

<p>المرحلة : الثالثة</p> <p>مدرس المادة: د. عبدالله عايد المعصادي</p>	<p>جامعة الأنبار</p> <p>كلية التربية للعلوم الإنسانية</p> <p>قسم اللغة الانكليزية</p>
المحاضرة: الثالثة	أسم المادة: طرائق – Methods
<p>عنوان المحاضرة: أي الطرق أفضل</p> <p>Which Method is Best</p>	

Which Method is Best?

It is not our purpose in this book to promote one method over another. Thus, from our perspective, it is not a question of choosing between intact methods; nor should the presence of any method in this book be construed as an endorsement by us. Our agnostic stance will no doubt irritate some of our readers. However, like Prahbu (1990), we do not believe that there is a single best method. Further, it is not our purpose to have you sift through the methods presented here in order to choose the one with which you feel the most philosophically in tune. Instead, it is intended that you will use what is here as a way to make explicit your own beliefs about the teaching–learning process, beliefs based upon your experience and your professional training, including the research you know about. Unless you become clear about your beliefs, you will continue to make decisions that are conditioned rather than conscious.

Engaging with the professional beliefs of others in an ongoing manner is also important for keeping your teaching practice alive. Furthermore, ‘if the teacher engages in classroom activity with a sense of intellectual excitement, there is at least a fair probability that learners will begin to participate in the excitement and to perceive classroom lessons mainly as learning events—as experiences of growth for themselves’ (Prabhu 1992: 239).

As time passes, new methods are created and others fall into disfavor. Rajagopalan (2007) has observed that teachers experience ‘methods fatigue’ with the continual coming and going of methodological fashions. This has not been our experience, however. Our experience is that teachers always want to know what is new. They know that teaching is difficult work, and they are always searching for ways to make it more successful. It is also sometimes the case that methods or practices that fall

into disfavor in one era are resurrected in another. For instance, for many years, teachers were told that they should never use the students' native language in the classroom— that they should never translate—even when all the students shared a language in common. The motivation for this advice was to maximize students' opportunities to use the language they were studying. Associated with the Direct Method (see Chapter 3), this admonition arose because its immediate predecessor, the Grammar-Translation