THE IMPACT OF IMPLEMENTING ACTIVE LEARNING STRATEGIES IN TEACHING ENGLISH FROM THE PERSPECTIVE OF TABUK EDUCATIONAL REGION INTERMEDIATE SCHOOL TEACHERS

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ABSTRACT

This study examines and explores the impact of implementing active learning strategies on teaching English. It also aims to investigate (a) the teachers' views on using active learning strategies, and (b) how active learning strategies are effective in developing students' performance. The study sample includes 35 EFL Saudi teachers in Tabuk City, KSA. In order to collect the data required, the researchers develop a questionnaire that consists of two sections, namely, the impact of using active learning strategies on teaching English and the teachers' views on using active learning strategies. The questionnaire is analysed and the results are discussed. The study reveals that 90% of the teachers agree that using active learning strategies have a positive effect on teaching English and developing students' performance.

Keywords: Active Learning Strategies 'ALS', students' performance, and EFL Saudi Teachers.

INTRODUCTION

Active learning strategies shift the focus from teachers to students and their active engagement with the material. Through active learning strategies and used by teachers, students shed the traditional role as passive receptors and learn and practice how to apprehend knowledge and skills and use them meaningfully. Active learning strategies involve providing opportunities for students to meaningfully talk and listen, write, read, and reflect on the content, ideas, issues, and concerns of an academic subject. (Meyers & Jones, 1993, p. 6) Research and evidence support the claim that students learn best when they engage with course material and actively participate in their learning. And yet the traditional teaching model has positioned students as passive receptors into which teachers deposit concepts and information. The model has emphasized the delivery of course material and rewarded students adept at reflecting the course content on assessments. The spoils tended to go to students with good short-term memories and English skills. Among the student, there have always been those who have the wherewithal to make connections among course concepts, generate and ask themselves meaningful questions and then search for answers, and interact with readings through annotations. But the majority of students need to be provided with active learning opportunities to approach this ideal; and even those who are self-directed will learn more and be able to apply their learning more adeptly when course activities are based on active learning. Active learning strategies shift the focus of instruction from what teachers should do to students to what teachers want students to be able to do with course material. Similarly, students must enter class prepared to use assigned readings and reviewed material from past classes. Not only are students expected to be up-to-date on course material, but to have assimilated the material so they can use and build on it. When students recognize that the course involves active learning strategies, they will also recognize that they must be active if they are to succeed in the course.

Statement of the Problem

Active learning strategies is one of the student centered strategy introduced in the field of teaching. However, there is little research carried out to find out views of trained teachers in this area. Consequently, it is not what attitudes and perceptions teachers have towards active learning strategies, weather and how frequently they employ active learning strategies as well as how effective employing them is on students' performance. A questionnaire is an instrument used to obtain the required data.

Research Questions

The questions which this study aims to answer include:
1. What is the impact of using active learning strategies on teaching English?
2. What are the teachers' views on using active learning strategies?
3. How effective is using active learning strategies in developing students' performance?

Aims of the Study

- To determine how EFL Saudi teachers view active learning strategies.
- To investigate the effect of active learning strategies on developing students' performance.
- To show the effect that active learning strategies have on teaching English.

Significance of the Study

Active learning strategies can help mitigate the limitations of most classroom situations. Employing the principles of active learning strategies will do far more for EFL teachers than simply using these activities as if they are templates to be filled in with teachers' respective content. Rather, using active learning strategies to develop activities for students that best reflect teaching style and the material, types of thinking, and approaches to the subject necessary to comprehend and apply the topic. Doing so will make teachers active, and they will cross beyond the essential, but incomplete, role of content expert. Active learning strategies will provide students the opportunity to become engaged learners and dynamic thinkers.

Limitation of the Study

- Population of the study: this study was limited to Intermediate school teachers of English.
- This study is confined to Tabuk city.
- The study is conducted during the first term of the 2015-2016 (1436-1437Hijri) academic years.

LITERATURE REVIEW
Theoretical Background
English as an international Language

According to TESOL (2008), a new concept has emerged due to the multiple verities accorded to English worldwide; the concept is known as "World Englishes". "These include all the standard Englishes spoken in Anglophone countries such as the United States, the United Kingdom, Canada, Australia, New Zealand, and South Africa", TESOL (2008 :p1). These verities in the use of English make it easier for non-native speakers to use "their own

local words and expressions in their discourse, thus combining communication and culture within these world Englishes". Mydnas (2007) predicted that native speakers might need to become bilinguals in their own language as a result of the increase in spoken dialects. Mydnas also goes as far as to say that English no longer belongs to the native speakers but to the world. Therefore, learning English today is seen as something "essential" not optional, TESOL (2008).

Defining Active Learning Strategies (ALS)

Active learning strategies refer to the level of academic student engagement in and out of the classroom. These strategies are intended to make the students active rather than passive participants. Many individual learn best and become proficient in skills by participating them rather than merely being a spectator to the skill, Hermin & Toth (2006). Active learning strategies are designed to take students out of their books sometimes out of their seats, and sometimes out of their familiar ways of thinking. Active learning strategies are intended to make students active participants in their own learning (Silberman, 1996; Buehl, 2001). Active learning strategies refer to the structure, system, methods, techniques, procedures and processes that a teacher uses during instruction. Meyer and Jones (1993) note that Active learning strategies take into account two assumptions: different people learn in different ways, learning is primarily a constructive process, and that learners should be more responsible for their own learning. In the wider literature, active learning is discussed in terms of its goals and objectives, teacher and students' roles, its attention to the different skills of speaking, writing, reading and listening and the learning arrangements it requires (pair work, group work, individual work, etc). As well as the cognitive skill it requires on the part of the students, such as memorizing, applying etc.

Types of Active Learning Strategies

When creating or selecting teaching strategies and learning activities in language classrooms, teachers should consider four language domains (Echevarria, Vogt, and Short: 2004):
1. Reading: Students are able to comprehend written or printed material information, such as letters, numbers, figures and signs.
2. Writing: Students are able to communicate information in written or printed words.
3. Listening: Students are able to actively comprehend oral language from a variety of speakers.
4. Speaking: Students are able to say words, talk, express ideas, and converse in a variety of settings.

Mocinic (2012) identifies several ways of active Learning Strategies that could be practised in the class. These include pair-work a pair od students discuss a lesson; Brainstorming which involves introducing a topic or a problem and soliciting for students' input through a whole class discussion; games that involve compettions and solving puzzles, debates which engage students in thinking about several sides of an issue; group work which involves working together with others as a team; role plays which integrate real-life stories and real-world situations. Active learning tasks are much appreciated for making the learning experience enjoyable by allowing presentation of the material to learn in a see, hear, do or touch fashion.

Benefits of Active Learning Strategies

Teachers need to be aware of the strategies adopted. This awareness allows them to design and implement learning strategy instruction and helps them raise their own awareness of used effective strategies. The teacher is a crucial factor in helping individuals develop active learning strategies and become strategic learners. By knowing students' use of learning strategies, the teacher can recognize learners' strengths and weaknesses and adjust instruction accordingly. Teachers will be able to teach individual students to use learning strategies appropriately and effectively if they identify and accommodate the strategy use of students in relation to their genders (Ray, Garavalia, & Gredler, 2003; Liu & Lin, 2010) and their learning abilities (Pressley, Goodchild, Fleet, Zajchowski, & Evans, 1989). Using Active Learning Strategies can lead to successful learning and teaching; teachers are not sensitive to student learning or make incorrect assumptions concerning learning strategy use (Arabsolghar& Elkins, 2001; Griffiths & Parr, 2001). To provide a strategy instruction that is beneficial to students from diverse backgrounds, teachers should know the use of active learning strategies by learners (Protheroe, 2002).

Actually, there are many benefits for active learning strategies: active learning strategies: students are more likely to access their own prior knowledge, which is a key to learning. They are more likely to find personally meaningful problem solutions or interpretations and receive more frequent and more immediate feedback. In addition, the need to produce forces learners to retrieve information from memory rather than simply recognizing a correct statement which enables them to increase their self-confidence and self-reliance. For most learners, it is more motivating to be active than passive. Student conceptions of knowledge change, which in turn has implications for cognitive development. Besides, Students who work together on active learning tasks learn to work with other people of different backgrounds and attitudes.

Previous Studies

(Adams and Burns, 1999) believe that learning occurs when students are engaged in activities that help them utilize the content and skill they are learning and knowledge is constructed when students combine new information with existing through the process of reflection. Boyle (2000) outlines principles relevant to acivate learning such as authentic tasks, attention to interaction, and negotiation of meaning. Learners construct knowledge through negotiation and discussions as this allows them have voice and ownership in the learningprocess. The teacher is expected to play of consultant for students rather than a task master. This requires a shift in the role of the teacher from teaching to facilitating learning since such shift enable students to feel free trusted, respected and their voice attended. Constructivism also emphasizes the art of learning how to learn also called meta-cognition which involves reflecting on one's own thinking as a way of enhancing learning. phenomena occurring in social contexts. The study used qualitative interviews and a structured questionnairesurvey as a main meansof collecting data.Questionnaire is administeredof collecting data. Questionnaire is administeredto the teachertrainers in the English department of the faculty of humanities at BDU and one section of teacher trainees attendingpost gradute diploma training (PGDT). The same questionnairewhich was administered to teacher trainers to elicit their perceptionstowards active learning and the frequency of use in class has alsobeen administered to the teacher trainees. Three data collectioninstruments, i.e., two questionnaires, a semi-structured interview toteacher trainers and classroom observation of teacher trainers havebeen conducted. Thequestionnaires are used to get quantitativedata from teacher trainers

and trainee teachers about theirunderstanding of active learning and their actual practices.Qualitative interviews were used to get additional information aboutteacher trainersand teacher trainees' views concerning activelearning and their practices in the classroom.

Researchers (Straussand Corbin, 1990) note that qualitative methods give complexdetails of phenomena that may not be obtained through quantitativemethods. Moreover, qualitative responses help interpret the participantsadaptations and practices of the active learning.Interpretivists (Kelliher, 2005) believe that reality is not objectivelydetermined but socially constructed. In short, in this study, theresearcher tries to capture the respondents' understanding of active learning as reported by the trainee teachers, the English teachersby eliciting their notions and views through indepth interview, focusgroup discussion conducted with instructors, students, as well as researchers' observation of actual classroom teaching by theEnglish teacher. Literature review shows that teaching style and learning strategy have been defined in many ways. Research has shown that teaching students to use learning strategies is necessary to ensure a successful learning experience. It is similarly crucial for teacher's to know their own teaching styles from students' standpoints because students are aware of and also influenced by their teachers' teaching styles. The clarification of the relationship between active learning strategies and teachers' perceptions towards them will offer educators suggestions that will be helpful in modifying their teaching styles. It will also help educators consider how to provide instruction that intends to encourage high schoolteachers to develop meaningful active strategies. Nevertheless, none of the studies in the literature conducted in Saudi Arabia explored this relationship.

METHODOLOGY
Definition of Terms

The current study has adopted the following definition of active learning strategies as "Active learning strategies involve providing opportunities for students to meaningfully talk and listen, write, read, and reflect on the content, ideas, issues, and concerns of an academic subject". (Meyers & Jones, 1993, p. 6)

Abbreviations

- **ALS**   Active Learning Strategies
- **TEFL** Teaching of English as a Foreign Language.
- **EFL**   English as a Foreign Language
- **TESOL** Teachers of English to Speakers of Other Languages

Research Method

The aim of this research is to investigate Tabuk educational region intermediate school teachers' perceptions of the impact of using ALS in teaching English and to answer the study questions. In order to answer these questions, quantitative data was collected using questionnaire instruments. This chapter includes the following topics:

a) The participants in the study
b) The instrument used in the study
c) A description of the data collection techniques used to answer the research questions.

Instrument of study

The research items are answered by analysing the teachers responses to Likert scales (1 for SD, 2 for D , 3 for U , 4 for A , 5 for SA) for positive items on the questionnaire , and(5 for SD, 4 for D , 3 for U , 2 for A , 1 for SA) for negative items on the questionnaire. To ensure the validity and reliability of the questionnaire, the inter-rater approach was followed.

Data Analysis

This section describes the data analysis procedures that are performed on the collected data in order to answer the research questions. All qualitative data are coded by the researchers. The study adopted a descriptive survey design. The instrument used for data collection was a questionnaire titled as "the impact of using active learning strategies on teaching English". In adapting the instrument; the researchers added two other sections on teachers' views about using active learning strategies and their effect in developing students' performance. The questionnaire was made up of thirty (30) items arranged on a five point likert scale. The questionnaire also had two sections ranging from A –B respectively. Section A is on the impact of using active learning strategies on teaching English; section B is on teachers' views on using active learning strategies.

RESULTS AND DISCUSSIONS
Research Question 1: What is the impact of using active learning strategies on teaching English?

No.	items	Responses										Total	
		agree		Strongly agree		undecided		disagree		Strongly disagree			
		Sum.	Perce.	Sum.	Perce.	Sum.	Perce.	Sum.	Perce.	Sum.	Perce.	Sum.	%
1	Using Active Learning Strategies allows students to listen to native speakers	21	60	7	20	7	20	0	0	0	0	35	%100
2	Active Learning Strategies improve students' communication with their teachers.	10	28.5	21	60	4	11.4	0	0	0	0	35	%100
3	Using Active Learning Strategies can enhance students' motivation	15	42.8	14	40	5	14.2	1	2.8	0	0	35	%100
4	Active	13	37.1	14	40	8	22.8	0	0	0	0	35	%100

	Learning Strategies give students access to authentic English materials.											
5	Active Learning Strategies can give students a sense of participation	12	34.2	16	45.7	7	20	0	0	0	35	%100
6	Active Learning Strategies can integrate the learners' experience	13	37.1	13	37.1	8	22.8	1	2.8	0	0	35	%100
7	In activity-based learning class, students are engaged in listening, reading, speaking and writing activities in English teaching	14	40	17	48.5	4	11.4	0	0	0	0	35	%100
8	Active Learning Strategies enhance the retention and recall of English grammar rules by students	14	40	13	37.1	6	17.1	2	5.7	0	0	35	%100
9	Using Active Learning Strategies in class creates collaborative and supportive	13	37.1	15	42.8	6	17.1	1	2.8	0	0	35	%100

	environment											
10	Active Learning Strategies help students express their opinions	12	34.2	17	48.5	6	17.1	0	0	0	0	35	%100
11	Active Learning Strategies allow students practice the four skills	13	37.1	13	37.1	9	25.7	0	0	0	0	35	%100
12	Students participate to learn sufficient content through active learning Strategies	15	42.8	12	34.2	8	23	0	0	0	0	35	%100
13	Active Learning Strategies make students more interested in learning	20	57.1	11	31.4	2	5.7	2	5.7	0	0	35	%100
14	Students are reluctant to participate in activity-based learning activities	2	5.7	1	2.8	3	3.7	10	28.5	19	54.2	35	%100
15	Active Learning Strategies create desirable attitude towards interactive English teaching	15	42.8	15	42.8	5	14.2	0	0	0	0	35	%100

Table 1: Teachers' responses towards the impact of using active learning strategies on teaching English

It is evidenced from table 1 that 80% of the teachers agree that using active learning strategies allows students to listen to native speakers, while 20% of them are undecided. Also, 88.5% of the teachers indicated that they agree active learning strategies improve students' communication with their teachers and the rest of them is undecided. 82.8% of the teachers agree that active learning strategies can enhance students' motivation while 2.8% disagree. 77.8% agree that active learning strategies give students access to authentic English materials and the rest is undecided. The data reveals that (79.9%) of the teachers were in favor of the idea that active learning strategies can give students a sense of participation; while (2.8%) were not in favor of this idea. With regard to the idea that active learning strategies can integrate students' experiences, (74.2%), and (2.8%) respondents agreed and disagreed, respectively. Moreover, to the item that students are engaged in reading, writing, listening, and speaking activities (88.5%), and (11.5%), responded agreed and undecided, respectively. 77.1% of the teachers agreed that students active learning strategies enhance the retention and recall of English grammar rules by students; only 5.7% disagree and 17.1 are undecided. 49.9% agree that using active learning strategies in class creates collaborative and supportive environment and only 2.8% disagree while the others are undecided.

82.7% of the teachers agreed that students can express their opinions when active learning strategies are applied, while 17.1 of the teachers are undecided. By applying active learning strategies, students can practice the four skills; this is indicated by 74.5 of the teachers' responses, others are undecided. 77% agreed that students participate to learn sufficient content through active learning strategies, while 23% are undecided. Active learning strategies make students more interested in learning; 87.5% of teachers agree for that while (5.2%), and (5.2%), respond disagree and undecided, respectively. Meanwhile only 8.4% agreed that students are reluctant to participate in active-based learning lessons while 82.7% disagreed. Also, 85.6% of the teachers agreed that active-based learning lessons can create desirable attitude towards interactive English teaching, while all of them disagree!

Research Question 2: What are the teachers' views on using active learning strategies?

No.	items	Responses										Total	
		agree		Strongly agree		Undecided		disagree		Strongly disagree		Total	
		Sum.	Perce.	Sum.	Perce.	Sum.	Perce.	Sum.	Perce.	Sum.	Perce.	Sum.	%
1	There are not enough materials and equipment for Active Learning Strategies in my school	15	42.8	17	48.5	2	5.7	1	2.8	0	0	35	%100
2	The time allocated for English is not	12	34.2	12	34.2	5	14.2	3	8.5	3	8.5	35	%100

	enough for activity-based learning in my school											
3	Using Active Learning Strategies can be boring	1	2.8	1	2.8	3	8.5	10	28.5	20	57.1	35	%100
4	Active Learning Strategies encourage me to interact with my students	17	48.5	9	25.7	9	25.7	0	0	0	0	35	%100
5	If I used activity-based learning, I would not cover the year's curriculum	11	31.4	9	25.7	9	25.7	6	17.1	0	0	35	%100
6	The class size of students in my school affects my ability to use Active Learning Strategies	10	28.5	14	40	6	17.1	3	8.5	2	5.7	35	%100
7	My workload/ periods per week affect my ability to use Active Learning Strategies	8	22.8	16	45.7	3	8.5	6	17.1	2	5.7	35	%100
8	It takes a long time to prepare activity-based	10	28.5	11	31.4	12	34.2	2	5.7	0	0	35	%100

	learning lesson												
9	I was not trained on activity based learning during my training	12	34.2	13	37.1	5	14.2	3	8.5	2	5.7	35	%100
10	Active Learning Strategies would be a waste of time	2	5.7	2	5.7	7	20	9	25.7	15	42.8	35	%100
11	I am in favor of applying Active Learning Strategies to English courses.	12	34.2	12	34.2	8	22.8	3	8.5	0	0	35	%100
12	have found the English courses are easier to teach when Active Learning Strategies	16	45.7	13	37.1	4	11.4	2	5.7	0	0	35	%100
13	Applying Active Learning Strategies to English classes will be more interesting and relaxing than using traditional methods.	18	51.4	10	28.5	7	20	0	0	0	0	35	%100
14	Active Learning Strategies	15	42.8	13	37.1	3	8.5	2	5.7	2	5.7	35	%100

	motivate me to teach better											
15	Active Learning Strategies must be applied in all schools	18	51.4	15	42.8	0	0	2	5.7	0	0	35	%100

Table 2: Teachers' responses towards using active learning strategies?

From Table 2, 91.3% of the teachers agreed that there are not enough materials and equipment for ALS and 68.4% also agreed that there is no enough time allocated to carry out ALS in English class. Moreover, 85.6% of the teachers see that using active learning strategies is not boring while only 5.4 agree. 74% agree that using active learning strategies encourage them to interact with their students. Also 17.1% of the teachers disagreed that they would not be able to cover the years' curriculum if they use ALS when 57.1% agree. In addition, 58.5% of the teachers agreed that class size affects the ABL classes while 14.2% of the teachers disagreed that class size affects ABL. This means that more than half of the teachers disagreed that class size affects ABL. Also, 68.5% of the teachers agreed that the workload/number of periods per week affects their ability to use ABL in the English class while 23.8% disagreed that workload/number of periods per week affect their ability to use ABL. This means that more than 50% of the teachers agree that their workload/number of periods per week affects their use of ABL. About 60% agreed it takes time to prepare ABL lessons while 5.7% of teachers disagreed that it takes time to prepare ABL lesson.

This means that above half of the teachers agree that it takes time to prepare the ABL lesson. Meanwhile, 14.2% of the teachers agree that they are not trained for the ABL while only 71.3% disagree that they are trained on ABL during their training to become teachers. Therefore, to the teachers the most important problems of ABL in schools are lack of materials and sufficient time while other problems are inability to cover the curriculum, large class size, long time to prepare lessons, reluctance of students to participate in activities and lack of training for the teachers. In addition, 68.5% of the total number disagree that active learning strategies would be a waste of time, while only 11.4% agree. Meanwhile, 68.4% of teachers are in favor of applying active learning strategies to English courses, when only 8.5% are not. English courses are easier to teach when active learning strategies are applied; 82.8% of teachers go for that while 5.7% do not. Also, 79.5% see that applying active learning strategies to English classes will be more interesting and relaxing than using traditional and about 80% states that active learning strategies motivate them to teach better. Lastly, 94.2% think that active learning strategies must be applied in all schools while 5.8% do not.

Research Question 3: How effective is using active learning strategies in developing students' performance?
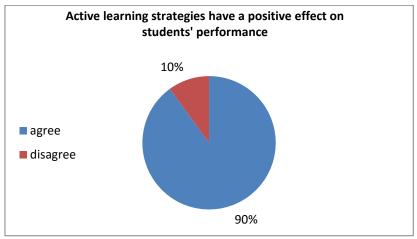

Figure 1: Teachers' responses towards the effect of active learning strategies on students' performance

On the effectiveness of the use of active learning strategies in developing students' performance, over 90% of the teachers agree that ALS have a positive effect on students' performance. If students participate well in the class, there will be teacher – students' interaction and integration. At that point, teaching/leaning becomes interesting and meaningful. It was also found that students are motivated to learn and discover new things with the use of ALS. The study revealed that ALS enhances students learning experiences by providing collaborative and supportive environment, enables students to resolve problems using knowledge from previous experiences, enhances motivation, enables students to learn sufficient content and improves interaction in the classroom. This finding is not surprising because in ALS, students are allowed to work in a collaborative and supportive environment. The students are not spoon-fed but are part of the discovery of all the formulae in the concepts. The study revealed that ALS allows students to listen to native speakers which help them improve their communication skills. Also, the use of ALS can enhance their motivation, the retention and recall of English grammar rules, practice the four skills, express their opinions, give them a sense of participation, a chance to integrate their experience. Moreover, the study revealed that in activity-based learning class, students are engaged in listening, reading, speaking and writing activities which creates collaborative and supportive environment and desirable attitude towards interactive.

DISCUSSION

On the use of active learning strategies in schools, it was found that 90. % of the teachers over 90% of the teachers agrees that using ALS have a positive effect on students 'performance. This is very encouraging as it will help to improve the teaching and learning of English in schools. But 10. % of the teachers indicated that ALS do not have that effect which is a very small percentage. This is pointer to the fact that many teachers in Saudi Arabia schools tend to use ALS methods in schools. About, 90% of the teachers indicated that active learning strategies improve students' communication and enhance their motivation. The results revealed that about 80% of the teachers were in favor of the idea that active learning strategies can give students a sense of participation and integrate their experiences. On the significance or importance of the use of and students' learning

experience in ALS over 90% of the teachers agreed that ALS methods ensures that total participation of students is achieved , integrate the learners' experience, creates desirable attitude towards interactive mathematics teaching, and makes students to interact in class. If students participate well in the class, there will be teacher –students' interaction and integration. At that point, teaching/leaning becomes interesting and meaningful. It was also found that students are motivated to learn and discover new things with the use of ALS. The study revealed that ALS enhances students learning experiences by providing collaborative and supportive environment, enables students to resolve problems using knowledge from previous experiences, enhances motivation, enables students to learn sufficient content and improves interaction in the classroom.

About 85% of the teachers agreed that students can express their opinions when active learning strategies are applied. On teachers' views on using active learning strategies 91.3% of the teachers agreed that there are little or no materials and equipment in schools for ABL. It was also found that teachers have no enough time in carrying out ABL in their lessons as indicated by 60% of the teachers. But less than 55% of the teachers indicated inability to cover the curriculum, class size, workload/number of periods per week, long time to prepare ABL lessons, and lack of training as the problems of ABL in schools in Saudi Arabia. About 70% of the teachers indicate that there are not enough materials and equipment for ALS. Moreover, 85.6% of the teachers see that using active learning strategies is not boring which is a very good indication that ALS should be applied. These results would encourage them to interact with their students. To sum, this study revealed that Saudi intermediate school English teachers have positive attitude towards learning based on Active Learning Strategies but are encountering some problems inhibiting is usage in schools, overload and the curriculum. The study also revealed that applying Activity-based learning positively affect students' performance in many ways.

CONCLUSION

This study considered the impact of using active learning strategies from the perspective of Tabuk educational region intermediate school teachers. Activity-based learning is a new teaching strategy that is in vogue in every subject and everywhere in the world. The study revealed that many school teachers in Tabuk understand the ABL methods and the need for their use in schools. In fact many of the teachers prefer ABL to the conventional method of teaching. But many others are still facing the problems of effective use of ABL in schools. Hence, there is need for a continuous retraining of teachers and provision of instructional materials to schools to facilitate the utilization of ALS in schools. The study revealed that the lack of instructional materials and time is a problem for the teachers. However, The English teachers under study showed quite a positive attitude towards the using of active learning strategies. They were of the opinion that utilizing active learning methods is crucial as it makes students participate in discussion, integrating their learning experiences, and raising their interest of learning English. Besides, teachers underlined the paramount significance of active learning as it helps them improve their English teaching methods. Though teachers showed positive attitude towards the utilization of active learning strategies, there were a number of factors hindering them from utilizing the approach properly. These included lack of enough training and experience, inadequate budget meant for the purchase of instructional materials and the shortage of enough seats for the students.

RECOMMENDATIONS

Based on the findings of this study, the following recommendations are made:

1. Every school should be provided with an English laboratory with all necessary materials and equipment for the use of ALS in schools
2. Workshops and seminars should be organized for the training and re-training of   teachers on how to use ALS in English classes.
3. All Institutions in charge of preparation of English teachers should ensure that teachers are properly prepared on the use of ALS in schools.

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Appendix
Teacher's Name:…………………………………   **(Optional)**

1- Qualification: Bachelor (   )   Education Bachelor (   )
                        Master (   )   Doctorate (   )

2- Experience: Less than 5 years (   )   5-10 years (   )
                      More than 10 years (   )

Domain A: explores the impact of using active learning strategies on teaching English.
Domain B: explores teachers' views towards using active learning strategies

SA Strongly agree	A Agree	U Undecided	D Disagree		SD Strongly Disagree
أوافق بشدة	أوافق	غير متأكد	أعارض		أعارض بشدة

Items	SA	A	U	D	SD
Domain A: The Impact of Using Active Learning Strategies on Teaching English.					
1. Using Active Learning Strategies allows students to listen to native speakers					
2. Active Learning Strategies improve students' communication with their teachers.					
3. Using Active Learning Strategies can enhance students' motivation					
4. Active Learning Strategies give students access to authentic English materials.					
5. Active Learning Strategies can give students a sense of participation					
6. Active Learning Strategies can integrate the learners' experience					
7. In activity-based learning class, students are engaged in listening, reading, speaking and writing activities in English teaching					
8. Active Learning Strategies enhance the retention and recall of English grammar rules by students					
9. Using Active Learning Strategies in class creates collaborative and supportive environment					
10. Active Learning Strategies help students express their opinions					
11. Active Learning Strategies allow students practice the four skills					
12. Students participate to learn sufficient content through active learning Strategies					
13. Active Learning Strategies make students more interested in					

learning					
14. Students are reluctant to participate in activity-based learning activities					
15. Active Learning Strategies create desirable attitude towards interactive English teaching					
Total					
Domain B: teachers' Views toward Using Active Learning Strategies					
16. There are not enough materials and equipment for Active Learning Strategies in my school					
17. The time allocated for English is not enough for activity-based learning in my school					
18. Using Active Learning Strategies can be boring					
19. Active Learning Strategies encourage me to interact with my students					
20. If I used activity-based learning, I would not cover the year's curriculum					
21. The class size of students in my school affects my ability to use Active Learning Strategies					
22. My workload/ periods per week affect my ability to use Active Learning Strategies					
23. It takes a long time to prepare activity-based learning lesson					
24. I was not trained on activity based learning during my training					
25. Active Learning Strategies would be a waste of time					
26. I am in favor of applying Active Learning Strategies to English courses.					
27. I have found the English courses are easier to teach when Active Learning Strategies					
28. Applying Active Learning Strategies to English classes will be more interesting and relaxing than using traditional methods.					
29. Active Learning Strategies motivate me to teach better					
30. Active Learning Strategies must be applied in all schools					
Total:					