

## **An analytic study to the teaching Methods in Iraqi Secondary Schools with reference to Bakhtin's Theory**

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### **Abstract**

In this paper it is aimed to decide the reasons behind students' low performance through testing a group of students at secondary schools .In addition to the analysis of the employment of three English teaching methods in comparison with Bakhtin's theory , these methods have been used historically in Iraqi secondary schools namely; grammar -translation, audio-Lingual and communicative methods .Student's retreated performance in English language may be due to their low motivation to learn the second language in addition to other factors like the teacher's inactive methods of teaching .

In Longman dictionary of language teaching and applied linguistics, conversational education means: "a model of conversation" which is done directly and indirectly in interactions between a speaker and other partners , and how the teacher's voice controls the teaching process according to the textbook (Richards & Schmidt, 2000 : 167). Baktin's theory emphasizes the role of the continuous communication using the second language in order to improve learners' fluency. The teaching process in secondary schools has been sufficiently successful which resulted in lack of vocabulary , mostly incorrect pronunciation , contextual misuse of utterances and consequently inability to communicate and to express oneself fluently. In order for a student to acquire the second language appropriately, he should be trained to develop the four skills equally while in fact the concentration is on the skills of reading and writing .It is approved through the test that the students' performance at the inductive level is better than the deductive , consequently they should be taught both the syntactic and semantic aspects of language with paying more attention to the context of utterance .

**Key words:** (Grammar ,translation, audio,lingual and communicative method, Bakhtin, Dialogism, Monologue).

## دراسة تحليلية لطرق التدريس في المدارس الثانوية العراقية بالرجوع الى نظرية باختين ميسون محسن عبد الصاحب جامعة ذي قار / كلية الآداب

### الملخص:

الهدف من هذه الدراسة هو الوقوف على اسباب تدني اداء طلبة المدارس الثانوية من خلال اختبار مجموعة من الطلبة بالاضافة الى تحليل الطرق الثلاث المتبعة في تدريس اللغة الانكليزية بالمقارنة مع نظرية باكتن هذه الطرق كانت مستخدمة تاريخيا في المدارس الثانوية والطرق هي طريقة النحو - الترجمة , الطريقة السمعية النطقية والطريقة التواصلية. من المعروف ان الاداء المتراجع للطلبة في المدارس الثانوية يعزى الى عدم رغبة الطلبة في تعلم اللغة الثانية وهناك عوامل اخرى مثل طرق التدريس غير الفعالة التي يتبعها المدرسون .

في قاموس تدريس اللغة واللغة التطبيقية التدريس الحوارى هو طريقة للحوار تتجز بشكل مباشر و غير مباشر في التفاعل بين المتكلم والمشاركين الاخرين وكيف يكون المدرس هو المتحكم في عملية التدريس طبقا للكتاب المنهجي .نظرية باكتن تؤكد دور التواصل المستمر باستخدام اللغة الثانية من اجل تحسين لباقة المتعلم . عملية التدريس في المدارس الثانوية كانت متلكئة وادت الى ان المفردات التي يمتلكها الطالب قليلة ,والتلفظ غير الصحيح وعدم القدرة على استخدام المفردات بشكل صحيح في السياق وبالنتيجة عدم قدرة اطالب على التواصل مع الاخرين والتعبير عن نفسه بلباقة. من اجل ان يكتسب الطالب اللغة الثانية بشكل جيد يجب ان تطور مهاراته الاربعة لكن في الحقيقة ينصب التركيز على مهارات القراءة والكتابة . تم التوصل من خلال الاختبار ان اداء الطلبة فيما يخص التعابير المنفردة كان افضل من ادائهم على مستوى السياق ونتيجة لذلك يجب ان يدرس الطلاب النحو والمعاني في الساق وليس كتعابير وقواعد مستقلة.

الكلمات المفتاحية: (القواعد، الترجمة ، الطريقة السمعية، اللغوية والتواصلية ، باختين ، الحوار ، المناجاة).

### 1. The Introduction:

It is well known that the performance of students in secondary schools is unsatisfactory and success rates are low. It is assumed that teachers of English lack the adequate knowledge in language teaching that they may not adopt effective procedures .It is worth knowing the extent to which the adopted methods

(grammar-translation , audio-lingual and communicative methods ) are effective and how can they be compared to Bakhtin's theory .These methods are not sufficiently effective ,instead they should be improved and accompanied by other procedures .The methodology of the paper is dependent upon testing a group of third secondary students in order to determine the reasons behind their low performance through analysing the obtained results. The search is limited to analysing three main methods in the light of Bakhtin's theory and drawing the related conclusions after doing the test. It is known that in order to learn a second language, students have to communicate with the teacher and with each other as speakers of language in order to develop the students' four skills.

Language teaching had been studied by many scholars like Kayman who refers to the fact that English is the language of communication all over the world and most linguists who are interested in the study of language confess the widespread use of this language. Shanhan stresses the importance of the serious methods of evaluation for the sake of improving the teaching process. The procedures of teaching second language vary considerably in which teachers have to be creative in using different styles appropriate to the linguistic behaviour of the students. As communication is the principal aim behind learning second language ,student's points of weakness should be diagnosed by the teacher in order to be focused on through continuous linguistic training in addition to asking students to do various tasks. The teacher should decide also the suitable initial and final items related to the syllabus for the impact that the sequence has on acquiring new information(Nesari ,2015:17 ).

In the teaching process, the role of the teacher is clearly defined not only to facilitate the teaching process but is also considered as an important voice which manages and controls the class and intermixes with the students' voices by taking the textbook as a main source. The teacher's task will help students to

communicate through the English language according to the methods of teaching as the second language is chosen to be primary. In audio-lingual method, the teacher plays more central role as having controlling central force. "Dialogism" comes from Latin "dialogue, meaning philosophical conversation whose aspects deal with the linguistic elements, and exchanging information to improve knowledge . Dialogism has unique abstract points as interactive processes and cognition that always involve taking turns in conversation (Linell, 1998: 4).

"Bakhtin's dialogic theory of discourse assumes a fusion of languages and social roles in human awareness". Bakhtin proposes distinct meanings for dialogism, "any utterance, whether spoken or written", people use in communication with each other to be informant. He also refers to the fact that dialogue is a kind of speech which leads to competition of voices. And "the reality of human life itself, in dialogue a person takes part directly and throughout his whole life, with his eyes, lips, hands, soul, spirit, with his complete body "(Bakhtin, 1999 : 293).

If it is considered that the learner's communicative ability is concerned with the way of saving information , a word or utterance will be the basic linguistic unit being uttered in conversation together with other linguistic units. This word will form a mutual educational basis between two identities, speaker and hearer in all linguistic contexts in discourse. According to Bakhtin's theory in language, any word in context has its own conversational significance related to other utterances to form a statement, standing as a new essential literary identity (Bakhtin, 1981:275).

In this great cycle, there are two kinds of elements, which control the nature or style of discourse writing, the inner mind and the real surrounding activities . During communicating verbally, this kind of activity among humans directs attention towards both appropriate cognition and production of utterances. The smallest units of utterance awareness directs the interlocutors'

attention towards many complex relationships like the relation between the concept the object whether directly or indirectly , indirectly for example, through presupposition of implied facts which in turn becomes a pragmatic aspect (Ibid: 276) .

The dialogic or communicative teaching method is contrasted clearly with individual teaching methods such as (audio-lingual). The ideas in which the teacher's voice has to present information solely, the communication process will not necessarily be authoritative in classroom's atmosphere. In dealing with the textbook , students have to acquire the second language in a more democratic atmosphere , this gives them more space to share their points of view. In this kind of teaching process, students' voices can be heard and encouraged to discuss and explain. The goal of such kind of teaching method is to discuss the students' different opinions and points of view in practical conversational texts (Nesari , 2015:5) .

Bakhtinian term on dialogism is considered as an authority whose roots belong to medieval carnival, it can be defined as an unusual continuous process of exchanging information which is different from routine life conversation. In these activities, voices can be heard and the authority is completely changed. In classroom teaching , the teacher's authority will not be the dominant one as students are allowed to take an important part in the learning process, they will gather information and express their points of view and ideas. The teacher's voice is more democratic and mixed with other voices in classroom that is definitely different form an authoritative teacher who must be followed by his student and imitated literally in individual education process (Ibid:6) .

In teaching the foreign language through interactive education, the role of the teacher will help to facilitate all the processes of teaching, he or she may not correct students' errors, only will simply be guider. A conversational environment in the class will

be like a carnival of voices, where there are no controlling powers in class. “The modern communicative methods show that different components of Bakhtin’s dialogism concept can be very good starting point for modern and influential theoretical framework for learning and teaching processes” (Tuglu,2011:16).

## 2- Heteroglossia:

This term is created by Bakhtin, it can be defined as a variety of social distinct tones (sometimes even diversity of languages) and a variety of individual voices literally organized. Heteroglossia in a real text of teaching English is intended to be so numerous that no single term is capable of collecting its multiple actions , possibly it performs the following aims: (a) it deals with different meanings of utterances, (b) determine the main subjects clearly in the text, (c) it does reduce the controlling voice in the class, which means here the teacher’s voice (d), it sets out using different languages and ordered voices in the text of individual Education, (e) to contribute to the learners' role which is opposed to the teacher central force in monolog class. (f), it plans to occupy the students subjectively to a whole cooperation with a real context and (g) it forms different constructions (Cuddon, 2013:331) .

The term heteroglossia focuses on the part language plays in putting the speakers in a number of social situations and word views that are present in any culture. Every meaning of an utterance or a text arises in a social context in which a number of opposing meanings are present and creates its social denotation from its relationship with those synonymous words. Texts are variant in the sense that they are considered as direct or indirect signs denoting the presence of a definite collection of similar variant realities concerned with specific social meanings. As a result, every meaning within a text occurs in a social situation in which a number of alternative meanings could have been made and this text derives its social meaning from the degree of opposition with those related meanings (Tuglu, 2011: 17) .

The concept of dialogism and related terms proposed by Bakhtin can be employed in language teaching classes and institutions .This term is related to the evaluation of the traditional task of teaching how to read, write, listen and speak. In conversational presentation, the role of the teacher is completely different from his role in monologue teaching. In dialogue teaching, the teacher is sharing his knowledge with students in effective interaction to learn the second language. Students are required to develop their own learning skills in classroom. They have to exchange with each other in class in authentic communication which is considered the most important feature of conversational activity and the role of the teacher here will build up communicative competence (Ayvazyan, 2017: 35) .

### **3-Polyphonia:**

Polyphony means different voices, used in music to describe certain tones interacted and overlapped in place and time. This term is applied by Bakhtin to describe features of Dostoevsky's style of writing, according to him polyphony based on dialogism with respecting others' opinions. In this case, polyphony is an achievement that releases communication as a human activity ,it is a state which arises when a particular position related to the author or speaker in discourse allows a great deal of freedom for interaction among characters . The characters or participators in a polyphonic discourse are given complete freedom, so that they could argue with each other and interact even with their teacher. For Bakhtin, polyphony in literature essentially means "an attempt to refute the objection of man through the collective partnership of the dialogue." The dialogic nature of the text is the characteristic element (Volek, 2014: 142) .

The various voices refer to the combined exchange of a partner and other conversants in linguistic communication. In

other words, when someone speaks or utters a statement, he must take into consideration that this statement should be acceptable to hearers . This in turn leads to a conversational exchange between these voices and their styles. For instance, when a person quotes a sentence from someone else clearly, he does so because his speech is very well worded . Other person's speech can be changed into simpler utterances enough to be comprehended and to interact with other persons in the community .Bakhtin goes further by saying that all words or forms of speech possess a state of polyphony especially dialogic concepts and their benefits for learning and teaching environments. It can be said that the learning process cannot simply go on using traditional methods since these will bore students quickly and confuse the efficiency of the teaching process. Teaching can be transformed into fun through creative atmosphere in which learning happens voluntarily while the students participate eagerly in classroom (Ibid) .

The important matter here is that the teacher may control the teaching process in practical context, through heteroglossia or variety of styles, with the teacher's voice intermixed with students' voices while the learning process benefits from conversational concepts and styles greatly. It can be said that the teacher must depend on conversation that is the teacher can implement these concepts in his or her classroom to facilitate the learning process , his or her experiences regarding benefits achieved ,concepts will and improve the teaching learning process .It is recommended that teachers use these concepts and at the same time record their experiences in order to better understand and employ utterances by teachers in all teaching institutions. The other important concern is that the dialogue can always be used as a tool in teaching and learning. It is right mentioning that the current study has shown exactly that conversation and its components are undoubtedly the most appropriate method of teaching in the modern world (Volek,2014:143) .

The exchange of ideas and information happened between two or more persons where an act of communication contains at least one speaker or sender, in order to transfer a communicative message and a person or persons for whom this message is intended (the receiver). The communicative activity is investigated from many practical dimensions, and often viewed as a field of study in its own way (Ibid: 97) .

#### **4-: A carnival in classroom**

In his famous Book " Rabelais and His World" (1968): Bakhtin reveals all the elements of the carnival and popular forms in literature. By this important idea which is applied for classroom teaching, the teacher's role has been developed and students have the chance to practice their abilities and make their voices heard more clearly. (Nesari, 2015: 4-5) For Bakhtin, there are many basic features of carnival taking place in classroom; the most important feature is that everybody in the class participates in the carnival without distinction between the participants (teacher and students). Here the carnival feature will gather the students in a work which is acceptable in cultural contexts. Bakhtin's carnival is a variant combinatorial party where students became one team by participating in continuous turns in classroom (Tuglu, 2011: 100)

Another feature of carnival is that it encourages students to be mentally creative, in which all the boundaries between students and teacher are marked democratically as possible .Bakhtin's theory emphasizes the role of context education in teaching the second language especially grammar and vocabulary ,that is learners have to know the second language deductively (Bakhtin, 1984: 122).

#### **5. Dialogical Teaching**

In 1942 -195 as Bakhtin was as a teacher for a school to German language, he wrote an article entitled" stylistics in Teaching Russian language in secondary school. In which he

tackled 300 reports written by a group of learners in the seventh grade and 80 reports by learners in the tenth grade. Bakhtin has written this report about teaching language at his time, and reveals many lectures which are very useful to the education process . It deals with how language can signify the nature of practices followed by the teacher to teach the second language. (Maguire, 2005: 2-4) His famous report is written for various goals and distinguished by diversity in which several students involved in writing and discussion which he published later, and by it he developed a new kind of teaching “dialogic language teaching”.

By Bakhtin’s theory on discourse the learner both in spoken and written language performs socially using new invented words through dialogue. As a speaker communicates with others, he shows his own intentions and accents through the words he uses and how he adapts the meaning and expressions. The words and utterances can be named as dialogic and need to be answered by other persons. Here a speaker exposes himself in an ideological space or zones of contacts where there are reactions upon how he pronounces these utterances and their meanings. Their aspects deal clearly with the elements of language through a course of communication and perception of knowledge about the world and ascribe meaning to utterances . Dialogism has abstract points such as interaction, communication and cognition of speaker that always involved in conversation with others (others persons, other system, other dimensions of oneself, others through texts). (Linell, 1998: 4)

Bakhtin also mentions that dialogue is a kind of speech which leads to argumentation of speaker voices. He mentions that dialogue is: “The nature of human life itself, in dialogue a person participates wholly and throughout his whole life: with his eyes, lips, hands, soul, spirit, with his whole body “(Bakhtin, 1984 : 293). We can say that, the dialogue intended by Bakhtin is formally a kind of discourse as well as a model of cognition which is focused on communication and based on language learning.

In dialogism there is always a room for arguing since questions show everybody's point of view rather than the universal truth. According to Bakhtin, every human being likes to resist, confront and make personal meaning out of social interactions. Therefore, Bakhtin emphasizes the individual personality inside every cultural group instead of searching for unanimous agreement (Bakhtin & Emerson ,1999:75 ).

In a circle of action, communication and cognition in conversation, in which a central force have to direct the teaching process, all linguistic devices are subordinated or organized in terms of more comprehensive activities .This produces new terms like polyphonia, carnival and chronotope creating new ideology in narrative ideas related to conversational narration. By presenting these new linguistic elements, a variety of ideas will be acquired and manipulated systematically which will increase and improve the linguistic repertoire .The text in novel will be subversion of hierarchies like laughter , parody and ironic elements which are not completely committed to the author's constraints where the characters may submit to their behaviour (Bakhtin &Emerson ,2011:85) .

Students in classroom as a group have the chance to develop their abilities in communication and to choose the meaning they want to express definitely during their social activities through the teaching process. In dialogic Education, the teacher often shares his knowledge with his students and give them an opportunity to express themselves and their ideas .

## **6-Monologue Teaching Method**

Monologue style can be signified as a counter theory to dialogism, in circle of knowledge where the student and his classmates work together , the teacher is playing a leader role in classroom where any information is classified as processing model

of cognition. Monologue is the transfer model of communication therefore words in a language are just signs, passive or active structures for communication between individual minds that conflict to interact (Linell, 1998 :14) .

“In an environment of . . . monologue the genuine interaction of consciousness is impossible, and thus a genuine dialogue is impossible as well. In essence individual speech is known only as a single mode of cognitive interaction among social realization": someone who knows and possesses the instructions is different from someone who is incompetent and may commit error that is, it is the interaction of a teacher and a pupil, that follows can only be a monologue or educational conversation (Bakhtin and Emerson, 1999: 81) .

This style of teaching concerns the presentation of information ,where all the processes of teaching are controlled by one voice and one mode and attitude the teacher is playing the role as a director in class and his students follow him up in forming the grammatical forms and phrases (Nesari, 2015:20) .

Monologue Educational teaching is related to the teacher's ideas in classroom in which he controls the situation and the students will learn how to speak and write following the teacher dominant voice. The teacher here will use all the possible devices in the teaching process and correct his students mistakes' as a director. This method of teaching reveals certain benefits to one of the elements of didactic triangle- teacher, students and textbook, for example we can see all that in Audio-Lingual method .If the concentration is on the teacher then his verbal and nonverbal activities will be given the main significance in knowledge. By this method a student will not be provided with equal chance as the teacher who plays a dominant role on the other hand, the passive role of student is due sometimes to the fact that he has been given information as they are in the source book without being simplified. In the monologue teaching, a teacher will implement and clarify the words he uses in verbal contexts and will prepare a plan for the verbal presentation and show his

students the way of analysing the contents of the textbook according to this method (Radovic, 2012: 10-17) .

Monologue, at its extreme, denies the significance of the hearer's existence in the context of exchanging with other voices that otherwise must have equal rights and responsibilities. With monologue approach (in its extreme or pure form) another person remains wholly and merely an object of negotiation. No response is expected that may change everything in the world of realization ,there is only one controlling voice. Monologue is managed without the other and therefore to some degree made the real world appears as concrete (ibid:19) .

## **7-English teaching Methods**

**4.1 Grammar- Translation:** “it is a language teaching methodology that emphasizes understanding the target language and how it is put together”. (al-Akraa, 2013: 22). “This method teaches students about the English language, but not how to use it.” According to examination paper by Iraqi Ministry of Education dated to ( Al-Maraif) , we can see five questions as the most employed, which focused on writing skill only. Obviously, learners here have to deal with unauthentic forms of language which is definitely considered as unreal texts.

Firstly, a student has to answer the following questions as how to make a sentence from certain words, secondly he has to write five sentences about his school, thirdly he has to answer personal questions, fourthly, he has to write letter to his friend telling him how the examination is and fifthly a student has to answer grammatically which is how to use "is" and "are" in a sentence (M. Amin, 2017:1-3) .

A typical grammar-Translation lesson consists of the presentation of a grammatical rule, a study of lists of vocabulary and a translation exercise. Because Grammar- Translation Method emphasizes reading rather than the ability to communicate in a language .Then there was a criticism to this method in the

nineteenth century and there was later a greater emphasis on the teaching of spoken language (Richards & Schmidt, 2000: 252) .

Exercises which have to be done by students is to read a text from "The English Oxford discourse for Iraq and students have to translate the passage from English into Arabic. The teacher checks students' performance as if they have questions to be answered". A student asks a question and it should be answered by others in their mother tongue. The ability to communicate in English language is not a goal of language instruction, learners respond as a passage followed by questions .The basic skills to be focused on are reading and writing, little attention is given to speaking and listening, and almost none to pronunciation.

In this method students will pay more attention to the grammar of the second language deductively . This will help students to understand their native language intellectually, they will use the English language only in translation and try to find Arabic equivalents (Linell ,1998 :9) .

During the teaching process, the teacher will ask students to write questions and correct each other's answers using different techniques like translation and opposite words which are called antonyms. They have to master the grammatical rules and use dictionaries to create translations. The main goal of this method is that students will be able to read the literature of the foreign language which is more manifested through the speaking. By this method, students will focus on grammar and translation, which will develop their skills (Linell,1998:17) .

### **8- Audio-lingual Method:**

Audio-lingual method is a language teaching method that isolates patterns in the target language , sequencing them from simple to complex, and presenting drills designed to make these patterns clear to learners (al-Akraa, 2013 : 21) .

In the Problems of Dostoevsky, Bakhtin states that "any word is understood as corresponding to a single and unified concrete or abstract identity. According to Hays "monologic discourse is a discourse in which there is only one represented point of view, however diverse the means of representation". According to Mikhail Bakhtin, monologism indicates turning off the process of dialogue as well as its potentials under constrains of time and place also (Tuglu ,2011 :21).

In this method of foreign or second language teaching through which (a) the teacher focuses on the teaching of speaking and listening before reading and writing (b) the teacher employs dialogues and drills (c) the teacher prevents the use of the mother tongue in classroom and (d) the teacher benefits from contrastive study (al-Akraa , 2013:23).

The theory behind the audio-lingual method emphasizes speaking in language teaching and learning incorporating the following facts : (a) the most essential skills are speaking and listening . (b) there are characteristic grammatical bases in every language. (c) considering learning traditions as the essence of learning any language. Criticism of the audio-lingual method is based on certain notices of its theory and its techniques (Ibid).

The research on monolingual method in primary education is motivated by the constant negative evaluation of the method (in both scientific and professional literature) .This leads to certain educational crises (e.g. leaving the differentiation between verbal and written presentation, manifesting the monologist method through written lectures by the teacher) and real errors or somewhat impractical application of the method in teaching, without any attempt to systematically changing the causes of such problems (Linell,1998:17) .

## 9- Communicative language teaching:

Communication can be defined as the interaction of behaviour between sender and receiver . “It is the exchange of ideas, information, etc., between two or more persons.”( through an act of communication there is usually at least one speaker or sender, a message which is produced, and a person or persons for whom this message is created (the receiver). Communication is studied from many practical dimensions, is often viewed as a scientific field ,this is significant to many fields like sociolinguistics and psycholinguistics (Al-Akraa,2013:4) .

According to “Iraq Opportunities” the text book used in Iraq to teach English based on three significant components,” grammar, vocabulary and culture” with using deductive grammar, the teacher will explain the grammatical structures and train students how to apply them before encountering these structures in a context and later by inductive grammar .Communication can be considered as the major goal for all these three English teaching methods. By applying audio-lingo method, teachers find that students are unable to produce sentences that can be used properly in conversing out of the classroom, this matter reveals they are not mastering their second language fully. Language teaching specialists confirm that those students need more efforts in order to control the linguistic patterns in speech with others that is any word is born dialogically as Bakhtin says. Students have to know the linguistic rules as well as how to use words socially in useful contexts in various situations formally and informally (ibid) .

When students bring forth certain sentences correctly in classroom, but they are not sure of their exact meaning or cannot employ these sentences properly when they are communicating with others . It is a fact that this will be a problem which required more than dominating the linguistic patterns, according to Bakhtin here students have acquired a good degree of linguistic and

communicative competence. During applying such a method, the language employed in the classroom should be simple and applied with actual contexts. One of the most important features here is to know the intention of the speaker which may be different from that of the writer or comes in harmony with it. Such contexts are related to Bakhtin's terms of polyphony , heteroglossia and carnivalistic classroom. The foreign language that a student has to acquire will be the language of communication with others (Ayvasyan , 2017 :40).

As in communicative method, the mother tongue is used and the teacher will play a democratic role and not to impose his opinions and style of teaching , but to employ the most effective techniques. According to Bakhtin in a cycle of knowledge there will be a dialogue between conversants and the emphasis will be on communication and dialogue (ibid) .

#### 10- Implications for teaching

As far as the analysis of the connection between teaching and acquiring the language is concerned, a great deal of information is required. It is significant to choose the methods used in teaching the language before determining , analysing, and simplifying the syllabus used in presenting the patterns and structures of the second language .There are some related items between the two languages , how and to what extent the teacher can make use of these items depends on the skills of the teacher. The teacher must judge the student's mental ability and the degree of his proficiency both in the first and second language by doing tests both oral and written .The student's participation and his response to oral questions and the obtained marks in written examinations will decide the individual differences between students .Some of the mistakes committed will be a result of his affection by his mother tongue and others will be lack of knowledge in the second language (Linell,1998:16) .

Concerning languages which can be considered as coincident to a certain degree, students will find it easier to learn

than languages which are very different .In the case in which the second language is very distant from the first language , students will spend very long periods of time in order to achieve the acceptable degree of competence .So the teacher can begin with the shared structures and rules between the second language and the mother tongue , and then explain the points of difference .If the student is highly motivated to acquire the second language then presenting the structures of this language will be effective because students have the real desire to be competent in the second language (ibid) .

#### 10-1 Learning categories "prototypes"

Learners can conclude certain typical grammatical structures from prominent instances , as the explained models may be of different structural patterns .Instead of being equally important some kinds may be more influential instances .The prototype is the most significant member among the various examples and acts as the main instance in contrast to other kinds .Learners acquire kinds that they have seen before more easily than many others having the same distance from the prototype .The more relevant type is the closest to the prototype , and the less relevant is the closest to the contrast (Volek ,2014:25) .

The more repeated category will play more role in defining the type and will have the possibility of being the model .The more natural type is most recurrent than the rare type .In teaching , great number of instances causes less ability to comprehend by students while less number of instances will be more effective which will facilitate the comprehension of the category . If the teacher presents his ideas as a main topic , the normal order will be from the more relative instances , and then unrelated ones and at last the neutral cases .While if the main idea is presented within a well-known topic , the beginning will be with more unrelated instance (ibid:26) .

## 10-2 Assessment and portfolios

School teacher may ask learners to assess their performance in order to enhance their cognitive abilities .In classmate analysis , students may be required to write about new subjects and to judge their answer .Luoma and Tarnean refer to the technique of self-editing according to a sample writing ,learners consider this technique as effective and assistant to that of the teacher and not an alternative to it .The teacher should evaluate his students' writing objectively and accurately and assigned marks for them. It is useless to use general scale , for the more specific one will decide the students' strong and poor points and therefore developing their cognitive abilities (Radovic,2012:18) .

## 10-3 Individual Differences

In class , there should be attention to the characteristics of the persons being taught as to the teaching process .The various mental abilities of the learners will be of great importance to the process of teaching , in addition to the teachers' social predictions which will affect the presentation of information. The students' linguistic repertoire , the mental order of his information and his native language competence are all factors that will impose educational limits .For example Zobol (1985) noticed the fact that students have to focus on certain ideas in order for their information not to retreat .Also he noticed that students fall into two kinds thought motivator and information collector , the first concerned with thinking than with continuous repetition .Skehans' study refers to the fact that the degrees of talented students come from their inclination to acquire the structures of the new language (Volek,2014:26) .

## 10-4 Error correction feedback

A very significant case in language teaching and at the same time very disputable matter is correcting mistakes , it is stated fact that presenting learners' mistakes will lead to frustration .In spite of that many studies emphasized the significance of correcting

student's mistakes committed in learning the second language as an impressive developing method .It is a matter of dispute what are the effective structures used to correct the mistakes , dealing with student's mistakes may be direct or indirect. The tacit correction may be performed through rhetorical questions ,emphatic statements and commands .The student's wrong statement can be repeated using high tone with being corrected .Restating student's mistakes can be very influential technique in that it is used repeatedly and normally without causing embarrassment (ibid) .

The sole difficulty with implied correcting is the vagueness that the student may not notice his mistake or he may ignore it completely .In addition , the student's reaction to the restatement may be inaccurate . Wrong answer may be due to several elements like the student's previous knowledge , his performance and the nature of the new language .As for instance in a number of studies it is stated that editing mistakes is very appropriate in teaching verbs while it is of less importance in teaching vocabulary. Also the implied correction may be effective for students who commit the mistake only ,while the public correction will be beneficial to the whole class. Another difference , correcting grammar must be written since it is concerned with accurate details of language and can be forgotten easily. Another straight way for presenting mistakes is the use of marks on student's writing .Different marks may be employed by the teacher like using signs, or pronouncing the utterance with different tone , a matter that will direct the student's attention to his mistakes (Sofi,2015:90) .

### 10.5 Evaluating speaking

Good organized syllabus should contain training the student to master the skill of speaking. According to Copp(1997) to master the skill of speaking ,the student should be able to form meaningful sentences in a very short period of time . Testing

speaking involves testing certain texts in fixed periods of time , while testing writing should contain fixed time to write about certain topics .Improving speaking is mostly ignored ,the most significant concern is not only acquiring the language patterns but to manifest and express these items practically .One of the useful ways is to know the number of the used expressions out of the whole number of the acquired expressions (Larsen ,1986 : 81) .

According to Nesari ( 2015 :30) the two main aims of analysing student's errors , the first is educational in that that they give the teacher a chance to help learners through making teaching techniques and developing lectures and tests to make plans for the coming years. .Then it helps theoretically , in that the analysis of student's errors is related to studying their information which is principal in determining the student's competence .The great attention paid to error analysis caused by the fact that they determine how the process of acquiring the language is done .The analysis of errors refers to the fact that making errors caused by many elements and there could not be one element causing all the errors (Volek,2014:17) .

Deciding accurately the reason behind error cannot be done without great efforts as long as so many reasons may be active simultaneously . In investigating reasons behind student's errors , there will be a great deal of doubt in addition to the various reasons present at the same time. Transfer is the most effective reason which leads students to commit errors .Transfer is the cognitive activity through which the learner intentionally or unintentionally shifts the characteristics of his mother tongue to the second language competence .Brown makes this concept comprehensive for deciding the use of past utterance in future performance , a matter which may not be acceptable in different contexts. This transfer may be useful if it contains structures equivalent to that of the second language or problematic when it is unlike the structures of the second language .Correcting certain errors by the teacher will be part of the student's linguistic store which will prevent him from repeating it another time .Making errors which is followed by correcting whether by the student

himself or by the teacher will help to regulate the students acquired information .Errors may be at the level of grammar , phonology or may be concerned with the appropriate use of vocabulary .More reading and writing will increase the student's mental ability to avoid making incorrect structures (Radovic ,2012: 20) .

Committing errors due to transfer caused by the student's deep desire to facilitate the process of acquiring a second language by resorting to the structures of his first language in order not make less efforts .The incorporation of the first language structures in the second language is called interference (Matusov , 2004 :121) .

#### 10.6 Generalization and overgeneralization

The meaning of generalization is the deduction or formulation of general bases from fixed previously acquired information . As a matter of concern, generalization should be related to two main aspects encoding and decoding .In induction , there are pieces of information which regulate certain items .while the deductive activity is separating certain rules, in a way that pieces of information or items can be formed accordingly .generalization is a technique that is assistant in ordering information concerning the second language .Taylor (1975 )stated that generalization is an activity that second language learner manipulates the grammatical structures in an unacceptable way through his efforts to compose a number of sentences in the second language .Overgeneralization is the opposite side of generalization .Inappropriate use of prepositions is a main reason behind learners' errors due to similarity. Some errors proved that the student knows the grammar of the language but never learn the correct application of the structures (Maguire,2005:7) .

#### 10.7 Simplification

Simplification is the activity by which the student tries to lessen the efforts made to acquire the structures of the second language through assimilating new methods applied during the

period of accumulating knowledge .Another way of simplification , the student may abolish a number of structures during using the language .Brown refers that simplification is the student's attempt to decrease complexity so that a few number of patterns is processed .As an example ,the student may resort to using the most simple tenses in grammar and avoid the complex ones in order to ascertain producing correct structures ,or certain utterances may be simplified by using either paraphrase or summary .Paraphrasing is the restatement of utterances using new words , in paraphrasing the student is changing the passage word by word ,while in summary ,he is interested with main idea without taking care to individual words (Radovic,2012:2) .

Here are the most repeated models of test questions

1. Multiple choice
2. True/false
3. Matching
4. Complete the following
5. Re-write the following
6. Correct any mistake you find
7. Fill the blank spaces
8. Answer these questions
9. Write a hundred words on
10. Write a composition to express yourself .

Table (1) student's performance on first question

	Correct	Percentage	erroneous	Percentage
1	12	60%	8	40%
2	12	60%	8	40%
3	13	65%	7	35%
4	13	65%	7	35%
5	12	60%	8	40%
6	10	50%	10	50%
7	13	65%	7	35%
	85		55	
	60,7%		39,3%	

Table (2) student's performance on second question

	correct	Percentage	erroneous	percentage
1	7	35%	11	55%
2	8	40%	11	55%
3	10	50%	13	65%
4	9	45%	13	65%
5	10	50%	12	60%
6	11	55%	12	60%
7	6	30%	7	35%
	61		79	
	43,7%		56,3%	

Table (3) student's performance on third question

	Correct	Percentage	erroneous	percentage
1	13	65%	7	35%
2	12	60%	8	40%
3	12	60%	8	40%
4	11	55%	8	40%
5	11	55%	9	45%

6	12	60%	8	40%
	71		48	
	65%		34%	

Table number ( 4 ) Student's performance on fourth question

	correct	Percentage	erroneous	Percentage
1-	10	50%	10	50 %
2-	8	40%	12	60 %
3-	9	45%	11	55%
4-	8	40%	12	60 %
5-	11	55 %	9	45 %
6-	11	55%	9	45 %
	57		63	
	46,3%		54,7%	

Table (5) student's answer on fifth question

	Correct	Percentage	erroneous	Percentage
1-	13	65%	7	35%
2-	12	60%	8	40%
3-	13	65%	7	35%
4-	14	70%	6	30%
5-	12	60%	8	40%
	64		36	
	64%		36%	

Table (6) student's performance on sixth question

	Correct	Percentag e	erroneous	percentag e
1-	9	45%	11	55%
2-	8	40%	12	60%
3-	9	45%	11	55%
4-	8	40%	12	60%
5-	9	45%	11	55%
	43		57	
	43%		57%	

## Conclusions

Throughout the test, student's performance in the syntactic level is proved to be less satisfied than their performance on the semantic .Three questions are presented in the test , each question is put in two different ways , once inductively and then deductively .Students' answer is proved to be better at the inductive dimension than the deductive ,as a result teachers should pay more attention to teaching grammar and vocabulary in context .Also more attention should be devoted to continuous communication using the English language .In order to improve student's performance ,more examples should be tackled ,these examples should be of different degrees of complexity in order to support the comprehension process gradually .The teacher should give his own examples first , then to ask the students to give their own examples ,with spending enough time to correct errors , a matter that will lessen their errors in the future . Besides ,the teacher should motivate students' thinking and attracts their attention to the most significant points in the syllabus by asking them mental questions related to the syllabus .And according to Bakhtin's theory , there should be interaction both between the teacher and the students on one hand and between the students themselves on the other hand , with focusing on the related topics and items .

According to the theoretical data submitted in this paper ,there are many concluded facts, firstly, the communicative method is more effective and practical than audio -lingual discipline which is definitely coincident with the monologue theory of teaching . In audio-lingual teaching, monologic elements are presented and students are directed by the teacher who is the controller here. In the communicative method, teachers can help students to learn the second language in more democratic way , language here is taught more freely and students are supposed to learn by each other .In grammar translation method , the concentration is on teaching the grammatical rules and teaching vocabulary as individual words followed by their Arabic counterparts . In the audio lingual

method, students have been taught theoretically while in the communicative, they will be learned practically . In the audio-lingual , students have a lot of writing exercises, while in second they have more opportunity to learn and acquire a second language.

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a-prominent

b-kind

c-generous

6-All the medieval and western scientists on -----  
based their work on Ibn Al –Haitham theories.

a-hearts

b-optics

c-bones

7-He made many ----- on the movement on light ,  
colour , and optical illusions .

a-studies

b-experiments

c-discoveries

Q-3 Tick the following statements as true or false

1-The preposition "of" is used to refer to two noun phrases  
,one is belonging to the other

2-"on " is used to refer to a period of time .

3-"at "is used to refer to person or persons who achieved an  
action .

4-"in" is used to refer to time or place through which  
something happened .

5-"for" is used to refer to days of the week or months of the  
year .

6- "up " is used to refer to the location of something which  
is putting upon certain place .

Q-4 Fill in the blanks with the suitable preposition

(by - for - of - at - in - on - up )

1- The Asian games are organized ----- the OCA .

2- The letters OCA stand -----the Olympic council ---  
----- Asia

- 3- Forty- Five countries and regions are members -----  
--the OCA , most of them have won medals ----- the  
games .
- 4- Most recently the Asian games have been held -----  
Doha .
- 5- ----- to 2014 Iraq has won six gold medals , this is  
good for a country in a difficult situation .
- 6- Ali Adnan competed in a men's 200 m -----at Asian  
games -----Doha -----on 6 December .

#### Question 5

Tick the following statements as true or false

- 1-The auxiliary "are" at the beginning of short questions  
should be followed by a main verb .
- 2-verbs like "agree" , " attempt" , "want" should be followed  
by to- infinitive.
- 3-The past participle refers to the far past .
- 4-Singular subject must be followed by an infinitive .
- 5-The Plural subject may be followed by verb in the present  
tense plus "s " .

#### Question 6

Choose the correct answer

- 1----- you English .  
a-were                      b-are                      c-do
- 2-He wants ----- a teacher .  
a-be                                      b-to be                                      c-being
- 3-Have you ----- the pyramids . .  
a-seen    b-saw  
c-see
- 4-Khalid ----- an essay .  
a-writes                                      b-written                                      c-write
- 5-They -----slowly on foot .  
a-walk                                      b-walked                                      c- walks