

# Reasons that Make Teachers of the English Language don't Use the Different Strategies, Approaches, Techniques and Methods to Teach the Activities of Text Books to their Students in Private Schools in Amman-Jordan

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## Abstract

The research represents the study of the reasons that make teachers of the English language don't use modern strategies, approaches, techniques and methods to teach the activities of the English text books to their students. The importance of this research lies in the attempt to discover these reasons by making questionnaire and then to know the medial account of each item and its percent. The questionnaire consists of (31) items which represent many questions about strategies, approaches, techniques and methods. The others related to the relationship between teachers, the school administration, the educational supervision, the conditions around them and between teachers themselves. This research is limited to the English teachers in private schools in Amman-Jordan 2014-2015. This research consists of four chapters one deals with the research importance the need, the aim and the limits of the study chapter two deals with the theoretical introduction, about the educational strategies, approaches, techniques and methods and aims of using them chapter three introduces the research curricula, the procedures and the research surrounding. Chapter four represents results and their explanation.

**Keywords:** Strategies, Approach, Technique, Methods,

## The Introduction

Several studies were conducted in this field of teaching the English language or foreign languages all over the world in order to master this language well, so those studies provided recommendations and suggestions to the specialized parties, teachers, and supervisors in light of the use of different strategies, approaches or techniques and methods. So teachers in Jordan still suffer a lot from using or employing such strategies, approaches, methods and techniques, and implementing them during their teaching lessons, that has called the researcher to conduct this current study to find out the reasons that make teachers of the English language don't use different strategies, approaches, techniques and methods and to treat the problem and the relation to some variables to know the causes.

Using strategies, approaches, techniques and methods is a scientific and civilized aspect that accompanied humans for a long time and they are developed and they became the requirement for any educational process to succeed. As the 20<sup>th</sup> century has witnessed the era of sequence and technology and satellites that play an important role in teaching and learning because of the urgent need in the different fields of knowledge specially when the conditions are too may and they have the effect on the effort and on the path of the workers and the productivity of their work.

Teaching is a field in which the teacher needs the planning skills to use strategies techniques, approaches and methods and understanding their components and the principles of their pillars (Wilkinson, 1975).

Teaching is a complex process because teachers perform their work in their minds as a set of factors and conditions affecting directly the educational process and because the students, they work with one of different ages, different aptitudes, trends and attitudes.

In addition to change that takes place on the schooling material also the environment surrounding the school.

## The Research Problem:

Student's weakness and the low level of their achievement in learning materials specially, English language forms a continuous challenge for those who study it that is why there were high calls to raise the education level and treating the weakness.

Some studies and literature attributed the weakness to several reasons.

The problem is embedded in planning for using such strategies, approaches methods and techniques, for teaching lessons and doing so, which is considered not to use them is a process that represents methodology and the way to work it.

The reasons for not using them are many; including that some teachers consider them is only a set of assumptions, ways, procedures and behavioral aspects to give lessons to their students. Also they consider it a

routine work that creates negative attitudes toward teaching lessons of the English language.

Some teachers knowledge specially the new teachers not affirming the importance of planning to use the different strategies approaches, techniques and methods and its effect on the educational process because planning to use them leads to achieve the desired goals seeking to develop the learner mentally and physically.

In addition teaching process demands the preplanning to use them as it is a very accurate process such as the engineer's need to achieve his/her project, and the lawyer's need to prepare and plan for the hearing in front of the court.

This problem is found within the majority of teachers neglecting the use of different strategies, approaches techniques and methods, because they find difficulty in preparing and implementing using them, despite the advantages of using them. Some teachers find them boring as they are committed to a certain routine forgetting that this use goes according to the progress and the rapid development in knowledge this makes it a very important educational issue.

### **Research Importance and its need:**

Making teachers believe in using such different strategies, approaches, techniques and methods is a very and necessary in the educational process because the teacher is considered the key for the educational process and the social pioneer that the society depends on them to raise their sons and daughters.

Teachers are no more transferring the knowledge, but their responsibility to educate the generations mentally, ethically and physically and they are able to achieve the teaching goals and translate them to a tangible reality.

Teachers are the source of the intellectual civilization in their nation and society. So it is impossible to achieve the good educational results without the presence of a qualified teacher no matter how good the used curriculum or the good teaching methods.

It I possible to illustrate the importance of using strategies, approaches, methods and techniques:

- 1- To help teachers to organize the elements of the educational process.
- 2- To prevent teachers of unorganized lesson teaching process.
- 3- To provide positive effect on the students.
- 4- To help teachers organize their thoughts and time designed to the teaching topic or specific schooling period.
- 5- To contribute to the development of the educational process and the development at the schools tests, improving the learning level and enhancing its quality determining its weakness and strengthening the curriculums and the scientific schooling requirements. (Chaudron, 1988)

### **It's possible to determine the importance of this current research:**

- 1- Education is very important in the nations' and societies; life as means to achieve scientific progress.
- 2- Teachers are very important elements in the educational process.
- 3- Using different strategies, approaches, techniques and methods are very important in determining the lesson goals and the teachings means of the subject.
- 4- The importance of the English language in our life.

Many educators praised the functional roles that the teacher performs in the educational process as one of the most important element in it which is an important agent in education because the curriculum and the schooling system gain their importance from the personality of that teacher.

### **The Research Goals:**

This current research aims at:

- To know the reasons that make teachers of English don't use different strategies, approaches, techniques and methods to teach the activities of the text books to their students.
- To know the benefits of using such different strategies reproaches techniques and methods.

### **Research limits:**

This current research is limited to the male and female teachers of the English language at private schools in Amman-Jordan in the scholastic year 2014/2015

### **Key words:**

**Strategies:** It is high level plan to achieve desired goals for future under certain conditions (Richards, 2004)

- A planned series of actions for achieving something, in general it's skilful planning (Van Lier, 1988).
- A method or a plan chosen to bring a desired such as achievement of goals or solution to problems.

- Approach:** It's a method used to come near to in quality, character, time or condition in dealing with a accomplishing.
- It is a way of dealing with something or to begin to deal with a situation or problem in particular way or with particular attitude. (Brumfit & Johnson, 1979).
- Technique:** It's a method of doing some tasks or performing something.
- It's one's skillfulness with the fundamentals of particular task. (Asher, 1972).
  - A way of carrying out a particular task or special way of doing something. (Widdowson, 1978).
- Methods:** an area where a particular work is done.
- It's a particular form of procedure for accomplishing or a well-organized and well-planned of doing something. (Thomas, 1977).
  - Main point that we followed to take or to be in a good situation. (Wright, 1988).

### **The Theoretical Frame:**

Using different strategies, approaches, techniques and method

Teachers and responsibilities are changed with the change of the contemporary life and its demands while the teacher's job was only to transfer the information to the students.

It became now demanding them to perform the educator and the social supervisor's responsibilities and roles. So the success of the educational process demands a teacher who possesses the capabilities, the skills and the attitudes that make him/her an educator contributing to solve the educational problems, and able to better investment and using the educational techniques, strategies, approaches and methods skillfully and in deep understanding of his/her duties towards his/her nation and society through the educational positions.

Teachers should provide their students with the information experiences they need, and to know all those information and the educational subject with its importance. It's not sufficient alone, it should be combined with the relevant educational methods approaches, techniques and strategies also teaching knowledge about the communication means by which will be able to deliver the information he/she has, ideas, attitudes and skills. Also the teacher needs to acquire the learning skill in order to deliver experience, skills and responsibilities so the recent year's interest increased in the need of the teacher to use approaches different strategies, techniques and methods for teaching successful lesson for students.

The researcher has not with many female and male teachers of the English language to know how they plan to use such strategies, approaches techniques and methods for their lessons. So researchers found out that using these strategies, approaches, techniques and methods is very important step in education because this determines what the student can learn also it turns the available curriculum into activities and assignments for the students and when the teacher devotes five hours for the language and fifteen minutes to science every week so the students at the classroom will learn more in the science subject (Doyle, 1983).

It's clear that planning to use different strategies approaches, techniques and methods reduces the degree of uncertainty of teaching; even the best plan of using those can't control everything that can happen at the classroom.

New teachers look to using those in their lessons, as reference frameworks flexible to work and not stole charts that should not overlook (Clark, 1983).

Clark affirms that there is no certain model for the active learning, teacher with experience don't continue using the same teaching plans, of their lessons that they learn through teachers' educational programs rather most of them believe that they are helping them in learning this system as a base (Clark & Peterson, 1982).

The importance of using strategies, approaches techniques and methods emerges from the goals it achieves for the teacher or for the student because teaching is a process that forms an integrated system that has many inputs and different processes and specific outputs. This means the need for thinking about controlling the variables of this process in order to guarantee reaching the desired results effectively and efficiently.

There is need for the directed planning to use different strategies, approaches techniques and methods towards investing the inputs of this process as best as possible, whether these inputs related to the teaching time or to the efforts, materials or the used means.

Such educational strategies, approaches techniques and methods illustrate the work's paths and determine them and updating them, explains the responsibilities and roles so the educational body will be aware of its role and its responsibilities in a way that helps achieving the goals with less effort and time as possible and planning to use them has an importance which is embedded is being a needed mechanism process explaining how to translate the desired goals to actual results (Richter, 1997).

To achieve the desired results because of the teachers need to use them.

Teaching the lesson should depend on the basic pillars in their daily work. So lessons that don't follow different strategies, approaches, techniques and methods will be with a result that is boring and killing the creativity spirit of both the teacher and the student and create a state of disorganisation and confusion that increases the teacher's burden, so the new teacher needs in this is more than the experienced teacher (Shepard,

2000).

**There are many reasons for using strategies approaches, techniques and methods during lessons:**

- 1- To provide teachers with security and confidence in themselves and reducing anxiety and tension to perform their work.
- 2- To be aware of the teaching steps and to stand on a solid ground.
- 3- To provide teachers with educational experience so they start with the most important and to know when to move the following step and if there is need to modify their work.
- 4- To enable teachers the opportunity to organize the needs of the different students and to meet the needs of every student in order to overcome the individual differences between students.
- 5- To provide teachers with such educational strategies, approaches, techniques and methods.
- 6- To enable teachers use them in teaching as a urgent necessity and pre-requisite

**Justifications of using the educational strategies, approaches, techniques and methods:**

- 1- To make teachers understand more and to be aware of teaching their subject and to enable them set goals they wish to achieve within the educational goals.
- 2- To help the new teachers to build their confidence and the student's confidence in teachers, and to pass the feeling of anxiety during the performing lesson teaching because they make teacher clearly understand the goals of their new lesson.
- 3- To help teachers know the modern teaching methodology leading them to economical time and effort, reducing trial and error.
- 4- To help students respect and appreciate the teacher characterised by being organized, clear, with meaning and value regarding their scientific achievement and their educational growth.
- 5- To review teacher's plans after implementation by the teacher at the classroom this develops the spirit of self critique (Stiggine, 2001).

**Competences related to using strategies, approaches, techniques and methods:**

Competence is a compound capability that includes the knowledge, skills, and attitudes, so there are educational competence connected with the capability to perform the related tasks to teaching profession and the teachers' tasks. Competence isn't only connected with the classroom work but also the comprehensive roles of the teacher inside and outside of the classroom.

There are some of the competences relating using the educational methodology:

- 1- Understanding the content of the scientific material in a way that permits the selection of educational materials that leads to high awareness in teaching the specific material preparing them.
- 2- Awareness about the changes and the development in the study materials in the different fields in order to achieve effective learning.
- 3- Planning teaching and procedures that lead the students to explore self and values, the positive interaction strategies, self-control in addition to the academic skills and information.
- 4- Determining the teaching and learning goals.
- 5- Selecting the relevant tests and placing them to measure the extent of the student's progress toward achieving specific goals. (Brumfit, 1980).
- 6- Determining the type of the needed learning to help students to reach the determined goals.
- 7- Determining the specific educational characteristics' for students in the light of their capabilities and developmental characteristics (Sutton, 1997).

**The basic principles for using these methodology elements:**

- 1- Full understanding of the educational goals, because understanding them in their general context and behavior has its great impact on using them in realistic form.
- 2- Teachers should know the students' characteristics in addition the student nature, needs and aptitudes that became their goals to develop student as much as possible scientifically, socially and intellectually, so they take into account these sides that will achieve results with good level.
- 3- Good teachers should master the subject they are teaching, to know about the scientific material, not only the details; they also know the values of those different materials to contribute to achieve the educational goals.
- 4- Teacher should have wide knowledge about the teaching methodology and their use because this knowledge has great impact on the student's learning and because they will use the relevant teaching methods in their teaching to be an effective means in achieving the planet goals (Tierney, Carter, Desai, 1991).

### **The elements and dimensions of the educational process**

Using such methodology elements deals with all elements and dimensions of the educational process affecting and affected by them.

#### **These dimensions and elements are:**

- 1- **The student:** the goal of teaching is to deliver the information to the student as fast as possible with less effort which is one of the most important elements.
- 2- **The teacher:** Those methodology elements help the teacher to determine the priorities of the lesson and the needed educational means to deliver the information and preparing the opportunity for the teacher in an organized track of presenting the lesson that helps in promoting self confidence. Teachers in all educational stages considers the first base of the learning process which in reality is the result of the teachers communications with the student, and the relation between them play great role in building the learners personality also the teachers' personality has a great impact on the learners.
- 3- **The learning process:** using methodology elements leads to facilitate the learning process and making it meaningful for the students because teachers search, bring, and select the best methods to deliver the material for students in order to achieve the desired goals in the learning process.
- 4- **The curriculum:** it's a set of educational experiences that is in clued facts, concepts, skills and attitudes that schools make them available to students inside and outside borders to make the comprehensive change in all aspects of their personality, directing their behavior according the determined educational goals to fulfill their societies' needs.  
Curriculums should prepare students for life, also curriculums have goals that the teacher should know to assess their general goals to specific goals and be able to achieve them through the lesson.
- 5- **School exams:** the successful use of such methodology elements directly makes it easy for the teacher to set and determine the date of daily and monthly exams.

#### **The Research's methodology and procedures:**

This chapter includes followed researches' method and procedures in determining the researches' population selecting the sample and how to build the instrument. The means to affirm its validity and consistency, the adopted statistical means in dealing with the data as follow.

#### **Research's Method**

The researcher has selected the descriptive method because it is relevant and fits the nature of the research since describing the present problem as it helps in making the necessary steps to treat it. Through analyzing the current situation and explaining it.

The descriptive method identified as every inquiry aimed at one phenomenon of the phenomenon as it is in reality with the intention to explore its sides and determining the relation between its elements between it and other social and educational phenomenon (Willis, 2000).

The descriptive method importance is not limited to collecting data, tabulating the data, but proceeds to make the comparison between the information illustrating the similarities and the differences between them in order to explain the studied phenomenon (Kupeisi, 1987).

#### **The Research Population**

The researcher selected (30) private secondary and primary schools in Amman of the private governorate, and randomized sample method in selecting male and female teachers of the English language was used. The number of teachers was (320) in the scholastic year 2014-2015.

#### **The Research Instrument**

The researcher used the questionnaire (table 1) as an instrument to collect data to achieve the goals of the research because the questionnaire is considered a suitable tool to get data and the views in short time temporarily and as the only tool to get information of its humans source (Allwright & Baily, 1991).

The researcher reviewed the previous studies, books, references, abstracts and theoretical backgrounds also according his personal experience, so this study wasn't conducted by any researcher in Jordan and there is no ready instrument to achieve the goals of this study. The researcher designed this tool according to these steps:

- 1- The researcher used exploration questionnaire to 50 teachers of the sample teacher and there was an opened question to find out the reasons of ignoring different strategies, approaches, techniques and methods.
- 2- The research achieved 36 items through the exploration questionnaire and he benefited of building the tool of the research.

### Credibility of the instruments

The researcher asked number of the jury of the educational and psychological sciences and methodologist of the English language to know if the items are suitable or not the researcher put three alternatives (accepted not accepted, changed) and he asked them to put (✓) under the suitable alternative.

The researcher chose items that have the accepted percent of (80%) and he refused the unaccepted ones and he paraphrased the other items that need changing. So the final questionnaire was (31) items.

### Reliability

The tool of the research must be realable giving the same results when retesting the same sample under the same circumstances.

The researcher measured the reliability of the tool of the research by testing the same group of (20) teachers twice with a time between the test and retest were 15 days.

The researcher used Pearson coloration to find out the reliability of the tool as a statistical mean and the reliability coloration (0.86) so it was good.

### The application of the tool

The researcher started to apply his tool on 19/3/2015 and it was finished on 19/4/2015.

### The statistical means

The researcher used these statistical means:

- 1- Pearson coloration to find out reliability.
- 2- Weighted mean equation to arrange the items according to importance.

### The Results

The Important results which the research comes up with the following:

- 1- Teachers are able to teach subjects without using different educational strategies, approaches techniques, and methods.
- 2- The teachers' lack of how to use such different educational methods during lessons.
- 3- The teachers' need of training courses in methods of teaching.
- 4- The teachers' difficult economical and financial conditions.
- 5- The teachers' use of those educational methods needs time.
- 6- The lack of convenient atmosphere and teaching aids to teach lessons correctly.
- 7- The lack of the teacher's attention to use those educational methods.
- 8- There is no legal punishment against careless teachers.
- 9- Some teachers don't use those educational methods as a challenge to the education system.

### The illustration and the explanation of the results

The researcher will illustrate and explain the results according the goals of the research in this chapter.

The goal: to know the reasons why don't the teachers of the English Language use different strategies, approaches, techniques and methods in teaching the activities of the text books to their students in private schools in Amman Jordan.

To know the reasons which lead that the teachers of the English language don't use different strategies approaches, techniques and methods, he calculated the weighted mean of the teacher responses of the questionnaire's items and then to calculate the weighted mean of each item and its relative weight and he arranged them decrement counting and the researcher considered the item which has the importance more than (2) is the real cause of high importance and the discussion and explanation will depend on this.

**Table (1)**

**This table illustrates the arrangement of the items according to their importance of the reasons of neglecting the use of the different strategies approaches, techniques and methods**

		Main cause	Secondary cause	No cause	Weighted mean	Rank	relative weight
1-	I can teach the material without using the different education methodology.	55	20	15	2.63	1	87.66
2-	The weakness of applying these different educational methods.	50	30	10	2.60	2	86.66
3-	There are no developmental courses of teaching methodology.	44	34	15	2.53	3	84.33
4-	Weakness of the available incentives and privileges.	44	34	15	2.53	4	84.33
5-	The study materials are easy and they don't need to use different educational methodology.	40	35	15	2.48	5	82.66

6-	The weakness need for the use of the different educational methods because of my long experience.	45	35	20	2.64	6	82.00
7-	The weakness of the presence of the suitable educational atmosphere.	50	20	20	2.44	7	81.33
8-	The weakness interest of the supervisors to follow teachers while handling lessons to students.	39	31	21	2.43	8	81.00
9-	Using such different educational methodology during lessons needs a lot of time.	41	34	15	2.41	9	80.33
10-	More formal holidays lead to the usefulness of such different educational methods.	50	10	30	2.40	10	80.00
11-	Preparing to use the different educational methodology is boring routine work.	45	30	15	2.38	11	79.33
12-	The weakness of the principle to follow-up the teacher during lessons.	30	35	25	2.33	12	77.66
13-	The weakness of the other officials of the educational departments to follow up teachers during lessons.	30	40	20	2.2	13	75.33
14-	My weakness ability to use such different educational methodology during all activities and lessons.	30	25	35	2.23	14	74.33
15-	I am not convinced to use such different educational methods during the lessons.	15	25	55	2.16	15	72
16-	The teachers are very weak and don't know how to use those educational methods during lessons.	15	25	55	2.14	16	71.33
17-	I feel embarrassed when using those educational methods in front of my colleagues to avoid falling in mistakes.	15	20	55	2.13	17	71.00
18-	The teachers' difficult educational conditions.	25	35	40	2.06	18	68.66
19-	The teacher's weak financial income.	15	25	50	1.87	19	63.33
20-	My weak information and knowledge of the importance of using such different educational methodology during lessons.	15	20	50	1.86	20	62.33
21-	There are no real punishments when those different educational methods aren't used during lessons.	40	35	15	1.86	21	62.00
22-	The weakness of the helping aids to implement my lesson.	10	60	20	1.82	22	60.66
23-	The weak regular attendance at school.	40	30	15	1.80	23	60.00
24-	The teacher's attempt to teach the subject rapidly without using the educational methods.	20	30	40	1.79	24	58.66
25-	I can't find anyone who values my accurate use of those different educational methods during the lesson.	20	31	39	1.74	25	58
26-	The teacher's weak interest to use the different educational methods during the lesson.	10	56	30	1.73	26	57.66
27-	Using those different educational methods doesn't provide me to be creative and information.	40	30	20	1.70	27	56.66
28-	Other teachers' weak interest of using different educational methods.	20	20	40	1.66	28	55.33
29-	My job as a teacher doesn't satisfy my ambitions and desires.	20	23	27	1.65	29	55.00
30-	I don't have the desire to develop my teaching skills during the lessons.	30	21	34	1.63	30	54.33
31-	The weak encouragement of colleagues to use these methodological strategies, approaches techniques and methods.	40	27	23	1.60	31	53.33

## EXPLAINING RESULTS

Through showing the results in table (1), the researcher noticed that item (1) has gained the first rank with the highest weighted mean of (2.63) and relative weight of (87.66) (which I can teach the material without using educational methodology). This reason clearly points that many of the English teachers in private schools believe in their capability to teach the materials without the need for using different educational methods. Educationalists see that teachers who don't use such educational methods in their lessons, making subject lose its

goal and that will not be in harmony with students in consequence of thoughts and vocabulary in less time and effort (Richards, 2004).

The second rank was with its weighted mean (2.60) and relative weight (86.66) in which teachers pointed to (the weakness of applying those educational methods during the lesson). This is evidence that many teachers are weak and they do not care to use different strategies approaches, techniques and methods to teach lessons for their students.

The third rank was with its weighted mean (2.53) and relative weight (84.33) in which teachers reported that there are no developmental training courses of teaching methodology. It's supposed that teachers should have the wide knowledge of teaching methods because they have great impact on the students and also for the teacher to achieve the goals of the lesson because they will use the relevant teaching methods and the lack of the training courses in teaching methods has an impact on teachers to teach the material (Marrow, 1977).

The fourth rank with its weighted mean (2.53) with the relative weight (84.33). In this items, teachers reported that (the absence of the incentives and privileges for the teachers) to help active teachers to overcome the difficulties and problems they are facing which makes them interested to perform their role well in teaching. (Richards, 2004).

The fifth rank was with its weighted mean (2.48) and relative weight (82.66) in this item teachers pointed that (the study materials are easy and they don't need to use different educational methodology). This result indicated that many teachers don't understand the importance of using different strategies, approaches, techniques and methods and the expected benefits of them to the curriculum the student and the educational system.

Researchers pointed that the scientific material is the most important element of the lesson and this demands that teachers should refer to the school text books and teachers book. Whether the material is easy or difficult.

The sixth rank with its weighted mean (2.64) and the relative weight (82.00) some teachers pointed in this item (The weakness need for the use of the different educational methods because of my long experience). Many teachers with long experience in this teaching profession, see that when they use different strategies, approaches, techniques and methods for one year, so they don't see that there will be need to use those educational methods in the next year and all lessons and they should rely on their previous experience to teach lessons. This attitude leads to be fossilized so teachers should see new goals and to have new perspectives in teaching lesson.

The seventh rank with its weighted mean (2.44) and the relative weight (81.33). In this item, teachers pointed that (the weakness of the presence of the suitable educational atmosphere) and they pointed that the convenient educational atmosphere has its great role in motivating teachers to care about using these different educational methods while teaching their lessons and to care about the educational process as a whole.

The eighth rank with its weighted mean (2.43) and the relative weight (81.00) in which teachers pointed that (the weakness interest of the supervisors to follow the teachers while handling lessons to students). It has an effect on using different educational methods during the daily lessons. So the scarcity of the supervisors to follow teachers to implement lessons with suitable educational methods, this makes teachers ignore using such methods during lessons.

The ninth rank with its weighted mean (2.41) and the relative weight (80.33) in which teachers pointed that (using such different educational methodology during lessons needs a lot of time). Educationalists pointed that teachers should know how to use different strategies, approaches, techniques and methods which lead to the reduction in the effort and time. Also they lead to the flexibility in teaching lessons and they help teachers expect how to take relevant actions they will not be surprised by conditions that they should take them into account during lessons.

The tenth rank with its weighted mean (2.40) and they relative weight (80.00) in which teachers mentioned that (more formal holidays lead to the usefulness of such different educational methods). That forms one of the basic reasons to push teachers not depend on using such educational methods in their lessons and because of the irregular attendance that has the impact to follow those methods and find it easy to take rest.

The eleventh rank with its weighted mean (2.38) and its relative weight (79.33), so teachers pointed that (preparing to use the different educational methodology is boring routine work). Educationalists said that using such methods doesn't lead to boring routine work, and there is need to be for from the routine work in teaching lessons. (Candling, 1981).

The twelfth rank with its weighted mean (2.33) with the relative weight (77.66). In this item teachers pointed that (the weakness of the principle to follow up teachers during lessons). Educationalist pointed that principals who devote most of their time for the problems about what teachers are doing regarding their lessons without using different methods which is one of the most important reasons that lead teachers to neglect using such strategies, approaches, techniques and methods during lessons.

The thirteenth rank with its weighted man (2.2) and its relative weight (75.33) in which teachers



reported that (the weakness of the other officials of the educational departments to follow up the teachers during lessons). Which means that the educational figures that help teachers or visiting them aren't interested in those teachers whether using different educational methods or not during lessons and the absence of this relation makes teachers neglect using those methods?

The fourteenth rank with its weighted mean (2.23) and its relative weight (74.33). So teachers pointed that (My weakness ability to use such different educational methodology during all activities and lessons). This is an evidence of poor education and a lack of interest in educating the teachers during the education period about the importance of using different educational strategies approaches, techniques and methods during lessons and it must be taken into consideration about the programmes of preparing teachers in colleges and universities.

The fifteenth rank with its weighted means (2.16) and its relative weight (72%). so teachers pointed that (I am not convinced to use such different educational methods during the lesson). This belief doesn't help teachers determine the priorities and the need of this different educational methodology to teach activities in easy way with less effort and time to their students.

The sixteenth rank with its weighted mean (2.14) and its relative weight (71.33%). So teachers pointed that (the teachers are very weak and don't know how to use those educational methods during lessons), and this limited knowledge doesn't enable teachers to formulate the specific educational method related to the lesson and they don't select the appropriate educational methods to regulate the activities of the lesson through presenting and evaluating them in addition to their inability to continue their scientific development, and also they can't be able to choose the suitable teaching aids for handling the lesson (Richards, 2004).

The seventeenth rank with its weighted mean (2.13) and relative weight (71%). So teachers pointed that (I feel embarrassed when using those educational methods in front of my colleagues to avoid falling in mistakes). Teachers are afraid of blame from their peers and they feel embarrassed when using different educational methods because they may attract the principal's attention to that and cause embarrassment to them.

The eighteenth rank with its weighted mean (2.6) and the relative weight (68.66%), so teachers pointed that (the teacher's difficult educational conditions) this makes teachers don't care about teaching and they have just thought how to support good life for themselves and their families.

The nineteenth rank with its weighted mean (1.87) and its relative weight (63.33%). Teachers pointed that (the teacher's weak financial income). This shows also more teachers will not care about using different methods, but they must think about another job to support good life as drivers ... etc.

The twentieth rank with its weighted mean (1.86) and its relative weight (62.33), so teachers pointed that (My weak information and knowledge of the importance of using such different educational methodology during lessons). so teachers must be informed by supervisors or principals or by attending training courses about the importance and the benefits of using such educational methods.

The twenty first rank with its weighted mean (1.84) and relative weight (62%) teachers pointed that (There are no real punishment when those different educational methods aren't used during lesson.) this is also the responsibility of the supervisors and principals to follow those who don't use different methods and they must punish them.

The twenty second rank with its weighted mean (1.82) and relative weight (60.66). Teachers pointed that (the weakness of the helping aids to implement my lesson). Schools must provide those aids to the teachers before preparing to use those methods during lessons.

The twenty third rank with its weighted mean (1.80) and its relative weight (60%), teachers pointed that the weak regular attendance at school. This makes teachers forget to use those different educational methods during lessons.

The twenty fourth rank with its weighted mean (1.79) and its relative weight (55.66%) teachers pointed that (the teachers attempt to teach the subject without using the educational methods), so teachers find it easy and quick to teach the lesson without doing any effort.

The twenty fifth rank with its weighted mean (1.74) and its relative weight (58%) teachers pointed that (I can't find anyone who values my accurate use of those different educational methods during the lesson). teachers believe that they are neglected and no one takes care about them in the society.

The twenty sixth rank with its weighted mean (1.73) and its relative weight (57.66%) teachers pointed that (the teachers weak interest to use the different educational methods during the lesson.) teachers should change this belief according to the use of the new education theories and it's the responsibility of the supervisors.

The twenty seventh rank with its weighted mean (1.70) and its relative weight (56.66) teaches pointed that (using those different educational methods don't provide me to be creative and informative), those teachers are mistaken of this belief. They should do their best in using those different methods. (Gattegno, 1976).

The twenty eight rank with its weighted mean (1.66) and its relative weight (55.33) teachers pointed that (other teacher's weak interest of using different education methods). Some teachers who see their colleagues don't care and they have no interest about using those methods so the others also don't care like them.

The twenty ninth rank with its weighted mean (1.65) and its relative weight (55%) teacher pointed that (my job as a teacher doesn't satisfy my ambitions and desires) so they compare between their job as a teacher and other jobs with high salary and good income. So this makes them un ambitions.

The thirty rank with its weighted mean (1.60) and its relative weight (54.33%), teachers pointed that (I don't have the desire to develop my teaching skills during the lessons). Some teachers are lazy and they don't want to develops or change their ways and they insist to be traditional during lessons.

The thirty first rank with it weighted mean (1.60) and relative weight (53.33). Teachers point that (the weak encouragement of their collogues to use these methodological strategies approaches, techniques and methods.) So teach teachers need to be encouraged by the principals on the supervisors at school. (Orlich, 1990).

### THE RECOMMENDATIONS

The researcher recommends according to the results of the research.

- 1- The supervisors must extensively follow up the English teachers during lessons and to be sure that they use different strategies, approaches, techniques and methods.
- 2- Encouraging teachers about the importance of using different strategies, approaches, techniques and methods during lessons so as to achieve the desired educational goals.
- 3- Conducting educational developmental training courses of how to use different strategies, approaches, techniques and methods.
- 4- Encouraging teachers to use those different educational methods by providing material and financial incentives.
- 5- Providing teachers of educational issues of how to use theses educational methods during the schooling year.
- 6- Applying the prepared questionnaire for this research on other teachers.

### THE SUGGESTIONS

To continue this research, the researcher suggests the follows:

- 1- To conduct similar study to know reasons of neglecting the use of different strategies, approaches, techniques and methods.
- 2- To conduct similar study to convince teachers about using those educational methods.

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