Reality of Using Modern Teaching Methods in Teaching English Language among Teachers

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Article Info	Abstract
	The study aimed to reveal the reality of using modern teaching methods in teaching the English language by teachers and the differences according to the variables of gender, years of experience, and academic qualification. In this descriptive study, the study sample consisted of (239) male and female teachers selected from Mubarak Al-Kabeer region in the State of Kuwait. A questionnaire was used for data collection. The results showed that the reality of using modern teaching methods in teaching the English language among teachers came moderately. The direct, communicative, and audio-linguistic methods obtained the highest means in their use by teachers. It was also showed that there were statistically significant differences in the reality of using modern teaching methods in teaching the English language among teachers due to the variables of years of experience and in favor of the category of more than 10 years and academic qualification in favor of the postgraduate category. In addition, there were no statistically significant differences due to the gender variable. The study recommended the necessity of training and qualifying teachers on how to use modern teaching methods in teaching the English language in Kuwait.

Introduction

English is the common language among the world's population through which communication is carried out. Also, it is the most widely used language of the Internet through which a wider range of information, communication, and opportunities can be accessed. In addition, it is used in most different fields in the economy, trade, tourism, medicine, engineering, and computer. The English language is one of the important languages in the modern era as it is the most widely used global language. It helps to increase the ability to read books, magazines, and published research which supports the development of science, knowledge, and personal culture among individuals.

The English language is one of the widely spread international languages. It is the language adopted in most countries of the world, especially at present. People all over the world have come to depend on it for their social and economic well-being. English began to extend its roots at the international level in political, commercial,

and security life, communications, entertainment, communication, media, and education (Jawad & Allaibi, 2018). The English language is one of the most important subjects in the school education stage, and it is the first global language and the most widespread in this era characterized by modernity. The English language is a language of great prestige for various considerations, including the large number of people speaking it in the world, its common use in various areas of life, and the growing need for it in the labor market. As a result, the English language has become the language of science, economics, communication, technology, and tourism, and one of the most important subjects in higher and school education (Al-Janaydah, 2017). The process of teaching English has witnessed a number of methodological transformations in a way that enables learners to use this language effectively. Therefore, the process of teaching English has undergone multiple improvements by adopting modern methods, strategies, and methods that meet learners' abilities and needs (Al-Gundi, 2021).

Teaching is of great importance in educational life as it has positive outcomes that benefit society in terms of development, advancement, and progress, and keeping pace with scientific and technical developments. It helps students develop their skills, experiences, and abilities, and supports their talents and hobbies in extracurricular activities. Teaching provides training for students to make them more interactive with their peers and colleagues. Therefore, teaching is an essential element of the educational process and affects the students' personalities positively, and also affects their growth in various aspects. To teach effectively, the teacher must use different teaching methods in communicating information and knowledge to learners (Mustafa, 2014). Teaching is defined as the set of activities that the teacher performs in a specific educational situation to help the student reach specific educational and learning goals depending on the method of teaching (Hamadnah & Obeidat, 2011). The concept of teaching method refers to the method followed by the teacher in order to achieve the desired goals from the educational situation. It includes a number of activities and procedures that the teacher follows in the classroom to communicate to the students a set of facts and concepts related to the lesson (Abdul Hameed & Al Bastami, 2012). Also, teaching methods are a set of principles and methods used in the teaching process, which usually include class participation, memorization, practical demonstration, or a combination of them. The selection of teaching method depends to a large extent on the information or skills being taught and can also be influenced by the competence and enthusiasm of students themselves (Al-Sliti, 2008). Methods used for teaching vary according to the material to be explained, the number of students in the class, and the time available to achieve the educational and behavioral objectives required for the lesson (Abu Al-Nasr, 2007). In the educational field, modern teaching methods were used that contributed to the development of the teaching and learning process for subjects, including English (Saada & Al-Dmour, 2017). Al-Mahna (2018) indicated that modern teaching methods vary according to the different trends in teaching. The direct method is a method in which the language to be learned is used only for reading, discussing, analyzing, and asking questions. English grammar is learned in the educational context of the subject. The audio-linguistic method is a method that focuses on memorization with repetition. This method follows the system of listening, speaking, reading, and writing in sequence, in which students listen to recordings or watch examples of different situations for speakers of the second language. Students practice a variety of exercises, and the trainer emphasizes the need to use the language at all times.

The communicative method allows the student to use his mother tongue, as well as the second language, based

on the principle of communication, taking into account that errors are not corrected directly. As for the guided practice method, it depends on the repetition of specific phrases. The student learns the phrases accurately, but he, nevertheless, lacks the correct speaking skill (Al Fogara'a, 2011). The blended learning method is an important component of the modern school, which provides students with both flexibility and convenience. This method combines traditional face-to-face and online learning. That is, education takes place both in the classroom and on the Internet. Blended learning is characterized by less time, effort, and cost. The information reaches learners as quickly as possible in a way that enables the management and control of the educational process and the measurement and evaluation of learners' performance. Also, it improves the general level of academic achievement and provides an attractive learning environment. Blended learning is included in the process of teaching the English language as an integral part of teaching methods and strategies. For example, the teacher can present a presentation of part of the educational content of the lesson through the computer, move to dialogue with students, then ask them to form groups to accomplish a specific task on their computers, and finally conduct an activity using worksheets. Therefore, it is a situation of multiple activities and tasks in which the uses of educational means are multiple, and the computer is not the dominant or the only method adopted in the lesson (Al-Fiqi, 2011).

One of the recent trends in the field of English language teaching is the dramatization of curricula, which is one of the modern approaches to teaching the English language. It is based on the principle of attention to the nature of the student and his active integration during the learning process with the educational content and contemporary trends in education under the theory of learning by experience and practice. It can make students participate in their learning effectively and lively with experiences and targeted activities to provide them with knowledge, skills, values, and trends. Therefore, the more the learner experiences the educational situation and interacts with it, the more it affects his mind, conscience, skills, and experience. As a result, it leaves a high impact on the accumulation of his experiences. The learner with curriculum dramatization exercises the skills of reading, writing, listening, speaking, role-playing, and expressing the character he represents. He becomes more confident and interactive when facing the audience. Hence, the dramatization of curricula is based on reformulating and organizing the educational content in a simple theatrical framework according to the main elements of drama art (action, participation, and watching). The dramatization of curricula aims to present the study material in the English language or part of it within the framework of an artistic pleasure to facilitate understanding and explanation and to clarify the cognitive aspect (Al-Hazmi, 2018).

Task-based teaching appeared as part of the constructivist cognitive theory in experiments conducted in some countries such as India in the late seventies, which contributed to improving English language teaching. The idea of this strategy began when the English language teacher asked non-English speaking high school students to perform the tasks that were asked of them in geography. In other words, they were asked to focus on geography and answer in English as a way to complete the task. This idea has achieved success in the progress of students in the English language and geography. Also, it made the teaching profession more attractive because the teacher in general and the English language teacher has become a facilitator of learning and meets language teaching and learning based on the characteristics of the communicative method. The task involves using language for communication, directing the learner's attention to the meaning and not the linguistic form

but without denying or neglecting the importance of grammar (Abu Jeriban & Khawaldeh, 2017). One of the important developments in English language teaching has been the use of films, an exciting way for students to learn. These films can be used in teaching English by translating information, words, sentences, and grammar. Films have a great impact on students as they help to consolidate information in their minds and help them engage more in the field of language (Abo ALFotouh, 2020).

The English language teacher is considered the backbone of teaching and the process of learning and teaching in the English language because he is considered the link between the curriculum and students, which the teacher conveys with his experiences, scientific abilities, language competence, and skills during the process of teaching, learning, evaluation, and using the most appropriate methods. Therefore, employing learning tasks in teaching English is of great importance for learners beyond learning English to learning social skills because it helps learners when acquiring the language to support their speaking skills in social communication situations. Hence, the role of the English language teacher appears in using modern teaching methods in teaching English and empowering learners with them as the use of these methods effectively makes teaching more enjoyable and interesting (Al-Sabhi, 2018). The English language teacher is the backbone of the English language teaching process. He plays a major role in achieving educational goals to help the success of the student learning process. Given the importance of the role played by the English language teacher, modern educational trends began towards qualitatively preparing him and qualifying him to possess teaching-based competencies such as the knowledge of modern teaching methods and how to use them effectively to face rapid changes in the era of knowledge explosion (Al-Shehri, 2017).

In this regard, the study of Al-Shra'a and Al-Eidi (2019) showed that the level of teaching practices of English language teachers for the basic stage in the light of metacognitive thinking skills in Jordan came moderately. The results also showed that there were no statistically significant differences due to the gender variable whereas there were statistically significant differences in favor of the less teaching experience. The study of Al-Eidi (2017) showed that the level of classroom teaching practices of English language teachers for the basic stage in Jordan was high. The results also showed statistically significant differences due to the variable of gender and in favor of females. Also, no statistically significant differences due to the variable years of teaching experience were shown. Al-Muhaimid's study (2016) showed that the reality of the constructivist teaching practices of English language teachers at the intermediate stage was low. Based on the foregoing, the researcher's work in teaching English, and the importance of modern teaching methods in arousing suspense and fun among students, there was a need to conduct this study. It aimed to explore the reality of the use of modern teaching methods in teaching the English language by teachers from their point of view in the State of Kuwait and the differences according to gender, years of experience, and educational qualification.

Statement of the Study

Teaching English in Kuwait schools suffers from students' weakness in learning and acquiring English despite the availability of all material and scientific capabilities for the teacher and means and aids for teaching this language in schools. One of the most important reasons for this is the teacher's inability to use appropriate

teaching methods for each language educational situation, which opened the door for English language teachers to strive in presenting their attempts to achieve effective teaching. Al-Junaida's study (2017) confirmed that several English language teachers are still applying outdated traditional methods of teaching English as a foreign language in schools. Despite the great interest in teaching English as a second language to learners in the State of Kuwait and the keenness of the Ministry of Education to teach this language extensively to learners at all levels of study, it is noted that the traditional methods are still popular with English language teachers. They depend on memorization and indoctrination. These teaching methods make students accustomed to listening and receiving, and keep them away from the spirit of research, investigation, thinking, and inferencing. Given the researcher's work in the educational field in the State of Kuwait, she works as a teacher in one of the schools in the State of Kuwait. Through her field experience in teaching the English language, she noticed a deficiency in the level of teachers' awareness of the importance of teaching this subject by following modern teaching methods. Most of them use traditional teaching methods that do not motivate students and do not suit their nature or the nature of the educational material provided to them despite the knowledge of many teachers that their students have individual differences and differences in their methods of thinking and the speed of their access to information. Also, the few previous studies in this field contributed to generating the problem of the current study, which sought to explore the reality of the use of modern teaching methods in teaching the English language among teachers in the State of Kuwait.

Questions of the Study

The study attempted to answer the following questions:

1. What is the reality of using modern teaching methods in teaching English for teachers from their point of view?
2. Are there any statistically significant differences in the reality of using modern teaching methods in teaching English for teachers from their point of view due to gender, years of experience, and academic qualifications?

Significance of the Study

The importance of this study stems from the importance of highlighting the theoretical information provided by the study concerning examining the reality of using modern teaching methods in teaching the English language among teachers. Because of this, it plays a major role in developing teaching practices in teachers' use of modern teaching methods in teaching English to students. This study may contribute to enriching the global, Arabic, and local library in the State of Kuwait on the subject of using modern teaching methods in teaching the English language for teachers in the light of some variables. The importance of the study lies in the fact that it is the first study within the limits of the researcher's knowledge, which dealt with the reality of using modern teaching methods in teaching the English language among teachers. It benefits English language subject supervisors and English language designers towards developing teachers' teaching practices to make use of these methods in the teaching process. This study may open prospects for researchers to conduct similar studies, which contribute to the diversity and enrichment of knowledge in this field.

Method

In this study, the descriptive approach was used, the most appropriate to the nature of this study. The questionnaire instrument was used to collect data about the reality of using modern teaching methods in teaching the English language among teachers.

Population Sample of the Study

The study population consisted of all teachers of the English language in Al-Mubarak Al-Kabeer Educational District in the State of Kuwait. They numbered (750) male and female teachers in the academic year 2021/2022 according to the statistics of the Kuwaiti Ministry of Education. The study sample consisted of (239) teachers of the English language in Al- Mubarak Al-Kabeer Educational District in the State of Kuwait. They were chosen following the random stratified method. The study sample was distributed according to the variables of gender, years of experience, and educational qualification as shown in Table 1.

Table 1. Distribution of the Study Sample according to Variables

Variable	Group	Frequency
Gender	Male	117
	Female	122
Years of experience	Less than 5 years	66
	5-10 years	114
	More than 10 years	59
Academic qualification	Bachelor	167
	Postgraduate	72
	Total	239

Instrument of the Study

The study instrument was prepared by referring to the educational literature related to modern teaching methods in teaching English such as Al-Feki (2011), Al-Hazmi (2018), and Al-Mahna (2018). They were benefited in determining modern teaching methods in English, and items were formulated to measure the reality of the use of these methods by teachers.

The instrument, in its final form, after verifying its validity and reliability, consisted of (33) items distributed to ten methods, namely: the direct method, the audio-linguistic method, the communicative method, the guided practice method, the blended learning method, the method of curriculum dramatization, the method of learning by films, discussion, group work method, problem-solving method. To interpret the respondents' ratings, a Likert scale of five degrees was used, ranging from very high (5), high (4), medium (3), low (2), very low (1).

Validity and Reliability of the Instrument

To verify the validity of the instrument content, it was reviewed in its initial form by a group of experts with experience and expertise in curricula and teaching English at Kuwait University and educational supervisors in the Kuwait Ministry of Education. The experts were asked to submit their suggestions for modification, deletion, or addition to the instrument items and to verify their suitability to achieve the purposes of the study. In the light of their opinions and suggestions, which were agreed upon (80%) or more, the required modification of the instrument was made and it was produced in its final version. The reliability of the study instrument was also confirmed using the test-retest method by applying and re-applying the instrument after two weeks through an electronic link distributed to a survey sample consisting of (30) teachers of the English language in the State of Kuwait. They were selected from outside the study sample, and then the Pearson correlation coefficient was calculated between their responses both times. The overall reliability coefficient of the instrument was (0.85). In addition, the internal consistency reliability coefficient was calculated using the 'Cronbach's Alpha' equation from the first application. The overall reliability coefficient of the instrument was (0.89).

Procedures of the Study

The study problem, questions, variables, population, their worksites and means of communication were identified. The theoretical literature and previous studies were written and compared with the current study. Letters from official government authorities in the State of Kuwait were obtained to facilitate the researcher's task in applying the instrument and collecting the necessary data. Then, the study instrument was prepared, and its validity and reliability were verified in the Kuwaiti environment. After that, the study instrument was distributed using an electronic link on (Google Drive) to the study sample through the (WhatsApp) application after listing the phone numbers of the study sample and in cooperation with the education departments in Al-Mubarak Al-Kabeer Educational District in the State of Kuwait and school principals. Then, the data were collected and checked for completeness, and then the Social Statistical Analysis Package (SPSS) program was used to analyze the data. The results were extracted, then discussed, and recommendations and further research were suggested. To interpret the respondents' responses, the following statistical standard was used:

    1-2.33= low degree

    2.34-3.67= medium degree

    3.68-5= high degree

Results

This part included the results of data analysis, and they were presented as follows:

1. What is the reality of using modern teaching methods in teaching English for teachers from their point of view?

The means and standard deviations of the study sample's responses were calculated on the items and domains of

the reality of using modern teaching methods in teaching the English language among teachers as shown in Table 2.

Table 2. Means and Standard Deviations of the Reality of using Modern Teaching Methods in Teaching the English Language among Teachers in a Descending Order

Order	Domain no.	Domain	Means	Standard deviations	Level
1	1	Direct method	3.42	.660	Medium
2	3	Communicative method	3.37	.670	Medium
3	2	Audio-linguistic method	3.33	.690	Medium
4	8	Discussion method	3.28	.800	Medium
5	4	Guided practice method	3.24	.700	Medium
6	5	Blended teaching method	3.18	.700	Medium
6	9	Group work method	3.18	.720	Medium
7	10	Problem-solving method	3.12	.800	Medium
8	6	Curriculum dramatization method	3.01	.640	Medium
9	7	Film learning method	2.87	.680	Medium
		Total	3.21	.460	Medium

It is shown in Table 2 that the mean of the total score for the reality of using modern teaching methods in teaching the English language among teachers was medium (M=3.21, SD=0.46). The direct method ranked first and rated medium (M=3.42, SD=0.66), whereas the communicative method came in second place with a medium degree (M=3.37, SD=0.67). While the audio-linguistic method came the third rank with a medium degree (M=3.33, SD=0.69), the discussion method received the fourth position with a medium degree (M=3.28, SD=0.80).

The guided practice method ranked fifth with a medium degree (M=3.24, SD=0.70). The blended teaching method and the group work method shared the sixth rank with medium degrees (M=3.18, SD=0.70, 0.72) in order. The problem-solving method ranked seventh with a medium degree (M=3.12, SD=0.80). The eighth rank was received by the curriculum dramatization method with a medium degree (M=3.01, SD=0.64). Finally, the film learning method came in the ninth and last place with a medium degree (M=2.87, SD=0.68).

2. Are there any statistically significant differences in the reality of using modern teaching methods in teaching English for teachers from their point of view due to gender, years of experience, and academic qualifications?

To answer this question, means and standard deviations were calculated, and descriptive statistical methods were used to reveal the reality of the use of modern teaching methods in teaching the English language among teachers from their point of view due to the variables of gender, academic qualification, and years of experience as follows:

First: Gender

The researcher used the T-test to show the significance of the differences between the means of the reality of the use of modern teaching strategies and methods in teaching the English language among teachers according to the gender variable as depicted in Table 3.

Table 3. T-test for the Significance of Differences between the Means of the Reality of the Use of Modern Teaching Strategies and Methods in Teaching the English Language among Teachers according to the Gender Variable

Method	Gender	Number	Means	Standard deviation	T	df	Sig. tailed-2
Direct method	M	117	3.36	0.67	.779	237	.437
	F	122	3.43	0.65			
Audio-Linguistic method	M	117	3.35	0.72	.386	237	.700
	F	122	3.31	0.66			
Communicative method	M	117	3.36	0.72	.255	237	.799
	F	122	3.38	0.61			
Guided practice method	M	117	3.16	0.79	1.780	237	.076
	F	122	3.32	0.60			
Blended teaching method	M	117	3.14	0.77	.863	237	.389
	F	122	3.22	0.63			
Curriculum dramatization method	M	117	3.07	0.66	1.276	237	.203
	F	122	2.96	0.63			
Film learning method	M	117	2.83	0.74	.937	237	.350
	F	122	2.91	0.62			
Discussion method	M	117	3.21	0.87	1.196	237	.233
	F	122	3.34	0.73			
Group work method	M	117	3.10	0.80	1.646	237	.101
	F	122	3.25	0.64			
Problem-solving method	M	117	3.11	0.84	.152	237	.879
	F	122	3.13	0.77			
Total	M	117	3.19	0.52	.909	237	.364
	F	122	3.24	0.39			

Table 3 shows that there were no statistically significant differences (0.05) between the means of the reality of using modern teaching methods in teaching the English language among teachers due to the gender variable on all methods and the total degree.

Second: Years of Experience

The researcher used a one-way analysis of variance to show the significance of the differences between the means of the reality of using modern teaching methods in teaching the English language among teachers according to the variable of years of experience as displayed in Table 4.

Table 4. One-way variance analysis for the significance of the differences between the means of the reality of using modern teaching methods in teaching the English language among teachers according to years of experience

Method	Source	Sum of squares	df	Means of squares	F	Sig. tailed-2
Direct method	Between groups	2.299	2	1.149	2.638	.074
	Within groups	102.815	236	.436		
	Total	105.113	238			
Audio-Linguistic method	Between groups	4.928	2	2.464	5.309	.006
	Within groups	109.538	236	.464		
	Total	114.467	238			
Communicative method	Between groups	4.703	2	2.351	5.419	.005
	Within groups	102.401	236	.434		
	Total	107.104	238			
Guided practice method	Between groups	6.501	2	3.251	6.863	.001
	Within groups	111.780	236	.474		
	Total	118.281	238			
Blended teaching method	Between groups	6.527	2	3.263	6.873	.001
	Within groups	112.051	236	.475		
	Total	118.577	238			
Curriculum dramatization method	Between groups	3.121	2	1.560	3.829	.023
	Within groups	96.183	236	.408		
	Total	99.304	238			
Film learning method	Between groups	4.930	2	2.465	5.385	.005
	Within groups	108.024	236	.458		
	Total	112.954	238			
Group work method	Between groups	7.539	2	3.769	5.995	.003
	Within groups	148.384	236	.629		
	Total	155.923	238			
Discussion method	Between groups	7.611	2	3.805	7.575	.001
	Within groups	118.564	236	.502		
	Total	126.175	238			

Method	Source	Sum of squares	df	Means of squares	F	Sig. tailed-2
Problem-solving method	Between groups	6.117	2	3.059	4.837	.009
	Within groups	149.234	236	.632		
	Total	155.351	238			
Total	Between groups	4.370	2	2.185	11.067	.000
	Within groups	46.594	236	.197		
	Total	50.964	238			

Table 4 showed that there were statistically significant differences at significance (0.05) between the means of the reality of using modern teaching methods in teaching the English language among teachers on all methods and the total degree according to the variable of years of experience, except for the direct method. To show the statistically significant differences, dimensional comparisons were used using the Scheffe test as depicted in Table 5.

Table 5. Scheffe's Test for the Dimensional Comparisons of the Statistically Significant Differences of the Reality of using Modern Teaching Methods in Teaching the English Language among Teachers according to the Variable of Years of Experience

Method	Years of experience	Experience (J)	Mean differences	Sig. tailed-2
Audio-Linguistic method	Less than 5 years	More than 10 years	.398*	.006
Communicative method	Less than 5 years	More than 10 years	.371*	.008
	5-10 years	More than 10 years	.279*	.032
Guided practice method	Less than 5 years	More than 10 years	.359*	.016
	5-10 years	More than 10 years	.394*	.002
Blended teaching method	Less than 5 years	More than 10 years	.348*	.020
	5-10 years	More than 10 years	.399*	.002
Curriculum dramatization method	Less than 5 years	More than 10 years	.313*	.025
Film learning method	Less than 5 years	More than 10 years	.366*	.011
	5-10 years	More than 10 years	.306*	.020
Discussion method	Less than 5 years	More than 10 years	.421*	.013
	5-10 years	More than 10 years	.406*	.007
Group work method	Less than 5 years	More than 10 years	.385*	.011
	5-10 years	More than 10 years	.427*	.001
Problem-solving method	Less than 5 years	More than 10 years	.383*	.028
	5-10 years	More than 10 years	.363*	.019
Total	Less than 5 years	More than 10 years	.340*	.000
	5-10 years	More than 10 years	.293*	.000

Table 5 shows that there were statistically significant differences at (0.05) between the means of the reality of using modern teaching methods in teaching the English language among teachers between those with experience (1 - less than 5) years and those with more than (10) years for the benefit of more than (10) years of experience. Also, there were statistically significant differences at (0.05) between those with experience of (5-10) years and those with experience of more than (10) years in favor of those with more than (10) years.

Third: Academic Qualification

The researcher used the t-test to show the significance of the differences between the means of the reality of using modern teaching methods in teaching the English language among teachers according to the variable of academic qualification as Table 6 shows.

Table 6. T-test for the Significance of Differences between the Means of the Reality of the Use of Modern Teaching Methods in Teaching the English Language among Teachers according to Academic Qualification

Method	Academic qualification	Number	Means	Standard deviation	T	df	Sig. tailed-2
Direct method	Bachelor	167	3.32	0.67	2.826	237	.005
	Postgraduate	72	3.58	0.59			
Audio-linguistic method	Bachelor	167	3.22	0.70	3.671	237	.000
	Postgraduate	72	3.57	0.60			
Communicative method	Bachelor	167	3.28	0.67	3.346	237	.001
	Postgraduate	72	3.59	0.60			
Guided practice method	Bachelor	167	3.15	0.67	3.174	237	.002
	Postgraduate	72	3.45	0.73			
Blended teaching method	Bachelor	167	3.09	0.67	3.015	237	.003
	Postgraduate	72	3.39	0.73			
Curriculum dramatization method	Bachelor	167	2.95	0.61	2.169	237	.031
	Postgraduate	72	3.15	0.70			
Film learning method	Bachelor	167	2.75	0.61	4.291	237	.000
	Postgraduate	72	3.15	0.76			
Discussion method	Bachelor	167	3.18	0.78	2.892	237	.004
	Postgraduate	72	3.50	0.83			
Group work method	Bachelor	167	3.08	0.71	3.090	237	.002
	Postgraduate	72	3.39	0.72			
Problem-solving method	Bachelor	167	3.02	0.79	2.817	237	.005
	Postgraduate	72	3.34	0.80			
Total	Bachelor	167	3.13	0.42	4.658	237	.000
	Postgraduate	72	3.42	0.49			

Table 6 shows that there were statistically significant differences at (0.05) between the means of the reality of using modern teaching methods in teaching the English language among teachers on all methods and the total degree due to the variable of academic qualification and in favor of postgraduate studies.

Discussion

The results showed that the means of the total score for the reality of using modern teaching methods in teaching English for teachers was (3.21), rating moderate. This may be due to the lack of English language teachers' ability to use appropriate and modern teaching methods for every linguistic educational situation. This may have opened the door for English language teachers to strive in presenting their attempts to achieve effective teaching in English language teaching. Also, this may be due to teachers having some difficulties in using modern teaching methods because of individual differences between students who suffer in understanding English language topics. Many students face difficulties in learning the English language, which appear in the written or audio language, or coordination and self-control in its pronunciation. This may result in neglecting its gains by not listening to the teacher while presenting the lesson as he does not need it, and it is difficult to keep up with it. Perhaps, such difficulties may make the teacher unable to keep pace with recent developments in teaching English. Therefore, the teacher resorts to using traditional teaching methods instead of modern teaching methods are due to the general weakness of students.

This finding agrees with that Al-Shra'a and Al-Eidi's (2019) study, which showed that the level of teaching practices of English language teachers for the basic stage in the light of metacognitive thinking skills in Jordan came with a moderate degree. Whilst it differs from the finding of Al-Eidi's study (2017), which showed that the level of classroom teaching practices of English language teachers for the basic stage in Jordan was high. Also, the finding does not accord with that of Al-Muhaimid's (2016), which showed that the reality of the constructivist teaching practices of English language teachers in the intermediate stage came to a low degree.

At the level of domains, the direct method ranked first with a means of (3.42) and a medium degree. The communicative method came in second place with a means of (3.37) and a medium degree while the audio-linguistic method ranked third with a mean of (3.33) and a medium degree. This may be because these methods are among the most used and simplest methods in teaching English. Teachers have been highly trained on them in teacher training programs provided by the Ministry of Education in the State of Kuwait. Whereas the problem-solving method ranked seventh, with a means of (3.12) and a medium degree, in the eighth rank came the method of dramatizing curricula with a means of (3.01) and a medium degree. Finally, in the last place came the film learning method with a means of (2.87) and a medium degree. This may be due to the nature of these methods, which require teachers to prepare in advance. They require a lot of time and effort from teachers compared to other methods, and therefore teachers are reluctant to use them in teaching the English language. They also require significant preparation for students; which may not be compatible with the size of students in the class. As a result, English language teachers find difficulties in using these methods, and some refrain from them.

The results showed that there were no statistically significant differences between the means of the reality of using modern teaching methods in teaching English for teachers on all methods and the total degree due to the gender variable. This may be attributed to the similar nature of the educational and academic conditions in Kuwait schools and their educational policies that encourage keeping pace with scientific and technical development. Therefore, no differences appeared due to the difference in the teacher's gender (male, female). Also, the challenges and problems faced by male and female teachers in teaching students the English language may be the same. Therefore, the teaching methods imposed on them are somewhat the same. Hence, it is noted that teachers have the same view about the use of modern teaching methods in teaching the English language. This finding agrees with that of the study by Al-Shra'a and Al-Eidi (2019), which showed that there were no statistically significant differences in the level of teaching practices of English language teachers for the basic stage in the light of metacognitive thinking skills due to the gender variable. Whereas, it differs from those of Al-Eidi's (2017) study, which showed that there were statistically significant differences in the level of classroom teaching practices of English language teachers for the basic stage in Jordan due to the variable of gender and in favor of females.

The results related to the second question showed that there were statistically significant differences between the means of the reality of using modern teaching methods in teaching English for teachers on all methods and the total degree due to the variable of years of experience and in favor of more than 10 years. This may be due to the fact that teachers with more experience may have had skills in preparing, implementing, and evaluating lessons using modern teaching methods as a result of their attendance and participation in several training courses during their years of work. This may have allowed them to form trends and a positive image of modern teaching methods and their role in education and transfer of knowledge, skills, and experiences to students, especially in the English language. This may also be attributed to the desire of teachers with long experience to develop and keep pace with modern developments among their students to support their expertise and skills for the advancement of the local community and the prosperity of the country. Also, teachers with longer experience have a more in-depth and diversified view of career excellence. Therefore, it is reflected in their skills and teaching practices and they use modern teaching methods that develop students' mental and intellectual abilities, especially in teaching English. This finding differs from that of the study of Al-Shra'a and Al-Eidi's (2019) study, which showed that there were statistically significant differences in the level of teaching practices of English language teachers for the basic stage in the light of metacognitive thinking skills in Jordan due to the variable of teaching experience and in favor of those with less experience. Also, it is not in line with that of Al-Eidi's (2017) study, which showed no statistically significant differences in the level of classroom teaching practices of English language teachers for the basic stage in Jordan due to the variable of years of experience.

The results also showed that there were statistically significant differences between the means of the reality of using modern teaching methods in teaching the English language among teachers on all methods and the total degree due to the educational qualification variable and in favor of the postgraduate category. This may be due to the fact that teachers with postgraduate qualifications may have had skills in preparing, implementing, and evaluating lessons using modern teaching methods. This is because they received an intensive study in

postgraduate programs on modern teaching methods and how to employ them in the teaching and learning processes. This has affected their attitudes towards using these methods and improving their perceptions about them in improving the quality of the teaching and learning processes for students and increasing their opportunity to understand the English language and its role in their lives. This allowed them to practice these methods to transfer knowledge, skills, and experiences to their students.

Recommendations

In the light of the findings of the study, it is recommended that The Ministry of Education should adopt a training program for teachers and rehabilitate them on how to use modern teaching methods in teaching English. Also, there is a necessity that curriculum designers in the Ministry of Education in the State of Kuwait should work to enrich the teacher's guide with modern teaching methods for teaching the English language. In addition, a national study similar to the current study should be conducted on all educational areas in the State of Kuwait to address the views and opinions of different samples such as school principals and educational supervisors. Finally, a qualitative study is recommended to investigate the reasons and obstacles of the teachers' employment of modern teaching methods in teaching English.

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