Degree Of Teachers Of English Practice For Active Learning And Challenges They Encounter, From Their Perspective

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Abstract

The study aimed to identify the degree of teachers of English practice for active learning strategies and the challenges they confront, from their perspective. The study adopted the descriptive analytical approach. Its population comprised male and female teachers of public schools of Amman second directorate atuniversity district. The sample amounted to (56) teachers who were randomly selected.

The study results showed that the degree of practice of such strategies was positive and ranked "medium" with an arithmetic mean (3.50), but challenges ranked "high" with a medium mean (3.83). The results also revealed that there were no differences with statistical significance for the practice with regard to variables of (gender, qualification and experience).

The study recommended that courses and workshops should be held for teachers and students in order to: raise the degree of practice of active strategies,train them on methods of use, secure necessary instruments to apply the strategies, and to include all schools. In addition, the study recommended that English language curricula should be amended to cope with application of active learning strategies.

Keywords: Active learning; Degree of practice; English language teachers.

Introduction

The future development of education requires more attention to be paid to the learner who is the core of teaching-learning process. It also needs constant search for accurate mechanisms and procedures to activate the teaching process make it more effective, thus achieves its goals via using teaching methods that develop students' motivation and their cognitive and mental abilities.

Good education administration requires students to be able to learn and live independently based on their environment and resources. (Roongporn, 2020) .The development also encourages them to actively participate to secure an education environment, rich with incentives. This is why active learning has been cared for recently so as to improve the teaching-learning process to achieve good quality by switching from traditional methods of teaching thatdepend on memorization and instructing to better positive methods which rely on the active learner who shares in the learning process itself. Such things widen the scope of choice for him and provide him with more freedom to positively participate in several educational situations.

Due to all that, active learning became one of the foundations of the teaching process for all stages. It puts the learner in constant search for knowledge which he creates, understands, summarizes, paraphrases, and transfers to others. Throughout that educational period, the learner acquires skills of science, follows the steps of scientists, and interacts with several components of life. Consequently, his science and life skills, in addition to social ones such as problem solving, brainstorming and diverse thinking skills become better. Moreover, self-learning pertaining search for various sources, comparison, feedback, and identifying cause and effect, also develop in the learner as well.

Active learning strategies are inevitable necessities that dictate reconsidering roles of teacher and student; the former facilitates experimentation, requests students to understand content, and manages their activities, the latter is responsible for learning track achieved through briefing, questioning, and discussion (Urio et al., 2017).

Active learning, as a term, emerged during last years of 20th century and got more interest at the onset of 21st century. Cognition revolution plays an essential role in supporting this type of learning as one of modern educational and psychological trends that positively affect learning process (Shammari, 2012).

To make things clearer, concepts of strategies of active learning as stated by (Suleiman, 2015) need to be understood. He defined it as: "The Learning that focuses on the learner and his role in the teaching process which enables him to participate in dialogue, enriched discussion, enlightened thinking, ability solving problems that he encounters, and in applying what he learnt to other life situations, pending that he shoulders responsibility for self-learning and getting directly involved with the learning process".

Because active teaching is important, the school then has to provide propitious teaching-learning environments for creativity that helps learner learn by himself, acquire the desired skills and trends, and eventually apply them to other life and educational situations.

Given the above, active learning constitutes one of the modern trends that enrich the teaching process, help the learner know the required role that copes with his nature, class room time, and learning ambience. Active learning also refines learner's skills and makes him realize how important it is for his life.

Due to all that, the current study tried to detect the status of teachers of English practice for active learning and the challenges they encounter in Amman second directorate at the university district.

Statement of the problem

The current century undergoes a rapid development in knowledge and technology, especially after the emergence of the internet and satellite channels. Such a rapid development was a "challenge that raised questions about type of knowledge to be offered to teachers and how to incorporate that into textbooks and classrooms, in addition to how to use the best methods to interact with knowledge that triggers learner's thinking and keeps both learner and teacher away from knowledge instructing that annuls thinking. Educators tried to discover modern and diversified methods to secure quality of learning output as that doesn't match with its input. Such a thing might be attributed to regular teaching methods that focus on scientific material and ignore learner. Therefore, people concerned with education affairs need to develop the practical sides of the curricula, books, aids, and teaching strategies.

The researcher sees that this trend might be achieved when the teacher becomes more active in teaching. To make teaching more active, its integrating factors should be available so as to make the teacher play a positive role in the learning process instead of to solely depend on the teacher as knowledge carrier.

The researcher noticed weakness in the background of several teaching groups with regard to active teaching and its elements in general, especially in teachers of English.

This is what necessitated the statement of the problem to focus on the degree of practicing active leaning by teachers of English and on the challenges they encounter. Such an objective might be achieved though answering the following questions:

1- To what extent do teachers of English practice active learning strategies?
2- What are the challenges that these teachers encounter when practicing such strategies?
3- Does the degree of practice of active teaching by teachers of English differ with regard to gender, qualification, and experience?

Significance of the study
The significance is demonstrated in the following:

Theoretical significance
The significance of the current study stems from modernity of the topic in light of the changes that affect teaching curricula and practical teaching process. It is noticed that active teaching is one of education trends that considers learner the focus of the education process.

Empirical significance

The following points outline the empirical significance:

1- It provides teachers of English with important information about the degree of their practice for active leaning.
2- Findings of the study acquaints those concerned with education in general and supervisors in particular with the significance of active learning strategies and their role in activating and encouraging teachers to use them.
3- The contribution the study provides to the concerned with education process and school administration pertaining suitable solutions for the problems teachers of English encounter, with regard to using active teaching strategies and securing propitious environment.

Procedural definitions:

Active learning
"It is defined as: A method of concurrent learning and teaching where students actively take part in activities, exercises, and projects via a rich diversified educational environment that enables them to listen positively, to start constructive dialogue, to think awaringly, to analyze soundly, and to contemplate deeply over what has been read, written or discussed, with regard to study material or any other issues in the presence of a teacher who encourages them to shoulder responsibility of self-teaching. He supervises that urging the students to achieve the ambitious objectives of the syllabus being taught which focuses on building an integrated creative personality of today's student and man of the future (Saada et al., 2018). Procedurally, the researcher defines the terms as: "The practice of both teachers and students for activities to acquire education experience that is measured by study tool after being verified for validity and reliability".

Teachers of English

Procedurally, the researcher defines it as: "Teachers who teach English in public institutions in Amman second directorate at university district".

Study Limitations

The study is restricted to:

- Subject limitation: The degree of subject practice of teachers of English for active learning strategies and challenges they confront, from their perspective.
- Human limitation: A sample of English language teachers who teach in public schools in Amman second directorate at university district.
- Place limitations: public schools in Amman second directorate at University district.
- Time Limitation: first semester 2020/2021.

Theoretical framework:

Last years of 20th century, together with first decade of 21st century, witnessed great scientific, cognitive, and technical developments that added more tasks to the role of teachers which constantly changes providing the learner with education experience that makes him excel academically. The objective of teaching English is to enable the students to use the language in a way that helps them pursue advanced levels of education.

Teaching provides the students with the basic skills: listening, speaking, reading, and writing. It also helps them acquire correct language practice that helps develop these skills along with stages of educations. At the end of this stage, the student gets to a level by which he can use the language at advanced levels of education. Frequent calls, to diversify and develop methods of teaching that urge the learner to take part in the two processes of teaching and learning, have recently appeared. Learners in this case are encouraged to use high-level thinking skills, acquire a set of skills, trends and values that provide them with autonomous learning. They are now able to solve life problems, make decisions, and shoulder responsibility. Such objectives can never be achieved except when learners become the major element in the teaching- learning process and the focus of discussion, analysis, to think and induction because they are active and influential factors (Abu Haddaf, 11: 2008).

The current century is distinguished for technical and scientific changes in all fields. As a result, teaching methods have upgraded the learning process in which the learner became the focus of that process.

The term, active learning, is not a modern one for it appeared in the last years of 20th century. Interest in that type of learning largely increased at the beginning of the 21st century for being one the current educational and psychological trends that have a great positive influence on the learning process inside and outside classroom (Saada, et al., 2018).

"Active learning is the process that depends on learner's effort and active participation in the educational situation. It is linked to any activity that involves students doing something inside or outside classroom and to think about what they have already done" (Saeed & Eid, 112: 2006).

From what preceded, active learning philosophy clearly stresses that learning should relate to learners' life, needs, and interests. This can be achieved through interaction between learners and their environment besides the surrounding where they practice their daily activities at home, school, and area (Jamal, 2018).

Importance of active learning

Many of those concerned with active learning see that because it was not invested in different education situations, what the learner knows will never be made use of beyond learning knowledge. Consequently, his relation to syllabus content will be mostly weak. Active learning focuses on the learner in the process of learning, so he becomes more active in class discussion (Rusaa, 2007). Thus, active learning significance might be identified in what follows:

It constitutes a challenge for the teachers' ability to choose propitious activities that help create a positive interaction among learners and develop social relations as well. It also develops work perfection, deepens self-confidence and opinion expression by which learners, through active learning, can come up to solutions for the problems they encounter. When entering a new educational environment, moreinnovative learning techniques can benefit students (Saptono et al., 2020). This way, learners reinforce their understanding of new knowledge that eventually broadens their awareness and imagination, enabling them to shoulder responsibility, face problems, and fined solutions. Active learning intensifies motivation in learners by which students look at this type of learning positively for they won't be just negative receptors of knowledge throughout the process of learning. (Rifai, 2012, Saada et. al., 2018) outlined significance of active learning in the following: It helps learners follow work rules, build social relations, respect team work, encourage self-esteem, achieve experience, express their opinions and propositions, increase their motivation for learning, encourage initiatives for commitment and responsibility. Finally, it reinforces positive learning in them. In addition, this type of learning reduces negative listening and taking notes throughout class period and that requires asking diverse levels of questions that take into consideration individual differences between learners.

Thus, active learning makes the learner, the focus of educational process, active, influential, responsible, and able to apply experiences given to him to all fields of his daily life.

Strategies of active learning

(Rifaee, 2012; Muhammadi, 2018; Abdul Qader&Kuleibi, 2017) noted that teacher's role in using active learning strategies is demonstrated in the following:

Lesson planning stage

- Specifying strategies suitable for lesson objectives
- Suitability of strategies for students' level
- Suitability of strategies for class time
- Taking into account teacher's potentials and capabilities

Class implementation stage

- Use several situations, group and individual educational activities throughout learning.
- Focus on behavioral aspects throughout the process of learning-teaching.
- Provide students with chances for discussion during active learning.
- Train students on how to manage discussions and to negotiate various societal problems.
- Support social relations and students' positive trends at the stage of evaluation.
- Diversify assessment methods through oral and written exams.
- Evaluate inclusively.
- Invest evaluation results to develop and improve teaching process.

Characteristics of active learning

(Sadaa, 2006: 65 &Shammari, 2011: 15) outline qualities of active learning in the following:

1. It is geared towards the learner; focusing on students' responsibility to gain new knowledge and to acquire numerous skills.
2. It focuses on the principle of implementable challenge aided by propitious support and great achievements with some concentration on teacher's creativity.
3. It pays attention to feedback derived from experiences of acquired learning.
4. It paysattention to useful activities and exercises especially those that concentrate on problem solution, in addition to considering individual differences among learners which make required values and education objectives achievable.
5. It pays attention to the somatic, emotional, and mental fields of the student.
6. It improves oral communication skills through students' performances.

Active learning obstacles and how to overcome them
Despite efficacy and several benefits of active learning, yet there are sets of obstacles that prevent applying learning process listed as follows by (Saadi&Awaydeh, 2017; Jamal, 2018; Saadi et. al., 2018).

1- Teachers' shortage in some schools.
2- Lack of material capabilities that assist in applying strategies of active learning.
3- Class time brevity.
4- Teacher's preference for traditional teaching methods to which he is accustomed.
5- Teacher's inability to understand what is required of him, besides job requirements.
6- Overriding teacher's teaching load of 20 hours.
7- Lack of teacher's knowledge about skills and experiences pertaining active learning which should be high to enable them to apply that learning.

The preceding obstacles might be the factors that prevent applying active learning to the field of education and that produces weak educational outcomes, besides failure to achieve the desired goals. These obstacles urged researchers and people concerned with the education issue to try to find solutions that help minimize such obstacles and actively apply such learning as that will be positively reflected in the teaching-learning process which eventually helps achieve the desired educational objectives.

The following are some of those suggestions:

1- Prepare a sound educational atmosphere including organization and role distribution.
2- Encourage learners and motivate them to participate in various activities of active learning.
3- Train teachers so as to be conversant with basics of active learning goals, and components.
4- Pre-plan for active learning because that makes achieving objectives of syllabus easier.
5- Acquaint the teacher with all relevant researches and circulars by which he acquires the skills and experiences needed for applying active learning.
6- Prepare model classes that accommodate an expedient number of learners to make learning more effective.

From what preceded, one can elicit the importance of active learning and the role it plays in developing teaching-learning process which helps learners in all fields by using it in their daily life and in solving problems they encounter.

Literature review

The following part of the study outlines some literatures relevant to the subject of this study-active learning.

The study of (Sibona&Pourreza, 2018) aimed to identify the difference between active learning and lecture in teaching IT project management in university environment in the U.S. The study was applied to a sample comprising (155) students whose opinions were collected via internet throughout two semesters. The results confirmed that students learnt via active learning more than lectures, as they found it more appealing.

The study of (Khan et al., 2017) aimed to unravel the impact of active learning method on students' academic achievement in physics at secondary school level in Pakistan. The study was applied to a sample of 80 nine-grade students studying physics. The sample was divided into two groups, experimental and control. The findings showed that performance of the experimental one was much better,in all concentrated learning levels (knowledge, understanding, problem solving, observation, and thinking), in addition to academic achievement, than that of the control group.

The study of (Demirici, 2017) aimed to identify whether there was a difference in the average points of trend scale in science through using active learning and the traditional method of teaching science. The study was applied to a random sample of 7th grade students of MlahatOnjoor secondary school in the center of Exshire city. The sample was divided into two groups experimental that was taught using active learning and a control one taught via the traditional approach. The results revealed that there were big differences between the two groups in favor of the experimental.

The study of (Hyun, Edgar & Lee, 2017) aimed to identify the impact of students' satisfaction on their learning process in active learning and traditional classrooms. The sample comprised (16) classes of a private university for liberal arts. The sample was taught by seven different staff members. The results showed that students' satisfaction was positively affected by individual and collective teaching processes through teaching-learning activities at the B.A and graduate levels. Activities of active learning positively affected students' satisfaction in the course at the graduate level. It also positively affected students' satisfaction with regard to individual and collective learning processes in every class of active learning or traditional.

The study of (Ahmed, 2015) aimed to identify the range of efficacy of using some active learning on the development of life-long learning skills of 6th grade students in Saudi Arabia. The study was applied to a sample of six graders.

The results confirmed that using strategies of active learning increased learners' achievement and developed (life -long learning skills, scientific communication, induction, digits use, and positive trend towards active learning of science).

In his study, (Saada, 2013) aimed to identify the degree of applicability of active learning by kindergarten teachers in the state of Kuwait. A purposively sample of (250) kindergarten teachers was selected. To achieve his purpose, the researcher developed an observation card consisting of (40) items.

The results revealed that the degree of applicability for all active-learning elements ranked "high". They also revealed that there were no differences with statistical significance in the degree of applicability with regard to qualification, but there were differences with statistical significance regarding (reading and writing) attributed to the variable of years of experience. There were also differences in the degree of applicability for all domains of active learning in favor of three years of experience and less.

The study of (Zamil, 2011) aimed to identify the viewpoint of teachers of lower elementary stage at UNRWA schools in Ramallah and Nablus governorates with regard to practicing all

elements of active learning. The sample comprised (75) male and female teachers who were given a questionnaire of (30) items. The results showed that there were differences with statistical significances in their viewpoints in favor of female teachers, but there were no differences with statistical significance regarding active-learning practice that might be attributed to qualification variable, governorate, years of experience, and class taught.

Study methodology
In answering questions of the study, the researcher used the descriptive analytical approach that suits nature of the study whose aim is to detect the degree of teachers of English practice for strategies of active learning.

Study population and sample
Study population comprises all teachers of English at public schools in university district 2020/2022. The sample comprises (56) male and female teachers who were randomly selected. Table (1) elucidates the sample distribution.

Table (1): Description of sample distribution

Variable	Variable group	Number	Percentage
Gender	Male	17	30.4
	Female	39	69.6
Qualification	B.A	29	51.8
	M.A	8	14.3
	Ph.D.	19	33.9
Experience	Less than 5 years	13	23.2
	5 – 10 years	28	50.0
	11- and more	15	26.8
Total		**56**	**100.0**

Study tool

The most propitious tool to achieve objectives of the study is the questionnaire. It was designed after reviewing relevant literatures, scientific researches, and field studies.

The study tool comprised (29) items on the degree of teachers of English practice for active-learning strategies and the challenges they encounter.

Items (1-14) discuss the degree of practice. Each item was given five options: (always, often, sometimes, rarely, and never). Each of them was given points in the following order (1, 2, 3, 4, 5) respectively. The scale was divided into five groups: (high negativity, (1-1.8) negative (1.81-2.60), neutral (2.61-340), positive (3.41-4.20), and finally (high positively) (4.21-5). Items from (15-29) measure strategies of obstacles; five options were put next to each item (strongly agree given 5 points, agree 4 points, neutral 3 points, disagree 2 points, and strongly disagree, one point). The scale was divided into five group: very weak, (1-1.8), weak, (1.81 – 2.60), medium, (2.61-3.40), high (3.41-4.20), finally very high (4.21-5).

Validity of the study

The tool was presented to (9) specialized and experienced judges for their opinion regarding clarity and comprehensibility. Some questions were reworded and modified to comply with the judges' recommendation, therefore, some were deleted and others modified to achieve virtual validity.

Reliability of the study

To verify internal consistency of the tool, Cronbach's Alpha was applied to an exploratory sample comprising (16) male and female teachers. The value of reliability coefficient amounted to (.820), an indication of high reliability, a value that suits study purposes.

Results and discussion

Results pertaining the first question: "To what extent do teachers of English practice active learning strategies...?"

In answering the question, arithmetic means and standard deviations for responses of sample individuals were calculated.

Table (2): presents the results

Table (2): Means and standard deviations for responses of sample individuals pertaining strategies of active learning

No.	Items	Mean	Standard deviation	Rank
1-	I request students to identify lesson objectives.	2.91	1.11	Neutral
2-	I design good teaching aids and activities to reinforce active learning strategies.	2.94	1.01	Neutral
3-	I feel that using the strategies motivates me to teach English.	3.54	1.23	Positive
4-	I incessantly follow up courses on active learning.	2.95	1.14	Neutral
5-	I use the small-group method to discuss various topics from teaching content.	3.56	1.31	Positive
6-	I urge students to use active-learning strategies.	3.44	1.29	Positive
7-	I think that active-learning strategies is one of good alternatives for education development	3.50	0.99	Positive
8-	I constantly and regularly use active learning strategies	3.55	1.02	Positive
9-	I think that using active learning strategies contribute to the spread of science and knowledge.	3.58	0.94	Positive
10-	I give students scientific and practical assignments to be solved via active learning strategies	3.62	1.16	Positive
11-	I use active learning strategies in an active and creative way that arises students' motivation towards the teaching process.	3.67	1.14	Positive
12-	I give enough time for using strategies and for results discussion.	3.80	0.99	Positive
13-	I feel that active learning strategies are exhausting and tiresome.	3.91	0.87	Positive
14-	I encourage students to use the strategies and employ them in teaching English	4.07	1.14	Positive
	Total degree	3.50	0.57	Positive

Table (2) shows that arithmetic means of sample members responses pertaining the practice ranked between positive and neutral with a mean (2.91-4.07). The total degree of performance

ranked positive with a mean (3.50) and a deviation of (0.57), while item (14) "I encourage students to use the strategies …" ranked high with a mean (4.07) and a deviation (1.14). Item (1) that reads: "I request students to identify lesson objectives" ranked lowest with a mean (2.91) and a deviation (1.11).

Such results agree with the studies of (Khan et al., 2017; Sibona&Pourreza, 2018; Demirci, 2017; Hyun, Ediger& Lee, 2017; Ahmed, 2015; Saada, 2013; Zamil, 2011) which revealed a high positive level towards using strategies of active learning.

The researcher attributes the positive result of the degree of practice to teachers' awareness of the issue, besides their experience in the field.

Such positive results confirm the importance of using strategies of active learning in teaching English.

Results pertaining the second question: "What are the challenges that these teachers …?"

In answering the question, arithmetic means and standard deviations for responses of sample individuals were calculated, table (3) presents the results.

Table (3): Means and deviations for responses of sample individuals pertaining obstacles teachers encounter.

No.	Items	Mean	Standard deviation	Rank
1-	Rare use of training courses for using strategies of active learning.	3.55	1.41	High
2-	Poor use of active learning strategies by students.	3.46	0.97	High
3-	Poor direct interaction between teachers and students.	3.64	1.22	High
4-	Teachers were not convinced with benefits of using strategies in teaching English.	3.83	1.05	High
5-	I see that the strategies need more time than what is assigned for class.	3.85	0.79	High
6-	Teacher's guide doesn't include strategies of active learning.	3.94	0.79	High
7-	Difficulty of control over students while applying the strategies.	4.00	0.69	High
8-	Class environment doesn't help for using the strategies.	4.01	1.14	High
9-	Lack of awareness of some students regarding the strategies.	4.03	0.98	High
10-	Poor academic level of some students doesn't help for using the strategies.	4.05	1.02	High
11-	Teaching load increase in the day restricts diversification of using the strategies.	4.10	0.67	High
12-	Lack of students' experience with regard to strategies restricts its use.	4.16	0.82	High
13-	Shortage of necessary capabilities to implement the strategies.	4.09	0.75	High
14-	Teacher's poor use of strategies limited application	3.22	0.90	Satisfactory

	in classroom.			
15-	Excessive material inhibits using the strategies.	3.55	0.63	High
	Total degree	3.83	0.60	High

Table (3) shows that arithmetic means of sample responses regarding challenges ranged between "satisfactory" and "high" (3.22-4.16); the total degree of performance ranked "high" with a mean (3.83) and a deviation (0.36). Item (12) "students' poor experience …" ranked highest with a mean (4.16) and deviation (0.75), while item (14) "Teacher's poor use of strategies …" ranked lowest, with a mean (3.32) and deviation (0.63).

The results revealed that the challenges teachers of English encounter in using the strategies ranked "high". The researcher attributes that to lack of satisfactory training of teachers for using the strategies to the following:low capabilities of using them and to teachers' lack of awareness for the significance of such strategies. Moreover, large number of students in class, besides textbooks also inhibit using these strategies. Due to all that, challenges ranked "high".

Results pertaining the third question "Does the degree of practice of active teaching differ…."?

In answering that question, (t-test) was given to two independent samples to identify the degree of practice with regard to the variables of academic qualification (B.A, M.A, Ph.D.), and to experience (less than 5 years, 5-10, 11 and above). One Way ANOVA was used. Table (4) presents the results.

Table (4): (t) test results for gender variable

Variable		Mean	Standard deviation	T value	Sig value
Gender	Male	3.51	0.42	0.36	0.112
	Female	3.45	0.62		

Table (4) shows that there were no differences with statistical significance pertaining teachers' practice of active learning with regard to gender variable, as the function value was more than (0.05) which eventually made the nil hypothesis acceptable, no differences. This result disagrees with those of (Saada, 2013) and Zamil (2011) which found differences pertaining gender variable in favor of females.

The researcher attributes that to equal opportunities given to male and female schools in dealing with the strategies in addition to their interest in the issue which saves time, effort, and at the same time pleasure for students and achievement of desired goals. That interest provided opportunities to repeat the experiment more than once in an appealing method, therefore, answers of male and female teachers were close.

Table (5): Results of (One Way ANOVA analysis for the two variables: academic qualification and experience

Statement	Variance source	Total squares	Degrees of freedom	Square mean	F value	Sig value
Qualification	Between groups	0.90	2	0.45	1.407	40.25
	Inside groups	17.02	53	0.32		

	Total	17.93	55			
Experience	Between groups	0.65	2	0.32	1.004	0.373
	Inside groups	17.27	53	0.32		
	Total	17.93	55			

Table (5) shows that there were no differences with statistical significance for teachers' degree of practice pertaining the two variables academic qualification and experience, as the function value was more than (0.05) which eventually made the Nil hypothesis acceptable, no differences. Such a results disagrees with that of Saada (2013) which found differences with statistical significance pertaining experience variable in favor of (less than 3 years).

The researcher attributes that to teachers' complete contentment with importance of the strategies and their requirements. In addition, teachers' interaction with students and with the students among themselves encouraged teachers to keep up with these strategies, irrespective of experience and qualification.

Recommendations

In light of the results the study came up to, the researcher recommends the following:

1- To hold sessions and workshops for both teachers and students to train them in order to develop the degree of practice for strategies of active learning.
2- To provide materials and equipment required for applying strategies to cover all schools.
3- To amend English language curricula to comply with strategies' application.
4- To eliminate all challenges that hinder using the strategies by providing propitious classroom, training teachers and students, and reconsidering teaching material.

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