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The Instructional methods employed by teachers in English as a Foreign Language (EFL) classrooms

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الأساليب التعليمية التي يستخدمها المعلمون في فصول اللغة الإنجليزية كلغة أجنبية

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Abstract:

This study aims to investigate how secondary school teachers in Qarabulli can improve their teaching skills and how their environment influences the development of these skills, ultimately aiding them in more effectively addressing problems. To achieve this, a quantitative approach employed in secondary schools within Qarabulli city, specifically in EFL classrooms. The study included two male teachers and twenty-five female teachers. Data collected using a closed- ended questionnaire, which analyzed and presented in easily interpretable tables and graphs using percentages. Several assumptions were made, including that teachers take into account classroom size, available time, student interest, and their own teaching experience when choosing a teaching method. The findings indicated that the majority of participants utilized the Grammar Translation Method, Direct Method, and Audio-Lingual Method for teaching English.

Keywords: Method, Teaching strategy, influence, student interest.

المخلص:

تهدف هذه الدراسة إلى بحث كيفية تحسين معلمي المرحلة الثانوية في مدينة قرابولي لمهاراتهم التدريسية، وكيف يؤثر محيطهم على تنمية هذه المهارات، مما يساعدهم في نهاية المطاف على معالجة المشكلات بفعالية أكبر. ولتحقيق ذلك، تم استخدام منهج كمي في مدارس المرحلة الثانوية بمدينة قرابولي، وتحديداً في فصول اللغة الإنجليزية كلغة أجنبية. شملت الدراسة معلمين اثنين وخمس وعشرين معلمة. جُمعت البيانات باستخدام استبيان مغلق، ثم خللت وعُرِضت في جداول ورسوم بيانية سهلة الفهم باستخدام النسب المئوية. وقد استندت الدراسة إلى عدة افتراضات، منها أن المعلمين يأخذون في الاعتبار حجم الفصل الدراسي، والوقت المتاح، واهتمام الطلاب، وخبرتهم التدريسية عند اختيار أسلوب التدريس. أشارت النتائج إلى أن غالبية المشاركين استخدموا أسلوب الترجمة النحوية، والأسلوب المباشر، والأسلوب السمعي اللغوي لتدريس اللغة الإنجليزية.

الكلمات المفتاحية: الأسلوب، استراتيجيات تدريس، تأثير، اهتمام الطلاب.

Introduction:

A structured Linguistic system is essentially an organized method of communication, based on grammatical rules and a common vocabulary. Grammar governs how words are combining to form

coherent sentences, while vocabulary offers the construction component for expression. As stated by Lauder (2008) English is employing to stay current with technology and scientific advancements as well as to pursue better work prospect. This example demonstrates how English serves as a global lingua France, enabling individuals and nations to keep pace with scientific developments and improve their employment prospects. Teaching English in Libya has indeed been an important of the country's educational development for over forty years. English is often regards as a vital, global language, and many Libyan students and professional seek to learn it to improve career respects and participate more fully international affairs. Teaching English is crucial to a foreign language's position and success. Because English is not use to teach the language in the classroom as communication tool during social interaction students, find only a little amount of English inside and outside the classroom. Besides that, the assertion that teaching and learning English are essential for individuals to integrate to their country's economic advancement underscores the pivotal role of English in todays interconnected world. Here is an expanded explanation of how English proficiency facilitates economic participation and national development. According to Linnan (2014, p. 56), "teaching and learning English need the ability especially in English language, so that they can become part of the global economy and help their country to move economically in turn". To achieve all these, the teachers should use a variety of teaching methods in the classroom. Ndirangu (2007) Asserted that teaching methods serve as the tools through which an educator endeavors to convey the desired learning or experience to their students. The teacher's capacity and readiness to adapt in the absence of traditional teaching resources, along with assessment and subsequent activities, as well as the unique differences among learners all play significant role in determining the educator's selection of specific Teaching method.

Statement of the problems:

A good-sized range of English instructors and college students face difficulties in teaching and studying English as an overseas language.

In addition, these difficulties have an effect on the performance in the class. The instructors want an innovative way and choose some right strategies and techniques that can assist instructors and college students to existing their thoughts in teaching getting to know technique in the classroom. Teachers can be in a position to promote language methods, and they ought to assemble their personal principled techniques or figure out what principles they draw on in their teaching. Teachers want an integral technique to build their very own teaching. Despite the reality that this difficulty is very essential to be discuss, there are no ample research on this field. To fill this gap, the cutting-edge learn about is performed to look at the instructing strategies that the instructors use in EFL classroom.

Research Questions:

This study conducted to answer the following questions.

1. What are the ideal methods that instructors of a second language might utilize?
2. How do Libyan teachers' method of instruction influence their students' English proficiency?
3. How may the instructional strategies employed by educators in Libyan schools be improved?

Objectives of the Study:

This study conducted to achieve the following objectives:

1. To look into the teaching strategies used in EFL classes by Libyan students.
2. To look into how the instructional strategies employed by Libyan teachers affect the English proficiency of their pupils.
3. To look for ways to enhance the instructional strategies employed by teachers in Libya.

Limitations of study:

This research is limited to identify the teaching methods and strategies utilized by Libyan educators in English as a Foreign Language classes.

Hypotheses of the Study:

The research founded on the subsequent hypotheses: 1. Instructional strategies and a strategy to improve teaching methods. 2. Factors influencing the selection of the most effective teaching methods 3. The careful selection of teaching methods positively influences pupils' English proficiency and their ability to develop their own principled techniques.

Significance of the Study:

- **First**, because the research enables them to master the best schools level teaching strategies, the study is crucial for EFL teachers.
- **Furthermore**, the research anticipates that the study would add to the body of information and emphasize how instructional strategies affect secondary school level students' performance.
- **Second**, the results of this study will offer useful insights into how different teaching strategies affect students' academic performance.
- **Third**, the study will lay the groundwork for future literature researchers who wish to investigate how instructional strategies affect secondary school level and students performance. Lastly, the

study's conclusions will advance our understanding of instructional strategies and provide a foundation for further investigation.

Methodology of the Study:

This analysis grounded in a quantitative framework, using a questionnaire as the means of data collection. The focus of the study is on the influence of teaching methods, strategies for enhancing these methods, and the deliberate selection of teaching techniques on the English proficiency of pupils. The sample for this research is limited to 27 teachers, including 2 males and 25 females, from secondary schools in Qarabulli city, particularly in EFL classroom.

Literature Review:

Introduction:

The study's theoretical review presented in the current chapter, which also covers teaching and learning English as well as the advantages and disadvantages of various teaching strategies. A few earlier studies are included at this chapter.

Theoretical Review:

Teaching and Learning English:

English has become an indispensable language in higher education, scientific studies, technology, exploration, business, and trade in the twenty first century. The role of the English language is crucial in this context. As a global language, English has prompted modifications in language education programs across many countries worldwide, solidifying its status as fundamental subject of education starting from the elementary level. According to AL Khatib (2008), the tutoring of English, in particular, is rapidly becoming more prevalent in the region. This is not solely, because the language regarded as an essential tool for the modernization efforts of the populace, but also because of its significant influence on various aspects of their daily lives. The Libyan government has prioritized the education of English among Libyan youths in seminaries, aiming to cultivate them into exemplary global citizens. This initiative commenced in the (1940), following the conclusion of World War II, in the northern region of Libya under British administration Mohsen, (2014). However, the effectiveness and success of English language instruction in the country have not met expectations. This shortfall may be partially attribute to the prolonged exposure to western influences, as well as to mismanagement and the absence of well-structured, effective programs designed to fulfill the aims and objectives of English language education. The country operates a centralized educational academy system where all seminaries across the country utilize the same curriculum, textbooks, and teaching materials, while all students evaluated simultaneously. This approach ensures consistency in the educational framework, as every Libyan child learns from the same syllabus, educational materials, and textbooks, regardless of their regional background within the country. Moreover, the criteria for hiring academic instructors are nearly uniform. However, this phenomenon also highlights that the challenges faced by Libyan educators are uniformly experienced.

English Language Learning in Libya: Challenges and Cultural Relevance:

In Libya, children start learning English as early as the first grade, around the age of seven. However, local Libyan educators do not develop the English textbooks used in schools instead; a British company publishes them. While these materials follow international standards, they often fail to align with the needs, proficiency levels, and sociocultural context of Libyan students. This disconnect creates significant challenges for both Libyan EFL teachers and students. Since these textbooks lack localization, they do not reflect the students daily lives, cultural background, or learning environment. As a result, teachers struggle to make lessons relatable, while students face difficulties engaging with content that feels foreign and disconnected from their reality. Additionally, assessments based on these imported textbooks further complicate the learning process. Without locally adapted curricula, students may find it harder to grasp key concepts, and teachers must bridge the gap between the material and their students' actual learning needs. Challenges in English Language Education While Libyan schools have basic infrastructure, they often lack advanced resources such as -functional language labs –Audio-visual teaching aids.

Interactive learning tools Professional development workshops - To keep educators updated on best practices by addressing these gaps, Libya can foster a more effective and engaging learning environment for students and teachers alike. Subsequent editions of English handbooks published for implementation in Libyan classrooms. The new editions developed utilizing alphabet structure, vocabulary, and restatement techniques. Consequently, Libyan educators instructed to teach using the Grammar Translation Method. The revised English handbooks present the language as a series of isolated components based on distinct vocabulary and grammatical structures. According to Orafi and Borg (2009), these handbooks encourage Libyan teachers to motivate students to learn vocabulary, alphabet rules, and reading materials. While also utilizing their native language to grasp English letters and vocabulary. It is essential for Libyan students to engage in English discourse across various

functional contexts as outlined in the new editions of the English handbooks. The new handbooks incorporate collaborative work, peer interaction, and problem-solving activities.

Both foreign language literacy and strategies for using foreign languages encompassed within foreign language literacy strategies. Collectively, they signify the methods or actions that learners intentionally select to enhance their literacy, their application of it, or both. Conversely, the exploration of strategies has resulted in a distinction between strategies employed for various purposes such as communication, language performance, information retrieval, and the processes of speaking, listening, reading, and writing (Cohen, 2014). Furthermore, Chamot (2004) characterized language literacy strategies (LLS) as the specific techniques or behaviors that individuals utilize to assist them in comprehending, learning, or retaining new information.

They divide language literacy strategies into three orders:

1. Metacognitive strategies, which involve planning, monitoring, and assessing literacy conditioning.
2. Cognitive strategies, which are limited to specific literacy tasks and involve more direct manipulation of the literacy material itself.
3. Socio-affective strategies, which are related to social-interceding exertion and transacting with others and involve more direct manipulation of the literacy material itself.

According to Rubin (1987), all methods of learning, whether they are directly associated with literacy *cognitive* or have a lateral effect on the literacy process, are categorized as learning strategies *metacognitive*. By cognitive, he refers to explanation, practice, memorization, and monitoring.

By metacognitive, he refers to planning, goal setting, and self-regulation, and various communication styles utilized to address communication challenges.

When individuals are required to apply their knowledge, they resort to social methods.

English Teaching Methods:

A teaching method is the strategic approach an educator uses to deliver subject matter, tailored to the unique characteristics of their students. Every classroom is a diverse mix of learners, from the exceptionally gifted to those who need more time and support to grasp new concepts. Because of this diversity, a truly effective teacher must be adaptable, skillfully adjusting their instructional style to meet the individual needs and learning paces of every student in the room.

The outcome of a learning and teaching activity hinges on the teaching method, which serves as a cohesive element within the teaching system. The precision of the method utilized by educators directly correlates with the likelihood of achieving the learning objectives (Udysy, Herawaty, Saifullah, Khaliq, and Setiawan, 2022). Regarding teaching methods, they must be capable of transforming the teaching interaction environment into one that is both instructive and educative, thereby motivating learners to participate in active learning, as well as nurturing and enhancing their interest in learning and boosting their learning enthusiasm. This approach will lead to improved learning outcomes and extend the duration of the teaching process.

Djamarah (2010) argued that the teaching technique is a strategy to achieve the intended results. The teacher will attain the objective of seamless instruction by using an exact method. When goals established to help students learn specific abilities. The techniques employed must be adopted to those aims. Therefore, teachers should employ methods that enhance teaching and learning activities, so that they can be used as an effective tool for accomplishing the teaching goals. Thus, learning methods represent strategies utilized by educators to attain their aims in teaching and learning activities.

The classroom's learning environment is just as important to the educational process. The ambiance in the classroom should be accommodating, peaceful, calm, enjoyable. Because student's interests or passions affect their cognitive abilities, when students feel at ease and joyful during teaching and learning, the brain will easily accept the material specified by the instructor. The achievement of public's learning results from the student's hard effort in a number of activities that occur throughout the educational journey. This instance cannot establish if the teacher's teaching methods and the learning atmosphere in the classroom do not align with the characteristics of the students. A good achievement acquired via hard effort, thoughtfully, and comprehensively considered, ensuring that students attain satisfactory results (Zuldafril, 2011).

Numerous teaching methods have been proposed, evaluated, implemented, and subsequently either embraced or dismissed in the domain of ESL/EFL instruction over the decades. Consequently, an appropriate teaching methodology that is suited to the nature of English courses required. The subsequent section will examine some impacts of the most teaching methods.

Grammar-Translation Method:

The Grammar Translation Method is technique for teaching languages that enables students to explore literature in the target language. Learning the grammatical rules and vocabulary of the target language can assist learners in reaching their objectives. Broughton et al. (2002) said that traditional

view of the English language as a set of grammatical rules and vocabulary led to a teaching method that picked and thought the major grammar rules, with exceptions in a designated sequence.

Setiyadi (2006) also mentioned that although it sometimes said that the aim teaching is to be able to read literature in its original language, the Grammar translation includes array of approaches. Broadly, speaking, teaching target language regarded as a mental discipline.

The main advantage of this method is that it allows for a comprehension of phraseology. (Abstract concepts, idioms, phrases, metaphors, similes, etc.) Due to the feasibility of translation. As a result, learners will achieve a clear grasp of complex concepts. This could be a factor why this procedure is still in use in different areas worldwide. The languages of both students and teachers facilitate communication instead of obstructing it. Students can comprehend effectively when they taught in their native language. This method is beneficial as it allows learners to acquire grammatical rules via a deductive strategy.

Direct Method:

The direct method involves acquiring language within a context that is pertinent to persons. The Direct Method of Teaching, also known as the Natural Method, represents a teaching approach that refrains from employing the student's first language and instead focuses on the target language. (Stern (1991) pointed out that the meaning of the name, Direct Method, comes from the fact that meaning is to be conveyed directly into the second language through demonstration and visual aids. Based on the principles, it uses the way in which most people have traditionally acquired languages in early stages).

Audio- Lingual Method:

The audio-lingual method (ALM) is attends to structure and form more than meaning. According to Abduh (2016), the Audio-Lingual Method (ALM) anticipates that importance of mastering grammatical structures and comprehending the essential components of phonology, grammar, and vocabulary—through repetition and memorization. This method encourages learners actively use the languages speaking and listening ahead of reading and writing, allowing students to imitate and practice conversations by developing automatic, instinctive responses, much like a native speaker.

Total Physical Response:

The (TPR) method aims to teach language through physical movements, where a teacher fulfills three roles: an order receiver, a model presenter, and an action supervisor, while TPR can alleviate stress, enhance understanding, and make vocabulary acquisition feel more instinctive and unforgettable.

Richards and Rogers (1986, p. 87) "The Total physical Response Method (TPR) is built around the coordination of speech and action, defined as a language teaching method that attempts to teach language through physical (motor) activity. The Total physical Response Method is associated with the psychological term "tracking theory", which includes rote re-learning technique through intense repetition of both verbal repetitions and physical activities (Richards & Rodgers, 1986, p. 87).

Suggestopedia:

Suggestopedia, as mentioned by its establisher, Georgi Lozanov. Lozanov (2005) attempts to use all aspects of suggestion to facilitate learning. The suggestion here is about something that can make students feel more enjoyment and less stress in the teaching and learning process. Suggestopedia is a teaching method that based on a modern understanding of how the human brain works and how we learn most effectively.

Villamin et al. (1994) indicated that Suggestopedia offers the students a positive mindset in the classroom helps students remove the notion that they are unable to achieve. Students should be calm in the classroom with gentle music and low lighting to enhance students' attitudes or to support their education. It engages a student's creativity. For instance, learners reveal their identities and respond to the instructor. As a result, utilize the intended language.

Communicative Language Teaching:

Communicative language teaching is more appropriately viewed as an approach rather than a method; it pertains to a diverse set of principles that embody a communicative viewpoint on language and language learning, which can be applied to improve numerous classroom procedures.

These principles include:

1. Learners learn a language through using it to communicate.
2. Authentic and meaningful communication should be the goal of classroom activities.
3. Fluency is an important dimension of communication.
4. Communication involves the integration of different language skills.
5. Learning is a process of creative construction and involves trial and error.

According to Richards (2005, p. 2), "Communicative language teaching can be understood as a set of principles about the goals of language teaching, how learners learn a language, the kinds of classroom activities that best facilitate learning, and the roles of teachers and learners in the classroom".

The Silent Way:

The Silent Way is an instructional approach that emphasizes the teacher's silence while promoting student participation in speaking and utilizing language. This Method developed by Caleb Gattegno, who advocated for the use of color charts and colored Cuisenaire rods by teachers. The Silent way shares a great deal with other learning theories and educational philosophies. The silent way is a language teaching methodology that emphasizes minimal teacher talk during class, while promoting maximum student participation in speaking. This approach is distinguished by its emphasis on discovery, creativity, problem solving, and the utilization of supplementary materials. According to **Richards and Rodgers (2001), the method can be summarized into three key features;**

1. Learning is facilitated if the learner discovers or creates rather than remembers and repeats what is to be learned.
2. Learning is facilitated by accompanying (mediating) physical objects.
3. Learning facilitated by problem solving involving the material to be learned.

Methodology:

Introduction: This chapter describes the process of gathering information that enables me to answer research questions, and the goal for all data collection is to capture evidence that then explains, in the data analysis in order to draw conclusion about the problem of the research.

Research Method:

The data for this study was collected during 2025 academic year by using quantitative method, this study is typically depends on how different teaching strategies affect students' academic performance and to look for ways to enhance the instructional strategies employed by teachers in Libya.

The study participants are individuals thought to possess the ability to provide the researcher with valuable insights pertinent to the study questions. The study's participants included 27 teachers from secondary institutions in the city of Garabulli.

Research Design:

The function of design research is to collect evidence that helps us fix the problems of the study perfectly, as logically and clearly as possible. The research uses quantitative methods in order to carry out the study.

Quantitative research, defined as research, describes group characteristics or behaviors in numerical terms, and it is the process of collecting and analyzing numerical data. This helps to investigate the teaching methods that teachers at secondary schools in Garabulli city use in EFL classroom, and to investigate the impact of the teaching methods that teachers at secondary schools in Garabulli city use on the students English performance.

Participants of the study:

This study indicates to the participants who could give us the answers to the questions and may give us more information about the obstacles that they were facing in their work with EFL students.

Questionnaire:

Questionnaire is a tutor that breaks down into groups of questions and other kinds of motivation that engage teachers in rich answers to questions that help researchers gather information. The questionnaire of this study is closed-ended questionnaire consisted of 20 statements related to the teaching methods that teachers.

Results and discussion:

Teachers gave a questionnaire to complete in order to gather the data, which then analyzed using statistical methods like frequency and percentage.

Analysis of Personal Information:

Table (1): Distribution of participants according to gender.

Gender	Frequency	Percent
Female	25	92%
Male	2	7%

Based on Table No.1 it revealed that there were 27 participants, with 92% of them being female and 7% being male. The figure that follows illustrates this.

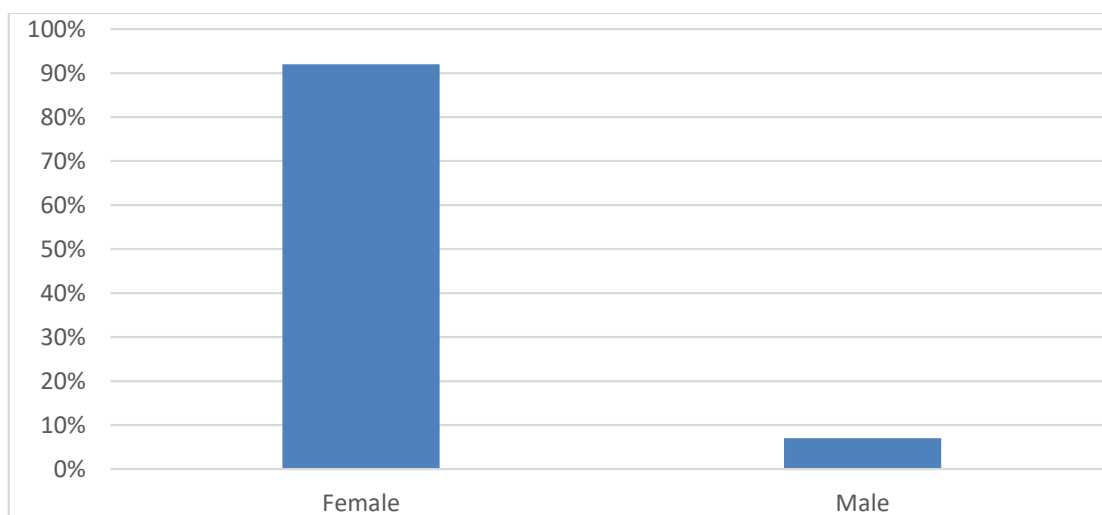


Figure (1): Distribution of participants according to gender.

Table (2): Distribution of individual according to age group.

Age	Frequency	Percent
25-35	23	85%
35-45	4	14%

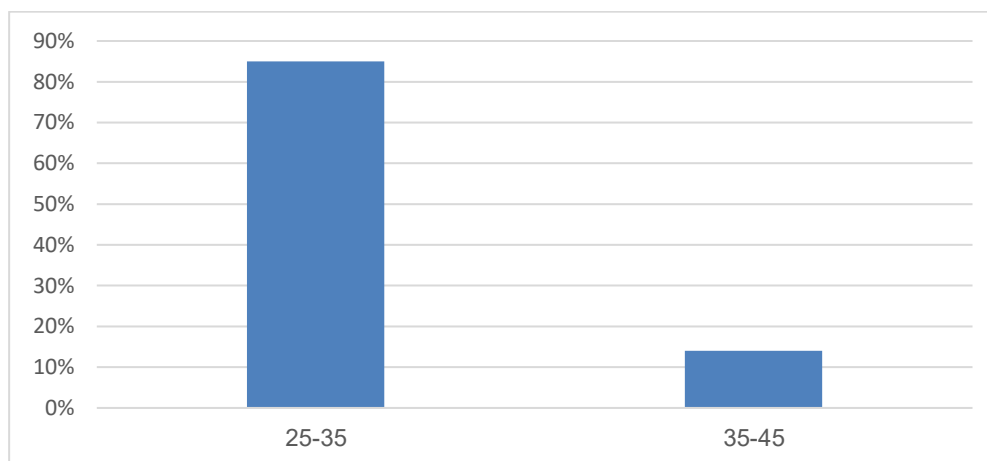


Figure (2):

Eighty-five percent of participants were between the ages of twenty-five and thirty-five years, while fourteen percent were between the ages of thirty-five and forty-five. This is in line with the typical demographics of English as foreign language instructors.

Approach of Teaching Method that the Teacher Follows:

Table (3): Which approach do you employ when teaching foreign languages, and do you believe there are any requirements?

Methods	Frequency	Percentage
Grammar-Translation Method	22	80%
Direct Method	16	60%
Audio- Lingual Method	16	60%
Total Physical Response	5	20%
Suggestopedia	1	3%
Communicative Language Teaching	12	55%
The Silent Way	3	10%

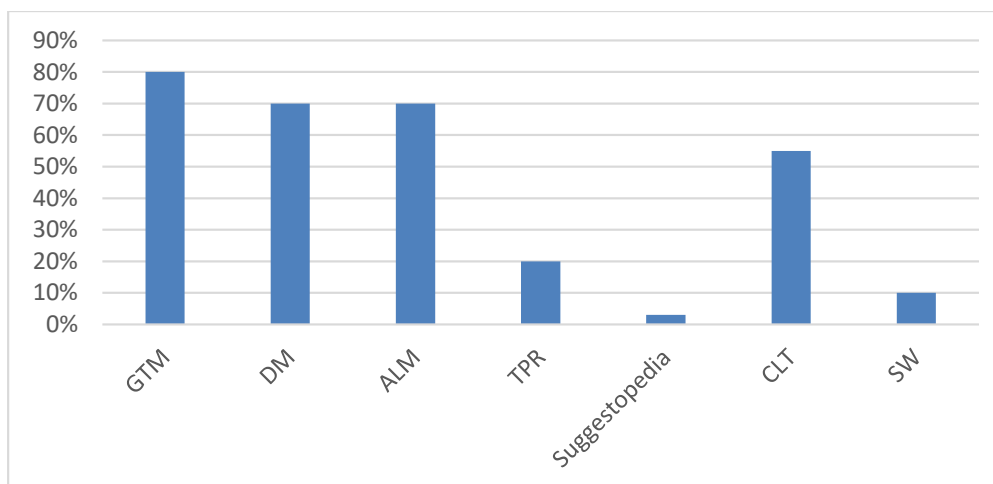


Figure (3):

The Grammar Translation Method used by the largest percentage of participants (80%) in the previously mentioned Figure (3) because it makes teaching English easier. Additionally, due to their emphasis on use the target language in the classroom, teachers favor the Direct Method and Audio-Lingual Method with equal percentages (70%). After that, (60%) of teachers use Commutative Language Teaching, which encourages students to communicate with one another. The Total Physical Response Method, which emphasizes vocabulary and listening, is used by (20%) of teachers.

Teachers who prefer to be as silent as possible in the classroom and encourage students to produce as much as possible make up (10%) of the teachers who use the silent method. Teachers who use Suggestopedia about (3%), however, they prefer to use it, but teachers guided by the curriculum designer.

Table (4): Do you anticipate using multiple approaches in a single lesson?

Item (1)	Frequency	Percent
Yes, frequently	1	3%
Yes, sometime	9	33%
Yes, rarely	3	11%
No, never	14	51%

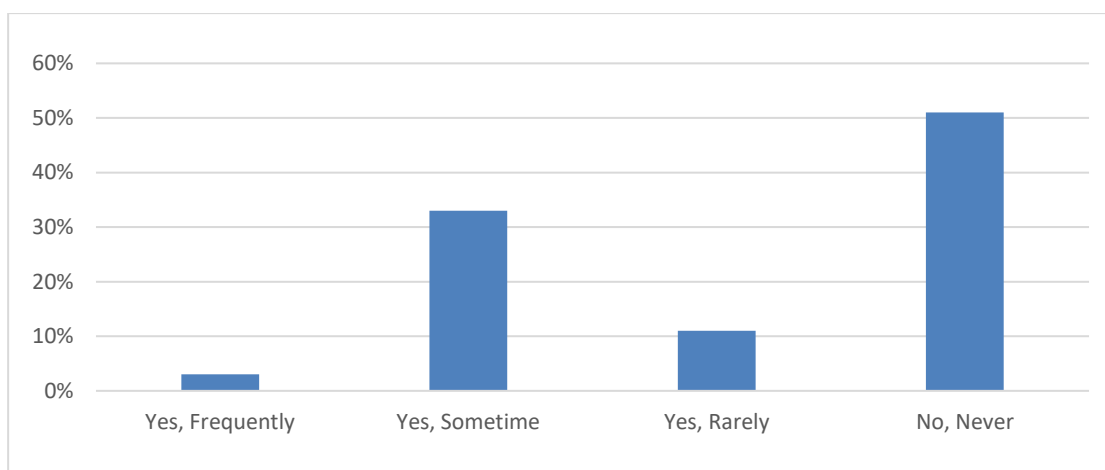


Figure (4):

Figure (4) Response of participants about item "Do you anticipate using multiple approaches in a single lesson? One participant gave a frequent response, which could indicate that their lessons do not require it or that the teacher has trouble combining the two methods. (33%) of respondents said they occasionally use two approaches, possibly because their students are advanced or have extensive experience teaching foreign languages. (11%) said they rarely use multiple approaches in a single lesson, possibly because their subjects rarely require a combination of two approaches. Ultimately, however, the majority of participants stated that they would never combine the two methods in a single lesson.

Table (5): Do you believe that some approaches motivate students more than other approaches.

Item	Frequency	Percent
Yes, always	8	29%
Yes, sometime	12	44%
Yes, rarely	5	18%
No, never	2	7%

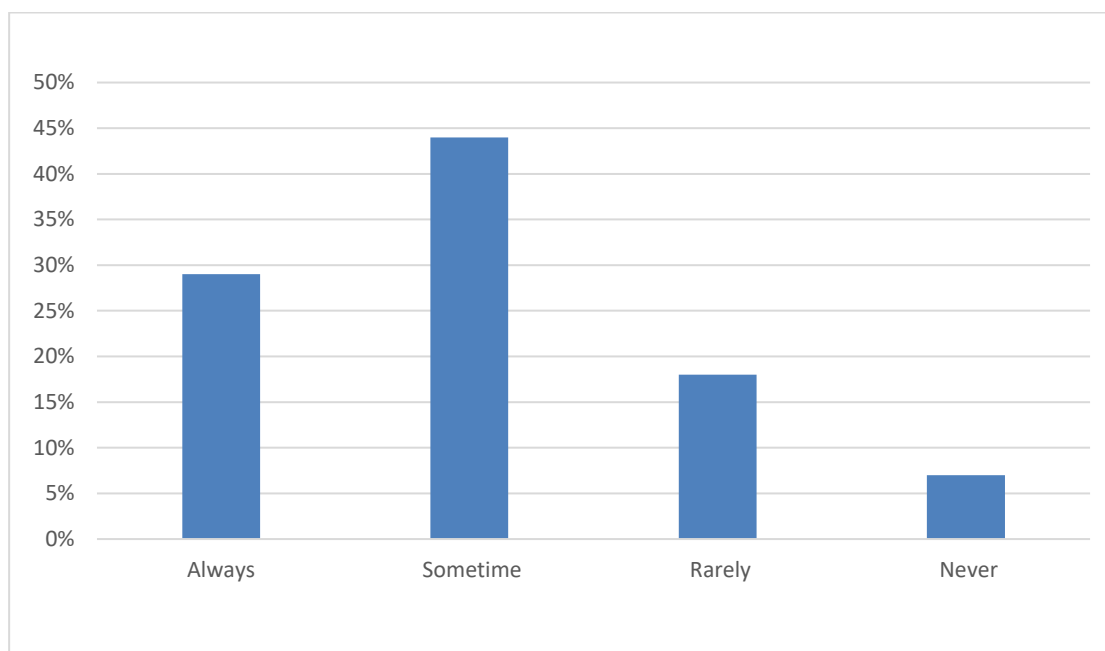


Figure (5):

According to the figure above, most participants concur that the approaches (always, sometimes) encourage students, making them more engaged and interested during class. Furthermore, other participants are divided between (rarely, never).

Table (6): Do you believe that different teaching methods are required for each skill.

Item	Frequency	Percent
Yes, always	12	44%
Yes, sometime	8	29%
Yes, rarely	5	18%
No, never	2	7%

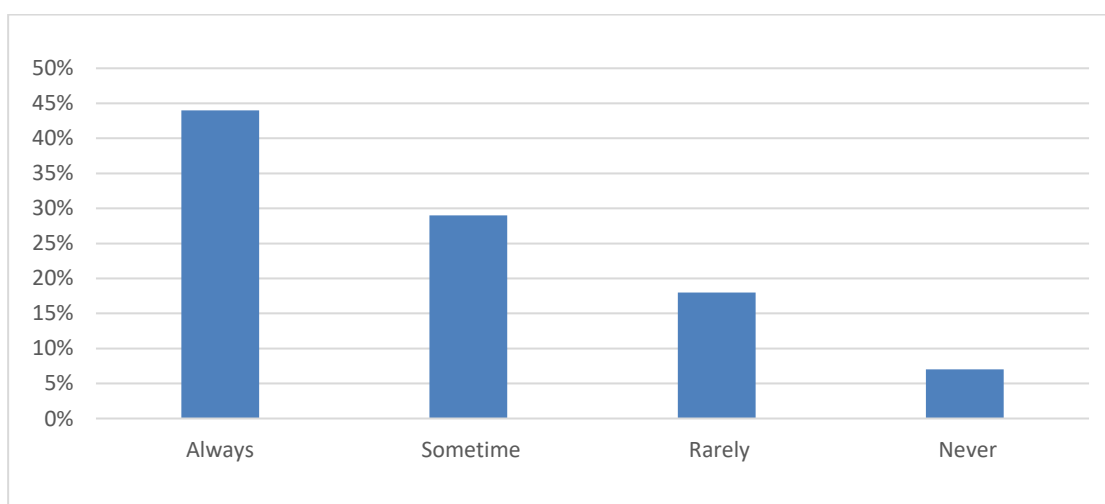


Figure (6):

According to the above figure, most participants agreed that different teaching methods needed for each skill when teaching foreign languages. However, a small percentage of participants stated that teachers should rarely or never modify their methods to accommodate different skills.

Table (7): Do you believe that teachers' methods may influence by economic considerations?

Item	Frequency	Percent
Yes, always	9	33%
Yes, sometime	14	51%
Yes, rarely	3	11%
No, never	1	3%

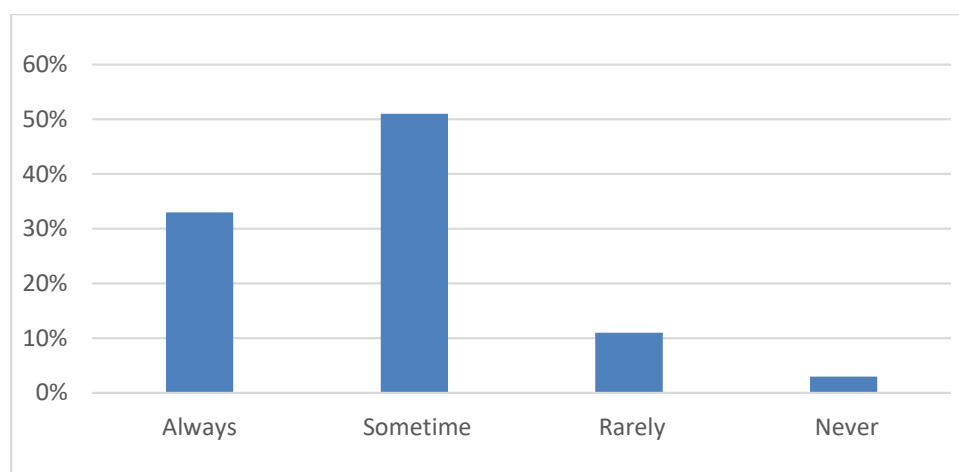


Figure (7):

Figure (7) Response of participants about item Do you believe that teachers' methods may influence by economic considerations? The majority of the teachers stated that their choice of teaching method sometimes influences by economic considerations about 51% percentage and always-about 33% percentage.

Table (8): Do you believe that a teacher's approach may influence by the students' age and level?

Item	Frequency	Percentage
Yes, always	23	85%
Yes, sometime	4	14%

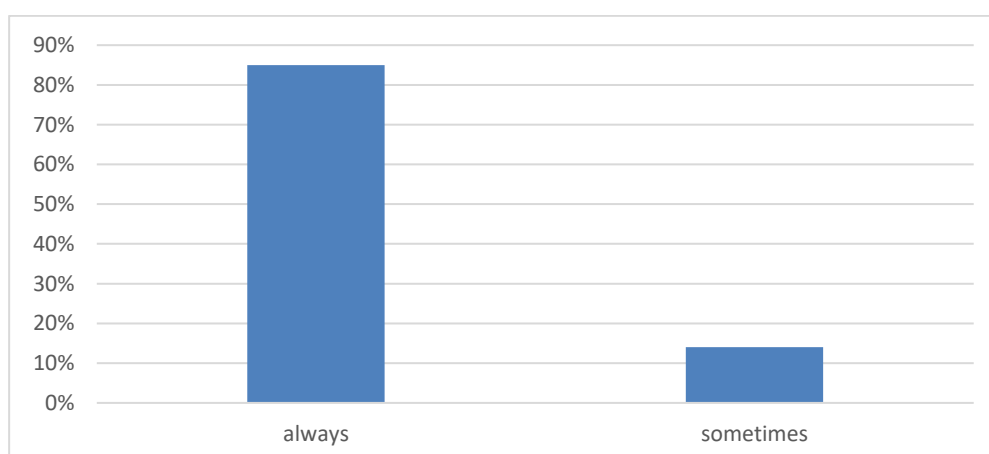
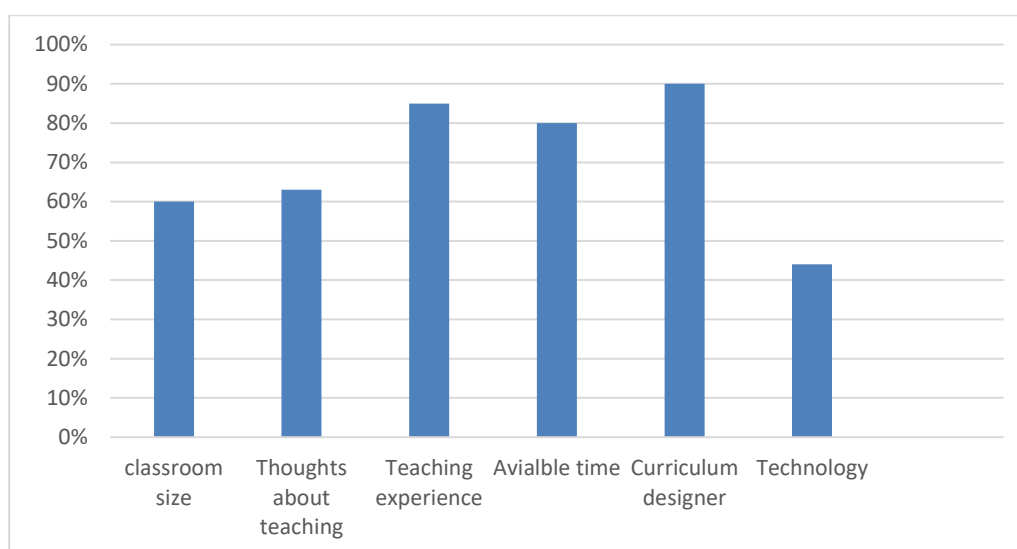


Figure (8):

According to the aforementioned figure, 85% of teachers base their teaching strategy on the age and skill level of their pupils. This could be because some teaching strategies require students who have a wide range of experience or who are of a suitable age. Despite this, 14% of educators occasionally adapt their teaching methods to the age and skill level of their pupils.

Table (9): Teachers' Perceptions about Teaching Methods

Statement	Frequency	Percent
When choosing a teaching strategy, I take the size of the classroom into account.	16	60%
My teaching methods influenced by my thoughts about teaching and learning language.	17	63%
My teaching experience informs my choice of instructional strategies.	23	85%
Take into account the available time, I select the teaching and learning activities.	22	80%
I chose the teaching exercises based on the curriculum.	25	90%
Technology accessibility affects how I teach.	12	44%

**figure (9):**

The figure (9) shows that there are numerous barriers of factors influencing teachers' selection of instructional strategies. The curriculum designer, who had the highest percentage of 90%, was first in line to be responsible for selecting the teaching technique. The teaching experience came in second with 85%, and the third was the time available, which accounts for around 80% of the factors influencing the teaching approach. Though the percentages for teaching and learning language, classroom size, and technology were lower, we cannot deny that these factors had a significant impact on the teacher's choice of teaching methodology.

Table (10) Do you believe that the learning environment in the classroom is equally crucial to the educational process?

Item	Frequency	Percent
Yes, always	23	85%
Yes, sometime	4	14%

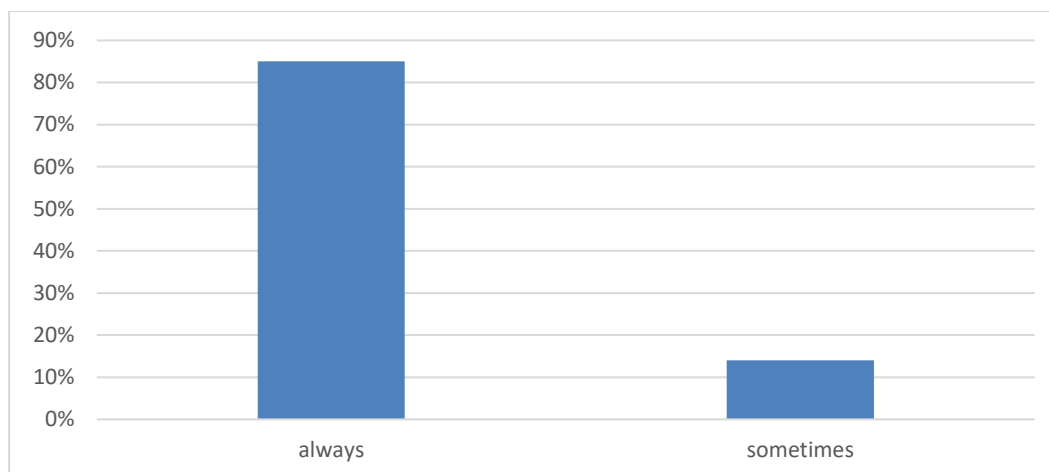


figure (10):

The data presented in the aforementioned figure indicates that 85% of educators formulate their instructional strategies in accordance with the classroom-learning environment. This trend may be attributable to the fact that certain pedagogical approaches necessitate a conducive environment, particularly those methods that require specific instructional aids. Conversely, 14% of educators demonstrate a propensity to occasionally modify their teaching methodologies to accommodate diverse classroom circumstances.

Table (11): Do you agree with the statement that the brain will readily accept the information presented by the teacher when students are comfortable and happy during instruction?

Item	Frequency	Percent
Strongly Agree	16	59%
Agree	8	29%
Natural	3	11%

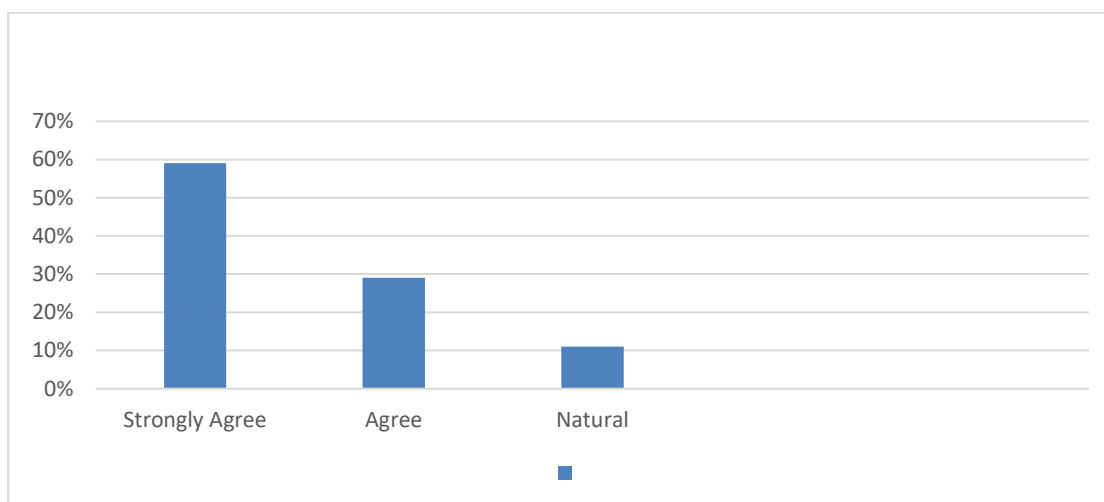


figure (11):

According to the information presented above, 59% of teachers strongly agree that students are more likely to absorb information from their instructors when they feel comfortable and happy during lessons. Conversely, when students are mentally fatigued, their understanding of the material diminishes, and their ability to retain information is compromised. Additionally, 29% of teachers agree with this perspective, while 11% believe that this phenomenon is a natural occurrence in any classroom setting.

Conclusion:

This study examines key findings and offers recommendations on optimizing teaching methods and implementing specific activities for both teachers and students within the university setting. A researcher analyzes the influence of various teaching methods employed by educators on students' performance in

English, as well as explores ways to enhance these teaching methods. Additionally, the researcher investigates prevalent teaching strategies and the underlying principles associated with each. Moreover, the research indicates that numerous perceptions influence teachers' selection of teaching methods.

Recommendations:

1. Educators should be aware of the teaching methods they employ from multiple perspectives. First, they should consider the subject matter taught and identify the most appropriate teaching strategy for each subject. Secondly, they must recognize the various perceptions that effect their choice of teaching methods. Lastly, it is essential for teachers to possess.
2. Students should be attentive to the guidance provided by teachers in the implementation of these methods during learning. Furthermore, students need to the teacher's use of different teaching strategies based on the requirements of the lessons. Only then will they be able to grasp the subject matter effectively.
3. Future researchers may utilize the findings of this study to develop further research regarding the impacts of Grammar Translation, Direct and Audio-lingual methods.

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