected parts. According to the functional approach, language serves as a means of expressing functional meaning.

This perspective stresses subjects or concepts that language learners need to communicate about in addition to grammar features, just like the structural approach does. The third perspective is the interactional perspective, which holds that language serves as a medium through which interpersonal relationships and social interactions between people are realized. The three opposing theories of the nature of language will cause people to have varying presumptions about what language is, which will ultimately result in disparate approaches to teaching languages. For instance, instructional strategies derived from the structural perspective advise language instructors to choose their instructional resources according to grammatical Considering factors. After choosing the grammatical components, they will grade them according to the entire lesson plan. The grammatical point of view will also be used to evaluate the teaching and learning process. As a result, the test items in the assessment will be grammatically focused. This also holds true for other techniques that were created using the other two theories about the nature of language. It is necessary to provide ideas about learning or teaching to bolster assumptions about the nature of language itself, since assumptions about it are incomplete.

Numerous theories exist on education and learning. Two issues can be answered by a learning theory that underpins a strategy or method, according to Richards and Rodgers (2001: 22):

- 1) Describe the cognitive and psycholinguistic mechanisms underlying language acquisition.
- 2) What prerequisites must be satisfied for these learning processes to be triggered?

The two questions are often addressed by an approach, while some techniques may just focus on one of the two dimensions. A strategy will be devised based on presumptions on language and language learning. One approach may contain multiple methods. Various approaches stem from varying theories or presumptions regarding the nature of language. The underlying presumptions on the nature of language might vary since different people may concur on some presumptions while disagreeing on others. They don't have to defend why some other people share their opinions while they may disagree with the assumptions. The following presumptions concerning the nature of language might be widespread ones:

1. According to The Silent Way, language is only a collection of sounds with distinct meanings arranged according to grammatical principles.

2. Language is what the typical person says out loud on a daily basis at regular pace using the Audio Lingual Method.
3. Language serves as a means of communicating meaning (Communicative Teaching of Languages).
4. Language is made up of language chunks and is governed by a system of grammatical rules (Total Physical Response).

The fundamentals of a method are also suggested by theories of learning and teaching. According to Richards and Rodgers (2001), learning and teaching theories can address the following two issues: (a) what are the psycholinguistic and cognitive processes involved in language learning, and (b) what prerequisites must be satisfied for these learning processes to be activated. The ensuing presumptions concern teaching and learning theories; when language learners explore instead than repeat, learning is facilitated and retain information without realizing what has to be taught (Silent Method), Both conscious and unconscious processes are involved in learning. roles (Suggestopedia), the social standards frequently obstruct the learning process (Suggestopedia). Language learners will acquire language if they continue to comfort level (Community Language Learning) and forming habits is a process of learning a language (Audio Lingual).

The level of theories is called the approach, and the plan for teaching languages that is in line with the theories is called the technique. Approach should come before method since the goal of language instruction should be originated from theories regarding the structure of language and language acquisition. So what exactly does the word "method" mean? "Method" can refer to various things to various individuals (Mackey, 1975: 155). It can refer to a collection of instructional techniques for certain people or the avoidance of instructional techniques for others. Some view it as the most important linguistic ability, while others focus on the kind and quantity both in terms of terminology and organization. One might deduce various connotations from the word "method." based on the methods' names. In the Direct Method, the word "method" may allude to just one facet of language instruction: content presentation. In the Reading Method, "method" refers to putting a focus on a single language. reading comprehension, but using the Grammar Translation Method "Method" describes the focus of the instructional resources.

Regardless of quality, every instruction needs to incorporate selection, grading, presentation, and repetition. It involves choosing because we cannot

teach every facet of language; instead, we must focus on the portion that we want to instruct. Grading is part of it since we are unable to teach everything. We must arrange the items in order of selection that we made at the same time (Mackey,1975: 157). Presentation is a part of it as well because we cannot teach a language without expressing it to others; we must share the material we have chosen with them. Repetition is a last component since teaching language skills requires practice because all skills are dependent on it. We cannot force others to learn a language without having them repeat the information they are learning. As a result, all approaches ought to incorporate the four phases of language instruction. The four steps of every method should be presentation, grading, repetition, and selection. A few "methods" might only incorporate one or two of the four phases. These "methods" might not be considered methodologies. They might only discuss instructional strategies.

A technique encompasses the entire plan for presenting language materials and is produced based on certain assumptions of an approach. Given that the plan is created using the same presumptions, none of the Plans clash, but together, they form a whole. A method's unity makes the unique approach. Despite the fact that several presumptions of two distinct while some methods may draw from the same theories, others may be developed using a variety of theories. The tiny difference will matter the cohesiveness of an approach distinct from others. The Audio Lingual Method, the Direct Method, the Silent Way, and Total Physical Response are the approaches that include the entire plan for the presentation of language materials. Learn Languages together and Suggestopedia. Richards and Rodgers (2001) have also offered an additional perspective on teaching methods in language.

Learning a new language, especially as a second language, requires the ability to devise a plan or strategy that will facilitate language acquisition. Acquiring language skills requires patience and a multifaceted approach for learners to achieve success. Acquiring language proficiency is not all about stowing information away; rather, acquiring a language involves action. Studies and research on language learning strategies have been produced by numerous researchers. The techniques for learning languages are not brand-new; ancient storytellers have been using them for thousands of years. Language learning strategies are defined as steps, actions, techniques, approaches, and procedures to further gain understanding on specific information in language learning. This definition has been defined in many

ways by different researchers, but it is evident that these definitions generally revolve around the same fundamental and essence. Depending on the interests and learning styles of the students, the tactics are also applied to help them acquire the language more easily. O'Malley et al. (1985) categorized and classified learning techniques into three categories at all times. The first domain or classification pertains to metacognitive techniques, which address the capacity to regulate the learning process and the knowledge of the learning process itself. More memorization and integration are related to cognitive strategy, which is the second area or category. Another subset or class of learning strategies is the socio-affective strategy. Linguistic learning strategies are linked to linguistic achievement or competence (Oxford, 1989). While all language learners employ some kinds of language learning strategies, there are variations in the variety and frequency of these tactics. All ability students employed language learning methods, according to a study by Chamot and Kupper (1989). However, the variety of strategies and how they were applied distinguished effective language learners from less effective language learners. Good or effective language learners employed a wider range of tactics that were more appropriate and helped them finish the work at hand (Su, 2005). Tigarajan et al. (2016) conducted a related study to gain insight into good language learners and their strategies. They identified and concluded that learners employ a variety of language learning strategies to become good language learners, some of which are exceptional even though different learners preferred different strategies methods for learning a language.

Types of Strategies

Numerous types of strategies followed in teaching English as a foreign language; innovation, motivation as well as the skills of reading, writing, speaking and listening. Effective strategies depend on many factors; age, aptitude, and learning preferences of students. Furthermore, to create a more engaging and productive learning environment, teachers can be creative in their approach selection and match it with the needs and abilities of their students. It's critical that educators adopt innovation strategy and make accommodations for inclusive classrooms. The government and educators everywhere have taken a keen interest in the issue of inclusivity in education (Pujiati & Tamela, 2019). Hidayah & Morganna (2019) recommended using a variety of instructional techniques, including direct instruction, cooperative learning, peer tutoring, and active learning, while

teaching EFL in inclusive classrooms. According to their study, in order to satisfy the needs of each student, a teacher must be prepared to use a variety of teaching styles in the classroom. To properly implement the strategies, teachers must also constantly improve their educational knowledge and abilities. To promote learning and assist students in reaching their objectives, a variety of teaching techniques can be applied (Kiftiah, 2019). A lecture is a type of conventional instruction where the instructor imparts knowledge to the class orally or in writing (Fals, 2018). Conventional teaching tactics are methods of instruction that have been around for a while and are predicated on the transfer of knowledge from the instructor to the students. In these tactics, the instructor frequently stands in front of the class and gives a lecture or presentation, while the students sit back and take notes (Tularam, 2018). Textbooks, worksheets, and other printed materials are examples of traditional teaching tools that can be used to support a teacher's lesson plan. They have several benefits, chief among them being familiarity to both educators and learners and ease of use. They are also capable of summarizing a topic and introducing new ideas with effectiveness.

Determining and implementing the concept of motivation in the classroom has shown to be one of the trickier issues in second language learning and teaching, according to Brown (2001, p. 72). Motivation according to Astuti (2013, 14), "it can be defined as a driving force that pushes someone to do something." It appears hard to succeed in learning a foreign language without motivation. One way to characterize someone's motivation for learning a foreign language is their emotional reaction to the process, which is shaped by both their personality and natural characteristics (Karahana, 2007,2). As a result, motivation is crucial while teaching other languages, particularly English. Particularly in foreign language classrooms, teachers are crucial in inspiring students (Astuti, 2013,14). When a teacher can motivate students to learn and participate in the teaching process, there is an increase in classroom engagement. According to Ramirez (2010, 22), the capacity of teachers to motivate is crucial because it fosters a relationship of mutual confidence and motivation and generates a free-stressed environment. Teachers are aware that one of their responsibilities in the teaching process is to motivate students, given the significance of motivation in the teaching and learning process. Every teacher approaches student motivation differently; in fact, motivational tactics can even be found in the unconscious actions teachers do during the teaching and learning process.

Listening is one of the four skills in language learning. The ability to listen is crucial since we must constantly hear spoken words in our daily lives; conversations only happen when we can comprehend the words spoken by our discussion partner. The cognitive process of listening is how we give meaning to sounds. It involves using one's intellect to actively decode, comprehend, interpret, and evaluate messages. It is a specific form of communication that is equally significant to speaking, reading, and writing (Brewster, Ellis & Girard, 2002). Listening is the skill that puts the biggest processing demands for EFL learners since learners must retain information in short term memory at the concurrently with their efforts to comprehend the details. Additionally, Students who are reading can review the material at their own pace typically lack the chance to do so when listening (Rubin, 1995).

Rethinking how we teach listening can be aided by having a better grasp of the listening process. Richards (1990) states that there are two essential elements for this goal; processing from the top down and bottom up; in order to comprehend the text, students can identify lexical and phonetic aspects with the aid of bottom-up processing. Due of their emphasis on bottom-up, language forms at the word and sentence levels activities are very helpful for students who must increase the range of languages they speak. The speed and precision of recognizing and processing auditory input will increase as they get more conscious of the linguistic elements of the input rise. In order to cultivate bottom-up processing, students may be required to discriminate between distinct sounds, word boundaries, additionally, recognize contractions, related speech, identify stressed syllables, understand grammatical structures and functions, identify the connecting terms. Top-down processing uses the information offered by sounds and visual cues to infer the meaning of a listening text based on prior knowledge. The listener uses to determine a text's meaning depends on her familiarity with the speakers, context, issue, and adjusting it to the audio source. This techniques include: keeping an ear out for the major points, subject, and context of the text, listening for particular details, and organizing the data, estimation, guesswork, and inference.

Listening can be divided into seven categories; critical listening, focused hearing, participatory listening, discriminating listening, listening for understanding, and selective listening. both attentive and grateful listening. Every kind benefits students. to improve a variety of techniques and

abilities. Selective listening refers to the educational material used in assignments meant to assist students in deriving certain knowledge from books, even when the writings themselves are far above the student's present proficiency in both language and content expertise. Intense listening required input for assignments, it seeks to draw learners' attention to specific aspects of the language system once the meaning of the text has been determined to some material. Interactive listening involves responding appropriately and concentrates on assisting listeners in becoming aware of variations in listener culture, comments, as well as ways to provide them. Differentiating between auditory and visual cues is indicated by discriminative listening, which forms the foundation for all other listening activities. Listening for comprehension is important for ensuring that the information is understood while avoiding making significant decisions about the communication by determining its meaning. Critical listening is defined as assessing what is being said, differentiating and understanding the message to make a decision regarding the message. Appreciative listening is to take pleasure in or learn something sensory from the content.

Methodology

Ninety students of Mustansiriyah University, college of Basic Education, department of English Language were participated in this research. Each 30 students from the first, second and third stage. The students ranged in age 19 to 22. Students used the different teaching strategy that was assigned to them to study, they were required to respond to the surveys, then interviewed after that. A questionnaire conducted and all students were given the eight-questions to complete in order to get their perspectives. Next, the survey methodology was conducted as an observational study in the classroom. The survey and data collection ran in November 2024. Every student provided an answer to every question. Tables were used to express these responses. The collected data was sorted, and the percentages of each questionnaire's responses were totaled and carefully examined.

Data Analysis

The questionnaires were created for students In order to give them more comprehensive understanding of different strategies in teaching English Language. Its purpose was to ascertain the expectations and opinions of Iraqi university students. Ninety students received the questionnaires. To ensure that the participants understood every question, the researcher had to go into great depth.

Questions	Agree	Disagree
1-It is important to learn English language?	90%	10%
2-do you enjoy learning English with different strategies?	95%	5%
3-Is teaching English language in an innovative way?	72%	28%
4 Do you prefer using direct instruction in learning English language?	59%	41%
5-It is effective to use multimedia in learning English?	87%	23%
6- Choosing listening strategy helped to improve your English language?	95%	5%
7- listening strategy is so important in learning English language?	97%	3%
8- Reading strategy is effective in learning English language?	74%	26%

It is clear from the answers of question one that English Language is the most important language to learn. A highly percentages agree on the importance of this language at Iraqi university. In question two, students agree in using different strategies in learning English language like innovative, motivation, listening or watching as well. This will make the process of learning a foreign language most enjoyable and easier. According to question three, 72% of students in favor, 28% of them against, The majority of respondents think that teaching English through creative techniques is advantageous. This indicates that learners and educators are open to exploring new techniques beyond traditional methods. Innovative ways might include interactive activities or the use of technology to engage students more effectively. A significant majority believe that innovative methods are beneficial for teaching English.

In question four, Although direct instruction is preferred by most, the margin is not particularly wide. Because of its structure and clarity, direct instruction—in which teachers impart a skill set in an understandable and

unambiguous manner—is preferred. The significant minority, however, points to a sizeable portion of students who would profit more from other strategies like student-centered learning or discovery learning. Most people believe that using multimedia to learn English is beneficial as 87% of students agree and 23% disagree in question five. Learning can be made more interesting and tailored to individual learning styles by using multimedia resources such as audio clips, films, and interactive software. The significance of incorporating multimedia into language learning curricula is highlighted by this high percentage. In question six and seven, the vast majority concur that listening techniques aid in English language improvement. This demonstrates how important hearing is to learning a language; exposure to spoken language improves vocabulary growth, pronunciation, and comprehension. There is general agreement that teachers should include listening tasks and exercises in their lesson plans. The strategy of reading in question eight is strongly endorsed by the majority. Reading is crucial for increasing vocabulary, comprehending grammar in context, and developing comprehension abilities. But the 26% who disagree could indicate that certain students find reading difficult or that they would rather communicate verbally or by listening.

Findings and Discussions

The survey results provide insightful data on learners' attitudes towards English language acquisition, highlighting key trends and preferences that can inform educational strategies. 90% of respondents agreeing that learning English is important, it's evident that English holds significant value globally, both as a medium of communication and as a skill necessary for personal and professional growth. This consensus underlines the universal recognition of English as a global lingua franca, essential for accessing educational resources, international business, and global networking. The minority (10%) who may not see its importance could be influenced by factors such as strong local languages, limited exposure to English in their environment, or specific career paths that do not prioritize English.

A striking 95% of respondents enjoy learning English through various strategies, which suggests that flexibility and variety in teaching methods greatly enhance student engagement and motivation. The enjoyment derived from using diverse strategies likely contributes to more effective learning outcomes, as it caters to different learning styles and keeps the process dynamic. However, the small percentage (5%) that does not enjoy these

strategies might prefer more traditional methods or find certain strategies challenging, which could point to the need for more personalized learning approaches.

The 72% of respondents who favor innovative teaching methods highlight the growing demand for creativity and modernization in education. Innovative methods, such as project-based learning, gamification, and the integration of technology, can make learning more relevant and engaging for students. However, the 28% who are less enthusiastic about innovation may feel that traditional methods are more reliable or effective for their learning needs. This divergence suggests that while innovation is generally welcomed, it should be balanced with proven traditional techniques to accommodate all learners. 59% of respondents preferring direct instruction, it's clear that many learners value clear, structured guidance from instructors. Direct instruction offers a straightforward approach, which can be especially effective in teaching foundational skills and concepts. However, the relatively high percentage (41%) that does not prefer this method indicates a significant interest in more interactive or student-centered approaches, such as inquiry-based learning or collaborative activities. This suggests that while direct instruction remains important, incorporating a mix of teaching styles could better address diverse learning preferences.

The use of multimedia in learning English is supported by 87% of respondents, which underscores the effectiveness of visual, auditory, and interactive content in language acquisition. Multimedia can make abstract language concepts more concrete, provide diverse contexts for language use, and cater to various sensory preferences. The minority (23%) who may not find multimedia effective could face challenges related to access, technological literacy, or may simply prefer more text-based or traditional resources. An overwhelming 95% of respondents believe that listening strategies have helped improve their English, highlighting the critical role of listening in language learning. Listening is not just about understanding spoken language; it also helps with pronunciation, vocabulary acquisition, and the ability to comprehend different accents and speeds of speech. The few who did not find it helpful may struggle with auditory processing or might benefit more from other strategies, such as reading or speaking.

Almost universal agreement (97%) on the importance of listening strategies emphasizes that listening is foundational in mastering a language. This

finding suggests that language programs should prioritize listening exercises, incorporating a variety of audio materials, such as podcasts, conversations, and lectures, to enhance comprehension skills. The 74% agreement on the effectiveness of reading strategies points to the importance of reading in language learning, as it helps build vocabulary, comprehension, and writing skills. However, the 26% who are less convinced of its effectiveness might find reading challenging or might benefit more from other language activities. This suggests that while reading should be a key component of language learning, it should be complemented with other strategies like speaking, writing, and listening to create a balanced approach.

There is a strong agreement among respondents on the importance of learning English and the effectiveness of various strategies, especially listening and multimedia. Respondents largely favor innovative teaching methods and diverse learning strategies, which suggests that educators should consider incorporating a variety of approaches to cater to different learning preferences. Listening strategies and the use of multimedia are particularly effective and well-received, indicating that these should be prioritized in English language education. While direct instruction is favored by a majority, the significant minority suggests that a balance with other instructional methods might be more effective. The survey reveals a strong preference for a varied and dynamic approach to English language learning, with a particular emphasis on listening and multimedia strategies. While there is considerable support for innovative teaching methods, the continued relevance of direct instruction and reading strategies cannot be overlooked. Educators should aim to create a balanced curriculum that integrates these insights, offering diverse, innovative, and effective strategies to meet the needs of all learners. By doing so, they can enhance engagement, motivation, and ultimately, the proficiency of English language learners.

Conclusion

The information points to a clear preference for using innovative strategies and multimedia in the lecture. This is in line with current trends in education, which support dynamic and interesting learning settings. The significant portion of respondents who support reading and listening tactics emphasizes the importance of these skills for language learning. Reading enhances vocabulary and comprehension, while listening helps with pronunciation and rhythm. Even if creative approaches are preferred, many still appreciate hands-on education. This shows that the most successful

method may be a well-balanced one that incorporates creative, multimedia, strategy-based learning together with direct instruction. The value of contextual and cultural exposure in language learning is further demonstrated by the impact of viewing films, television shows, and listening to music. In order to accommodate various learning preferences, it may be concluded that teaching methods need to be diversified. Using a combination of direct instruction, interactive activities, and creative approaches, digital technologies, multimedia resources, and listening programs are effective in designing interesting and productive learning experiences. Teachers can design a more engaging and successful English language learning environment that caters to the interests and preferences of a varied student body by using these observations.

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الاستراتيجيات المتبعة في تدريس اللغة الإنجليزية كلغة أجنبية وأثرها على طلبة

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مستخلص البحث:

يُنظر الطلاب إلى اللغة الإنجليزية بشكل متزايد على أنها أساسية للنجاح الأكاديمي والمهني، لذا يُعد فهم فعالية منهجيات التدريس المختلفة أمراً بالغ الأهمية. يتناول هذا البحث الاستراتيجيات المطبقة في تدريس اللغة الإنجليزية كلغة أجنبية وتأثيراتها على طلاب الجامعات العراقية. ويتناول مجموعة من المناهج التربوية، بما في ذلك تدريس اللغة التواصلية، والتعلم القائم على المهام، ودمج التكنولوجيا في الفصول الدراسية. جمعت البيانات من خلال الاستبيانات، وملاحظات الفصول الدراسية، وتقييمات أداء الطلاب لتحديد فعالية هذه الاستراتيجيات. تشير النتائج إلى أنه على الرغم من أهمية الأساليب التقليدية، إلا أن دمج التقنيات التفاعلية والمتمحورة حول الطالب يُحسن بشكل كبير من كفاءة اللغة وتفاعلها. علاوة على ذلك، وُجد أن استخدام الأدوات الرقمية يُسهّل التعلم، لا سيما في تحسين مهارات المفردات والاستماع. يُقدم هذا البحث رؤى حول أكثر الاستراتيجيات فعالية لتدريس اللغة الإنجليزية كلغة أجنبية في الجامعات العراقية، ويُقدم توصيات للمعلمين الذين يسعون إلى تحسين نتائج تدريس اللغة الإنجليزية في سياقات مماثلة.

الكلمات المفتاحية: استراتيجيات التدريس، اللغة الإنجليزية كلغة أجنبية، متعلمو اللغة الإنجليزية كلغة أجنبية في العراق